

# **Littlerock High School**

## **Self-Study Report**



***Focus on Learning***  
**2010-2011**



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## Focus on Learning 2010-2011



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# Chapter I

## SCHOOL/COMMUNITY PROFILE



### **Littlerock High School**

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## **GENERAL DESCRIPTION OF THE SCHOOL, ITS SETTING, AND THE POPULATION IT SERVES**

Littlerock High School today is not very different from the Littlerock High seen three years ago in our last WASC visit. We are still a small campus, small in student population, small in certificated and classified as well as administrative staff, and small in funding without the school improvement grant. Being small has not become a drawback for us, but an opportunity. We are able to do things that the larger schools cannot. We feel that we are still unique in the Valley because of our communities, our students and our staff.

The communities that make up Littlerock High have not changed. Our student body has been under 2000 students long enough to make having two lunches a distant memory. We still serve the communities of Lake Los Angeles and Littlerock, which includes Pearblossom and Juniper Hills. We are dependent on school buses, since we draw from over 425 square miles. LHS has the largest number of school buses in the Antelope Valley today, which has a distinct effect on us.

According to census data, the population data has not changed dramatically. The population of Littlerock has grown from 12,318 to 12,441, while Lake L.A. has grown from 12,634 to 13,000. Median family income went from \$39,000 to \$37,533, with per capita income at \$12,209. About 19.7% of families and 23.1% of the population are below the poverty line, including 31.5% of those under the age of 18 and 8.0% are 65 and older.

The U.S. economy has had an effect on the growth of the Valley. There has been downsizing and lay-offs in a number of industries with less construction. What was once affordable housing has become a housing market riddled with foreclosures. The Antelope Valley is still home to the aerospace as well as the movie and television industry. However, there is the belief that when the economy picks up again there will be major growth in the Valley and because we are zoned for agriculture, Littlerock will begin to grow again.

The Antelope Valley is home to California's aerospace and military development with Boeing, Lockheed, McDonnell-Douglas, and Edwards Air Force Base being in the area. The movie and television industries still shoot in the Valley as our close proximity to film companies keeps down production costs. "True Blood" just finished filming some episodes.

After aerospace and entertainment, our next biggest industry is education. Our local community college, Antelope Valley College (AVC) services about 18,000 students. AA degrees and certificate programs in over forty different areas are offered. Competition for enrollment is sometimes fierce, but the area high schools are given preferential enrollment for freshman status. It is a thirty-minute drive from Littlerock to AVC, but public transportation is available. Our closest four-year university is California State Bakersfield, which has a satellite campus at AVC in the Antelope Valley. The satellite campus offers advanced degrees as well as credentialing programs for educators. California State University San Bernardino and Cal State Northridge are the next two closest public universities

in proximity to Littlerock. Private colleges servicing the Antelope Valley are University of LaVerne, University of Phoenix, and Chapman University.

The Antelope Valley High School District is one of the largest employers in the Antelope Valley with eight comprehensive high schools, and SOAR High School on the campus of AVC. The economy has affected the number of teachers employed, as well as the number of students being served. Our district declined in student enrollment approximately 50 students this school year and is projected to decline an additional 450 students in the 2011-2012 school year. The high school district constantly faces having to do more with less money to do it. They employ fewer than 1000 teachers, just over 800 classified employees, and service approximately 21,000 students. Littlerock High employs 77 teachers, 4 counselors, 4 administrators and 63 classified staff. As a staff we have been relatively stable for the past three years. *Our biggest staff losses have been our newer teachers starting their families.* We still experience change in administration with a 75% turnover last year.

The student population of Littlerock has also remained relatively stable. Knight High School has the larger population area to draw from, while we have the larger land area and a smaller population. We are limited because most of our students ride the bus to and from school. Most of the other high schools in the district are considered walking schools. Our stop and start times must be negotiated with the Antelope Valley Transportation Agency with our site being a largely bussed school. Our student population comes from three different middle schools with diverse socioeconomic backgrounds. We are still affected by an approximate 40% transient rate in student population.

The configuration of our school is grades 9 through 12, and is comprised of 1789 students. We have 481 freshmen, 458 sophomores, 398 juniors and 452 seniors. Freshman classes are 72% Hispanic, 10.19% African American and 14.97% Caucasian. Sophomores are 69% Hispanic, 9.61% African American and 19.65% Caucasian. Juniors are 69.35% Hispanic, 7.79% African American and 21.11% Caucasian. Seniors are 64.38% Hispanic, 11.95% African American and 21.90% Caucasian.

Currently, 72% of our students here at Littlerock High School qualify for the free and reduced lunch program, making the school eligible for Title I funding. These funds have been used to provide English and Math tutoring after school, math and ELA support courses, and to provide late busses after school Monday through Thursday in order for students to be able to attend tutoring as well as credit retrieval.

Title I funds provide support for our 96 station computer lab. EL funds provide additional bilingual support and in the past have provided clerical support.

## **ACADEMIC SUPPORT**

Littlerock continues to offer a wide variety of academic support for all of our students. Credit retrieval classes are available for all students. We offer prep courses in CAHSEE Math, Algebra 1 Support, Read 180 and English, SAT prep and AP tutoring in the various disciplines. We are currently working on a more effective version of Saturday School for the students. This will take the

place of what we had once called M.A.S.T., a specialized tutoring program. We are fortunate that teachers are always willing and ready to try something different to help improve student learning.

Littlerock High School students participate in state and district mandated assessments ACT, including the CST, CAHSEE, and Benchmark exams. Also available for our students are the PSAT, SAT, ASVAB and Advanced Placement tests in English Literature and English Language, Biology, Psychology, Chemistry, Calculus AB and BC, World History, United States History, U.S. Government and Comparative Governments.

Many also take the placement tests for Antelope Valley College here on campus.

Littlerock has been under School Academic Intervention Team (SAIT) monitoring since 2004 due to not making API growth for two consecutive years. As a result, we have received additional monies (School Improvement Grant (SIG)) to increase academic support and to raise student achievement. UCLA's School Management program (UCLA SMP) has been the primary support provider during this process.

Our teaching staff has been pioneers in the Valley, in the analyzing and utilizing of disaggregated data to plan and improve our instructional program for the past twelve years. Department curriculum mapping comes from the district, with the participation of Lobo teachers. All core classes have quarterly benchmark assessments as well as teacher-generated assessments to measure student success. With the help of Instructional Coaches, we test and then re-teach until the students achieve mastery on the standards. Special Education teachers have been incorporated into core departments to improve the delivery of curriculum for students receiving Special Education services. Our staff still operates the TAG program – Teacher Advisory Group – as an information delivery system and testing class, allowing the students to develop a consistent relationship with one teacher for four years, and to test in a supportive atmosphere. The TAG program is one time a week on Mondays for 19 minutes.

## **AVID**

Our AVID program is in its twelfth year, and still flourishing. By faculty consensus, all classes employ AVID strategies. AVID is for the motivated student who has the desire to advance, but may lack the study skills and knowledge of what it takes to go to a college or university. Students are encouraged to take rigorous classes and are supported by three weekly tutorial sessions in their core subjects. Tutors are often former Lobo students now in college, some of whom were AVID students themselves. AVID requires a commitment from students who are motivated to succeed academically and desire to attend a four-year college or university. AVID students are taught note-taking strategies, behavioral guidelines, higher level thinking and questioning, organizational skills and collaborative problem solving. We are being considered for the AVID demonstration school title, where other schools would come to Littlerock to see AVID in action.

## **ACADEMIES**

In addition to AVID, we have several successful academies for students. These programs prepare students for post-graduate opportunities in specific career areas and expose them to a rigorous application based curriculum. Our Agribusiness Academy has grown tremendously in the last few years. We are one of the last Antelope Valley schools to feature agricultural classes with our students competing successfully on a national level. The Ag Academy shares curriculum with core classes which students are exposed to throughout their school day. Our Ag students are also featured yearly at the Antelope Valley Fair and have the Blue Ribbons to prove it. The Visual and Performing Arts Academy features our award-winning Band, Jazz Band and Color Guard. Our dynamic music program has several students selected yearly to perform in the Rose Parade, with one drummer currently playing on “Glee”.

## **UC OR CSU REQUIRED COURSES FOR ADMISSION**

The number of students enrolled in courses required for UC or CSU admission has been affected by many things including participation in AVID, the AG Academy, and JROTC. These site programs provide students with college information, career clusters and exposure to occupations they may best be suited for after graduation. The number of students enrolled last year in courses required for UC or CSU enrollment was 1592 students in grades 9-12.

## **DEMOGRAPHIC DATA**

### **Enrollment**

Littlerock High School currently has 1789 students enrolled in grades 9 through 12. Of those, 481 in the 9th grade, 458 in the 10th grade, 398 in the 11th grade, and 452 in the 12th grade. The Littlerock High student body is comprised of students from three feeder intermediate schools, Keppel Academy, Challenger and Lake Los Angeles Middle Schools from Keppel and Wilsona School Districts. The high school district and elementary districts are not unified.

**The following charts shows a breakdown of school by grade.**

	Number of Students Enrolled				Total
	9	10	11	12	
2007-2008	536	591	485	441	2053
2008-2009	568	533	448	458	2007
2009-2010	520	503	378	438	1839
2010-2011	481	458	398	452	1789

**The following chart shows a history and breakdown of school demographics by ethnicity.**

Percentages of Students Enrolled by Ethnicity

	African-American	American Indian/Alaskan Native	Asian	Filipino	Hispanic/Latino	Pacific Islander	White not Hispanic	Multiple/No Response
2007-2008	11.35	0.73	1.02	0.54	58.35	0.19	27.67	0.15
2008-2009	9.72	0.55	0.7	0.6	63.23	0.2	24.71	0.3
2009-2010	10.17	0.65	0.71	0.6	62.70	0.22	24.20	0.76

Number of Students Enrolled by Ethnicity 2010-2011

	American Indian	Asian	Pacific Islander	Hispanic	African-American	White not Hispanic	Multiple/No Response	Total
Number	9	14	1	1232	178	345	10	1789
Percent	0.5%	0.78	0.06%	68.87%	9.95%	19.28%	0.56%	100%

**The following chart shows both the total number and the percentage of LHS students eligible for Free and Reduced lunch, a determiner for Title I funding. The numbers for 2010-2011 are not yet published.**

Number and Percent of Students Receiving Free/Reduced Lunch

Free/Reduced Lunch	
2008-2009	1788
% of enrollment	68.57%
2009-2010	1848
% of enrollment	63.64%
2010-2011	1842 (projected by District Office)
% of enrollment	72.53% (projected by District Office)

## **ATTENDANCE**

The average daily attendance percentage has not shown significant change over the past three years. The apparent decline is inline with the decline in enrolment.

Average Daily Rate of Attendance	
	ADA
2008-2009	94%
2009-2010	95%
2010-2011	91%

## **TRUANCY CITATIONS**

The chart below shows the total number of truancy citations for the past three school years. The declining trend is greater than the decline in enrollment.

Number of Student Truancies	
	# TRUANCY CITATIONS
2007-2008	177
2008-2009	151
2009-2010	228

## **ADEQUATE YEARLY PROGRESS (AYP)**

The Adequate Yearly Progress (AYP) is California's Federal Accountability instrument determining whether a school has met their Federal Achievement goals. The California Department of Education uses the California High School Exit Exam (CAHSEE) results as the basis for issuing a school's (AYP) Report. Federal Achievement goals in the AYP report include a 95% participation rate schoolwide and for each significant subgroup, proficiency rates in English Language Arts/mathematics schoolwide and for each significant subgroup, an Academic Performance Index (API), and graduation rate. Each report disaggregates data for statistically significant socioeconomic and ethnic/racial groups.

The following chart indicated that students participated at a rate of 95% or higher in the English Language Arts and Mathematics portions of the California High School Exit Exam (CAHSEE). The AYP report also indicates the percentage of students meeting the California Proficiency Level in English Language Arts (ELA) and mathematics.

Schoolwide	School			District		
	2008	2009	2010	2008	2009	2010
All Students	YES	YES	YES	NO	NO	NO

### AYP Participation Rates and Proficiency Levels - Schoolwide and Subgroups

The table below indicates whether AYP criteria for both the minimum participation rates and the percent proficient or above were met for LHS. "N/A" means that the student group is not numerically significant.

Adequate Yearly Progress				
	2007	2008	2009	2010
Criteria Met	21/22	18/22	13/22	11/22
AYP Met?	No	No	No	No

Schoolwide and Subgroups	School		
	2008	2009	2010
	All Students	YES	NO
African American	N/A	YES	NO
American Indian or Alaskan Native	N/A	N/A	N/A
Asian	N/A	N/A	N/A
Filipino	N/A	N/A	N/A
Hispanic	NO	NO	NO
Pacific Islander	N/A	N/A	N/A
White (not Hispanic)	YES	NO	NO
Economically Disadvantaged	YES	NO	NO
English Learners	NO	NO	NO
Students with Disabilities	N/A	NO	N/A

The table below shows the AYP Percent Proficient data for students proficient or above in both ELA and Math. This index has gone down schoolwide with the exception of the White subgroups from 2008-2010. ELA/Literacy, Math and the focus upon critical subgroups are key areas of current identified critical academic need for Littlerock High School.

AYP Percent Proficient in ELA	2008	2009	2010
Schoolwide	41.4%	38.3%	36.1%
African American	43.6%	41.3%	29.7%
Hispanic	34.8%	31.3%	31%
White	54.4%	51.8%	57%
Economically Disadvantaged	35.3%	29.3%	35.3%
English Learners	24.7%	27.5%	24.7%

AYP Percent Proficient in Math	2008	2009	2010
Schoolwide	36.2%	38.7%	30.9%
African American	28.8%	26.7%	20.6%
Hispanic	31.6%	36.9%	27.2%
White	48.0%	44.5%	47.2%
Economically Disadvantaged	33.2%	29.3%	27.5%
English Learners	25.2%	27.5%	22%

## Academic Performance Index (API) and School Ranking

The California Academic Performance Index (API) is an achievement indicator that uses the results of the California High School Exit Exam and the California Standards Test to assign a performance number for each California Public School. The maximum is 1,000 with California setting a goal of 800 for all schools. Littlerock High School has not met API goals since 2008 with last year declining 24 points. Littlerock has been under School Assistance and Intervention Teams (SAIT) monitoring since 2003 due to its inability to show positive API growth for two consecutive years.

Academic Performance Index

	API Score (Growth)	Statewide Rank	Similar Schools Rank	Required API Score for Next Year (Actual Score)	Met API Target? (+/- target)
2007	-3	2	6	644	No
2008	13	2	6	641	Yes
2009	1	3	7	655	No
2010	-24	2	n/a	n/a	No

## California High School Exit Exam

The California High School Exit Exam (CAHSEE) graph below shows the pass rate for all students who have attempted at least once. CAHSEE prep classes are offered during and after the school day, as well as on Saturdays to help students meet this requirement.

### ELA

Percent of Students Who Passed the California High School Exit Exam in Language Arts

	2007-2008	2008-2009	2009-2010
	% Passed	% Passed	% Passed
School - All Students	66%	68%	67%
Statewide-All Students	72%	73%	74%
	Gender (School Only)		
Male	62%	64%	59%
Female	70%	72%	74%
	Race/Ethnicity (School Only)		
African American/Black	48%	56%	60%
American Indian/Alaskan Native	-	-	-
Asian	-	-	-
Filipino	-	-	-
Hispanic/Latino	64%	65%	64%
White not Hispanic	79%	81%	81%
	Language Fluency (School Only)		
English Only	84.0%	74%	74%
Redesignated FEP	44.0%	89%	91%
EL	97.0%	43%	44%

# MATH

## Percent of Students Who Passed for the California High School Exit Examination in Mathematics

	2007-2008	2008-2009	2009-2010
	% Passed	% Passed	% Passed
School - All Students	65%	68%	70%
Statewide-All Students	71%	74%	75%
<b>Gender (School Only)</b>			
Male	67%	64%	58%
Female	62%	67%	66%
<b>Race/Ethnicity (School Only)</b>			
African American/Black	48%	56%	56%
American Indian/Alaskan Native	-	-	-
Asian	-	-	-
Filipino	-	-	-
Hispanic/Latino	64%	62%	59%
Pacific Islander	-	-	-
White not Hispanic	78%	77%	71%
Multiple/No Response	-	-	-
<b>Language Fluency (School Only)</b>			
English Only	69%	71%	67%
Redesignated FEP	83%	84%	85%
EL	48%	46%	43%

## Standardized Testing and Reporting (STAR)

### California Standards Test

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic, (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. Students with significant cognitive disabilities who are unable to take the CST are tested using the California Alternate Performance Assessment (CAPA); Littlerock High School has a small percent of the school's population that meets this criteria. The table below shows their results.

### CAPA

2008 – 2010 CAPA Scores  
Students with Disability – Level I English Language Arts

	% in			% in			% in			% in		
	Advanced			Proficient			Basic			Below Basic		
	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
Grade 9												
School												
Grade 10												
School												
Grade 11												
School						1		1				

2008 – 2010 CAPA Scores  
Students with Disability – Level I English Language Arts

	% in			% in			% in			% in		
	Advanced			Proficient			Basic			Below Basic		
	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
Grade 9		1	1		1	1		1				
School												
Grade 10		2	1		2	1		1				
School												
Grade 11			1			2						
School												

**2008 - 2010 CAPA Scores  
Students with Disability – Level I Mathematics**

	% in			% in			% in			% in		
	Advanced			Proficient			Basic			Below Basic		
	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
Grade 9												
School												
Grade 10												
School												
Grade 11												
School					1	1						

**2008 – 2010 CAPA Scores  
Students with Disability – Level V Mathematics**

	% in			% in			% in			% in		
	Advanced			Proficient			Basic			Below Basic		
	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
Grade 9												
School		2	1						1		1	
Grade 10												
School		2	2		2							1
Grade 11												
School			1			2						

## CST

The table below shows the performance band breakdown by subject and grade level.

### 2009-10

		Far Below Basic	Below Basic	Basic	Combined Proficient/Advanced	Total
English-Language Arts	All	20%	21%	32%	27%	100%
	Grade 9	15%	24%	34%	28%	101%
	Grade 10	22%	20%	33%	25%	100%
Mathematics	Grade 11	23%	20%	29%	27%	99%
	All	30%	41%	22%	10%	103%
	Grade 9	31%	42%	21%	6%	100%
History-Social Science	Grade 10	27%	42%	20%	10%	99%
	Grade 11	34%	41%	16%	9%	100%
	All	31%	14%	29%	26	100%
Science	Grade 9	-	-	-	-	
	Grade 10	39%	12%	28%	21%	100%
	Grade 11	23%	16%	30%	31%	100%
	All	25%	21%	36%	17%	99%
	Grade 9	23%	22%	36%	18%	99%
	Grade 10	28%	22%	37%	13%	100%
	Grade 11	25%	19%	36%	20%	100%

### 2009-2010

		Combined Total - Far Below Basic/Below Basic/Basic	Combined Total - Proficient/Advanced	Total
English-Language Arts	All Grades	77%	23%	100%
	Grade 9	72%	28%	100%
	Grade 10	85%	15%	100%
	Grade 11	73%	27%	100%
Algebra I	All Grades	97%	3%	100%
	Grade 9	97%	3%	100%
	Grade 10	97%	3%	100%
	Grade 11	98%	2%	100%

## Racial/Ethnic Groups

The table below delineates the percent of students achieving at proficient or advanced on the CST's by Racial/Ethnic Groups.

CST Results: Percentage Proficient/Advanced in Core Academic Area by Ethnicity and Program enrollment				
		2008	2009	2010
ALL ETHNICITIES	English Language Arts	29%	30%	37%
	Mathematics	6%	9%	10%
	Science	25%	25%	29%
	Social Science	25%	23%	34%
AFRICAN AMERICAN	English Language Arts	28%	19%	27%
	Mathematics	10%	7%	6%
	Science	16%	22%	22%
	Social Science	13%	14%	23%
HISPANIC	English Language Arts	24%	27%	33%
	Mathematics	12%	8%	8%
	Science	17%	19%	24%
	Social Science	14%	20%	31%
WHITE	English Language Arts	40%	42%	52%
	Mathematics	16%	14%	15%
	Science	35%	42%	44%
	Social Science	34%	34%	27%
SPECIAL EDUCATION	English Language Arts	3%	11%	8%
	Mathematics	4%	11%	2%
	Science	5%	10%	3%
	Social Science	9%	8%	2%
ENGLISH LEARNERS	English Language Arts	-	13%	10%
	Mathematics	-	5%	10%
	Science	-	9%	8%
	Social Science	5%	11%	18%

This table indicates that the highest achieving ethnic subgroup in English Language Arts Math was our White population. The African American, EL and Special Education subgroups show the lowest number of proficient or advanced students each year in each subject, although there is some growth from one year to the next.

## CELDT

The purpose of the CELDT is to identify new students who are English Learners, determine their level of English proficiency, and annually assess their progress towards English proficiency.

Percent of English Learners by Proficiency Level (CELDT)					
2009-2010					
	Grade 9	Grade 10	Grade 11	Grade 12	Percent of Students Tested
<b>Advanced</b>					
School	9.0%	7.0%	4.0%	15.0%	10.0%
State	8,243 (9.0%)	6,085 (7.0%)	7,535 (11.0%)	7,724 (13.0%)	140,128 (9.0%)
<b>Early Advanced</b>					
School	36.0%	33.0%	40.0%	32.0%	35.0%
State	29,009 (32.0%)	27,873 (34.0%)	26,918 (38.0%)	23,007 (38.0%)	437,651 (27.0%)
<b>Intermediate</b>					
School	44.0%	41.0%	29.0%	26.0%	37.0%
State	32,656 (36.0%)	28,924 (35.0%)	21,919 (31.0%)	17,351 (29.0%)	561,508 (35.0%)
<b>Early Intermediate</b>					
School	9.0%	15.0%	8.0%	0.0%	11.0%
State	11,748 (13.0%)	10,897 (13.0%)	8,259 (12.0%)	6,516 (11.0%)	258,804 (16.0%)
<b>Beginning</b>					
School	1.0%	4.0%	8.0%	17.0%	6.0%
State	9,571 (10.0%)	8,003 (10.0%)	5,637 (8.0%)	5,190 (9.0%)	218,915 (14.0%)

Comparison of 2007 – 209 CELDT Scores							
Percent and Number of Students Tested at Each Grade Level							
	School				State		
	2007	2008	2009	2010	2007	2008	2009
<b>Grade 9</b>							
% Advanced	13	28 (16.0%)	40 (19.0%)	14 (9.0%)	8,983 (8.0%)	7,680 (7.0%)	9,304 (9.0%)
% Early Advanced	36	75 (42.0%)	81 (38.0%)	58 (36.0%)	28,076 (27.0%)	30,028 (29.0%)	31,206 (31.0%)
% Intermediate	34	55 (31.0%)	61 (28.0%)	70 (44.0%)	36,845 (35.0%)	36,942 (36.0%)	35,196 (35.0%)
% Early Intermediate	6	15 (8.0%)	21 (10.0%)	15 (9.0%)	15,884 (15.0%)	14,208 (14.0%)	12,791 (13.0%)
% Beginning	11	7 (4.0%)	13 (6.0%)	2 (1.0%)	16,056 (15.0%)	13,786 (13.0%)	11,889 (12.0%)
Number Tested	185	180	216	159	105,844	102,644	91,227
<b>Grade 10</b>							
% Advanced	12	19 (11.0%)	29 (17.0%)	12 (7.0%)	6,752 (7.0%)	5,747 (7.0%)	7,078 (8.0%)
% Early Advanced	36	82 (47.0%)	61 (36.0%)	55 (33.0%)	24,932 (28.0%)	26,169 (30.0%)	27,720 (32.0%)
% Intermediate	29	44 (25.0%)	58 (34.0%)	67 (41.0%)	31,088 (35.0%)	31,060 (36.0%)	30,067 (35.0%)
% Early Intermediate	11	13 (7.0%)	17 (10.0%)	24 (15.0%)	14,743 (16.0%)	13,363 (15.0%)	11,861 (14.0%)
% Beginning	12	16 (9.0%)	4 (2.0%)	7 (4.0%)	12,594 (14.0%)	11,065 (13.0%)	9,483 (11.0%)
Number Tested	188	174	169	165	90,109	87,404	81,782
<b>Grade 11</b>							
% Advanced	16	34 (23.0%)	37 (31.0%)	12 (14.0%)	7,404 (10.0%)	7,224 (10.0%)	8,428 (12.0%)
% Early Advanced	35	51 (34.0%)	41 (34.0%)	34 (40.0%)	21,965 (31.0%)	25,211 (34.0%)	25,312 (35.0%)
% Intermediate	25	36 (24.0%)	24 (20.0%)	24 (29.0%)	23,004 (32.0%)	23,732 (32.0%)	22,325 (31.0%)
% Early Intermediate	15	17 (11.0%)	7 (6.0%)	7 (8.0%)	11,193 (16.0%)	10,117 (14.0%)	8,820 (12.0%)
% Beginning	9	12 (8.0%)	12 (10.0%)	7 (8.0%)	8,037 (11.0%)	7,487 (10.0%)	6,682 (9.0%)
Number Tested	145	150	121	84	71,603	73,771	70,268
<b>Grade 12</b>							
% Advanced	17	13 (11.0%)	37 (30.0%)	15 (15.0%)	6,945 (13.0%)	6,716 (12.0%)	8,531 (14.0%)
% Early Advanced	26	47 (40.0%)	35 (28.0%)	32 (32.0%)	17,644 (32.0%)	20,763 (36.0%)	22,505 (37.0%)
% Intermediate	24	27 (23.0%)	29 (24.0%)	26 (26.0%)	16,998 (31.0%)	17,946 (31.0%)	17,479 (29.0%)
% Early Intermediate	11	16 (14.0%)	5 (4.0%)	10 (10.0%)	7,973 (15.0%)	7,369 (13.0%)	6,941 (11.0%)
% Beginning	20	15 (13.0%)	17 (14.0%)	17 (17.0%)	5,300 (10.0%)	5,348 (9.0%)	5,506 (9.0%)
Number Tested	97	118	123	100	54,860	58,142	59,788

## SAT

The table below shows the number of SAT scores, percentage of the senior class, average verbal and math score for SAT in 2009-2010.

SAT Data 2008-2009			
Number of SAT Scores	% of Senior Class Tested	Average Critical Reading & Writing Score	Average Math Score
101	23.06	438 & 440	440

## Advanced Placement

Littlerock High School offers ten Advanced Placement courses in various subject areas to promote a college-going culture. The master schedule includes A-G University of California accepted classes beginning in the ninth grade to create academic rigor aligned to the state standards. Honors and Advanced Placement courses prepare students for college entrance. We will be offering AP Environmental Science and AP Spanish Lit for the upcoming 2011-2012 school year.

Advanced Placement Courses Offered at LHS			
2007-2008	2008-2009	2009-2010	2010-2011
AP Psychology	AP Psychology	AP Psychology	AP Psychology
Eng Lang & Comp AP	Eng Lang & Comp AP	Eng Lang & Comp AP	Eng Lang & Comp AP
Eng Lit & Comp AP	Eng Lit & Comp AP	Eng Lit & Comp AP	Eng Lit & Comp AP
Spanish Lang AP	Spanish Lang AP	Spanish Lang AP	Spanish Lang AP
Calculus AB AP	Calculus AB AP	Calculus AB AP	Calculus AB AP
Calculus BC AP	Calculus BC AP	-	-
Biology AP	Chemistry AP	Biology AP	Chemistry AP
World History AP	World History AP	World History AP	World History AP
US History AP	US History AP	US History AP	US History AP
Govt/PoliticsAP	Govt/PoliticsAP	Govt/PoliticsAP	Govt/PoliticsAP

The tables below show Advanced Placement by grade level and ethnicity. Ethnic enrollment indicates African American enrollment is far below the percentage of student population.

AP Enrollment by Grade Levels	
	2010-2011
All Grade Levels	580
Grade 9	0
Grade 10	76
Grade 11	225
Grade 12	279

Ap Enrollment By Ethnicity	
	2010-2011
All Ethnicities	580
Asian	10
African American	33
Filipino	3
Hispanic	401
White	127
Other (Unidentified)	6

### Completion of High School Graduation Requirements

The table below shows the percent enrolled and pass rate in A-G courses at Littlerock High School. Littlerock's 2009-2010 twelfth grade class included 346 (55% of the graduating class) of students who completed all courses required for UC and/or CSU entrance. At the time of this printing the comparative data for the district and state of California for the same school year is unavailable. Below is a table displaying 12<sup>th</sup> grade graduates completing all courses required for UC and/or CSU entrance in the Antelope Valley Union School District and the state of California.

LHS A-G Course Enrollment and Pass Rates				
			2009-2010	
A-G Courses Percent Enrolled			89%	
A-G Courses Completion Rate with C or Better			23%	
Graduates Completing all Courses Required for UC and/or CSU Entrance				
	2008-2009		2009-2010	
	District	State	District	State
Number of Graduates	895	135,370	N/A	N/A
% of Graduates	19.9	35.3	N/A	N/A

Littlerock high School strives to promote a college going culture. Below are student reports of post-secondary educational pursuits of 2009-2010 graduates.

Post High School Enrollment 2009-2010 *				
School Graduates	Planned to Enroll at Community College	Planned to Enroll at California State University System	Planned to Enroll at University of California System	Planned to Enroll at Out of State Schools
339	134	25	6	3

*\*Data based on senior exit interviews*

### Course Marks

Littlerock High School teachers give full letter grades for all quarterly marking periods (5, 10, 15 week and final course mark).

The following tables show grade distribution by departments for first and second semester for the past three school years.

Percent of Grades Given by Department			
		2007-2008	
		First Semester	Second Semester
BEHAVIORAL SCIENCE	% of A	38	52
	% of B	19	22
	% of C	25	20
	% of D	16	4
	% of F	2	2
COMPUTER SCIENCE	% of A	50	58
	% of B	40	30
	% of C	5	10
	% of D	1	1
	% of F	3	1
ENGLISH	% of A	16	21
	% of B	22	25
	% of C	23	22
	% of D	16	15
	% of F	23	17
FOREIGN LANGUAGE	% of A	47	39
	% of B	27	33
	% of C	15	16
	% of D	6	6
	% of F	5	6

MATHEMATICS	% of A	8	14
	% of B	18	19
	% of C	27	28
	% of D	13	14
	% of F	34	25
PHYSICAL EDUCATION	% of A	37	35
	% of B	30	29
	% of C	17	17
	% of D	8	10
	% of F	8	9
SCIENCE	% of A	15	19
	% of B	22	23
	% of C	24	30
	% of D	19	17
	% of F	20	11
SOCIAL SCIENCE	% of A	19	20
	% of B	23	23
	% of C	23	25
	% of D	15	16
	% of F	20	16
SPECIAL EDUCATION	% of A	19	18
	% of B	18	18
	% of C	34	34
	% of D	14	13
	% of F	15	17
VISUAL AND PERFORMING ARTS	% of A	44	59
	% of B	30	12
	% of C	20	15
	% of D	2	12
	% of F	4	2

Percent of Grades Given by Department			
		2008-2009	
		First Semester	Second Semester
BEHAVIORAL SCIENCE	% of A	40	47
	% of B	33	31
	% of C	24	16
	% of D	0	3
	% of F	3	3
COMPUTER SCIENCE	% of A	45	71
	% of B	30	14
	% of C	13	6
	% of D	7	7
	% of F	5	2
ENGLISH	% of A	19	20
	% of B	20	24
	% of C	24	24
	% of D	15	16
	% of F	22	16
FOREIGN LANGUAGE	% of A	48	37
	% of B	29	35
	% of C	16	17
	% of D	4	7
	% of F	3	4
MATHEMATICS	% of A	12	11
	% of B	20	23
	% of C	27	30
	% of D	11	12
	% of F	30	24
PHYSICAL EDUCATION	% of A	44	42
	% of B	25	24
	% of C	16	14
	% of D	6	10
	% of F	9	10

SCIENCE	% of A	14	16
	% of B	23	25
	% of C	27	27
	% of D	20	17
	% of F	16	15
SOCIAL SCIENCE	% of A	16	20
	% of B	22	26
	% of C	27	26
	% of D	15	14
	% of F	20	14
SPECIAL EDUCATION	% of A	18	20
	% of B	18	17
	% of C	39	33
	% of D	13	15
	% of F	12	15
VISUAL AND PERFORMING ARTS	% of A	46	47
	% of B	27	24
	% of C	14	17
	% of D	8	7
	% of F	5	5

Percent of Grades Given by Department			
		2009-2010	
		First Semester	Second Semester
BEHAVIORAL SCIENCE	% of A	27	25
	% of B	21	24
	% of C	20	23
	% of D	11	10
	% of F	21	18
COMPUTER SCIENCE	% of A	48	47
	% of B	30	31
	% of C	10	9
	% of D	6	10
	% of F	6	3
ENGLISH	% of A	24	25
	% of B	20	24
	% of C	23	23
	% of D	15	15
	% of F	18	13
FOREIGN LANGUAGE	% of A	32	36
	% of B	33	34
	% of C	18	18
	% of D	9	6
	% of F	8	6
MATHEMATICS	% of A	9	12
	% of B	20	20
	% of C	26	29
	% of D	11	12
	% of F	34	27
PHYSICAL EDUCATION	% of A	29	31
	% of B	27	30
	% of C	20	20
	% of D	12	10
	% of F	12	9

SCIENCE	% of A	16	21
	% of B	24	23
	% of C	27	24
	% of D	17	16
	% of F	16	16
SOCIAL SCIENCE	% of A	17	18
	% of B	25	26
	% of C	25	28
	% of D	15	14
	% of F	18	14
SPECIAL EDUCATION	% of A	18	16
	% of B	16	20
	% of C	58	42
	% of D	4	10
	% of F	4	12
VISUAL AND PERFORMING ARTS	% of A	42	41
	% of B	27	25
	% of C	17	17
	% of D	9	10
	% of F	5	7

## NOTES

## Chapter II

# EXPECTED SCHOOLWIDE LEARNING RESULTS



# **Little Rock High School**

## **E**xpected **S**choolwide **L**earning **R**esults

**L**eaders of the Pack

**O**rganized and responsible

**B**etter communicators

**O**riented toward careers

**S**elf-directed

**Know them! Want them! Live them! Be them!**

## **CHAPTER 2 – EXPECTED SCHOOLWIDE LEARNING RESULTS**

### **A. State the expected school-wide learning results. Show the measurable indicators. Measurable indicators may include academic standards.**

Upon completion of Littlerock High School, graduates will be:

1. **Leaders of the Pack** – One of our most popular ESLRs – we expect our graduates to be able to lead others, wherever their lives may take them. Leaders know how to work with others, see the “big picture”, work towards a goal, and delegate authority. There are several ways to measure this ESLR, including the numbers of students awarded in our Student of the Week program, the numbers of students enrolled in ASB, JROTC, in the Agribusiness Academy and FFA, the Band Leadership Program, our many club members and class officers, our AVID program, Math Peer tutors as well as our sports programs. We believe that leaders come in all shapes and sizes, and that they will work for the success of the group. Membership rolls, awards, graduation rates can be used to measure this ESLR.
2. **Organized and Responsible** – Graduates will demonstrate organization in how they accomplish their academic goals. This can be measured by how many pass the CAHSEE, how many graduate on schedule with their classes, and how many were accepted to college (an AVID goal). Graduates will be responsible individuals. They will be character conscious (a district goal) have respect for diversity, and accept responsibility for their education. This can be measured by a review of discipline records, and again, the list of our students of the week.
3. **Better Communicators** – Graduates will be able to communicate their ideas in both written and oral communication. They will be able to understand and express themselves competently. This has been a long-term goal for all our students. Almost every discipline contains written competency standards along with oral presentations. Our Ag Academy and JROTC students have special presentations in their programs. A review of academic standards and program qualifications can be used to measure this ESLR.
4. **Oriented Towards Careers** – Littlerock graduates should be aware of career options, be able to function in the workplace, and be prepared to maintain a job. Unfortunately the Senior Project and our Child Care ROP programs are no longer with us, but this ESLR can be measured in other ways. The numbers of students enrolled in Work Experience and the number of work permits granted on a yearly basis, the numbers enrolled in JROTC that go on to join the military, the numbers of Ag Academy students that go to agricultural colleges or jobs, the numbers of Ag Mechanic students and Ag Academy students that yearly compete at the Antelope Valley Fair, and the numbers of Advanced Placement students that go to colleges, all of these numbers can be used to measure this ESLR.

5. **Self-Directed Learners** – Our graduates will be goal-oriented, have time-management skills, and will have mastered the academic standards. Our AVID program teaches goal building and time management, and by faculty agreement these strategies are used school-wide. Every student is given a planner to record class assignments, test dates, due dates for projects and test dates. Grades, individual test scores, CSF membership lists and the numbers of students enrolled in AP classes can be used to measure this ESLR.

**B. Discuss the process used to determine or clarify the ESLRS.**

Our original ESLRS were written by committee when Littlerock opened in 1989. They reflected the school vision and mission statement, and are updated on occasion to reflect the changing times. Before our last WASC visit, our ESLRs were re-visited, re-written by the student committee, approved by the faculty and the School Site Council.

During the past two years we have been fortunate to attain some stability in our school faculty. Because of the initial faculty buy-in with our current ESLRs, they have not been changed. Every week in our school bulletin we have a school-wide ESLR Tip of the Week, and our Students of the Week are each chosen for a particular ESLR. Our student planners have the ESLRS, and there have been ESLR t-shirt decoration contests in several classes.

## **NOTES**

# Chapter III

# Progress Report



## **FOLLOW-UP ON WASC RECOMMENDATIONS**

### **1. Increase effective instruction through use of current structures, including Classroom Walk-Throughs, collaborative time, assessment data, instructional coaches, and technology.**

Littlerock is fortunate here, because we have some programs already in place to work on effective classroom instruction. We have been district pioneers in data assessment, common assessments in core departments, AVID strategies, pacing guides, technology and collaborative department work time. The last WASC recommendations were validation for some departments, and a spur in the side to some who did not quite embraced change. Some teachers refused to even think about how they could be doing a better job in the classroom. Our attitude has never been “lock step” instruction, but rather to take new ideas and see how they can help students learn.

As our District focused on five primary focus areas – AVID, English Learners, English and Math Support and Special Education, Instructional Coaches for each of these areas have received additional instruction from UCLA SMP. The coaches were assigned core curriculum groups to work with during our extended collaboration times. This allowed the coaches to develop working relationships with departments, which has really helped in the dissemination of data, development of SMART goals, working power lessons and the improvement of instruction. They have been a tremendous asset to the classrooms and departments.

### **2. Classroom Walk Throughs**

Coaches and faculty were trained in classroom walk through protocols by UCLA SMP. We have used them on a regular basis for two years, with some core departments, like Math, using them more frequently than others. This increases collegiality, and gave many new ideas for their own classrooms. This last year we have focused on data assessment, SMART goals, and power lessons.

### **3. Collaborative Time**

Our flex days are used primarily for Staff Meetings, Department Meetings, Extended Collaboration and Professional Development. Instructional coaches as well as other staff offer professional development that focuses on student achievement and needs expressed by the staff through surveys and feedback from classroom visits. Departments, with the assistance of their coach, use this time to focus on data and common lessons. Extended professional development days, also known as furlough days, have been opened to the teachers at per diem pay to attend additional programs highlighting “best practices” for the classroom.

#### **4. Assessment Data**

Assessment data is available through Pearson Inform, which all teachers can access through their computers in the classroom or at home. It includes assessment scores and levels for CSTs, CAHSEE, District Benchmarks, as well as other assessment that we may want to include. Inform allows us to download the data, print it, graph specific data and compare data with other teachers or even with other schools or the district. Instructional Coaches have been trained by the district in data collection, analysis and on how to use this data to improve instruction. The coaches have been a blessing for the classroom teachers, in that before meetings they e-mail their groups asking who needs help downloading their data. We are much more willing to work with data when there is someone to help us with it – it is not “one more thing” for the teachers to have to learn how to do. Through our work with the very patient coaches, teachers have learned how to access their data, and to find the strengths and areas to improve.

#### **5. Technology**

LHS has an excellent reputation for the use of technology. Teachers have classroom desktops and data projectors, and many have ELMO projectors as well. Some teachers are currently working with new Promethean boards in math classes. Funding will determine if we are allowed to expand the Promethean boards into other disciplines.

We have computers available for student usage – three fully stocked computer labs, computers in the Library, and many support classes such as AVID electives have extra computers in the classrooms. We have a fully equipped Divace computer language lab, which has been a huge component in our highly successful AP Spanish program. Thanks to SIG funding, another computer lab for students will be finished shortly.

#### **6. Modify instruction to target challenged content areas identified through analysis of student performance on content clusters on CST, CAHSEE, Benchmarks and local assessments.**

We currently have five focus areas that we are continuing to work on this year, and instructional coaches have also been assigned to each of these areas. They are Math Support, Literacy Support, English Learners, Special Education and AVID. SMART goals have been designed and committed to by the departments in order to support one or more of these areas. On Extended Professional Development days, which are minimum days for students, departments get together to review progress and chart their next direction for improved instruction. One special goal for the entire school has been vocabulary. Departments vary with word walls, words of the day, and specially designed vocabulary pre-tests using words from each up-coming BME.

#### **7. Collaboratively develop an effective school-wide intervention program. Explore utilization of existing structures and resources such as TAG and peer mentoring.**

TAG, our teacher advisory group, is now in its ninth year at Littlerock. It continues to serve as an information delivery system, instead of taking time out of academic classes. TAG teachers

start with a class of freshmen and keep them for four years. This creates a unique relationship, and serves as the testing class for TAG students. TAG teachers have a chance to talk to the students about grades, extra curricular activities, school spirit, and programs that are available to them. TAG is the great social mixer/leveler. Students make friends in TAG that they might not have made through their academic courses. TAG has gone through various permutations, but it remains the home base for many of the students. As a teacher who has gone through the complete cycle twice, I have found it to be extremely rewarding. I get to see students that I might never see in my AP program, in an atmosphere free of the academic classroom requirements. Do all teachers feel this way about their TAG classes? No, but we are working on changing their attitudes. Last year we started a donation drive to get snacks for the sophomores before CAHSEE testing. This was something of a LOBO tradition, healthy snack bars and juice boxes before testing, but budget concerns caused it to be dropped. Our staff brought it back, with generous donations from classified and certificated staff.

A new student intervention program is our LHS Mentoring Program. Starting this year with SIG funds, staff sign up to mentor students chosen for the program, based on credit deficiencies, test scores, attendance problems and home difficulties. Students are chosen by counselors, and enter the program to have a one-on-one relationship with a staff member who will tutor them, keep tabs on them by phone or electronic means, encourage them to think about life plans for after high school, and to guide them to success during their high school years. Students and mentors meet before school, lunch (for our bus riders) as well as after school. Students involved should have the expectation that their mentor will actively engage them to ensure their success. Mentors will help students understand their responsibility in their own education, and their role in the school community. The desired outcome of this program is that the student will no longer be a passive recipient of an education, but an active participant expecting measurable yearly improvement and success.

AVID classes have been one of our most successful programs here at Littlerock. By faculty choice, AVID strategies are being used school wide. Teachers all promote higher level thinking skills, reflective writing, and use the Socratic seminar questioning in class. Again, Littlerock has never demanded lock-step obedience of its teachers, and this has resulted in unique variations of AVID strategies. AVID teachers work closely with the UCLA-EOP program, exposing the students to the possibilities of higher education that are open to them. LHS is an AVID certified school, and is on the verge of becoming an AVID demonstration school, so we can teach other schools how to have an effective program.

## **NOTES**

# Chapter IV

## Self-Study Findings



**A.**

# **Vision, Leadership, and Culture**



## **Vision, Leadership and Culture**

**Administrator: Karen Parker**

*Chair: Steve Drake*

### **Focus Group Members**

Amber Smallwood

Catherine Mellen

Cynthia Borgia

Debbie Flint

Diane Utt-Davison

Elizabeth Work

Gabriel Canett

Gary Gregg

James Keily

James Mauro

Joanne Archer

Jody Sharp

Joel Switzer

Josh Olivarez

Karen White

Lilia Ornelas

Linda Shoff

Maria Hogains

Meagan Zeilinger

Michael Lougee

Mirna Espinoza

Pedro Del Valle

Rhonda Gackstatter

Ricardo DeLaPena

Robert Watts

Scott Booth

Shannon Mims

Thomas Llewelyn

Tim Fields

## **LHS MISSION STATEMENT**

*The Littlerock High School staff continues to believe that through powerful teaching and varied instructional strategies, education becomes a lifelong learning process. This process empowers all students to meet the challenging standards in personal, academic, vocational, social, technical, and communication areas. The Littlerock High School learning community advocates rigorous and relevant instruction in a secure environment that encourages student development as responsible and capable individuals and productive members of society.*

### **A1-To what extent does the school have a clearly stated vision or purpose based on student needs, current educational research and the belief that all students can achieve high levels?**

When Littlerock High School (LHS), opened its doors in August of 1989, it did so with the promise of new and innovative approaches to education that would empower all students to reach their highest potential. Littlerock High School's mission is to build a learning community dedicated to the development of students who are critical thinkers, effective communicators and responsible citizens. Littlerock High strives to ensure that all students are actively engaged in the pursuit of knowledge and are respectful, capable problem solvers who demonstrate integrity, enabling them to become productive members of our school, community and world. Littlerock High staff fosters these opportunities for every student every day, because we sincerely believe that all children can learn. Over the past three years, the Littlerock High School mission statement has been designed and agreed upon by the high school community who reevaluated the core beliefs and desired outcomes for student success.

The high school's curricular emphasis has both a solid foundation in the depth and breadth of California State Standards, while maintaining particular attention to the various learning styles and needs represented by all students. Expected School-wide Learning Results (ESLRs) are foundational in curricular development and teaching methodology. The Expected School-wide Learning Results are intended to challenge students to become:

- Better communicators, leaders, organized and responsible, oriented towards careers and self directed learners

Our mission statement supports our ESLRs by stating that powerful teaching will empower students to meet the ESLRS - LOBOS are leaders, organized and responsible, better communicators, oriented toward careers, and self-directed.

Littlerock High School also provides students with opportunities to excel in the areas of special interest. In addition to the array of course offerings that meet the A-G University of California/California State University graduation requirements, and State of California requirements, the school offers specialized course offerings. Examples include CAHSEE CAMP-support courses,

EL courses, Literacy support classes, Advanced Placement courses, and Advancement via Individual Determination (AVID) courses.

Student needs are evaluated on a regular basis by staff, administration and the School Site Council. Through our SIG Grant, Professional Development programs, and SAIT providers the Littlerock High School staff has been implementing new strategies to better reach our students. These new strategies include classroom walk-throughs, teacher and instructional aide collaboration, data assessment, instructional coaches, and new technologies including, PowerSchool, Inform, and Promethean Boards.

Littlerock High School's AVID program is one of the best in the district in the categories of recruitment, graduation rate, and test scores. This has led to increased awareness not only among our faculty and staff, but to the school board and across our district. The AVUHSD is now in its second year of district-wide AVID implementation. LHS began efforts to implement AVID strategies across the curriculum three years ago, and, since, has gained great support from the faculty, has doubled the elective sections offered, and doubled our student enrollment. Littlerock High School's AVID program has 272 students, which is roughly 16% of the total student population. It includes a high percentage of students who are at-risk, and the demographics are equivalent to the rest of the school culture.

**Evidence:**

- *LHS School Site Plan*
- *AVID Site Team Plan*
- *AVID Data Collection*
- *AVID Comparative Benchmark/CST Data*
- *Improved Read 180 Exit Scores*
- *Improved Results of Vocabulary Assessment*
- *Classroom Pictures of Wall-to-Wall Learning*
- *Newsletter*
- *ESLRs in Student Planners*

**A2 - To what extent is the school's purpose supported by the governing board and the central administration and further defined by the ESLRs and academic standards?**

The Littlerock High School administration responds to the needs of our students. They support Math and English CAHSEE prep classes for those students who would benefit from them. They foster the READ 180 program to address remedial reading improvement for students reading below grade level. All students are categorically tested as incoming ninth graders from our feeder schools. Our administration helped the Math department initiate a program of special math tutors, using junior and senior students to work with under-classmen one-on-one. Our English learners and Special Education students have specific programs that help them transition into regular classes.

Littlerock High School AVID classes continue to be supported and promoted by our administration and they have encouraged the adoption of AVID strategies school-wide. Our homeroom classes evolved into our TAG classes - Teacher Advisory Group - which was designed to add support to students during testing. Teachers have the same TAG class for four years, giving the students continuity. Our JROTC program and our award winning Agribusiness Academy and Band program have also received enthusiastic support from administration. Where there has been a student need, our administration has been there, supporting the staff and the student body as much as possible!

Our school Site Leadership Team, created six years ago, continues to facilitate the process of governing to more than just department chairs. Our team consists of administration, instructional coaches, department chairs, our EL and AP coordinators, and our Curriculum Cadre. The SIG Committee has been developed and meets regularly to voice concerns and ways to encourage student improvement in all aspects of the school. All voices are heard and work together to lead the school to achievement of the ESLRs. The School Site leadership team allows for collaboration and the delegation of duties by teachers to teachers. The ESLR's are posted throughout the school and in each classroom. Teachers are highly encouraged and have committed to promoting the school ESLR's through varied instructional methods, i.e. student led posters, t-shirts, and assignments. The ESLR's are taught and practiced consistently.

LHS was the first school to implement the AVID elective in the district. LHS's AVID SMART Goals as well as the district's SMART goals show consistent support for the program. This has led to school-wide implementation, steady funding through Title I, and increased awareness through community events, such as AVID dinner nights, open houses, site team meetings, and EL parent mini-conferences. AVID data drives the continuous implementation and financial support of the AVID program in the district.

Our administration at the district and site level has supported professional development in Summer Institutes, PATH training, and district-held training sessions in Cornell Notes, Socratic Seminar, and Inquiry-based instruction. Our instructional coach team continues to support the faculty with professional development opportunities in the subject-specific use and refinement of AVID strategies.

**Evidence:**

- *AVID Community Event Sign-in Sheets*
- *LHS & AVUHSD SMART Goals*
- *Professional Development Opportunity Sign-in Sheets/Registration Forms*
- *PowerPoint samples/outlines of AVID training sessions*

**A3 - To what extent does the governing board have policies and by-laws that are aligned with the school's purpose and support the achievement of the ESLRs and the academic standards based on data-driven instructional decisions for the school? To what extent does the governing board delegate implementation of these policies to the professional staff? To what extent does the governing board regularly monitor results and approve the single school wide action plan and its relationship to the LEA plan?**

Increasing our students' scores on the CAHSEE and STAR testing is a major goal of our school wide action plan the Littlerock High School administration and AVHSD district officials, facilitating continuity with the LEA plan. Littlerock High School makes periodic presentations to the District School Board to affirm the State of the School, and how our programs are progressing towards achieving our mutual academic goals.

While Littlerock High School's API scores in some demographic sub groups have shown fluctuation in recent years, these API test scores remain a major source of motivation for our staff and administration in influencing the future direction of our school. This API data drives the decisions of our staff in determining what classes and programs would most benefit our students and what professional development courses would most benefit our teachers in advancing effective instructional research based strategies. Not only so, but the data from these test scores helps counselors assign students to appropriate support classes to bridge academic gaps in testing. The administration uses state testing as well as site testing to determine instructional decisions for core curriculum. Our district's adoption of the state academic standards for each subject area ensures the fact that students are successful in maintaining academic parity with their peers.

The Littlerock High School staff is committed to teaching the California State Standards to all students as a means of preparing them for career opportunities and post-secondary education. Most teachers have those standards posted in their classrooms. Both staff and students are mindful of the noble expectations of future advancement towards success upon graduation. The school board ensures that each classroom at Littlerock High School is staffed by a highly qualified teacher in accordance with NCLB requirements.

The school board meets twice monthly and has representation from Littlerock High School. The board sends via email, the highlights of those meetings so that staff that did not attend the meetings is aware of the information discussed.

The site leadership team meets at least once per month to evaluate and monitor results, and our administrative staff meets weekly. The School Site Council meets monthly. District wide benchmark exams are discussed as well as pacing guides for some core subjects. As these meetings progress, our purpose and action plan are discussed, re-evaluated and examined. Our students are monitored yearly by state tests that demonstrate to the Board how the school is achieving its

academic goals and reflects improvements made and points out the areas which need to be addressed.

**Evidence:**

- *Board Meeting Highlights*
- *Site leadership Meeting Agendas and Minutes*
- *ESLRs*
- *Benchmark Data*

**Strengths:**

- *Inform and Power School*
- *Flex time for Teacher Collaboration*
- *Department Meetings*
- *AVID Strategies Across Curriculum*
- *Read 180*
- *Ag Academy*
- *Littlerock High School Band*
- *Instructional Coaches*

**Areas for Growth:**

- *Parent and Community Involvement*
- *Improved Communication between Administration and Staff*

## **NOTES**

**B.**

# **Curricular Paths**



# **Curricular Paths**

**Administrator: James Vondra**

***Chair: Joshua Evans***

## **Focus Group Members**

Bonnie Collins  
Brandon Goodale  
Chris Leonhardt  
Cristina Marchant  
Ed Gonzalez  
Eric Long  
Eric Merced  
Erika Gonzalez  
Gladys Harshbarger  
Jeff Stock  
Jennifer Newman-Birds  
Jorge Garcia  
Karin Howard  
Lilia Ornelas  
Michelene White  
Nicole Thompson  
Pamela West  
Rachel Behen  
Richard Monger  
Robert Steele  
Robin Stump-Whetzel  
Sharron Mora  
Sherry Hulien  
Suzie Poole  
Tyanne Palmer  
Vincent Gray

**B1 - To what extent do all students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards and the expected school-wide learning results?**

All Littlerock High School students take part in a rigorous, relevant and coherent standards-based curriculum. Our current curriculum is based on the California Framework Standards in all departments. Littlerock continues to be a district leader in curriculum. Several of our departments' benchmark exams and pacing guides have become district models. We develop and adhere to these research-based pacing guides so that all departments stay consistent in the material they are teaching. We also use common assessments that keep each department measured by the same scale. Course expectations are presented to the students and parents through course syllabi, parent-student handbooks, the course description catalogue, during the English Learners (EL) mini-conference, Open House, and Back to School Night.

At our site, we create standards-based lesson plans in all curricular areas. We then utilize data analysis to amend lessons that have been successful, and to re-teach lessons that have not been effectively retained. Teachers at Littlerock use weekly data analysis according to in-class quizzes and assessments, as well as school wide data analysis with district assessments and state tests. Curriculum, therefore, has become data-driven and data-dependent at Littlerock High School. We use the program Inform to further analyze data and to scrutinize queries relevant to the specific populations we need to target. During our district-mandated furlough days we use the time wisely by analyzing benchmark data as departments, finishing the day by reporting out results to the entire staff. Our Lobo ESLRs (Expected School-Wide Learning Results) have evolved similarly in the last couple of years and are now integrated fully into the content standards across all curriculums. Mastery of the academic content standards and ESLRS is our goal for every student.

Our professional development also focuses on specific, measurable, attainable, realistic and timely (SMART) goals and strategies that can be applied to the whole school. SMART goals are data-driven, attainable, short-term goals that each department focuses on as a part of the greater whole. We as a staff then take our departmental SMART goals and apply them to five long-term focus areas: EL, Math Support, Special Education (SPED), Literacy Support, and AVID. These are the five subgroups with the greatest need for support and awareness on our campus. Through the continual analysis of data and whether we're meeting our intermediate SMART goals, we know as a department and staff whether we're on track to meet our long-term SMART goals. We also utilize our SMART goals and professional development to collaborate on interdisciplinary units that cross curricular paths. For example, the Social Science, English and Math departments work regularly with our Agriculture Academy, and integrate their curriculum to fit agricultural topics.

In the last couple of years we have put huge emphasis on the inclusion of SPED and EL students into mainstream classes. Many staff have been trained in methodology that can best help our SPED and EL students attain mastery. SPED content area teachers now meet with their specific discipline colleagues, and attend departmental meetings as any other staff member would. This has not only increased collegiality, but has also increased consistency across the curriculum in all classrooms. Each SPED student has an Individualized Education Plan (IEP) with specific accommodations and/or modifications for their specific learning disability. The accommodations and/or modifications of the IEP is given to all of their teachers so that the student's disabilities and challenges can be best addressed and assisted. The addition of SPED teachers in department meetings has raised awareness and the successful integration of IEP's into all curriculums. Teachers with large numbers of SPED students in their core classes are provided instructional aides that give inclusion students one-on-one assistance as they work their way through the core curriculum. Consequently, resource teachers and general education teachers work as partners and a team to ensure that instruction is delivered and modified as needed.

Littlerock's EL Program has developed a variety of pathways to allow students who are learning English access to standards based curriculum. Students who are EL are tested during the fall with the California English Language Development Test (CELDT) to annually assess their progress in learning English and to determine if they are eligible for reclassification. Students with scores between Beginning and Early Intermediate are placed in English Language Development classes (ELD). ELD are clustered with the same teacher for English 9 and Literacy Support, as well as ELD academy mainstream classes where they receive additional support via EL instructional aides. Students at the Intermediate level are placed in English level appropriate classes, along with a literacy support class. The adopted curriculum used to deliver instruction is Edge, a district adopted intervention program. Students who score Early Advanced or higher in CELDT are placed in mainstream classes. Students who score beginning to intermediate are placed in the Structured English Immersion classes with a teacher who is EL certified, and are also provided literacy support classes. To further support our EL and ELD students, Littlerock has a highly-developed READ 180 Literature Support Program that has also been used as a model for other schools in the district.

All students are given access to the Advanced Placement (AP) Program at Littlerock, with very few prerequisites blocking the aspirations of students who want to take AP courses. Though our population has declined significantly in the last five years, our number of students taking AP classes has remained consistent and solid. All AP teachers have successfully passed the Educational Testing Services (ETS) AP Curriculum Audit, and have been trained during continuing education at either Summer Institute, a content conference, or in master's level courses. We currently offer the following AP classes; AP Biology, AP Spanish, AP English Language, AP English Literature, AP Calculus AB, AP World History, AP United States History, AP U.S. Government, AP Comparative Governments, AP Psychology, and AP Chemistry. While we don't offer AP Physics, we have had students take the AP Physics test and do well on it because of our intensive Physics curriculum. The

staff is also encouraged to propose new AP courses for the following year, thus raising the level of rigor on our campus by continually pushing themselves and the curriculum offered. AP Spanish Literature has been approved and will be taught next year.

Littlerock High's Advancement via Individual Determination (AVID) program is an integral part of our campus's culture, goals and future. We were the first high school in the district to start AVID (since 2000), and based on our last certification, we are well on our way to becoming an AVID demonstration school. The number of students taking AVID has increased steadily over the last three years with AVIC sections doubling in students and elective sections offered, and now hosts more than 15% of the school's population. LHS AVID is funded through Title I, offering support to students with a 1.0 to 3.5 GPA, helping them improve their grades, standardized test scores, and enrollment in AP/honors classes. The AVID program extends across the curriculum, with more than half of our teachers attending AVID-specific professional development, and implementing AVID strategies in the core classrooms. AVID also works in cooperation with Special Education, offering tutor support to RSP and SDC classes.

The primary focus of AVID is exposure to, and support of, a rigorous education. Students are encouraged to take rigorous courses, and challenge themselves with higher level thinking in all core curriculum classes. AVID requires commitment from students who are motivated to succeed academically in high school and have a desire to attend a four-year university after graduation. Students follow a 4-year plan upon entering the program, which requires enrollment in at least three AP courses, involvement in extracurricular activities, and community service, in addition to meeting A-G requirements. In 2010, the AVUHSD AVID program boasted a 100% graduation rate—over 70% of graduates from LHS were accepted into four-year universities.

AVID students are taught Cornell note-taking strategies, behavioral guidelines, high-level thinking and questioning, organizational skills, and collaborative problem solving. In the AVID elective class, they have two periods per week dedicated to tutorial groups with college tutors so they may practice these skills while targeting a specific subject. To keep the students focused on organization and taking notes in all classes, the students have an AVID binder that is assessed on a weekly basis. Across the campus, teachers utilize a variety of AVID instructional strategies, including: problem solving, inquiry, critical thinking, cooperative learning, tutorial groups, Socratic seminars, self-directed learning, reflective writing, and higher-level thinking.

We have also teamed with the new Keppel Academy, our junior high feeder school that admits students solely on their academic and behavioral commitment to AVID philosophy, work ethic and standards. Keppel Academy has designed many of their organizational strategies and methods according to the Littlerock model that has proved successful for so many of our students. In addition, our two sites and group of instructors work collaboratively in developing consistent curriculum for students who progress from Keppel Academy to Littlerock.

**Evidence:**

- *Department pacing guides, benchmark exams, common assessments, SPA analysis, course syllabi, Course description, Accommodations, special education student schedules, catalogue, parent-student handbooks, examples of classroom activities and student work, results of benchmark exams are on INFORM, and adoption of standards-based textbooks*

**B2 – To what extent do all students have access to the school’s entire program and assistance with a personal learning plan to prepare them for the pursuit of their academic, personal and school-to-career goals?**

Students at Littlerock High School are greeted from their first walk onto campus with fanfare and excitement as they begin their freshman year. We begin our push for academic excellence as well as encourage students to become involved in school through our first interaction with our incoming freshman. In this orientation to LHS new students and their parents are given tours of the campus, and information about classes, academies, programs, standards and graduation requirements. Incoming freshmen are assessed to see if they will need Literacy or Math support classes. In addition to our welcoming at the beginning of their freshman year, counselors meet with all students in their classes throughout their year at LHS. In the first semester every year, the counselors review credits and helps the students understand the graduation process as well as encourage them to participate in remedial courses if needed as well as opportunities to enrich their high school experience. During the second semester, they discuss their credits and classes for the following year. Course selection begins with reviewing data from the student’s CAHSEE scores and past course completion. Counselors visit classrooms during the second semester to discuss post-high school plans, PSAT and SAT testing, ASVAB tests, and the requirements for the University of California and the California State University systems. During this visit students are given a copy of their high school transcript as well as a course selection sheet that is grade specific. Students are given a week to discuss their next schedule with their parents, and to get the signatures required for specialty classes, like AP courses, Honors, or academy selections. (Littlerock has an “open access” policy for AP and Honors classes, as long as the student has scored proficient on CST’s as well as teacher recommendation. The Course Selection sheets are reviewed for accuracy, appropriate signatures and the appropriateness of the classes with the students on a one on one basis. During these conferences, counselors discuss post-high school plans, PSAT and SAT testing, and the requirements for the University of California and the California State University systems as well as if the student needs to go to summer school and or credit retrieval. In addition counselors are always available to see the student’s one-on one to discuss credits, A-G college requirements, as well as supplemental instruction or CAHSEE Prep classes, if needed. Parents are invited to attend these conferences, and translators are provided if necessary.

There are many courses that are put into place after first semester to help freshman as well as students who have failed the CaHSEE. With freshman we offer Literacy Support 1 to help freshman

students get back on track and give them the ability raise their reading level and feel confident in their other classes. CaHSEE support classes are offered for sophomores through seniors who have either failed the CaHSEE or have showed that they need additional support especially in their math class.

In addition to support classes we also offer the AVID program which guides students by mandating participation in college entrance exams, such as the PSAT, SAT, and ACT. The AVID elective also offers help to prepare students for the CAHSEE and CST tests. Students work on school-to-career goals in their 10<sup>th</sup>-12<sup>th</sup> grade years, doing extensive career research, college research, community service, and building transitional skills to help them maintain success after high school. AVID supports seniors by aiding students in their application to universities, scholarship applications, and making all 12th grade students fill out a FAFSA. As part of the program obligations, AVID students consistently set personal and academic goals, and will assess their achievement in order to meet A-G requirements and prepare for college. The curriculum of the AVID elective class focuses on high-level thinking skills and setting personal and educational goals. AVID students are required to enroll in at least one AP or honors level class each school year, and in their AVID elective class they are offered the support they need for success in the classes which they face the most difficulty. If their grades fall in core subject classes, the AVID teachers and tutors intervene and place the students in subject area tutorial groups for extra help and support. Littlerock's faculty and staff support AVID and have adopted strategies school-wide. (Cornell notes, Socratic seminars, Higher Level Questioning and various organizational methods.)

One way students are introduced to a career pathway is through the Ag Academy. The Ag Academy is a four-year program that focuses on agri-business. Students are kept in cohorts for their core academic classes, and work on projects together. Students learn Ag Mechanics, Animal Husbandry, as well as the leadership found in the FFA –Future Farmers of America. Last year, some of our FFA students competed successfully at the state and national level. Many of our FFA students go on to Cal Poly Pomona and Cal Poly San Luis Obispo for degrees related to their Agribusiness Academy years.

Students can also access help from the multitude of educational support providers at LHS and beyond. Students are introduced to proactive teachers, administrators, guidance counselors, college tutors, and influential peers. Students are also familiarized with the available resources in the career center, library, and computer lab. Career exploration at Littlerock is handled in many different ways. Students are also introduced to career cruising in their freshman year where they explore career pathways and take career assessments. This is built upon throughout all of their years in high school.

We have a variety of strategies for helping the student make a smooth transition to the post-high school world. Because of our distance from our local junior college, Antelope Valley College, we

partner with them to offer the AVC placement exam on our campus. In addition the college arranges transportation for the students to go to the AVC campus for an orientation. This orientation allows them to meet with counselors as well as receive priority registration in the fall. LHS has also become a testing site for the SAT. Our Guidance office coordinates many guest speakers from different colleges and jobs, and our counselors go the extra mile to make certain that interested students get to attend. The guidance office also coordinates the school's Senior Awards program. Within this program the communities that make up Littlerock High School all come together at the end of the year to honor our graduates with scholarships and awards. Pearblossom, Littlerock, Juniper Hills and Lake L.A. all come together to celebrate our graduates.

**Evidence:**

- *Assessments for incoming Freshmen, FASFA forms in Career Center, AVID samples, course selection sheet and Career Cruising samples.*

**B3 – To what extent are students able to meet all the requirements of graduation upon completion of the high school program?**

How do we help students meet graduation requirements? We have highly skilled teachers in every core department that collaborate on standard-based lessons. We have industrious counselors who take on a class as freshmen and follow them through their four years of school. We have two computer labs (with another on the way), computers available in the library for students to do research and finish their assignments. We have PowerSchool, so that students (and their parents) can keep on top of their grades and assignments. We offer specialized academies and ROP classes to prepare them for future careers. We specialize in learning strategies that will help them meet the ESLRS.

Since they follow a four-year plan, AVID students can be confident that they are on track to complete all of the necessary credits for graduation, and fulfill all “a-g” requirements to make them eligible for UC and CSU enrollment. If students are missing any of these requirements, they will face mediation from the AVID tutors, the AVID teacher, the AVID coordinator, and the AVID counselor who will advise them in a course of action to improve their grades and maintain success.

LHS offers many programs, classes, and tutoring opportunities. Each student is given the opportunity to participate in all remedial programs. The teachers as well as guidance staff work tirelessly to get students on track to graduate as well as prepare them for post high school. The school leadership and the staff work diligently to ensure that students meet the requirements of graduation within their four years of high school. For the first time, this year we are keeping our fifth year seniors in independent study. We are dedicated to helping all of our students succeed.

**Evidence:**

- *Sample Lessons, PowerSchool, tutoring schedules, and Course Selection Sheet.*

**Strengths:**

- *Support for EL and SPED students*
- *Opportunities for students to succeed: Supplemental Instruction (SI), Make-up After School Tutoring (MAST), Senior Supplemental Instruction (SSI), Advanced Placement classes (AP), Academic Awards, Boeing Grant, and Articulation with AVC thru their Pre-Assessment Workshop (PAWS)*

**Areas for growth:**

- *Offer more AP courses*
- *Offer more of a variety of courses*
- *Have a program in place that encourages a closer relationship with staff and students*

## **NOTES**

C.

# Instruction



## **Instruction**

**Administrator: Jose Barajas**

***Chair: Donna West***

### **Focus Group Members**

Alma Arvizu  
Anna Maldonado  
Bertha DeAlegria  
Bronwyn Daly  
Caryl Mercy  
Cindy Harris  
Craig Patton  
Dan Baumgartner  
Dennis Henderson  
Diana Martinez  
Elizabeth Bridwell  
Elizabeth Brown  
Eric Borja  
Giselle Bice  
Jacob Jones  
Jonathan Fitch  
Lacey Higgins  
Larry Ramirez  
Laura Tyson  
Leticia Ruelas  
Marciella Tisbert  
Rhonda Gonzales  
Richard Parsons  
Robin Olsen  
Stephen Davidson  
Yazmin Crotty

**C1: To what extent are all students involved in challenging learning experiences to achieve the academic standards and the expected school wide learning results?**

Teachers at Littlerock High School develop and deliver a broad range of rigorous standards-based lessons which utilize a variety of proven teaching and learning strategies. Such lesson plans are creatively designed with the breadth and flexibility necessary to accommodate a wide variety individual student learning styles, language development levels and other special needs of their students. They engage student interest while also challenging them academically.

Under the guidance of qualified, innovative, and enthusiastic teachers, students have the opportunity to not only master the content material of the lesson itself but develop higher level and critical thinking skills that will serve them well in a wide variety of future academic and career applications. A majority of core subject classes relate subject content to real life situations and regularly employ various project-based activities and forms of authentic assessment. Socratic Seminars and the inquiry methods supported by AVID are commonly in practice at our site.

The English, math, science, and social science departments have established quarterly standards-based testing through quarterly benchmark exams administered District-wide. Release time has been offered and teachers encouraged to observe their peers and to develop a list of shared “best practices”. Student achievement gaps, as evidenced by the quarterly benchmark assessment scores and the collaborative analysis of their results, have resulted in the development and use of Power Lessons as a reteaching tool. Teachers have formally collaborated to create these lessons that utilize AVID strategies via different modalities and to re-teach essential standards. Classroom instruction at Littlerock High School is student driven. The following examples illustrate instructional strategies employed by different departments, where students are the stakeholders in their learning processes and actively drive classroom instruction:

The English department implements the District-mandated curriculum of HOLT, which includes higher-order thinking skills in its auxiliaries, points of use and activities for all learners (learners having difficulty, advanced learners, EL students). The Read 180/Literacy Support program has utilized a life-skills assignment for students, which involves ‘Career Cruising’ technology, budgeting, researching colleges and the financial aid process.

The Special Education Department uses the tutorial process (founded in the AVID program) in its RSP classes, where students are generating questions around core subjects. RSP teachers are using instructional time to direct-teach summary/reflective writing, as well as modeling appropriate responses to Costa’s Levels of Questions. Students are building communication skills as they generate their own questions and responses.

Our Agriculture Academy involves interdisciplinary projects (2-3 annually) that include experiments, charting and presenting data for Math, Agriculture, History and English classes. Our Math Support classes commonly use FasTT Math and Fraction Nation to support student growth. Our Physical Education Department has adopted a research project to allow for students to create their own fitness plans, where they log time/exercises and seek out ways to improve their health.

The Science Department has adopted a project-based, interactive approach to learning which engages students and has resulted in high levels of information retention and the demonstrated ability to apply information learned in class to new situations or problems such as those encountered on standardized science tests. Lectures are often augmented by visuals offered in PowerPoints, demonstrations, active group learning experiences and powerful discrepant events.

Students in AP Civics and Government are engaged in a Mock Congress process, creating historical magazines, PowerPoint presentations as a part of standards review, as well as creating legislative bills that are debated, voted on, and 'passed'. The History Department also implements an election project. The students examine candidates during their campaign process, and closely follow news articles and the polling results to analyze the political process.

To ensure that all students are technologically literate and well equipped to meet the demands of higher education and the modern workplace, the use and application of technology by staff and students is a continuing instructional mode utilized to help ensure students are exposed to challenging learning experiences which learning computer literacy. A broad scope of technology is utilized throughout the classrooms to engage students.

The FasTT Math and Fraction Nation is an application that can be used daily to support students, as well as the Promethean Boards and online text books that provide tutorials and re-teaching assessments for students. The English department employs the audio CD library which accompanies the HOLT text, Learn 360 website for visual connections, and Topic CDs/Audio to build prior knowledge in the Literacy Support program.

The broad academic and career goals of our students, administration, and faculty are performance-based and are summarized in our Expected School wide Learning Results or ESLR's. Littlerock's ESLR's are a collaborative product reflecting the work ethics, academic standards, and professional values of students, faculty, and administration. The school continues to work toward aligning curriculum with ESLR's and state standards (both academic and career technical education).

## **ESLR NO. 1 – “Leaders of the Pack”**

Littlerock believes that the ability to develop leadership qualities is an essential skill for our students. Most teachers see that teaching self-direction and leadership is a part of their curriculum. Leadership skills are incorporated into many teachers’ instruction. Littlerock counselors and teachers encourage students to participate in classes that help students become better leaders. Classes with emphasizing leadership include the Associated Student Body (ASB) class, the JROTC program, the Agribusiness Academy, band, and athletics programs.

In all cases, student leadership skills are developed and are recognized in a variety of teaching methods including: announcements of student awards in the school bulletin announcement and community newspaper articles. In ASB, students are expected to write and deliver at least one speech that they deliver to the class. In PE Athletics student athletes are encouraged to reach the 1000-pound club, and are given a t-shirt as a symbol of their leadership role when the accomplishment has been reached. Both classes encourage students to not only participate but also excel in their community whether it is through politics or athletics. In agricultural science classes, participation in leadership building activities/events is a part of their overall grade. Band members elect their own section and group leaders. Those students learn effective methods of to interaction with the community and its businesses so that they may solicit assistance for their major competitions and performances.

The school continues to place a value on student leadership accomplishments through “Student of the Week” winners tied to our ESLR’s as well as by serving as an advisor to one of the numerous student run clubs on campus. “Lobo Leaders” and JROTC were also featured in our first participation in the City of Lancaster Holiday Parade, where over two hundred Lobos marched and won first prize.

Through the Future Farmers of America (FFA) youth organization, students have received extensive leadership and citizenship training. Littlerock FFA students have participated in leadership skills building conferences at the local, state, and national levels, traveling as far away as Washington D.C. in recent years The FFA organization offers the opportunity for students to exhibit and to enrich their leadership skills through many events and activities tied to the school and community. During the school year most of the FFA events offered at Littlerock High School are set up and run by students. This allows them to participate in cooperative efforts as a part of a committee.

Several Littlerock FFA students have gone on to serve on the High Desert Section FFA student leadership officer team. This team represents eight local high school FFA programs. Also, in recent years Littlerock FFA students have served as an FFA officer for the Southern Region FFA (representing 30 schools with FFA members).

**Evidence:**

- *List of clubs and their officers at LHS. List of 2011 “student of the week” honorees tied to the LHS ESLR’s. FFA enrollment, officer notebook, list of leadership training events that ASB, FFA students attend.*

**ESLR No. 2 - Organized and Responsible**

Littlerock continues to recognize the importance of being an organized and responsible individual in the fast-paced 21st Century. It is necessary for our students to know how to organize their times, their thoughts and their assignments and other obligations. The organized student does better in school, and with that success, tends to accept more of the responsibility to prepare for their academic and professional future. Littlerock has provided the tools as well as the skills needed to be organized individuals. The administration has issued each student a planner, which they are encouraged to use to record their daily assignments, upcoming exams and presentations. (Student planners are also designed to be used for school passes, making them important to carry on a daily basis.) Planners also contain class time schedules, school rules, and helpful academic tips. PowerSchool serves as an important organizational tool for LHS students. Each student (and parent) can track their assignments in each class, as well as their current grades with this online system. It is the student’s responsibility to access PowerSchool and monitor his or her own progress

In the classroom, students are encouraged to take Cornell style notes by many teachers in the school. AP US History students are required to keep a reflective notebook of their classroom readings. In the AVID (Advancement Via Individual Determination) program students are graded in part on the Cornell style notes they generate in each academic class. Students are graded on use of student planners, and the neatness of their notebook. Another way of helping the students to become better organized is for teachers to model sound organizational skills themselves. Toward this end, core departments have collaborated to develop curriculum-pacing plans. Through pacing guides, all classes of similar content which face common District quarterly benchmark and CST standardized testing requirements are roughly on the same “page” at the same time. Students transferring from one class to another will not be at a disadvantage, for the classes will be covering the same standards. Teachers are not required to teach in exactly the same way, but they do need to reach their destination at the same time. This is also helpful to the teachers, because they can collaborate and share best practices in a timely way.

Students receive a class syllabus and other introductory materials at the beginning of the school year (or upon enrollment), mapping out their course of study. In some advanced science classes, they received weekly class agendas (Gonzalez-West). The plans incorporate state standards and apportion the time devoted to each based on their relative weight on the STAR and/or CAHSEE test. Pacing guides ensure that content is covered in a timely way and helps prepare the students for the common assessments, midterms and finals. State standards are often posted in the classroom for reference. The recently instituted LHS Mentor Program can also help organizationally and academically

challenged students. This program entails specialized one-on-one tutoring and content teacher support offered outside of the classroom time throughout the academic day and after school on a subject-by-subject basis.

**Evidence:**

- *Student Planner, mentor forms, Core Subject Pacing Guides, AVID Notebooks, Course Syllabi, Class Weekly Agenda Sheets.*

**ESLR No.3 – “Better Communicators”**

Our goal is for our students to master all four modes of language expression (spoken, written, listening and reading). Solid reading and writing skills will improve performance on the CAHSEE, thus increasing graduation rates, and help those pursuing higher education to make the most of their college years. Effective oral language skills are essential in an academic setting as well as today’s workplace. As skilled and confident speakers, students are able to better express ideas to others logically. It will also help them to achieve their leadership goals, for all effective leaders must be able to communicate clearly, be it class president or presidential candidate.

It is Littlerock’s goal to foster bilingual fluency in our students, whether they are native English-speakers taking Spanish classes or EL students learning English as second language students. In California, the ability to speak a second language is a valuable tool in both social situations and the workplace.

In drama classes students work in groups where they choose either to, design sets, design costumes, direct or act in a scene – all essential to the successful communication of a play. The students who chose to act will explain how they created their character, i.e. what is the character’s background, what are the characters relationships with the other characters, age and other givens from the script. Students learn valuable communication skills through these activities.

Departments in the core subject areas have developed and continue to refine academic vocabulary lists and use them as a means of pre- and post-assessment. This is developed through the collaborative efforts of staff members to monitor the acquisition of specialized academic terminology in context. The goal is to have vocabulary by subject area be mastered and used correctly in new situations. Recognition and appropriate application of such academic language allows students to intelligently address topics across the curriculum on their assignments. Familiarity with terms likely to appear on District Benchmarks, State standardized tests and college entrance exams allows for better comprehension of assessment questions and increases a student’s ability to respond correctly to them.

Subjects outside core academic areas also incorporate communication skills as part of their curriculum. Littlerock’s Physical Education Department, for example, continues to teach “on and off the court”. Students are required to take notes on the history, basic concepts, and actions involved

with sports. Students in the Agribusiness academy are expected to deliver a 4-6 minute oral presentation each semester that utilizes some form of communication other than speech.

### **Evidence**

- *Evidence: Spanish student Power Point presentation, drama written assignment, agriculture department speech manuscript, Ag. Department presentation, integrated projects, debates, and boards and Power Point, vocabulary list from English.*

### **ESLR No.4 – “Oriented Toward Careers”**

In today’s business climate, academic success equates with success in the workplace. Employer standards are becoming increasingly high and competition for jobs is intense. Language skills, professional work ethic and the ability to function productively in a group environment are fundamental to career success. As a result many general vocational skills have been incorporated into many areas of our academic curriculum. Individual and group presentations, research projects, team research and active learning experiences contribute to student acquisition of skills that can and will be used across a wide range of vocational interests. Littlerock continues to offer specialized academies to prepare students for a career in the military, agriculture, the performing arts, and computer technology. Another program, AVID, helps foster organizational skills that are useful in both an academic and vocational setting. Advanced Placement classes help prepare the students for higher education preparatory to future professional careers through the use of advanced curriculum and guest speakers from the professional fields in which such curriculum is applied.

AVID, a national program originated in San Diego, has become an integral and ever-expanding part of LHS curriculum since the fall of 2000. All students have the option of participating in AVID. Proper AVID instruction helps students acquire the skills they need to excel academically in high school and college. AVID teachers promote higher level thinking skills, proper question asking techniques, and they give note-taking skills that students can use currently in their secondary classes and in college. AVID teachers must attend training throughout the year and during the summer in order to participate in the program. The AVID program was recently accredited again by the LACOE. Littlerock High School has been acknowledged as offering the “best AVID program in the Antelope Valley Union School District”. With continued success, we hope to become an AVID demonstration school within the state. As a means of strengthening student organizational skills, productive study habits, and class participation, all teachers are encouraged to use AVID techniques in their classes, such as Cornell notes and Socratic questioning (Socratic Seminar in AVID).

Littlerock has one District-supported academy on-site: The California Partnership Academy (CPA) - Agriculture and Natural Resources. This academy was founded in September of 2000 with 10<sup>th</sup> graders. Over the next two years, the Academy grew by an additional grade level was added so that Agribusiness Academy ultimately served students grades 10-12. Among the Academy’s course offerings are core subjects taught from the agricultural perspective; Ag Biology, Ag Chemistry and Ag Earth Science were included in the Academy course offerings as well as math, English, and

history. Students in the Agricultural Academy are responsible for the mastery of core subject standards and performance on State standardized tests.

Each semester the core teachers in conjunction with the agriculture teacher will undertake at least one integrated project. Student's schedules will be monitored so that Agribusiness Academy courses remain as pure as possible, meaning Academy students only. All academy teachers meet during the year to better monitor student progress and to integrate and connect the course work among math, English, history and agriculture. All academic teachers stress some type of career awareness as a part of their curriculum.

Students considering a career in the military, or those who simply seek to improve self-discipline through the opportunities afforded by the military can participate in the LHS Army JROTC program. The program focuses on the skills needed to succeed in the military and applicable to performance in any career area. JROTC students become skilled in precision drills, marching, the military rankings, rules, and how to issue and follow orders.

Littlerock High School offers practical courses where students can apply skills in automobile technology, computer drafting, and a general shop course offered by the Agricultural Science Department. All of these course offerings teach skills that prepare students entering specialized technical areas of the workforce. Students who qualify for the Work Experience Program at Littlerock can benefit by a program that places students directly in the workforce, while earning high school graduation credits for their efforts.

Littlerock students interested in a career as medical professionals can apply to be part of the District's Health Careers Academy program operated under the guidance of Palmdale High School. Littlerock also offers students the opportunity to enroll in Regional Occupational Program courses. Students learn valuable career skills and information in these ROP classes including: child care, careers in education.

**Evidence:**

- *Work permits, ROP class rosters, Agribusiness academy roster, AVID guest speaker list, Social Science department guest speaker list, Auto and Industrial tech guest speaker list from classes.*

**ESLR NO. 5 – “Self Directed”**

As high school is a transitional period and the gateway to higher education and future careers, students at Littlerock continue to be expected to become increasingly self directed in their academic life. All Littlerock ESLR's are interconnected to helping a student become “self directed”. All Lobos should be able, by the end of their senior year, meet or exceed the requirements for graduation. One of the ways that we teach the skill of being self-directed is in group and individual projects.

In Social Science, students are assigned an “Election Project”, where they follow a candidate from the convention to the election, analyzing the campaign and the results. Social Science also has eight AP sections, where the ability to be self-directed is a necessity for success. AVID teaches students ask questions in a student directed tutorial. Students must seek help, and help from group members must only be given in the form of questions (Socratic Seminar). The group’s questions help guide the student to logically deduce answers to the problems they found challenging. Researching and discovering answers themselves rather than having it given to them reinforces being self directed. The Agriculture students are given a long-term project to be completed each semester which lists deadlines for the entire project over the coming months. In addition, the Agriculture students may apply to graduate with special recognition during the commencement exercises. They must meet a number of requirements over their time in the academy, thus practicing and learning the value of being self directed.

The Littlerock High School Guidance Department helps ensures that our students are self directed by meeting on a regular basis with students to help them plan their four year plan for graduation. If students find themselves off-track in their course selections and/or lacking in graduation credits, they may choose from a variety of methods offered to them to get back on a successful road. These options include: community college classes for high school credit, credit retrieval courses, summer school, tutoring, temporary alternative site placement (continuation school setting). We realize that state as well as local budgetary constraints may cause some of these options to change, which makes being self-directed all the more important.

**Evidence:**

- *Academy received recognition, AVID lessons Academy Core project. AVID Socratic seminar sample, academy core project paper*

**C2: To what extent do all teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom, that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels?**

Littlerock teachers design lessons meant to explore the student’s different learning modalities, with the help of resources apart from than textbooks, so that our students are able to access higher level thinking skills needed to succeed in life. To support this, a number of resources have been made available to teachers. Most teachers are relying more heavily on higher level learning methods and less on the “list, memorize, repeat” lower level learning method to assess students.

In addition, every teacher at Littlerock has been provided with material made available through outside consultants and educational strategists. Many attended in-services which discussed the application of the nine strategies in class. Administration has offered staff release time to take periodic “walk-throughs” to observe how various strategies are being applied in other disciplines. Our Wednesday flex time is used for departments to collaborate on instruction, analyze data from

common assessments, identify areas in need of improvement and develop strategies for such improvement.

Teachers at Littlerock use a plethora of techniques to improve student learning, an attempt to reach all the students capitalizing on all senses and modalities. Many lessons are designed in a manner that befits a range of learning styles. Some lesson plans require students to speak in front of the class with the aid of a student created power-points. Fun and creative projects are created to engage students and keep them interested in the Spanish language and culture. Teachers assign interactive learning experiences based on group projects in which students create fictional newspapers from certain time periods. Teachers are engaged with their students, and proudly post their work on the classroom wall.

The core science department emphasizes learning by doing a wide variety of standards-based labs and kinesthetic activities. Vocabulary is taught in context. Associated Memory (long-term retention of information) is fostered by the use of discrepant events to illustrate scientific phenomenon connected to a lesson. Memorable classroom learning activities and experiences prompt student discussion both in and outside the classroom as they mentally revisit and share their learning experience with peers and family.

In the social science department, students are actively involved in standards based role playing activities of particular time periods and situations throughout history. The department often does common lessons for special occasions, like 9/11 and Veterans' Day. Students are actively involved and come away with a greater understanding of many sub-standards. Use of real world examples is common in the classroom. In drama classes a teacher uses both the script and a film version of the play to help student comprehension and learning. Students were shown examples of sets that were designed for school shows and plays. Traditional lecture based instruction is respected, but it isn't the only manner in which teachers teach.

Our school population has a significant percentage of ELD students. Many teachers at Littlerock have been through the ELD, SAIDE training with some participating in both. By utilizing the strategies from these training programs, more of our ELD students can be successful in the classroom. The use of ELD strategies such as: prior knowledge, realia, hand gestures, student translation, diagrams, etc. have proven successful with many of our students.

Teachers in all subjects use graphic organizers as a way to help students to reach a deeper understanding of the standards and reading. Many of the textbooks offer graphic organizers, while many teachers develop their own to suit the lesson. Graphic organizers help students evaluate, predict, and sequence information in a visually stimulating manner.

Many teachers utilize the computer labs set up on campus to give students the opportunity to enrich and personalize their learning by using the Internet to research topics. Students then type a report or utilize the presentation software to make a presentation to their class on their specific areas of learning/interest.

Almost every classroom at Littlerock has either a data projector, ELMO, or both. Teachers use computers to create and research lessons. In our Spanish classes students use audio and visual aids to engage students and to help them become familiar with other Hispanic cultures and accents. The Language Lab is used to listen/record, and write Spanish. Students have the opportunity to better their language skills with the aid of technology. It has also helped prepare students for our highly successful A.P. Spanish classes.

Students learn with the use of their own hands in our career technical education classes. They learn invaluable woodwork and metal work skills in the agricultural shop class; these skills can easily be transferred to the real world. Students have made and built, and repaired a number of projects for the faculty including book shelves, gates, barbeques, livestock equipment, livestock racks for a pick up, nail/parts boxes, patio furniture, etc. Students in the auto technology class learn the basic functions of a car and how to repair it when needed. Many students have performed numerous inspections and repairs to faculty automobiles.

The history department has collaborated and collected resources other than the textbook. Students are given primary source documents which actively engage the readers. The history department has compiled primary sources based on the standards for all teachers to use. Students are able to experience first hand accounts of historical events. They have also collected a large library of educational videos. They have compiled lesson for each film to help students master the standards.

Many departments utilize guest speakers as a part of their curriculum. This has been a long standing tradition at Littlerock. Speakers from the local trade unions, to the medical field, to college and university representatives, to aerospace engineers are common speakers in Littlerock class rooms.

Powerful teaching engages the students. In the past six years, LHS teachers have been exposed to a variety of techniques and teaching strategies, and most have adopted whatever ideas can work best for them in their classroom. If there has been a benefit to Littlerock being in the SAIT program, it has been the opportunity to experiment with different teaching methods. Some teachers are utilizing Matsui's "wall to wall" teaching with a Marzano graphic organizer. Other find that their own self-developed lesson plans and strategies are most effective in reaching their student populations.

Our administration continues to encourage teachers to use what is best for them in their classrooms, as long as it works. Data is the best evidence to know if a particular teaching method is working. In

our analysis of common quarterly assessments, CST and other assessment tools, teachers can see, standard by standard, if the students have or have not mastered the course content.

The departments collaborate on how to best help the students to better achieve mastery. One of the best things about teaching here at the Rock is the collaborative nature of our departments. Our flex Wednesdays give us extra time to work out any problems that a teacher may encounter in the classroom. This has always been a “nurturing” campus for new teachers, (As well as for new Administrators – many of the District leaders got their start at LHS!)

There are many examples of lessons that “engage” the students and apply higher levels of thinking” here at Littlerock. Personal interests are coupled with academic and technical learning. Students are taught to understand the basics of computer software and hardware in computer techniques. Classes teach students to develop their own video games. The students embrace higher level of thinking and apply it, because of their interest in games. Science teachers use the computer program Qwizdom which is an interactive assessment computer program that is used to review and assess students on key concepts. The program allows students to reach higher levels of thinking by allowing students to come up with their own questions to assess their learning. Not only is this software program assessing students, it is also teaching at the same time. History students get to discuss newspaper articles and relate them to what they are learning in class. An example would be after finishing the Civil War, reading an article on whether or not South Carolina should continue to hold a Secession Ball. Students in the Ag shop program draw a plan, make a list of materials, develop a budget, set up a step by step process to assemble or build their project and then they help the teacher evaluate the end product.

Many teachers enlist active involvement from their students while setting up grading rubrics. In this manner, students must use higher level thinking skills to be able to evaluate their own and their peers work.

**Evidence:**

- *Ag shop project guide, video game from Booth, Marzano guide/book, Qwizdom examples, grading rubrics, Printouts of various lessons on Power Point, Printouts of Qwizdom Power Points, Student Packets for the Science Fair Project and Genetic Engineering Project, California Agricultural Education Record Book, Computer labs and Career Center are available for students to use (approximately 110 computers)*

**Strengths:**

- *Teachers use techniques to improve student learning which capitalizes on all senses and modalities.*
- *Emphasize learning by using a variety of standards-based labs and kinesthetic activities.*
- *Many teachers have been trained in ELD and SADIE strategies that have proven successful with our students.*
- *Graphic organizers are used to help students understand the standards and with reading comprehension.*

- *Career education for technical field courses utilizes a “hand-on” approach such as our Career Education Tech courses.*
- *Computer labs offer students the opportunity to enrich their learning.*
- *Classrooms are equipped with either a data projector, ELMO or both.*
- *Historical evidence has been collected from a variety of sources other than the official textbook to aid in critical thinking analysis.*
- *Guest speakers are routinely on campus in all subject areas.*
- *Powerful teaching methods are used to engage students.*
- *Teachers are supported by Littlerock Administrators in maintaining current standards.*
- *Time is set aside most Wednesdays for department collaboration.*

### **Areas for Growth:**

- *Departments are encouraged to develop and expand a list of common activities available use within the curriculum that require higher level thinking skills from the students. These higher level skills are evidenced by improved CST scores in core subject are which regularly do this.*
- *Encourage teachers to more fully utilize the resources available through PowerSchool for posting of grades and for posting assignment due dates and test dates*
- *All teachers should expect their students to make oral presentations in class as well as written work.*
- *Integrated student projects involving several departments*
- *Variety of course offerings with career technical education basis,*
- *An increasing number of students are able to access the CTE courses because they are placed in remedial or assistance course due to low test scores on the CAHSEE and the standards bases exams.*
- *Higher graduation.*
- *Higher percentage of students passing in all academic areas*
- **English:** *Difficulty implementing student portfolios; AUC server not conducive for students to keep reports.*
- **Math:** *Students not meeting pre-requisites for high level math; Used to be an Algebra 1A and 1B for general education, however, that has changed with all being placed in Algebra 1; Possibility of offering ESS Geometry for Special Education students.*
- **Science:** *Students placed in classes are not meeting pre-requisites as stated on UC/USC-approved D. Lab Science course descriptions; Budgeting for labs is slightly more than \$1 per student per year. Science teachers have high out of pocket costs to cover the deficit to meet the UC/USC requirement, and site policy, that lab science courses devote 20% of class time to hands on labs using lab equipment and practices.*
- **Fine Arts:** *Under-budgeted for equipment and supplies.*

## **NOTES**

**D.**

# **Assessment and Accountability**



## **Assessment and Accountability**

**Administrator: Zach Mercier**

***Chair: Gerard Lieblang***

### **Focus Group Members**

Alexis Hubbard

Amy Wu

Blake Day

Bonnie Ditmyer

Bonnie Miller

Briana Blundell

Danielle Wyrick

David Cooper

Elizabeth Parra

Eric Vawter

Gloria Meza

Harvey Martin

Helen Collins

Jeff Ferrin

Jennifer Harmon-Grieve

Karen Devoll

Kathleen Astourian

Linda Lougee

Michael Treanor

Michelle Clough

Romy Bissell

Sally Pursley

Tia Pray

Tiffany Arvizo

Tom Vaverka

Vince Young

**D1. To what extent does the school use a professionally acceptable assessment process to collect, disaggregate, analyze and report student performance data to the parents and other shareholders in the community?**

Littlerock High school employs a number of methods in using professionally acceptable assessment processes to collect, disaggregate, analyze and report student performance. These include:

**PowerSchool:**

- Teachers are required to use this web-based software system that provides parents direct access to individual student performance, individual student assessment information, and SARC report access to the community. Through PowerSchool parents have access to teacher assignments – allowing an instantaneous view of student performance. Staff is required to update PowerSchool on a weekly basis.

**Inform:**

- A web-based program used by district ad hoc committees to create quarterly standards-based benchmark assessments using a standards-based test bank. Benchmark results are analyzed by teachers and instructional modifications are made. Assessment scores are compared with other high schools in the district. Teachers by department identify trends in student strengths and weaknesses by scores on test items associated with specific standards, then modify and target instruction. The school use of departmental SMART goals is also linked to the data provided by Inform.

**SMART Goals:**

- The idea for SMART goals, Specific Measurable Attainable Results-oriented and Time-bound, was first introduced to us by Dr. Matsui. To obtain a measurable increase in student assessment performance set by five focus areas, based on student assessment performance on a specific standard, was accepted by most departments to be a group goal. The goal was to be implemented as a pre-test, with targeted instruction, and post-test designed to enhance student performance.

**District Benchmark Assessments:**

- District common assessments are created by committees of teachers drawn from the district, and are administered in English, Math, Science, and History. Littlerock was the first in the district to use common assessments, as part of our IIUSP grants. These assessments were designed by the District for the use of evaluating student acquisition of California State Standards. Assessments are administered at or near the end of each quarter. Benchmark debriefing is done by each department, and are computed to assess and identify standards

**Quarterly Progress Reports:**

- Parents are notified of student grades by quarterly progress reports. A majority of Littlerock High School's community has socio-economic and language barriers, making the progress report card a vital delivery method. Messages in English and Spanish are sent to the parents by phone to alert them that the progress reports are on the way home.

**Adequate Yearly Progress score:**

The following data is provided as part of the state-wide assessment program:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on state standards-based assessments in ELA and mathematics
- API as an additional indicator
- **Graduation rates (for secondary schools):** Teachers, by department, collaboratively analyze assessments, and create targeted instructional goals. In the classroom, teachers use data from various traditional and non-traditional assessments, individual, class and department-wide, to modify instruction and teach or re-teach standards.

**Turnitin.com:**

- Teachers use this web site to check for plagiarism.

**Department-specific:**

- **English Department:** Incoming freshman take an English Placement Assessment. Data is used for curriculum modification and possible student placement in an English support elective. 9<sup>th</sup> and 10<sup>th</sup> grade Diagnostics Assessment and Inform Benchmark data is used to modify curriculum and target potential areas for re-teaching. Teachers implement differentiated instructional strategies to motivate, engage, and challenge all learners with a variety of academic and personal needs. Student-centered classrooms, peer tutoring, and cooperative learning provide the basis for targeting these various needs along with alternative forms of assessments, such as oral presentations, portfolios and group projects.
- **Mathematics Department:** Incoming Freshman Mathematics Placement assessment data is used to modify curriculum and possible student placement in a Math support elective. Inform benchmark data is used to modify curriculum and target potential standards for re-teaching and Power Lessons.

- **Social Science Department:** Data from district benchmark and department assessments are used to modify instruction.
- **Guidance Department:** CDE website data, AP scores, CST scores, CAHSEE scores, SPARC data, and CELDT scores are used for student placement.
- **Special Education Department:** Teachers use KTEA II and/or WIAT II testing as formal instruments to assess student current academic levels. (Note: the district is in the process of switching from the WIAT II to the Woodcock-Johnson III; at this time the teacher has the option of using either for assessment.) Teachers also use Inform benchmark data and informal assessments such as student portfolios and work samples to assess student growth and measure progress towards IEP goals and objectives.
- **Junior Reserve Officer Training Corps:** Littlerock High School offers Physical Education credit for freshmen and sophomores enrolled in Army JROTC. The Army JROTC Program of Instruction includes a physical fitness testing unit that is referred to as the Cadet Challenge. This event is identical to the state-mandated Fitness Gram, and the event meets the requirements of EC 60800 for fitness testing. The Cadet Challenge, as well as the entire JROTC PE curriculum, is in compliance with Physical Education Model Content Standards for California Public Schools supported by EC 51220 and EC 51225.3. In addition, Army JROTC curriculum complies with EC 51222 – not less than 400 minutes each 10 school days. JROTC uses the Program Assessment Rating Tool (PART) to summarize all cadet community service and service learning opportunities.

**D2. To what extent do teachers employ a variety of strategies to evaluate student learning? To what extent do students and teachers use assessment results to enhance the educational progress of every student?**

Teachers use the following assessments to monitor and/or modify student curriculum to fit the needs of their students: Each subject area uses its own specific assessments. Subject areas may use tests, performance-based assessments, quizzes, group and individual projects, portfolios, video assignments, and writing assessments. Informal assessments may also include writing assignments, quizzes, class discussions, AVID methodology (Socratic Seminars, AVID Tutorials, notebook checks, Cornell notes) and “checking for understanding”.

- **Social Science Department:** Quarterly District Benchmark Assessments, research projects, chapter/unit tests, art projects, group assignments, reflective writing, notebooks and even singing are methods of assessments.
- **Agricultural Science Department:** Integrated Core Projects, chapter/unit tests, (Core Project Progress Report Card), collaboration with other Ag Academy content teachers

- **Mathematics Department:** District Benchmark Exams, Long-Term Projects, Chapter quizzes/exams, notebook checks, CST's, Algebra Readiness Placement Assessment
- **Science Department:** Quarterly District Benchmark Exams, Multiple Choice Exams, class warm-ups
- **English Department:** Quarterly District Benchmark Exams (Used as both Midterms and Finals), Quarterly Benchmark Assessments, Bi-annual Academic Vocabulary Assessments, Daily Oral Language, Long-Term Projects, Research Papers, chapter tests, Performance-based assessment through the use of role-playing, projects, and writing portfolios.
- **Health Sciences Department:** Unit/chapter tests, Standards-based Midterms and finals (Inter-district created), individual and group research projects, alternative assessments (grave stone project), class presentations, Powerpoint presentations.
- **Special Education Department:** Student transition portfolios, work samples, quarterly district benchmark exams, teacher-made tests, Career Cruising/Matchmaker, SCANS N and S, collaboration with General Education teachers, IEP accommodations for General Education and Special Education classes and for standardized district and state testing (CST's, CMA's, CAPA), oral question and answer in groups, formative assessments to target standards needing to be re-taught
- **JROTC:** JROTC uses learning activities such as projects, simulations, and performances that are assessed using standards that are practical and based in real-life settings. The curriculum is designed to assess cadets the way we teach them. For example, when we lecture, then asking recall or true/false questions is appropriate. When asked to work in small groups to create a project, the project is evaluated by the established criteria for that project. Evaluations reflect the teaching strategies. The authentic assessments used in JROTC provide cadets specific feedback on their skills and knowledge. This feedback is used to help cadets improve (formative assessments) or for their final grades (summative assessments). Cadets also use assessment tools to evaluate themselves and other cadets. In the JROTC curriculum, authentic assessments include graphic organizers, journals, learning logs, observation checklists, portfolios, rubrics, and tests and quizzes. In the majority of the lesson plans, authentic assessments are provided. These assessments can be customized to fit specific needs.
- **Art Department:** Individual projects graded by rubrics
- **English Learners Department:** Chapter tests, quizzes, projects, presentations
- **LHS Continuation Program:** Individualized Learning Plans

- **Physical Education Department:** Unit tests, Fitnessgram (mandated state test), modeling, scaffolding, peer lead teaching.
- **Guidance Department:** The Guidance Department at Littlerock High School uses data to modify and create programs, construct classroom guidance lessons, and for student placement (ex. CAHSEE Prep). Classroom guidance lessons for students include information on communication and careers. Support Personnel Accountability Report Card (S.P.A.R.C.) is used to determine program effectiveness.
- **Career Technology Department:** Formative and summative assessments are utilized.

Student test score data drives methods to teach all students and re-teach to insure proficiency. The Contemporary Study of Business classes include weekly Cornell notes, reading aloud, computer assisted instruction and vocab. quizzes. The Web Managers classes are graded on their monthly website projects

**D3. To what extent does the school, with the support of the district and community, have an assessment and monitoring system to determine student progress toward achievement of the academic standards and the expected school-wide learning results?**

The school uses district benchmark exams and Inform software to assess student progress towards school-wide learning results. Based on these results, departments collaborate, often by subject matter, to develop intervention strategies and alternative ways of presenting material to improve areas of student weakness. Walkthroughs are conducted to observe the interventions, and post-intervention assessments are conducted. Results of the post-intervention assessments are analyzed to see if the intervention was effective, and the information is shared with the entire school. This gives other departments the opportunity to modify their curriculum/instruction to improve student mastery of content. For example, the English Department decided there was a deficit in the following area: academic vocabulary. Teachers met to create a diagnostic assessment, identify areas of need, and modify instruction to teach the academic vocabulary. The History Department felt that the students needed work on identifying the different forms of government, so they developed graphic organizers, pre and post tests on the material, and found that the students did much better on forms of government on the next benchmark.

Powerschools is used to monitor student performance during the school year on tests and class/homework, and measure intermediate results between quarterly testing cycles. It may also be used in conjunction with Inform to analyze student progress in achieving academic standards on an on-going basis.

District committees meet by subject to establish subject guidelines and drive subject-based curriculum. The school website, LHSLOBOS.org, provides a forum to communicate upcoming

events, assessments, deadlines, etc., to the community. It also provides the community a means of communicating their concerns about various aspects of Littlerock to staff.

An associated website used by many staff, Classjump.com, provides students a way of accessing class notes and assignments on-line. Teachers post take-home examinations, Power Point presentations, supplemental literature, and links to other helpful sites. Classjump also provides a vital link between parent/community and teachers.

The Teacher Advisory Group was implemented by the school in 2002-03 for the purpose of building relationships between a teacher and a specific set of students. Each teacher keeps the same set of students for four years. During TAG bulletins are read, information is relayed to students, and important assessment dates are communicated. In addition, TAG provides a small (20-25 students), familiar group setting for students to receive assessment instruction for state tests such as the CAHSEE and STAR assessments.

The Littlerock JROTC program is an elective for juniors and seniors; however, the Army JROTC curriculum is designed to support academic content standards in a number of disciplines. Students enrolled in Army JROTC receive extensive academic instruction in the following areas: Wellness, Fitness and First Aid; Geography and Earth Science; and Citizenship in American History and Government. In addition, the JROTC Program of Instruction meets or exceeds all of the recently adopted Physical Education Model Content Standards for California Public Schools supported by the Education Code.

**D4: To what extent does the assessment of student achievement in relation to the academic standards and the expected school-wide learning results drive the school's program, its regular evaluation and improvement and usage of resources?**

Each school year departments develop goals and objectives for the year. Constant re-evaluation of student progress occurs throughout the year via staff development meetings, 1193 professional development workshops, teacher collaboration and other avenues, all which aid teachers in successfully accomplishing the pre-selected goals and objectives.

Each department follows a pacing guide, developed by the district or the site department, to assure standards are taught in the proper sequence, and to assure that the standards covered in that quarter's district benchmark exams are taught during that quarter. We were the first to use pacing guides, as part of our IIUSP work, and the district took our guides to be the model. Differentiated instruction is employed to meet the needs of the diverse student population. Adjusting pacing guides, re-teaching, and Power Lessons are examples of using data to modify the teaching progression to improve student learning results. The use of alternative assessments, such as work portfolios, individual and group projects, provides a more rounded, holistic measure of student learning, and supplies a variety of alternative evaluations for those who struggle with traditional assessment methods. Benchmark

exams provide a more traditional measure of student achievement in learning the designated standards for the quarter, and the data indicates student proficiency for each standard covered during the quarter. After benchmark exams are given, each department meets with their respective instructional coach or department chair to discuss assessment results and target student weaknesses.

The Army JROTC Physical Education curriculum provides both the school and the District with an ideal means to utilize an existing resource as a means to achieve content standards in the area of physical education and mandatory physical fitness testing. JROTC students, statewide, score higher on the Fitnessgram than regular education students. In addition, in the disciplines of English Language Arts and Mathematics, JROTC students have higher average scores on the SAT and ACT exams as compared to other testing students at Little Rock High School.

**Evidence:**

- *Benchmark Assessments*
- *Classroom Observations*
- *Dialogues with Teachers*
- *Teacher-created test samples*
- *Sample rubrics, both analytic and holistic*
- *Rubrics accompanied by student work samples*
- *Master Schedule*
- *Student Work Samples*
- *Data analysis Systems*

**Strengths:**

- *Departmental collaboration/use of data*
- *Frequent progress monitoring (individual teachers)*
- *Tutoring/preparation programs*
- *Placement of students/9<sup>th</sup> grade English/Math placement assessments*
- *Instructional Coaches*
- *AVID/AP classes*
- *English Department: balance of traditional/nontraditional assessments*
- *Benchmark assessments*
- *CLAD certified faculty*

**Areas for Growth:**

- *Inter-departmental collaboration*
- *API scores*
- *Instructional strategies – Checking for understanding*
- *Student motivation*
- *Engaging all students in lessons: Differentiated Instruction and Alternative Assessment)*
- *Fine-tune the use of Walk-Throughs, Benchmark exams, Local Assessments, Vocabulary assessments by subject, Progress Monitoring and Instructional Coaches to increase capacity of classroom instructional practices*
- *Fine-tune the use of technology effectively in daily instruction*
- *Develop an effective intervention program for all students (identification and placement)*
- *Acknowledge economic, language, and cultural diversity of students and provide proper assessments and student centered level to meet needs of ALL students.*
- *Classroom Walk Throughs (CWTs)*
- *Departmental collaboration/use of data*

## **NOTES**

**E.**  
**School Culture  
and Support**



# **School Culture and Support**

**Administrator: J.R. Chatman**

***Chair: Melissa Vattioni***

## **Focus Group Members**

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Antionette Clark  
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Ronald DeWalt  
Terral Moore  
Tim Evert  
Vic Beck



# Little Rock High School

## Pyramid of Student Success

Prevention & Intervention

### Success!

- The majority of students pass the CaHSEE the first time.
- Improved graduation rates
- Higher percentage of students completing A-G requirements
- Higher percentage of students with post secondary plans
- Higher percentage of students attending 4 year colleges

**Positive Campus Climate**

- Welcome Reception for New Students
- Positive Campus Climate
- College Mondays
- Student of the Week
- Shaping the Rock
- Increased Student Participation in Clubs and Athletics
- Battle of the Classes
- Fall/Winter/Spring Pep Assemblies
- Red Ribbon Week, Teen Summit

**Intervention**

- Common Assessments
- Quarterly Benchmark Exams
- Opportunity
- Parent Newsletter
- 4 Year Plans - Academic
- Career Cruising
- Student Study Teams
- Saturday School
- Peer Conferences
- 504 Plans
- Summer School
- CaHSEE Prep Saturdays
- Parent-Teacher Conferences
- Credit Retrieval Presentations
- Report Cards Every 5 Weeks
- Lobo Learning Center
- Tutorials After School
- MAST (Make-Up After School Tutoring)
- Extended Library Hours
- AB1802 Curriculum Review
- On-site Continuation School
- Power of Choice/Anger Management
- New Teacher Training

- Dedicated Teaching Staff
- Professional Development
- 9th/10th Grade Parent Night
- Classroom Walk-Thrus
- Advance Placement
- AG Academy
- TAG (Teacher Advisory Group)
- Positive and Caring Staff
- Curriculum Cadre Training
- School Site Council
- AVID
- Honors
- Edline
- Faculty Collaboration via flexible bell schedule
- 9th Grade Orientation/Freshman Boot Camp
- Student Guidance Conferences
- GATE
- ROP
- Award-Winning VAPA

**Evidence-Based Outcomes**

**Campus Climate**

**Interventions Focused on Student Success**

**Faculty Collaboration**

**Prevention**

**E1: To what extent does the school leadership employ a wide range of strategies to encourage parental and community involvement, especially with the teaching/learning process?**

The demographics of Littlerock High School have proven over the past decade to have been a major challenge in the development of parental and community involvement. While the community at-large remains both culturally and economically diverse, the surrounding community finds the majority of our parents and students to be economically disadvantaged with very few families falling in the middle to above average socio-economic range. In addition to economic constraints; like many families who struggle economically, much of our population is comprised of families in which the majority of family members are employed, and contributing to the overall household. Much of that population travels in excess of 60 miles from the school to their place of employment. These issues manifest themselves as a complex array of disadvantages in communication and transportation and require substantial additional effort and support on the part of the school and staff in meeting the needs of our students.

Our school administration is comprised of five administrators, Athletic Director, Activities Director, four counselors, and a Director of Security, and is staffed with over 100 additional full-time employees dedicated to creating and enhancing a positive atmosphere for learning. Participation in co-curricular activities, extra-curricular activities, and athletics are highly encouraged. This broad emphasis is premised on the notion that students who are involved in activities available at the school site will be more successful in their academic studies. During registration, all students are encouraged to complete an Activities Interest Inventory to help them decide which extra-curricular activities are a good fit for them.

Littlerock High School currently draws from an area averaging in excess of 90 square miles, with school busses and public transit representing the bulk of transportation to and from the campus. Our transient population of itinerant workers and migrant farm worker families comprises almost 20% of the student body, with the majority of these students being classified as English learners. In an effort to better accommodate the needs of these students and their families, the school has initiated and values the input of our English Language Advisory Committee which meets regularly to assist in addressing these issues.

Littlerock High's School Site Council (SSC) is a state-mandated committee of elected certificated and classified staff members, elected parents, and elected student body representatives. The SSC is key to the decision-making processes at our school. They are responsible for the final approval of the school site plan prior to Board approval, they monitor and approve the disbursement of grant and categorical monies, and they provide a forum for expressing both concerns as well as for innovative changes to our school's direction. In the past, the SSC has made recommendations in the areas of school safety, as well as improving school and community relations. These meetings are held once a month, and are open to the entire school-community.

LHS continues to employ an ever improving and increasing number of strategies that enhance parental and community involvement in school. To help facilitate student matriculation from the intermediate level to high school, the school hosts an Annual Freshmen Orientation during which incoming freshmen and their parents are welcomed to the school, informed of programs, clubs, athletics and activities as well as ways to access additional assistance with their child's curricular and social needs. Additionally, they are given tours and information about classes, standards, and graduation requirements. Typically, these orientations are the first step in opening and then maintaining a line of communication with all of our stakeholders, particularly those who have in the past felt distanced from their child's education.

From the moment students enroll at Littlerock High School, the school incorporates a wide variety of methods to communicate to parents. Teachers are highly encouraged to distribute a course syllabus to each student to take home for review by parents. Direct contact by staff is in most cases our first choice for discussing student issues; additionally mailing and the Tele-parent group-wide telephone message are used to contact all students and parents, in English and Spanish. To help facilitate our student's progress academically, LHS makes information about students' academic progress easily accessible to students and parents, through PowerSchool, a web-based grade and homework program. Using PowerSchool, parents may view their child's grades, assignments, as well as important teacher messages. Parents are taught how to access their student's account at Back to School Night, and are also encouraged to e-mail their children's teachers using PowerSchool or direct email, with suggestions or concerns. In addition, many teachers at LHS elect to use additional educational websites such as Class Jump as a place for them to post assignments, class notes, tutoring links and other helpful information.

To better assist our English learner population, LHS assesses students' English language strengths and weaknesses prior to their entering high school in order to tailor the instructional support necessary for success in this setting and beyond. This year, approximately 30% of our student population will be classified as English learners, and all teachers have now participated in CLAD or CELDT training.

The Littlerock High School AVID program is designed to benefit college bound students by providing much needed assistance with rigorous classes as well as information relative to enrolling in and maintaining a successful college career. Typically, AVID targets students in the academic middle — B, C, and even D students — who have the desire to go to college and the willingness to work hard. These are students who are intelligent and motivated, and capable of completing rigorous curriculum but are falling short of their potential. Many of our AVID students often will be the first in their families to attend college, and reflect the school's population as many are from low-income or minority families. AVID, along with our team of counselors, assess individual student needs and desires and pulls these students out of their unchallenging courses and places them on the college track: acceleration instead of remediation. Additionally as part of our AVID program

parents sign a contract agreeing to support all AVID academic requirements; encourage and support their children's academic success, as well as a promise to attend all AVID parent meetings. Most recently counselors and faculty representatives from the University of California Los Angeles (UCLA) coordinated with our AVID program to reach students who might not have had access to college counselors in the past.

As we have mentioned, parental involvement is one of the most powerful tools for student success at Littlerock high School. To that end, and for nearly two decades, LHS has incorporated a parent volunteer program in the daily operation of our campus. This program is staffed entirely by parent volunteers and overseen by a district employed Parent Volunteer Coordinator. Parents currently volunteer school wide with tasks that include photocopying instructional materials, assisting Guidance with new student registration, filing, mass mailing, phone calls, chaperoning high school dances, coaching sports, running the snack bar, serving lunch during events, embroidering band uniforms, serving as daily greeters at the reception desk, fundraising, setting up parent initiated work shops, along with textbook distribution and assisting in our school library. At the conclusion of each school year, the district and school in an annual awards ceremony recognize volunteers.

In keeping with our focus of building and maintaining community partnerships, Littlerock High School strives to maintain and improve our positive image in our community. Volunteerism is lauded and our marching band, orchestral and jazz bands, and our color guard, cheer squad and dance teams are often called upon to perform at school and community events. These groups are also featured in local and national competitions, and have won the accolades of our community as well as outlying areas by winning numerous competitions. Additionally, LHS is one of only a few campuses locally or state wide, with a healthy and highly active agriculture program from which our students participate in both state and national FFA events. Many of our agriculture students are often featured champions at the annual and nationally recognized Antelope Valley Fair. The agriculture program also recently implemented a mentoring/internship program for juniors and seniors in which learn about a particular career field of interest from a member of the local community working in that field. The students then get the opportunity to gain work experience in that field. Finally our Junior R.O.T.C. program has grown over the past eight years to be one of the most successful in the state, and frequently volunteers its services to the community for events as well as taking part in competitions and formal military presentations. Parents and community members are involved in various booster clubs that support our many extra-curricular programs.

LHS recognizes and celebrates the importance of diversity, success, and student achievement through a wide array of clubs, activities, athletics and programs. And the Activities and Athletics offices at Littlerock High School act as a hub for information and programs that support and enhance student and parent participation. Each week the Activities Office makes our "Student of the Week" presentation in which individual exemplary students are recognized and those accolades read weekly over the loudspeaker with the bulletin. Also, twice each school year, Lobos with a 3.0 to a 4.0 grade

point average are honored along with their parents at a special ceremony held here on our campus. Additionally in conjunction with our administration, the school district holds a separate dinner for each of our 4.0 students and their families and recognizes students from every school. Finally, at the conclusion of each year our school holds a senior awards night during which Littlerock High and the community partner to provide graduating seniors with awards and local scholarships to assist them in their future college plans.

**Evidence:**

- *PowerSchool Parental Access Statistics Report*
- *LHS Community Outreach Program Goals and Guidelines*
- *Teacher-Parent communication samples*
- *Class Jump-Printout of teacher home page*
- *After school tutoring logs*
- *Attendance sheet for Back to School Night and Open House (one class)*
- *Sample Course Syllabus*
- *Sample submission for Ag department's Job Interview competition*

**E2: To what extent is the school a safe, clean, and orderly place that nurtures learning? To what extent is the culture of the school characterized by trust, professionalism, and high expectations for all students, and a focus on continuous improvement?**

Littlerock High School established and maintains a safe campus by following a consistent and fair discipline process that promotes a positive learning environment and emphasizes respect. A full time Los Angeles County Deputy Sheriff and campus supervisors serve to keep the campus secure for optimum safety and learning. The AVUHSD Board of Trustees has adopted a strict disciplinary policy that governs the conduct and dress of students. Gang related dress, affiliation and activity are not tolerated on campus. Violations of the rules are dealt with according to the California Education Code and interventions including suspensions may range up to five days for the most severe infractions. Our staff both certificated and classified, holds each of our students to both high behavioral and academic standards.

The physical environment helps maintain student safety and orderliness to ensure a more effective and engaging learning environment. The school is enclosed within gates that are designed to keep students on campus during class hours and to keep non-students off campus. In the event of an emergency there are designated campus supervisors and staff members who are stationed at the exits to allow student evacuation. In addition, security also monitors traffic before and after school. Our Security staff supervises various posts throughout the school to maximize visibility on campus as well as monitor student flow.

Additionally, Littlerock High School maintains a clean environment by providing adequate trash cans. Scheduled trash pick up is after snack and lunches. Students assist in campus beautification as

a part of behavior rectification. On a daily basis classroom trashcans are emptied and classroom floors are swept or vacuumed bi-weekly.

Primary to the goals and academic atmosphere at Littlerock High School is the belief that every student, upon graduation will have the option and academic ability to attend a four-year university. To help meet this goal, Littlerock High School has a full service College/Career Center. The College/Career Center has resources to help students and parents plan for life after high school. In addition to the physical resources in the College/Career Center, there are several presentations and workshops throughout the year on planning for future education, college decision making, test taking, careers, and financial aid. Throughout the year, all freshmen and sophomore students are given the opportunity to use a personality assessment and career exploration program called “Career Cruising.” All students and parents also have access to the program (via the internet) in the College/Career Center or at home. LHS has also recently teamed up with Antelope Valley College for the implementation of the K16 Bridge program, which further provides students the opportunity to help transition from high school to adult life.

Over the past two decades Littlerock High School has strived to develop an atmosphere that focuses on pre-collegiate level student success. With assistance from our IIUSP and SAIT providers, LHS focuses on continuous improvement through a variety of teacher and student programs. Math and English core areas utilize a peer-coaching model, in which peer coaches observe teachers in the department and offer assistance based on proven instructional strategies in an ongoing effort to improve student learning. In most departments, course teams have been collaborated to create unit plans by course and state specific standards. These plans include pacing guides and common benchmark exams.

Common benchmark exams have been utilized in the English, Math, Science and Social Science Departments. These exams are given once each quarter. For the past several years Littlerock High School has begun to offer common multi-week assessments in these subject areas. Inform is a program used by Littlerock High School to analyze the results of these exams. Participation in the Inform program allows us to:

- Review longitudinal results to monitor aggregated and disaggregated performance; cross sectional and cohort matched.
- Specify performance and demographic criteria to create intervention groups for further instruction, assessment and tracking.
- Create printable reports for groups and individuals based on customizable demographic selections.
- View state test data as is or filter by schools, teachers, or courses.
- Compare among multiple benchmark tests.

In the past four years the district has become involved in making common assessments for the entire district. The district exams are given quarterly in math, English and science. A department wide performance analysis is done each quarter to drive curriculum and instruction for the coming term. Data from benchmark exams has refocused or changed the pacing and instructional strategies in the departments in a number of ways:

- During the data analysis each department develops a list of successful instructional strategies that were used by successful teachers.
- The department generates ideas as to how standards that were not mastered can be re-taught in the coming quarter.
- Each department uses the data to develop a focus question and performs a department wide walk-through based on the focus questions.
- The walk-through is then debriefed.
- The walk-through process is a cycle of observations geared at improving student achievement.

Additionally, the Guidance Office offers test prep courses for the SAT, PSAT and CAHSEE, and has become a testing center for the SAT and the ACT. The Guidance Office also helps the students with financial needs get waivers for testing. Counselors meet one-on-one with college eligible students to create an individual post-secondary plan. Workshops and informational meetings are arranged to discuss: Federal Financial Aid (FAFSA), SAT, ACT, ASVAB, AV College Assessment, scholarships, military, and vocational schools. In addition, Parent/Student Information Nights are offered to help assist with college matriculation. The Guidance Office also helps to coordinate a series of supplemental education classes in an effort to assist students who are behind in credits.

All teachers use integrated projects, investigatory and expository lessons, authentic assessment, standardized testing, daily-required reading and writing, the use of technology, and the use of higher level thinking skills with application and relevance. With BTSA and CFASST training, as well as district offered workshops our teachers are continually developing to improve student learning and achievement. Our teachers are readily available to tutor, meet with parents and students, as well as model a high standard of professionalism and strong work ethics.

Our current constructive teacher evaluation process promotes a safe and professional campus wherein quality instruction is a fundamental element in a sound educational program. Supervising administrators observe teachers in the classroom, both formally and informally.

Senate Bill 813 requires teacher performance to be evaluated on the following criteria:

- Demonstrated pupil progress toward standards Teaching strategies/techniques
- Adherence to curricular objectives
- Establishment of a proper learning environment.

All probationary teachers are evaluated twice every school year, once each semester. In addition, several programs have been developed to support and assist new and veteran teachers in their desire to improve their skills. An instructional coaching initiative allows all teachers to be coached by exemplary peers using professional standards that provide a common language and a vision of the scope and complexity of teaching.

The Adequate Yearly Progress (AYP) is California's Federal Accountability instrument determining whether a school has met their Federal Achievement goals. The California Department of Education uses the California High School Exit Exam (CAHSEE) results as the basis for issuing a school's (AYP) Report. Federal Achievement goals in the AYP report include a 95% participation rate school wide and for each significant subgroup, proficiency rates in English Language Arts/mathematics school wide and for each significant subgroup, an Academic Performance Index (API), and graduation rate. The California Standards Tests (CST) shows how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic, (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. Students with significant cognitive disabilities who are unable to take the CST are tested using the California Alternate Performance Assessment (CAPA). Littlerock High School uses a composite of this state assessment data along with district and school site data to guide the school wide academic achievement plan for students. Core subject departments use data to modify curriculum and instruction in order to focus on academic standards in which students experience the most difficulty.

Littlerock High School also uses student achievement data to allocate resources. To this end intervention classes were created for Algebra 1, English 9 and CAHSEE. Each report disaggregates data for statistically significant socioeconomic and ethnic/racial groups and this information is used to determine programmatic changes that are both grade and age specific while at the same time being prescriptive to the needs of our campus as well as the maintenance of high student achievement standards.

Many of the specific programs that hold the students to these expectations are not solely academic. Our academies, (JROTC, AG Academy) and ROP programs have rigorous academic requirements that students must fulfill. Our AP program starts with Honors classes for freshmen, and builds in

each discipline for those that want to pursue a college degree. We offer three years of AP in Social Science, two years in English, one year in Spanish, one in Mathematics, two in science and one in behavioral science. In 2007, one of our students was selected as a Gates Millennium Scholar. Our Science Department was chosen to become part of a National Science Foundation/Antelope Valley College grant, in piloting a program that will introduce technology infused hands-on laboratory activities in high school physics courses. ***In addition, Antelope Valley College will provide professional development opportunities for our physics teachers.*** This grant, we believe, will motivate middle and high school students to pursue careers in math, science, engineering and technology.

**Evidence:**

- *Ag Academy Integrated project guidelines*
- *Sample student projects*
- *Sample lessons*
- *Examples of staff collaboration*

**E3: All students receive appropriate support to help ensure academic success.**

Academic growth at LHS is our major focus and is reflected in the school's Expected Student Learning Results. The Master Schedule provides academic programs designed in cooperation with the guidance office and administration, in conjunction with department chairs and other staff. We offer district-required courses that are rigorous and represent the state's contemporary core curriculum, while meeting graduation requirements as well as A-G requirements. Littlerock High School also offers electives for both enrichment and vocational training. In recognizing the diversity of students at Littlerock High School, the academic program strives to address the needs of all members of our student body in order to assure academic success. Students have the opportunity to enroll in the following programs: Advanced Placement, Honors, Ag Academy, AVID, Performing Arts, Career Paths, ROP and Work Experience.

Literacy Support 1 and 2 are classes for incoming freshman as well as ELD students to help LHS students accelerate their reading skills to the high school level. Freshman, are identified for the Literacy Support program by completing an SRI Scholastic Inventory test. Students scoring below 900 (below 8<sup>th</sup> grade reading level) are recommended for Literary Support in addition to their English 9 class. ELD students are enrolled in Literacy Support 1 and English 9 after they complete the EL classes offered at LHS. Students are offered math support classes as needed. Student are offered Algebra 1 Support in addition their Algebra 1 class in 9<sup>th</sup> grade as determined by their 8<sup>th</sup> grade CST scores and/or teacher recommendation. There is also CAHSEE Math to help those who have not passed Algebra. Each semester, students have the opportunity to demonstrate proficiency in order to be removed from the support class if appropriate.

Littlerock High School participates in an extensive English Language Development program, the purpose of which is to provide eligible students the opportunity to acquire language skills in English necessary for their successful participation in an English only instructional program. This is accomplished through various structured immersion models and primary language support. The Home Language Survey determines the trigger for assessment. California English Language Development Test (CELDT) results determine eligibility as Limited English-Proficient (LEP) candidates. Students are then transitioned into an English-only program when they meet established criteria for re-designation. Once re-designated, students are re-classified as fluent-English proficient (RFEP). As stated earlier, as a school where our total LEP enrollment has been determined to be greater than twenty students, we have developed an English Learners Advisory Committee (ELAC). The participants in this committee are parents of LEP students and they participate in the development, implementation, and evaluation of the local school's program for LEP students. They also advise the school on Bilingual funding issues since these programs receive state and district funding.

The role and responsibilities of the school-level English Learners Advisory Committee at Littlerock High School includes:

- Advise and assist the principal and staff in the implementation and evaluation of the Master Plan.
- Participate in the development of the school plan.
- Participate in the development of the school bilingual budget. Assist in the development of the school needs assessment.
- Assist with efforts to make parents aware of the importance of regular school attendance.
- Participate and assist the Zone English Learners Advisory Committee in the dissemination of information and materials related to all aspects of the Master Plan.
- Participate in the administration of the language census.
- Participate in the planning of the school parent-training program in.
- Coordination with District guidelines and Master Plan requirements.
- Participate in training sessions and workshops that will provide the necessary skills and practice for the committee members to carry out their responsibilities.

AVID continues as a curriculum support program at LHS. AVID students are typically enrolled in Advanced Placement and Honors classes, and are given tutorials to help them in those classes. Teachers from a wide variety of departments teach AVID sections which supports cross-curricular collaboration. AVID also promotes college culture with field trips to local universities and visits

with college counselors. One of the elements that truly distinguishes the Littlerock High AVID program apart from other programs is that our AVID is not only a college-readiness program focused on raising achievement for all students; it is also an integral part of our regular professional development.

At Littlerock High School we believe that ongoing professional development is critical to supporting student and teacher success. As such, LHS participates in a program of systematic and systemic staff development through the use of shortened school days one day each week. Flex Wednesdays were designed for teachers to participate as a collaborative team to create lesson plans, common assessments, common vocabulary, and syllabi. Flex Wednesdays are also used for professional development on AVID and Marana instructional strategies (note-taking, collaboration, higher level questioning and summarization), and school-wide initiatives such as the Classroom Walk-Through to assess the use of these strategies in each of our classrooms. Walk-Throughs are specific days set aside for teachers to observe instructional strategies in colleagues' classrooms. They are non-evaluative "snap-shots" designed to reinforce the use of best practices, and improve instruction. Instructional Coaches also provide support to new and veteran teachers in instructional strategies and teaching skills that enhance teacher efficacy.

MAST Make-up After School Tutoring- is a teacher initiated and evolving program that provides students with the access to course-specific remediation. Each student who is assigned tutoring in a specific subject is also tutored by a highly qualified teacher in the same subject. After school tutoring is assigned by the teacher and is coordinated through the guidance office however, students school-wide are also encouraged to attend tutoring on a volunteer basis. Some departments, such as JROTC and Ag have implemented peer-tutoring programs to assist students with their homework and other class projects.

In addition to typical classroom instruct and augmented supplemental programs, our school provides numerous programs for at-risk students and special needs populations. Our We Care Transition Program is offered to all special education students to help them prepare for careers after high school. These students can also participate in a Youth Employment Skills Class which includes field trips to the Antelope Valley Mall. One of these trips includes a two-day work experience program within the mall where the students learn about the world of work.

The LHS Opportunity Program classes are designed for students under 16 years of age and are intended to provide students who are credit deficient, access to a variable credit option not available in the mainstream classes. Students earn variable credit in one classroom with one teacher while having access to the same coursework available in the mainstream classrooms. The Opportunity Program helps freshman and sophomore students retrieve credits by offering a chance for them to earn variable credit for failed classes through Supplemental Instruction courses that are offered

throughout the school day. Freshman who fail two or more classes during their first semester are selected to participate in the program during the second semester of each year.

The Littlerock Continuation School (LCS) is a special classroom located on our site as an intervention program for our juniors who are behind in credits. This program is designed for students who are behind no more than one semester and need intensive credit retrieval. This alternative placement provides students, who are severely behind in credits, the opportunity to retrieve their credits at an accelerated rate. Students who enter LCS alternative placement typically return to Littlerock High School after one year at a continuation school and are eligible for graduation.

The Short Term Independent Study (STIS) program is designed to assist students who will be absent from campus for a minimum of five and a maximum of twenty school days for family emergencies, travel, or religious retreats.

The student population of our Independent Study program is primarily comprised of at-risk students, and the program is designed meet the academic and social needs of this unique groups of students who are most comfortable or successful in an alternate placement outside of the regular day and our comprehensive campus. While the courses of study remain essentially identical to those offered on the comprehensive campus this program offers instruction, counseling services, and variable credit prescriptive to each individual student's needs.

Supplemental Instruction is a program designed to meet the individual needs of each student and to assist the student in remaining on track for graduation. Sessions to make up credits are offered in the fall, spring, and summer. In addition LHS offers regular tutoring after school Monday, Tuesday and Thursday with highly credentialed Math, English and Special Education teachers. Many of our teachers in other core areas also offer tutoring during lunch and after school for their students as needed.

The Antelope Valley Union High School District also provides a number of additional district alternative programs to assist students;

- The Community School program allows students, referred by the Student Attendance Review Board (SARB), awaiting possible expulsion, expelled students, or students who have not been successful elsewhere to continue their studies at other school sites.
- Continuation School is available for students over 16 to make up credits, students who need a more structured program in a smaller setting or are first time drug offenders are eligible to attend.
- First time alcohol offenders can remain on the comprehensive campus contingent upon completing a drug program.

Creating an ongoing college culture is an important focus at Littlerock High School. Teachers and counselors inform students about the UC and CSU universities' A-G requirements. There are posters of the requirements in most classrooms that were printed by the school. Furthermore, teachers and staff encourage and are encouraged to participate in "College Mondays" where staff and students wear college attire. There is also an emphasis on Advanced Placement classes. Due to Littlerock High School' isolated location, we has recently become a test center for the SAT and the ACT making these college prep tests more accessible to our students. Also the PSAT is given during the regular school day to increase student access to college prep tests.

Littlerock High School is currently host to one very successful ROP program that permits students to gain real world experience in the field of education and also allows them to earn community college credit. At Littlerock High School we currently offer the Introduction to Education program. This entry class is articulated with our local community college and the students are able to receive:

- Antelope Valley College credit as well as high school credit.
- A-G and is recognized as a college prep class.

PowerSchool is an integral part of LHS academic accountability. PowerSchool provides a direct link for parents to monitor student progress as well as communicate with teachers. Teachers utilize PowerSchool by uploading: attendance, calendars, grades, assignments for students and all of this information can be accessed from the Internet. Students can also view their scores on standardized tests on this website. Although lack of home computers and/or Internet is sometimes an issue, LHS allows parents and students to utilize the library, computer lab, and career center to log onto the Internet for the purpose of checking PowerSchool.

The Littlerock High School, Resource Specialist Program is an inclusion model in which cohort teachers (General Education and Special Education) work together in the general education setting to meet the needs of the student. Study skills classes (called Strategies for Success) are available as needed and students are enrolled into these classes by grade. This designation helps teachers and students focus on grade level specific intervention. We also provide programs including Special Day Classes, Trainable Mentally Handicapped, Emotionally Disturbed, and Severely Developmentally Delayed. In addition, per each student's Individualized Education Plan (IEP), accommodations and services are offered. Littlerock High School also refers students to the department of mental health (AB3632 Mental Health Services), Regional Center, California Children's Services (CCS), the department of social services and privatized service providers such as a speech pathologist, a psychiatrist and a clinical psychologist.

Our Work Experience program provides valuable and practical hands-on experiences in the workplace as well as vocational knowledge to assist students in career planning. On average over 75 students a year are enrolled in this program. The Regional Occupational Program trains students for

entry-level employment and prepares them for post-secondary education. Course offerings are based on current and future labor market demands and supported by industry advisory committees.

Our Counseling and Guidance Program offers services to students in three major domains:

- College Advisement
- Career Education
- Academic/Personal and Social

The Guidance program focuses on:

- Those skills students will develop
- Attitudes they will form
- Knowledge they will acquire in each of the above three domains.

Counselors are assigned to a grad year class. They start with 9<sup>th</sup> grade and follow the students through their senior year. This continuity fosters the student counselor relationship. Students are encouraged at any time to consult with a counselor on an individual basis when they need to address a problem or concern. Counselors provide services through classroom presentations and groups as well as one-on-one consultation with students, parents, and the public. Counselors are available at lunch, at snack, and before and after school.

Student advocacy is advanced through effective use of our Student Study Team. The team is made up of an administrator, psychologist, counselor, and regular education teachers. The team's goal is to promote the success of academics, behavior, attendance, and social development. The process begins with a referral. The team reviews the student's cumulative and current records; then communicates with teachers and parents. The student may remain in general education classes with accommodations, a 504 plan may be developed, or the student can be referred for further assessment. The next step is intervention and support.

Currently in its first year of development and implementation, the LHS mentor program provides an opportunity for individual students to gain extra support from a member of the LHS staff. Any staff member may participate in the program by mentoring up to five students. The mentor checks in with the student on a regular basis to review his or her progress in school. The goal of this program is to reach at-risk students to increase academic achievement both in the classroom and on high stakes testing such as the CAHSEE and CST.

**Evidence:**

- *Communication regarding special education students utilizing accommodations*
- *LHS Mentor Program guidelines*

**E4: To what extent do students have access to a system of personal support services, activities and opportunities at the school and within the community.**

LHS provides extensive resources to support and accommodate the multi-faceted needs of the students on our campus. The school provides support services through the guidance and school psychologist offices. A student study team is built within the school to intervene with at-risk students. A response staff for crisis intervention and psychological services are also in place. Students who exhibit special needs that impact their fullest potential to learn and succeed in the general curriculum are provided with special services. LHS provides extensive on-site and off-campus services for students with disabilities. The special education program at LHS allows students to access free and appropriate education to accommodate their learning needs and apply themselves in the least restrictive environment.

The students at LHS have access to a broad band of class selections. Students have individual conferences with counselors to ensure that they receive information as to the broad range of choices available to them. Our counselors, English and math teachers have met with our main feeder schools to articulate an assessment for our incoming 9<sup>th</sup> graders and we understand the importance of starting the college culture early in the middle school years by discussing A-G requirements.

The master schedule at LHS is student centered. Counselors meet one-on-one with students regarding individual class selections, career choices, and college requirements. The data of student choices for class selections are used in building the number of classes on the master schedule.

Additionally, all students are encouraged to take advantage of the multitude of resources, clubs, activities and athletics described earlier in this section.

**Evidence:**

- *Student SST reports*
- *List of available clubs on campus*

**Strengths:**

- *The LHS guidance department offers services to students in all aspects of their lives.*
- *LHS provides numerous programs for our at-risk and special needs populations.*
- *LHS recognizes the diversity of our students' and our academic program strives to address the needs of all members of our student body in order to assure academic success.*
- *The physical environment at LHS helps maintain student safety and orderliness to ensure a better learning environment.*
- *Those employed at LHS have worked hard to build the lines of communication between teachers, students, parents, and the community.*
- *Master schedule is student driven*

**Areas for Growth:**

- *Student motivation and recognition*
- *Continue to build the integrated support that we have begun to develop*

## **NOTES**

# Chapter V.

# Schoolwide Action Plan



Detailed below is the Action Plan of Littlerock High School. For each goal the plan describes the rationale for the goal in supporting data, growth targets, and ESLRs addressed. Each task within a goal details the responsible persons, and resources, and a means to monitor and report progress by a designated timeline. The action plan aligns with the Littlerock High School Single Site Plan for Student Achievement and SAIT Corrective Actions.

<b>Goal #1: Continue to improve proficiency rate of all students on CAHSEE.</b>		
<b>SUPPORTING DATA:</b> Overall first time passage rate of 77% over the past six semesters.	<b>GROWTH TARGETS:</b> Increase first time passage rates of all core classes by 10%.	<b>ESLRs ADDRESSED:</b> Leadership Organization Communication Oriented Toward Success Self-Directed
<b>TASK 1:</b> Use progress grades, common department exams and benchmark exams to identify and conference with students at risk of failing.	<b>Responsible Person(S) Involved</b>	Counseling Individual Teachers Parents
	<b>Resources/ Professional Development</b>	Edline Edusoft Class XP Individual Teachers Parents
	<b>Means To Assess Improvement</b>	Course progress and semester marks. Department Exams Quarterly Benchmark Exams
	<b>Timeline</b>	Ongoing
	<b>Reporting</b>	Edline Department Meetings Site Leadership Parent Conference

## Goal #1: CONTINUED

<b>TASK 2:</b> Utilize Mast And After School Tutoring To Improve Student Mastery Of Content.	Responsible Person(S) Involved	Teachers/Departments Counseling Patents
	Resources/ Professional Development	Categorical Funding
	Means To Assess Improvement	MAST And Tutoring Attendance
	Timeline	Ongoing
	Reporting	Faculty Meetings Departments Curriculum Cadre Site Leadership
<b>TASK 3:</b> Celebrate achievement by expanding Student of the Week to include grade level and department nominees.	Responsible Person(S) Involved	Activities Office Asb Departments
	Resources/ Professional Development	Digital Nomination Forms Categorical Funding
	Means To Assess Improvement	Course Progress And Semester Marks. Student Survey
	Timeline	Weekly
	Reporting	Student Announcement Bulletin Marquis Asb Window Display Boxes Pep/Recognition Assembly

## Goal #1: CONTINUED

<b>TASK 4:</b> Display Exemplary Student Work Throughout Campus.	Responsible Person(S) Involved	Departments Activities Office
	Resources/ Professional Development	Categorical Funding
	Means To Assess Improvement	Feedback From Teachers Student Survey
	Timeline	Monthly
	Reporting	Faculty Meetings
<b>TASK 5:</b> Utilize Tag Time To Have Tag Teachers Conference With Their Tag Students On Various Achievement Measures And Benchmark Growth.	Responsible Person(S) Involved	Administration Tag Teachers Instructional Coaches
	Resources/ Professional Development	Edusoft Reports
	Means To Assess Improvement	Individual And Department Benchmark Exams CST's Course Progress And Semester Marks.
	TIMELINE	Ongoing
	Reporting	Faculty Meetings
<b>TASK 6:</b> Recognize Teacher and Classified Members of the week for their support of student success and achievement	Responsible Person(S) Involved	Teachers Departments Students Activities Office
	Resources/ Professional Development	Digital Nomination Forms Marquis
	Means To Assess Improvement	Student Survey
	Timeline	Weekly
	Reporting	Marquis, Bulletin Recognition Assembly Faculty Meeting

<b>Goal #2:</b> Improve student achievement in English and Math for all students, especially the following sub-groups: African American, Economically Disadvantaged, and Special Education.		
<b>SUPPORTING DATA:</b> Test scores – benchmarks, CST, CAHSEE	<b>GROWTH TARGETS:</b> Meet or exceed expected API growth targets  Increase at least 15% in Proficient and Advanced levels in Mathematics and ELA and mathematics portions of the CST exams  Increase of at least 15% on the ELA and portion of the CAHSEE exam.	<b>ESLRSs ADDRESSED</b>  Organized Self-Directed Communication Oriented Towards Careers
<b>TASK 1:</b> Examine Disaggregated Benchmark And Grade Distribution Data By Department	<b>Responsible Person(S) Involved</b>	Administration Departments
	<b>Resources/ Professional Development</b>	Release Time Faculty Meetings Department Meetings Flex Time
	<b>Means To Assess Improvement</b>	Benchmark Exams Departmental Assessments CST CAHSEE Edusoft Grade Data
	<b>Timeline</b>	Quarterly
	<b>Reporting</b>	Faculty Meetings Department Meetings

## Goal #2: CONTINUED

<b>TASK 2:</b> Develop A Campus Literacy Committee To Assess And Evaluate Progress, And Assist With Literacy Based Activities Campus Wide.	Responsible Person(S) Involved	Administration Teachers Instructional Coaches Literacy Committee
	Resources/ Professional Development	Faculty Meetings Department Meetings Flex Time Instructional Coaches Categorical Funding
	Means To Assess Improvement	Benchmark Exams Departmental Assessments Cst Cahsee Report Cards Read 180 Scores
	Timeline	Ongoing
	Reporting	Faculty Meetings Department Meetings
<b>TASK 3:</b> Examine correlations between grade distribution and CST scores.	Responsible Person(S) Involved	Administration Departments
	Resources/ Professional Development	Non-Student Contract Days Faculty Meetings Department Meetings Flex Time
	Means To Assess Improvement	Benchmark Exams Departmental Assessments CST CAHSEE Grade Data
	Timeline	Quarterly
	Reporting	Faculty Meetings Department Meetings

**Goal #2: CONTINUED**

<p><b>TASK 4:</b> Continue a professional development cycle of sharing effective instructional strategies, implementation, and reflection.</p>	Responsible Person(S) Involved	Administration Leadership Team Teachers Instructional Coaches
	Resources/ Professional Development	Non-Student Contract Days Faculty Meetings Department Meetings Flex Time
	Means To Assess Improvement	Feedback from teachers Student grades Benchmark exams Departmental Assessments
	Timeline	Ongoing
	Reporting	Faculty meetings Department Meetings
<p><b>TASK 5:</b> Place a focus on the effective strategies for the targeted subgroups, such as African-American, Socioeconomically Disadvantaged, and English Learners. Promote Professional Development opportunities, Conferences, Workshops and Seminars that raise awareness.</p>	Responsible Person(S) Involved	Administration Leadership Team Departments
	Resources/ Professional Development	Categorical Funds Flex Time Release Time
	Means To Assess Improvement	Student and Parent Surveys Staff Feedback
	Timeline	Ongoing
	Reporting	In-house Professional Development Faculty Meetings Department Meetings

<b>Goal #3: Improve First Time Passage Rate of All Classes.</b>		
<b>SUPPORTING DATA:</b> AYP and API Scores	<b>GROWTH TARGETS</b> Increase the Proficient level by at least 13% on the CAHSEE- both ELA and Mathematics. Increase first time passage rate on both tests by 15%.	<b>ESLRs</b> ADDRESSED: Organized and Responsible Better Communicator Self-Directed
<b>TASK 1:</b> Identify students at risk for not passing and place them in the appropriate support class(s).	Responsible Person(S) Involved	Counseling Math and English Teachers Feeder School Input
	Resources/ Professional Development	Benchmark Exams CST Exam Data Department Exams Teacher Assessment
	Means To Assess Improvement	Increase in proficiency rate and first time passage of CAHSEE
	Timeline	May July November
	Reporting	Site Leadership Faculty Meeting Bulletin
<b>TASK 2:</b> Campus wide professional development on effective use of EduSoft.	Responsible Person(S) Involved	Administration Instructional Coaches Departments
	Resources/ Professional Development	Release Time Flex Time
	Means To Assess Improvement	Frequency of EduSoft use Survey
	Timeline	January
	Reporting	Faculty Meetings Department Meetings

**Goal #3: CONTINUED**

<p><b>TASK 3:</b> Use the current experience and knowledge on campus on campus as a means of professional development for developing and sharing best practices and most effective strategies.</p>	Responsible Person(S) Involved	Administration Site Leadership Teachers
	Resources/ Professional Development	Categorical Funding Classroom Walk-thrus Flex Time Faculty Meetings Flex Time Department
	Means To Assess Improvement	CWT's Teacher and Department Feedback
	Timeline	Ongoing
	Reporting	Faculty Meetings Department Meetings
<p><b>TASK 4:</b> Develop early identification and intervention strategies for 9<sup>th</sup> grade students at risk of not passing the CAHSEE.</p>	Responsible Person(S) Involved	Counseling Administration Instructional Coaches Departments Special Education TSA All 9 <sup>th</sup> Grade Teachers
	Resources/ Professional Development	Categorical Funding CAHSEE Preparation Tests Benchmark Exams Flex Time
	Means To Assess Improvement	CAHSEE Preparation Tests Benchmark Exams CAHSEE Scores
	Timeline	December-January
	Reporting	Faculty Meetings Department Meetings

### Goal #3: CONTINUED

<b>TASK 5:</b> Continue 400 Club Challenge and recognition.	Responsible Person(S) Involved	Administration Counseling TAG Teachers
	Resources/ Professional Development	TAG Assembly Button Maker Button Supplies
	Means To Assess Improvement	Increase in CAHSEE scores over 400 Increase in 400 Club membership.
	Timeline	March August-September
	Reporting	Bulletin Marquis Faculty Meeting
<b>Task 6:</b> Teach Testing-Taking Strategies And CAHSEE Content Awareness.	Responsible Person(S) Involved	10 <sup>th</sup> Grade Tag Teachers Cahsee Prep Teachers 10 <sup>th</sup> Grade Ela Teachers Literacy/ Math Support Instructional Coaches
	Resources/ Professional Development	Department Meeting Faculty Meeting FLEX Wednesdays
	Means To Assess Improvement	Benchmark Exams CAHSEE Results
	Timeline	Spring
	Reporting	N/A
<b>TASK 7:</b> Continue to use on outside contract CAHSEE support provider to assist students in CAHSEE Preparation	Responsible Person(S) Involved	Administration Counseling CAHSEE Support Teachers 10 <sup>th</sup> Grade ELA Teachers
	Resources/ Professional Development	Categorical Funding CIIS Funding
	Means To Assess Improvement	Product Progress Reports Mock CAHSEE Scores
	Timeline	December
	Reporting	N/A

## **NOTES**

# Appendix





## 2010-2011 Littlerock High School Staff

Archer, Joanne P-3.....	204 / 350	Goodale, Brandon.....	301	Poole, Suzie .....	282 / 242
Arvizo, Tiffany .....	135	Gray, Vincent (Rm #141).....	143	Pray, Tia .....	111
Arvizu, Alma .....	320	Gregg, Gary P-2 .....	348/349	Pursley, Sally.....	202
Astourian, Kathy (TSA) .....	146	Harman, Kimberley .....	375	Ramirez, Larry .....	225
Ayllon, Cesar.....	241	Harmon-Grieve, Jennifer .....	309	Reed, Brian (P E room 611).....	290
Barajas, Jose .....	375	Harris, Cynthia Rm #144 .....	358	Robinson, Mary .....	340
Baumgartner, Dan.....	103	Harshbarger, Gladys.....	340/322	Rozo, Minerva .....	228
Bautista, Max .....	123	Haynes, Joanie.....	201	Ruelas, Leticia .....	214
Baxter, John .....	372	Henderson, Dennis .....	127	Salas, Barbara.....	394
Beck, Vic .....	203	Higgins, Lacey .....	356	Sharp, Jodie .....	132
Bice, Gisselle .....	393	Hogains, Maria.....	125	Shoff, Linda .....	381
Bissell, Romy .....	107	Holton, Lisa (Nurse).....	264	Shorter, Diane .....	380
Blundell, Briana (PE Rm 363).....	611/ 284	Howard, Karin .....	207	Smallwood, Amber .....	222
Bolanos, Victor Rm#140 .....	144	Hubbard, Alexis .....	115	Smallwood, Karla Rm#233.....	234
Bonnelle, Robert .....	363	Hulien-Cardenas, Sherry.....	370	Smith, Monica (café) .....	362/363
Booth, Scott.....	244	Jones, Jacob.....	243	Steele, Robert Rm# A-4 .....	595
Borgia, Cynthia.....	140	Keily, James.....	142	Stock, Jeff.....	340
Borja, Eric Rm#242 .....	323	Kieffer, Beth .....	242	Stump-Whetzel, Robin .....	101/384
Bridwell, Elizabeth.....	112	Kornoff, Pete.....	375	Sweitzer, Joel .....	230
Briggs, Joel .....	331 / 308	Langdon, Tim (Deputy) Rm #120 .....	312	Sweitzer, Lara.....	104
Brown, Elizabeth .....	114	Leonhardt, Christopher .....	242	Thibault, Rachel.....	211
Canett, Gabriel rm 242.....	293	Lieblang, Gerard .....	125	Thompson, Nicole .....	132
Chatman, Ulysses .....	392	Linaryd, Katherine.....	390	Tisbert, Maricela .....	301
Clark, Antoinette.....	242	Llewellyn, Thomas Rm# 301 .....	602	Treanor, Mike .....	220
Cockrell, Leonard.....	340/322	Long, Eric (P.E. Room 611).....	286	Tyson, Laura.....	235
Collins, Bonita .....	360	Lougee, Linda .....	365	Utt-Davison, Diane .....	221
Collins, Helen Rm# 143.....	356	Lougee, Michael .....	298	Vattioni, Melissa .....	373
Cooper, David .....	126	Maldonado, Anna.....	245	Vaverka, Thomas Rm# A-3.....	594
Crotty, Yazmin.....	243	Marchant, Cristina.....	133	Vawter, Eric .....	340
Daly, Bronwyn .....	399	Martin, Harvey .....	242	Villarreal, Conseulo Rm#146 .....	360
Dansby, Lorraine (Probation).....	216	Martinez, Diana.....	0	Vondra, James .....	119 / 389
Davison, Stephen.....	108	Mauro, James .....	340	Watts, Robert.....	125
Day, Blake.....	130	Mellen, Catherine.....	117	West, Donna.....	206
De Alegria, Bertha .....	371	Melero, Hildi .....	301	West, Pamela Rm# 301 .....	602
De La Peña, Ricardo.....	374	Merced, Eric Rm#143 .....	356	White, Karen .....	318
DelValle, Pedro .....	325	Mercier, Zach .....	391	White, Michelene .....	131
DeVoll, Karen .....	376	Mercy, Caryl.....	118	Work, Elizabeth .....	113
Dewalt, Ronald.....	129	Meza, Gloria.....	229	Wu, Amy .....	375
Ditmyer, Bonnie.....	125	Miller, Bonnie .....	221	Wyrick, Danielle Rm# 143.....	356
Dolan, Maureen (Psych).....	184	Miller, Glenn .....	128	Young, Rachel .....	109
Drake, Stephen .....	106	Mims, Shannon .....	102	Young, Vincent.....	340
Earle, Debra .....	227	Miser, Rochelle Rm#371 .....	305	Zeilinger, Meagan.....	124
Espinoza, Mirna .....	382	Monger, Richard .....	290/242		
Evans, Joshua.....	124	Mora, Sharon.....	107		
Evert, Denyce.....	388	Morales, Adela .....	231		
Evert, Tim .....	587	Murphy, Michael .....	231		
Ferrin, Jeff .....	134	Newman-Birds, Jennifer .....	237		
Fields, Tim.....	205	Olivarez, Josh.....	215		
Fitch, Jonathan.....	105	Olsen-Siegfried, Robin Rm# 370.....	308		
Flint, Deborah.....	239	Ornelas, Lilia .....	202		
Friedman, Paul (Psych) .....	361	Palmer, Tyanne .....	116		
Gackstatter, Rhonda .....	398	Parker, Karen.....	394		
Garcia, Jorge.....	340	Parra, Elizabeth .....	214		
Gonzales, Eduardo .....	223	Parsons, Richard .....	340		
Gonzales, Rhonda .....	222	Patton, Craig Rm# 301 .....	602		
Gonzalez, Erika Rm #144 .....	358	Pelayo, Abram .....	110/313		
		Phillip, Jeena .....	212		

# MASTER SCHEDULE

## Spring 2010-2011



### LITTLE ROCK HIGH SCHOOL SPRING 2010-2011

10833 East Avenue R \* Little Rock, CA 93543 \* (661) 944-5209

***Karen Parker, Principal*** \* ***Jose Barajas, Assistant Principal***

Ulysses Chatman, Vice Principal \* Zach Mercier, Vice Principal

AG DEPARTMENT										
TEACHER	DEPT	RM	0	P1	P2	P3	P4	P5	P6	P7
Briggs, Joel	AG	Mtl Shop		Room 371 Ag Earth Sci	Ag Mechanics 1	Ag Mechanics 3/4	Ag Mechanics 2		Ag Mechanics 1	
Miser, Rochelle	AG	371			Ag Earth Sci	Ag Biology	Ag Earth Sci	Environ. Horticulture	Ag Biology	
Olsen-Siegfried, Robin	AG	370		Academy Coord	Ag Biology	Ag Earth Sci	Ag & Natural Resources	Ag Chemistry	Ag Chemistry	
BEHAVIORAL HEALTH										
TEACHER	DEPT	RM	0	P1	P2	P3	P4	P5	P6	P7
Bautista, Max	BHVR SCI	123		AVID 1		Health	Health	Health	Health	
Cooper, David	BHVR SCI	126		Health	Health		Health	Health	Health	

CAREERS / TECH										
TEACHER	DEPT	RM	0	P1	P2	P3	P4	P5	P6	P7
Booth, Scott	CAR TECH	244		Cont Study of Business	Web Managers 1 / 2 / 3		Web Managers 1	Cont Study of Business	Cont Study of Business	
Keily, Jim	CAR TECH	142		Auto Tech 1	Drafting/CAD 1-2 Arch Drafting	Auto Tech 2	Auto Tech 1	Auto Tech 1	Testing Coord	
Steele, Robert	CAR TECH	A3		ROTC 2	ROTC 1	ROTC 1		ROTC 1	ROTC 2	
Stump-Whetzel, Robin	CAR TECH	101			Work Exp. Coord	Work Experience	Work Exp. Coord	Work Experience	Work Experience	Work Experience
VaVerka, Thomas	CAR TECH	A4		ROTC 3/4	ROTC 2/3/4	ROTC 2/3/4		ROTC 2/3/4	ROTC 3/4	

ENGLISH										
TEACHER	DEPT	RM	0	P1	P2	P3	P4	P5	P6	P7
Archer, Joanne	ENG	204		Eng 10	Eng 10		Drama 1	Drama 1	Drama 2 / 3 / 4	
Ayllon, Cesar	ENG	241			Eng 12	Eng 10	Eng 10	Eng 10	Eng 10	
Baumgartner, Dan	ENG	103		Eng 10	Eng 10	Eng 10 Honors	Eng 10 Honors	Beg / Adv Guitar	Eng 10 Honors	
Brown, Elizabeth	ENG	114		Instructional Coach	Instructional Coach	Eng 9 Honors	AVID 4	Eng 9 Honors	Eng 11	
Drake, Stephen	ENG	106		Eng 12	AVID 3	Eng 12		AVID 3	Eng 12	
Fields, Tim	ENG	205		AVID 2	Eng 11	AVID Coord.	Instructional Coach	Instructional Coach	Instructional Coach	
Fitch, Jonathan	ENG	105		Eng 9		Eng 11	Eng 11	Eng 11	Eng 9	
Haynes, Joannie	ENG	201		Eng 11	AP Eng Lang & Comp	AP Eng Lang & Comp	Eng 11	CAHSEE Prep	Online Intro to Educ	
Maldonado, Anna	ENG	245		Early / Beg. Eng Lang Devel	Early / Beg. Eng Lang Devel Elective	Instructional Coach	Instructional Coach	Eng 9	Literacy Supt 1	
Mercy, Caryl	ENG	118		Eng 9	Lit Support 1	Eng 9	Lit Support 1	Eng 9		
Mims, Shannon	ENG	102		AP Eng Lit & Comp	AP Eng Lit & Comp	Eng 12	Eng 12	Eng 12		
Palmer, Tyanne	ENG	116		Eng 9	Lit Supt 1	Eng 9	Lit Supt 1	Instructional Coach	Instructional Coach	
Young, Rachel	ENG	109		Eng 9		Eng 9	Eng 9	Eng 10	Eng 9	

FOREIGN LANGUAGE										
TEACHER	DEPT	RM	0	P1	P2	P3	P4	P5	P6	P7
Meza, Gloria	LANG	229		Spanish 2		Spanish 2	Spanish 2	Instructional Coach	Instructional Coach	
Rozo, Minerva	LANG	228		AP Spanish	Spanish 2		Spanish 2	Spanish 3	AP Spanish	
White, Michelene	LANG	131		Spanish 2	Spanish 1		Spanish 1	Spanish 1	Spanish 1	

MATH										
TEACHER	DEPT	RM	0	P1	P2	P3	P4	P5	P6	P7
Beck, Vic	MATH	203		Algebra 2	Algebra 2	Algebra 2	Geometry	Geometry	Geometry	
Bridwell, Elizabeth	MATH	112		Algebra 2 Supt	Geometry	Algebra 2 Supt		Geometry	Calculus / Calculus AB (AP)	
Davison, Steve	MATH	108		Algebra 2	Algebra 1	Algebra 2	Algebra 2	Algebra 2	Trig / Pre-Calc	
Hubbard, Alexis	MATH	115		Algebra 1		Geometry	Algebra 1	Geometry	Intro to Prob/Stat	
Mellen, Catherine	MATH	117		Algebra 1	Algebra 1 Supt	Intro to Prob/Stat	Algebra 1 Supt	Intro to Prob/Stat	Algebra 1	
Pelayo, Abram	MATH	110		Algebra 1 Supt	Algebra 1	Algebra 1	Student Government Room 139	Civics	Activities Coord	
Pray, Tia	MATH	111		Geometry	Algebra 1	Algebra 1	Trig / Pre-Calc		Geometry	
Vondra, James	MATH	119		Instructional Coach	Instructional Coach	AVID 1	Geometry	Instructional Coach	Instructional Coach	
Work, Elizabeth	MATH	113		CAHSEE Math (Math or Elective)	CAHSEE Math (Math or Elective)	CAHSEE Math (Math or Elective)	Geometry		Algebra 1	
Sweitzer, Lara	MATH	104		Algebra 1		Algebra 1	Algebra 1 Supt	Algebra 1	Algebra 1	

PHYSICAL EDUCATION										
TEACHER	DEPT	RM	0	P1	P2	P3	P4	P5	P6	P7
Blundell, Briana	PE	GYM			PE 1	PE 1	PE 1	PE 1	PE 1	
Long, Eric	PE	GYM		Adaptive PE	PE 2		PE 2	PE 2	PE 2	
Reed, Brian	PE	GYM		PE Elective		PE 2	PE 2	PE 1	PE Athletics	
SCIENCE										
TEACHER	DEPT	RM	0	P1	P2	P3	P4	P5	P6	P7
Gonzalez, Eduardo	SCI	223		ELD Coord.	ELD Coord.	Chemistry	Chemistry	AP Chemistry	Chemistry	
Howard, Karin	SCI	207		Biology	Biology	AVID 2	AVID 2		Biology	
Phillip, Jeena	SCI	212		Biology	Biology		Marine Biology	Marine Biology	Biology	
Thibault, Rachel	SCI	211		Psychology	Biology	AP Psychology		Biology	Psychology	
Treanor, Mike	SCI	220		Earth Sci	Earth Sci	Earth Sci		Physics	Chemistry	
West, Donna	SCI	206		Anatomy / Physiology	Anatomy / Physiology	Anatomy / Physiology	Marine Biology		Anatomy / Physiology	

SOCIAL SCIENCE

TEACHER	DEPT	RM	0	P1	P2	P3	P4	P5	P6	P7
Day, Blake	SOC SCI	130		AP World Hist	AP World Hist	World Hist	US Hist	World Hist	US Hist	
Dewalt, Ronald	SOC SCI	129		US Hist	AVID 1	World Hist	World Hist	World Hist	World Hist	
Earle, Debbie	SOC SCI	227		AP US Hist	World Hist	AP US Hist	World Hist	World Hist	AP US Hist	WASC Coord.
Miller, Glenn	SOC SCI	128		Civics	Civics	Civics	Civics		Civics	
Ramirez, Larry	SOC SCI	225		Econ Honors	US History	Econ Honors	Econ Honors	US History	US History	

FINE ARTS

TEACHER	DEPT	RM	0	P1	P2	P3	P4	P5	P6	P7
Gregg, Gary	ARTS	P2	MARCHING BAND	Show Corps - PE/VPA	Concert Band	Jazz Ensemble	Percussion	Symphonic Band		
Newman-Birds, Jennifer	ARTS	237		Yearbook	Art 1	Art 1 / 2	Drawing 1 / 2	Art 1	Painting 1 / 2	
Tyson, Laura	ARTS	235		Ceramics 1	Ceramics 1 / 2	Ceramics 1		Ceramics 1	Ceramics 1	

SPECIAL EDUCATION										
TEACHER	DEPT	RM	0	P1	P2	P3	P4	P5	P6	P7
ESS CLASSES										
Evans, Joshua (ESS)	SPED	124		ESS Alg 1B Year 2	ESS Alg 1B Year 2	ESS Alg 1B Year 2	ESS Alg 1B Year 2	ESS CAHSEE Math		
Mora, Sharon (ESS)	SPED	107		ESS Eng 9	ESS Lit Supt 1	ESS Eng 9	ESS Lit Supt 1	YES		
Murphy, Michael (ESS)	SPED	231		ESS Alg 1A Year 1	ESS Alg 1A Year 1		ESS Math	ESS Math	ESS Math	
Pursley, Sally (ESS)	SPED	202		ESS Eng 10	ESS Lit Supt 2	ESS Eng 10	ESS Lit Supt 2	ESS Civics / Econ		
Rueles, Leticia (ESS)	SPED	214		ESS Earth Sci		ESS Earth Sci	YES	ESS Life Sci	ESS Life Sci	
Sharpe, Jody	SPED	132		ESS US Hist	ESS US Hist	ESS Civics/Econ		ESS World Hist	ESS World Hist	
Jones, Jacob	SPED	243		ESS Eng 12		ESS Eng 11	ESS Eng 11	ESS Health	ESS Health	
PREVOC CLASSES										
Collins, Helen (ESS)	SPED	143		Prevoc	Prevoc	Prevoc	Prevoc	Prevoc	Prevoc	
Harris, Cynthia (TMH)	SPED	144		Prevoc	Prevoc	Prevoc	Prevoc	Prevoc	Prevoc	
Patton, Craig (TMH)	SPED	301		Prevoc	Prevoc	Prevoc	Prevoc	Prevoc	Prevoc	

RSP CLASSES										
Gonzales, Rhonda	SPED	222		Strategies for Success 9						
Lieblang, Gerard (RSP)	SPED	125		Strategies for Success 12	Room 222 Strategies for Success 11					
Watts, Robert (RSP)	SPED	125			Strategies for Success 10					
ED CLASSES										
Miller, Bonnie (ED)	SPED	221		ESS Life Sci ESS Earth Sci	ESS Eng CAHSEE Prep Eng	ESS Lit Supt 1 / 2	ESS Eng CAHSEE Prep Eng ESS Health	ESS Eng/ ESS Lit Supt	ESS Life Sci ESS Earth Sci	
Vacancy (ED)	SPED	215		ESS Alg 1A Yr 1 ESS Alg 1B Yr 2 ESS CAHSEE Math	ESS US Hist ESS World Hist ESS Health	ESS Math ESS Alg 1A Yr 1 ESS Alg 1B Yr 2	ESS Civics ESS US Hist ESS Wrld Hist	ESS Math ESS Alg 1A Yr 1 ESS Alg 1B Yr 2	Modified PE	
ALTERNATIVE EDUCATION										
TEACHER	DEPT	RM	0	P1	P2	P3	P4	P5	P6	P7
Evert, Tim	IND STDY	IS		ALC	ALC	ALC	ALC	ALC	ALC	
Ferrin, Jeff	IND STDY	IS		ALC	ALC	ALC	ALC	ALC	ALC	
Henderson, Dennis	OPP	127		OFL	OFL	OFL	OFL	OFL	OFL	Athletic Director
Sweitzer, Joel	LCS	230		LCS	LCS	LCS	LCS	LCS	LCS	

***School Name: Littlerock High School***  
***School Year: 2010-2011***

**CDS Code: 19-64246-1995406**

**Date: 08/01/2010**

The *Single Plan for Student Achievement* (SPSA) is a plan of actions and strategies identified for implementation to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. For additional information on school programs and how you may become involved, please contact the following person:

Contact Person: Karen Parker

Position: Principal

Telephone Number: 661-944-5209

Address: 10833 East Avenue R, Littlerock, California 93543

E-mail address: [kparker@avhsd.org](mailto:kparker@avhsd.org)

Antelope Valley Union High School District

"...where education meets the flight of reality"

The District Governing Board approved this revision of the School Plan on September 27, 2010.

## **INSTRUCTIONAL GOALS (ESLRs)**

*The Expected Schoolwide Learning Results as approved by the WASC Visiting Committee as a part of the Focus On Learning/Self Study in November of 2008 are as follows:*

- *Leaders of the Pack*
- *Organized and Responsible*
- *Better Communicators*
- *Oriented toward Success*
- *Self-Directed Learners*

## **VISION STATEMENT**

*The students of Littlerock High School will leave after four years prepared to pursue a technical career or continuing education pursuing the career of their choice.*

## **MISSION STATEMENT**

*The Littlerock High School staff believes that through powerful teaching and varied instructional strategies, education becomes a lifelong learning process. This process empowers all students to meet the challenging standards in personal, academic, vocational, social, technical, and communication areas. The Littlerock High School learning community advocates rigorous and relevant instruction in a secure environment that encourages students' development as responsible and capable individuals and productive members of society.*

## SCHOOL PROFILE

Littlerock High School, home of the Lobos, is located in an unincorporated area of northeast Los Angeles County in the town of Littlerock, which is a part of the Antelope Valley. The school is located approximately 65 miles northeast of the Los Angeles basin in Los Angeles County. The school serves an attendance boundary, which is approximately 425 square miles, and has a student population of approximately 1800 students. Littlerock High School, celebrating its 20th year of serving the community, was the fifth comprehensive high school in the Antelope Valley Union High School District, which currently has eight comprehensive high schools, two continuation schools, and an Early College High School, SOAR. The AVUHSD currently serves 22,000 students and another 2,000 adult education students.

### 2009-10 LHS CBEDS

<i>Ethnicity</i>	<i>Number of students</i>	<i>Percentage of student body</i>
American Indian/Alaska Native	14	0.8%
Asian	19	1.0%
Pacific Islander	2	0.1%
Multiple	3	0.2%
Hispanic	1,170	65.3%
African American	193	10.8%
White/Non Hispanic	391	21.8%

The faculty and staff at LHS strive to promote a positive learning environment, while providing rigorous curriculum that will prepare students for any opportunity to pursue a post secondary education opportunity. The Guidance Department is staffed with four counselors who work with a class from Freshman students and follow them to graduation. This allows students to become familiar with their counselors, but more importantly the counselors develop a relationship with their students and can modify an educational program that best suits the students' goals and educational needs. Counselors encourage all students to complete an A-G program in order to qualify for college admission.

## *ANALYSIS OF CURRENT EDUCATIONAL PRACTICE*

The following statements characterize education practices at Littlerock High School:

### *1. Alignment of curriculum, instruction, and materials to content and performance standards:*

Curriculum, textbooks and materials are aligned with the California State content standards. Collaboration within and between departments align curricular benchmarks, mapping, vocabulary, and key terms to quarterly benchmark assessments. In addition, departments create common syllabi. Staff collaboration is on-going beginning with an annual meeting of all staff when the new school year begins and continues throughout the year during time provided on weekly flex day schedule and quarterly minimum days to review benchmark results.

The modified schedule provides time on a weekly basis for collaboration within departments and across disciplines. Time is also scheduled for departments to analyze and collaborate on common benchmark assessments and content State standards exam data. Use of this valuable data is used to modify, adjust or alter instructional practices to meet the needs of all students. All essential standards are taught with common timelines and pacing guides. Lessons incorporate the standards and relate standards to objectives and hands on activities of the lesson. Materials, textbooks, technology, and supplemental materials support the standards-based lessons. Administrators, Instructional Coaches and peer teachers observe classrooms and provide feedback on evidence of standards-based lessons. Teachers also observe each other regarding common lessons. They collaborate and analyze lesson implementation and student results to strengthen instructional strategies, develop best practices and enhance teacher efficacy.

### *2. Availability of standards-based instructional materials appropriate to all student groups:*

Every class and subject has access to instructional materials appropriate to all student groups. New textbooks are aligned to standards and many related materials are provided for teachers. Textbooks are adopted and approved by the AVUHSD Board of Trustees after a thorough and inclusive review. Supplemental programs such as Read 180 are utilized to support students reading below grade level, and Edge is used to aid in language acquisition. Students have textbooks at home and at school to ensure the availability and accessibility of appropriate materials. In addition, student computers are installed in most classrooms, the library, Career Center, Learning Lab and computer labs. The library and computer labs are available with extended hours for students and the Career Center is available to parents.

Standards-based instructional materials are available to students in special populations, (Special Education, English Learners). AVID classes, Strategies for Success, Literacy Support I and II, Algebra I Support, CAHSEE Prep, ESS classes and English Language Development classes use standards-based instructional materials. In addition, students have support that includes one-to-one tutoring, group tutoring, AVID school-wide strategies such as Cornell Notes, Read 180, FASTT Math, etc. to help support on literacy and math skills that align to standards-based materials.

### *3. Alignment of staff development to standards, assessed student performance and professional needs:*

Staff development Littlerock High School focuses on a Professional Learning Community model. Teacher teams work collaboratively by subject and/or grade level to develop standards-based lessons to creatively reach and teach all students. Departments align syllabi, common vocabulary and key terms as well as quarterly

benchmarks, midterms and finals to content standards. Departments follow a common timeline for students to master benchmarks. Weekly flex days have been scheduled for collaborative planning, department meetings, and faculty meetings to analyze the assessed student performance data that drives instruction.

In addition, the District offers staff development opportunities for English, Math, Science, Social Science and AVID teachers. Staff development sessions are held during the summer months that focus on best practices, strategies in the learning process, and multiple intelligences for standards-based instruction to increase student achievement. In addition, staff development in the areas of teaching Literacy and Math Support courses, Cornell Notes, services for Special Education students and services for EL students are provided.

*4. Services provided by the regular program to enable underperforming students to meet standards:*

Teachers use differentiated instruction and layer the curriculum to deliver standards-based lessons. A variety of instructional strategies such as summarization, compare/contrast, collaborative learning, AVID strategies (Cornell notes, inquiry method, critical thinking skills, writing process, Socratic seminar), SDAIE strategies, and re-teaching are implemented in the classroom. In addition, instructional aides and bilingual aides assist students in core classes. Strategies for Success, ELD classes and the RSP inclusion model supports students in special populations with individual needs to meet the standards. Variable credit programs are offered in the Opportunity classes, On-Site Continuation, and Independent Study Programs. One-to-one and group tutoring as well as supplemental instruction is available after school with late bus transportation being provided three days a week. Computers are provided in many classrooms and laptop carts are utilized at the request of teachers. The library, Career Center and computer labs are open with extended hours to assist students. The Guidance Counselors conduct individual conferences for all students receiving a mark of "F" on any progress or report card. Counselors also provide classroom presentations and information to all students as well as schedule parent informational events. Instructional coaches and department chairs assist all teachers through peer observations, modeling and collaboration.

Collaborative lesson planning provides time for teachers to design lessons for hard-to-teach concepts to hard-to-teach students and continually meet for ongoing feedback and planning. Staff development focuses on commonality, rigor, assessments and data to scaffold instruction. Department and intercurricular common vocabulary, key concepts, midterms and finals are aligned to the standards. Most of the staff development time is spent in a collaborative model to increase teacher involvement and teacher efficacy.

*5. Services provided by categorical funds to enable underperforming students to meet standards:*

Littlerock High School is currently designated as a school-wide Title I school. Specifically, Literacy Support I and II, Algebra I and II Support, and CAHSEE Preparation classes are offered for students who do not read and write at grade level or demonstrate grade level math skills. These classes use a variety of instructional materials including Read 180, Revolution Prep, FasTT Math, Fraction Nation, and CAHSEE Prep materials to teach reading and writing skills so students attain literary skills at or above grade level. The structured use of school provided student planners supports organizational skills, time management, and school-to-home communication. One-to-one tutoring assists students individually to increase literacy and math skills. The AVID program strategies teach all students (including underperforming students) Cornell note-taking, inquiry method, Socratic seminar strategies, critical thinking skills, and writing skills with a focus on course completion that encourages students to prepare for college. The Summer Institute assesses students and provides necessary reading, writing, and math skills as well as enrichment to prepare incoming freshmen for the rigors of high school. Supplemental materials, software/hardware, and student data create a foundation to analyze and evaluate each programs respective success.

The RSP inclusion model provides assistance to special education students with instructional aides and special education teachers in the classroom to support all students in meeting the curriculum standards. Strategies for Success and ESS classes provide time to ensure goals for each Special Education student are met. Teachers and the Special Education staff implement student accommodations to ensure opportunities for academic success. A Teacher on Special Assignment (TSA) also provides ongoing staff development and is present during transition IEPs for students coming to high school from feeder schools. Para-educators and a transition specialist provide a transition plan to prepare for post-secondary opportunities and education.

Title III funds are used to supplement teaching and learning by English Language acquisition students. Littlerock High School has EL students in a structured academy, where students and teachers are placed in cohorts to maximize efficiency and effectiveness of structured English Immersion instruction. The EL Coach, specialized language acquisition aides and trained teachers use strategies in the classroom to ensure students have access to the content and meet standards. In addition, monthly ELAC meetings for parents involve the community.

Title IV funds, anti drug and violence prevention materials, events and programs at the school all are designed to be used to meet specific needs of our students. Programs support students' personal needs, drug and violence prevention that help students focus on their education.

*6. Use of state and local assessments to modify instruction and improve student achievement:*

Assessment data is gathered from annual California Standards Tests, California High School Exit Exam, and District Benchmark assessments to analyze, interpret and collaborate with teachers, students and parents as well as to modify instruction. In addition, assessment data from feeder schools such as the CST's, Algebra and Geometry Readiness Tests and feeder school teacher recommendations are used for placement purposes.

In addition, Counselors visit classrooms to teach students how to interpret the test results and provide information and tips to improve scores. Parents are mailed test results and a guide to read and interpret scores.

*7. Number and percentage of teachers in academic areas experiencing low student performance:*

Test results from the 2010 CAHSEE, 2009 CST's (and 2010 CST's as soon as they are available) indicate the data displayed in the graph below:

*8. Family, school, district, and community resources available to assist these students:*

Communication with parents and the community at large occurs via PowerSchools Parent Portal, TeleParent dialing systems, the school's website, e-mail, telephone, and progress and quarterly grade reports. The variety in communication methods allows parents and staff to establish and maintain a relationship and communication regarding academic progress. The school website, student server, and teacher websites keep parents informed about academic progress, assignments, and course syllabi. Parent - teacher - counselor - administrator conferences and IEP meetings are scheduled as requested or as needed. Quarterly information fliers are sent home with students to announce special events and services such as workshops and tutoring schedule. The library and computer labs are open for student use before and after school and during student lunch periods.

Parent participation in English Learner Academic Counsel (ELAC) meetings and School Site Council meetings represent English Learners, Title I, Special Education and GATE populations. The Parent Volunteer program provides parents with opportunities to volunteer at Littlerock High School.

*9. School, district, and community barriers to improvements in student achievement:*

The Antelope Valley and the Community of Littlerock and surrounding areas continue to face a large commuter population as well as a geographically broad attendance boundary which causes limitations in parent participation. For decades the eastern Antelope Valley is primarily rural but, has over the years become more a much more culturally and socioeconomically diverse urban/suburban community. The student population is ever-changing and the school climate is monitored regularly. Consistent hiring of highly qualified teachers that match a diverse population is a continual challenge.

There are two districts and a total of three middle schools that feed directly into Littlerock High School. Most Littlerock High School students come from three K-8/middle schools within the Wilsona and Keppel School Districts. Littlerock administration has been in communication and is working towards some articulation goals with the three individual feeder schools. Increasing and improving articulation with the three feeder schools is part of the Littlerock High School collaborative staff development plan.

*10. Limitations of the current program to enable underperforming students to meet standards:*

Hiring and maintaining a cohesive, highly qualified teaching staff and retaining them over a period of years continues to be a challenge that restricts consistent growth. A highly mobile and transient student population also makes a consistent academic program difficult to follow.

In addition, accurate data regarding special populations and underperforming students are typically not available in a timely manner for planning and placement purposes.

**LITTLEROCK HIGH SCHOOL**  
**ANTELOPE VALLEY UNION HIGH SCHOOL DISTRICT**  
**SUMMARY OF SCHOOLWIDE DATA FROM (3 years)**

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**API Progress:**

<b>2008</b>	<b>2009</b>	<b>2010</b>
<b>646</b>	<b>648</b>	<b>624</b>

**AYP Participation Rate and Academic Performance (% Prof. or Adv.)**  
**NCLB Target Performance Rates for Meeting AYP 2009-2010**  
*Based on results from Gr. 10 CAHSEE administration (March & May administrations only);*  
*AYP "Proficient" cut scores are 380 in English/Language Arts and 380 in Mathematics*

Subgroups	E/LA 95% Participation Rate	Met E/LA Criteria for Participation Rate	E/LA % Proficiency Rate	Met E/LA Criteria for Proficiency Rate	Math 95% Participation Rate	Met Math Criteria for Participation Rate	Math % Proficiency Rate	Met Math Criteria for Proficiency Rate
SCHOOLWIDE	98%	YES	36.1%	NO	98%	YES	30.9%	NO
African-Am.	100%		29.7%		93%		20.6%	
Am. Ind./Alaskan	100%				100%			
Asian	100%				100%			
Filipino	100%				100%			
Hispanic or Latino	98%		31.0%		99%		27.2%	
Pac. Islander	100%				100%			
White	94%		57.0%		97%		47.2%	
Socio-Econ. Disad.	99%		35.3%		99%		27.5%	
EL	99%		24.7%		100%		22.0%	
Stud. w/ disabilities	87%		10.2%		94%		5.7%	

<u>Graduation rate for 2008, Class 2006-07</u>	<u>Graduation rate for 2009, Class 2007-08</u>	<u>Change</u>	<u>Average 2-Year Change</u>	<u>Met 2009 Graduation Criteria</u>	<u>Alternative Method</u>
78.8	78.5	-0.3	-13.2	No	

To “meet” AYP” criteria, Littlerock High School must also show an improved graduation rate of at least 0.1% annually based on a “synthetic graduation rate” based on the National Center for Educational Statistics (NCES) 4-year completion rate. This includes the number of students completing high school in Year 4 as calculated by HS completers in Yr. 4 divided by (Gr. 9 dropouts in Yr. 1 + Gr. 10 dropouts in Yr. 2 + Gr. 11 dropouts in Yr. 3 + Gr. 12 dropouts in Yr. 4)

## **California Standardized Testing and Reporting (STAR) – 2010**

### **LITTLEROCK HIGH SCHOOL**

#### **All Students**

**Total Enrollment on First Day of Testing:** 1331

**Total Number Tested:** 1316

**Total Number Tested in Selected Subgroup:** 1316

County Name: Los Angeles County  
 District Name: Antelope Valley Union High District  
 School Name: Littlerock High School  
 CDS Code: 19-64246-1995406

<b>CST English-Language Arts</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>EOC</b>
Students Tested		450	461	368	
% of Enrollment		95.3%	97.9%	94.8%	
Mean Scale Score		318.1	312.2	312.8	
% Advanced		7%	7%	10%	
% Proficient		20%	18%	18%	
% Basic		34%	33%	29%	
% Below Basic		24%	20%	20%	
% Far Below Basic		15%	22%	23%	
<b>CST General Mathematics (Grades 6 &amp; 7 Standards)</b>					
Students Tested		33			33
% of Enrollment		7%			
Mean Scale Score		262.8			262.8
% Advanced		0%			0%
% Proficient		3%			3%
% Basic		6%			6%
% Below Basic		33%			33%
% Far Below Basic		58%			58%

<b>CST Algebra I</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>EOC</b>
Students Tested		346	162	54	562
% of Enrollment		73.3%	34.4%	13.9%	
Mean Scale Score		274.5	266.2	264.5	271.2
% Advanced		0%	0%	0%	0%
% Proficient		3%	3%	2%	3%
% Basic		17%	12%	7%	15%
% Below Basic		49%	44%	50%	48%
% Far Below Basic		30%	41%	41%	34%
<b>CST Geometry</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>EOC</b>
Students Tested		75	204	75	354
% of Enrollment		15.9%	43.3%	19.3%	
Mean Scale Score		307.4	276.5	271.6	282.3
% Advanced		3%	0%	0%	1%
% Proficient		13%	4%	3%	6%
% Basic		36%	19%	16%	22%
% Below Basic		43%	57%	49%	53%
% Far Below Basic		5%	20%	32%	19%
<b>CST Integrated Math 2</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>EOC</b>
Students Tested					
% of Enrollment					
Mean Scale Score					
% Advanced					
% Proficient					
% Basic					
% Below Basic					
% Far Below Basic					

<b>CST Algebra II</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>EOC</b>
Students Tested		2	74	156	232
% of Enrollment		0.4%	15.7%	40.2%	
Mean Scale Score		*	295.7	258.6	271.2
% Advanced		*	3%	0%	1%
% Proficient		*	7%	2%	4%
% Basic		*	32%	12%	18%
% Below Basic		*	39%	35%	36%
% Far Below Basic		*	19%	52%	41%
<b>CST Summative High School Mathematics (Grade 9-11)</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>EOC</b>
Students Tested			1	66	67
% of Enrollment			0.2%	17.0%	
Mean Scale Score			*	305.5	307.0
% Advanced			*	2%	1%
% Proficient			*	27%	28%
% Basic			*	29%	28%
% Below Basic			*	30%	30%
% Far Below Basic			*	12%	12%

<b>CST World History</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>EOC</b>
Students Tested		4	457	4	465
% of Enrollment		0.8%	97%	1.0%	
Mean Scale Score		*	298.0	*	297.1
% Advanced		*	5%	*	5%
% Proficient		*	15%	*	15%
% Basic		*	28%	*	28%
% Below Basic		*	12%	*	12%
% Far Below Basic		*	39%	*	40%
<b>CST U.S. History</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>EOC</b>
Students Tested				364	
% of Enrollment				93.8%	
Mean Scale Score				319.0	
% Advanced				9%	
% Proficient				23%	
% Basic				30%	
% Below Basic				16%	
% Far Below Basic				23%	

<b>CST Science - Grade 5, Grade 8, and Grade 10 Life Science</b>					
Students Tested			444		
% of Enrollment			94.3%		
Mean Scale Score			314.3		
% Advanced			7%		
% Proficient			14%		
% Basic			41%		
% Below Basic			20%		
% Far Below Basic			19%		
<b>CST Biology/Life Science</b>					
Students Tested		258	115	113	486
% of Enrollment		54.7%	24.4%	29.1%	
Mean Scale Score		324.9	296.1	340.1	321.7
% Advanced		7%	1%	22%	9%
% Proficient		21%	8%	16%	17%
% Basic		40%	34%	32%	37%
% Below Basic		20%	20%	11%	18%
% Far Below Basic		13%	37%	19%	20%

<b>CST Chemistry</b>					
Students Tested			204	107	311
% of Enrollment			43.3%	27.6%	
Mean Scale Score			299.3	288.3	295.5
% Advanced			1%	0%	1%
% Proficient			6%	6%	6%
% Basic			41%	27%	36%
% Below Basic			27%	34%	29%
% Far Below Basic			25%	34%	28%
<b>CST Earth Science</b>					
Students Tested		197	128	131	456
% of Enrollment		41.7%	27.2%	33.8%	
Mean Scale Score		295.8	300.2	306.3	300.1
% Advanced		0%	2%	5%	2%
% Proficient		8%	12%	13%	11%
% Basic		32%	32%	31%	32%
% Below Basic		26%	22%	21%	24%
% Far Below Basic		33%	33%	29%	32%
<b>CST Physics</b>					
Students Tested				11	11
% of Enrollment				2.8%	
Mean Scale Score				321.2	321.2
% Advanced				9%	9%
% Proficient				9%	9%
% Basic				55%	55%
% Below Basic				9%	9%
% Far Below Basic				18%	18%

**SCHOOL GOAL # 1: *Establish a school-wide college/career going culture through institutionalizing a rigorous AVID program and AVID instructional strategies across the curriculum***

**Expected School-wide Learning Results:**

- Leaders of the Pack
- Organized and responsible students
- Better communicators
- Oriented toward career success
- Self directed students

**Rationale for goal and link to WASC self-study findings:**

- Improved classroom instruction.
- Increase effective instruction through use of current structures, including classroom walk-throughs, collaborative time, assessment data, instructional coaches, and technology.
- Modify instruction to target challenged content areas identified through analysis of student performance on content clusters on CST, CAHSEE, benchmarks and local assessments.
- Collaboratively develop an effective schoolwide intervention program. Explore utilization of existing structures and resources, such as TAG and peer mentoring.

**Student groups and grade levels to participate in this goal:**

- ALL regular ed, RSP, SDC and AVID elective students
- All grade levels

**Anticipated evidence of annual performance growth and/or indicators for each group:**

- AVID students will outperform non-AVID students on Benchmarks and class grades. There will be an increase in the number of graduates who plan to pursue a post-secondary education.
- Students in all classes should show increased performance on Benchmarks and class grades if AVID strategies are implemented with fidelity.
- 70% of students will increase at least one performance band on AVID-based Academic Vocabulary by the end of 1<sup>st</sup> quarter.

**Measurement tools used to evaluate progress towards this goal:**

- CST Scores
- CAHSEE Scores
- Benchmark Scores
- 5 week progress grades
- Quarter grades
- Semester grades

**Group data to be collected to measure academic gains:**

- CAHSEE): [SEE AYP results]
- CST: increase percentage of ELs attaining proficient/advanced levels
- CAHSEE: Decrease the percentage of students who have not passed by the beginning of the twelfth grade.
- Graduation Rate: increase percentage rate
- Increase number of students with a grade point average of 3.0 or above.

	Increase number of students fulfilling the A-G course requirements (no grade lower than "C")							
Actions to be Taken to Reach this Goal (Actions that address 9 Essential Program Components-EPC)	Persons Involved/Timelines	Quarterly Review**				Proposed Expenditures	Estimated Cost	Funding Source
		1	2	3	4			
<p><b>A. GOOD TEACHING</b></p> <ul style="list-style-type: none"> <li>• All AVID Elective teachers have been trained in AVID Implementation and have attended AVID Summer Institute at least once. (Ess. 10.4) <ul style="list-style-type: none"> <li>○ Send new AVID elective teachers to summer institute in July 2011 (result of increasing # of students enrolling in AVID elective...prep to add 3-4 sections in 2011-2012); Send coordinator, administrator, counselor; also train additional RSP/SDC teachers and other staff (up to 5 additional)</li> <li>○ Send AVID content teachers to PATH training, along with selected AVID elective teachers (up to 15 teachers)</li> <li>○ AVID content Instructional Coaches selected to train teachers in AVID strategies</li> <li>○ Special Needs Counselor to work with all at risk students in danger of failing</li> </ul> </li> <li>• Content area teachers are trained in AVID strategies. (Cornell Note taking, Inquiry, and Socratic Seminars) <ul style="list-style-type: none"> <li>○ Review of Cornell notes and Inquiry for all staff during inservice days (73 core area and SpEd teachers)</li> <li>○ Conduct Socratic seminar training for content and SpEd teachers, during first semester</li> <li>○ Teachers will participate in CWT's, both school wide and in departments, to gather information/data regarding AVID strategies being used in the classroom. CWT's will be held at least three times throughout the year.</li> </ul> </li> <li>• Teachers use AVID strategies with fidelity. Teacher collaboration is organized to include best practices for implementing AVID methodologies such as interactive note-taking, Costas levels of questions, and Socratic Seminars. <ul style="list-style-type: none"> <li>○ Vocabulary instruction will use visual aids and graphic organizers.</li> </ul> </li> </ul>	<p>AVID Elective teachers/AVID Coordinator/Administration/Counselor (Summer),</p> <p>Instructional Coaches</p> <p>Counselor/Administration</p> <p>AVID I.C./Fall '10 (by end of 1<sup>st</sup> quarter)</p> <p>AVID I.C./Teachers, Admin-Quarterly</p> <p>Teachers/ICs/Admin</p> <p>AVID elective and English Teachers, AVID</p>					<p>Cost of 8 teachers/Admin for Summer Institute @ \$1,000</p> <p>Cost of 17 teachers for in-district summer training @ \$350</p> <p>Cost of IC up to 4 periods</p> <p>Cost of Counselor</p> <p>Conducted during furlough days for teachers-50 teachers @ per diem pay (approx \$49 hr) @ 2 hours</p> <p>50 Tchrs @ 20 hours (approx 2 hrs month in addition to dept. &amp; faculty mtgs) @ \$32.77</p> <p>Substitutes required to cover classes to enable teachers to participate – 3 subs each day, 3 days @ \$130</p>	<p>\$8,000</p> <p>\$5,950</p> <p>\$53,568</p> <p>\$64,464</p> <p>Approx. \$2,450</p> <p>\$32,764</p> <p>\$1,170</p>	<p>Title I</p> <p>Title I</p> <p>Title I</p> <p>Title I</p> <p>Title I</p> <p>Title I EIA/SCE Discretionary</p> <p>Title I</p>

<ul style="list-style-type: none"> <li>○ Students will do 30 minutes per week of Costa's vocabulary practice</li> <li>• Teacher goals reflect how they will implement interactive note-taking and Costas levels of questions in their class. <ul style="list-style-type: none"> <li>○ Reassess student progress if removed from AVID program to determine if they can be re-enrolled in AVID</li> </ul> </li> <li>• AVID strategies, including HOTS, student led tutorial, Cornel note taking and Socratic seminar will be conducted within regular ed core and elective classes.</li> <li>• AVID Strategies to be incorporated into SFS classes as a part of Strategies curriculum.</li> </ul>	<p>Coordinator, (end of 1<sup>st</sup> qtr)</p> <p>Teachers (by October 1<sup>st</sup>)/ Admin/Instructional Coaches</p> <p>Resource Teachers, Sped IC/TSA/ AVID Coordinator/IC</p>							
<p><b>B. FIDELITY TO THE PROGRAM</b></p> <ul style="list-style-type: none"> <li>• AVID students meet the AVID profile and recruitment is done with fidelity, including interviews of prospective candidates. (Ess. 1) <ul style="list-style-type: none"> <li>○ Through thorough screening and recruitment, 25% of the 2010-11 Freshmen enrollment will be enrolled in AVID elective.</li> <li>○ Focused approach to building relationships with the feeder schools. Numerous trips to the middle schools are planned throughout the year in order to allow students an opportunity to connect to the AVID program and grow the program.</li> <li>○ Joint social activities with students and parents planned between the middle school and high school groups.</li> <li>○ Continue to revise and review the AVID application and interview process to recruit as many students as possible to increase number of students enrolled in the program.</li> <li>○ Applications for AVID distributed to the feeder schools in January; interviews in February. Additional late interviews in April or May if necessary.</li> <li>○ The same timeline should stand for upper level AVID students. AVID students may also be recruited second Semester of the school years.</li> </ul> </li> </ul>	<p>AVID Site Team &amp; Guid (Spring/Summer '10)</p> <p>AVID Coordinator, Counselors/Admin</p> <p>AVID Elective Teachers Counselors</p> <p>AVID Coordinator Counselors</p> <p>AVID Coord/Admin (1<sup>st</sup> quarter)</p> <p>AVID I.C./AVID Coord/AVID Site Team</p>					<p>See Part A above</p> <p>Substitute coverage to visit middle schools to promote AVID program 6 days 2 people @ \$130</p>	<p>\$1,560</p>	<p>Title I</p>

<ul style="list-style-type: none"> <li>• AVID Elective classes are taught by diverse staff from a variety of subject areas. (Ess 2.5) <ul style="list-style-type: none"> <li>○ Level 1 is taught by math and behavioral science teachers.</li> <li>○ Level 2 is taught by English and science teachers.</li> <li>○ Levels 3 and 4 are taught by English teachers.</li> </ul> </li> <li>• All AVID Elective teachers have been trained in AVID Implementation and have attended AVID Summer Institute at least once. (Ess 10.4)</li> <li>• AVID Elective teachers attend ongoing training hosted by LACOE. <ul style="list-style-type: none"> <li>○ All AVID elective teachers will participate in at least one district training during the school year or summer and preferably a LACOE training.</li> </ul> </li> <li>• AVID Elective teachers have access to and are utilizing the AVID Curriculum.</li> <li>• AVID Elective classes have college-aged tutors to meet the 1:7 ratio as determined by Essential 8 of the AVID Certification guidelines. <ul style="list-style-type: none"> <li>○ Tutor recruitment begins the second semester of the previous school year and continues throughout the summer and Fall until all positions are filled.</li> <li>○ Tutors work in AVID elective, SPECIAL EDUCATION support, English and Math support classes throughout the year as needed and assigned.</li> <li>○ Peer tutors are also utilized where possible to help with coverage and need.</li> </ul> </li> <li>• Standardized test data is used to inform instruction in core academic classes and increase quality teaching.</li> <li>• Data analysis leads to revision of plans to promote access to, support and success in rigorous advanced classes. <ul style="list-style-type: none"> <li>○ AVID students will enroll in AP/Honors classes.</li> <li>○ Departments, Instructional Coaches and subject area groups meet monthly to discuss data analysis, student achievement, protocol and advancement of AVID Strategies.</li> <li>○ Instructional Coaches support teachers in their efforts to</li> </ul> </li> </ul>	(quarterly)  AVID I.C./AVID Coordinator/AVID Site Team (quarterly)  AVID Coordinator/ Teachers, Admin    AVID Coordinator, teachers, tutors  AVID Coordinator/Admin (1 <sup>st</sup> Quarter) AVID IC, Coord., Site Team (Quarterly)  Teachers, AVID IC, Coord, Site Team (Quarterly) Teachers, AVID IC, Coord, Site Team (Quarterly)  AVID IC & Coord.					See A above  Substitutes for 10 teachers @ \$130 days    3330 tutorial hours   Multiple EWA's for additional tutors   See Part A	  \$1,300    \$45,181   \$7151	  Title I    Title I   Title I EIA/SEA Discretionary
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<p>use data and strategies to increase student achievement, i.e. covering classes to allow teachers to visit AVID classes to view tutorials, etc.</p> <ul style="list-style-type: none"> <li>○ Site AVID leadership team meets monthly to review progress on AVID site goals and student progress.</li> <li>○ AVID students will attend 4 college campus field trips.</li> </ul>	<p>AVID IC &amp; Coord.</p>							
<p><b>C. INSTRUCTIONAL SUPPORT</b></p> <ul style="list-style-type: none"> <li>• Site will designate a staff member (AVID Instructional Coach) to regularly compile comparison data of AVID to non-AVID students for the purpose of tracking student success and program effectiveness. <ul style="list-style-type: none"> <li>○ Data will then be shared with all teachers.</li> </ul> </li> <li>• AVID Coordinator and AVID Instructional Coach will attend monthly meetings to collaborate with district leadership, other district coordinators and with feeder school coordinators. <ul style="list-style-type: none"> <li>○ The master schedule will continue to incorporate a Teacher Assistance Group (TAG) period for all students to focus on academic achievement.</li> </ul> </li> </ul>	<p>AVID I.C., Counselor, Administration</p> <p>Teachers</p> <p>AVID I.C./AVID Coordinator</p> <p>Teachers, Counselors</p>					<p>No Budgeted expense</p> <p>Supplemental materials</p>	<p>\$8,713</p>	<p>Title I</p>
<p><b>D. PROFESSIONAL DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>• All AVID Elective teachers have been trained in AVID Implementation and have attended AVID Summer Institute at least once. <ul style="list-style-type: none"> <li>○ See Part A, bullet 1 above</li> </ul> </li> <li>• Content area teachers are trained in AVID strategies. (Cornell Note taking, Inquiry, and Socratic Seminars) <ul style="list-style-type: none"> <li>○ See Part A, bullet 1 above</li> </ul> </li> <li>• AVID Elective teachers attend ongoing training hosted by LACOE. (twice yearly) <ul style="list-style-type: none"> <li>○ See Part A, bullet 1 above</li> </ul> </li> </ul>	<p>AVID Elective teachers/AVID Coordinator/ (Summer) AVID I.C./Fall '10 (by end of 1<sup>st</sup> quarter)</p> <p>AVID Coordinator</p> <p>AVID Coordinator/IC</p>					<p>See Part A</p>		
<p><b>E. STUDENT SPONSORSHIP/CONNECTIONS</b></p> <ul style="list-style-type: none"> <li>• All eligible students are encouraged to participate in pre-college testing (PSAT, PLAN, SAT, ACT) (Ess 4.5)</li> </ul>	<p>AVID Coord/Guidance Fall '10/Spring '11</p>					<p>No Budgeted expense</p>		

<ul style="list-style-type: none"> <li>○ All LHS AVID students are required to take the following: <ul style="list-style-type: none"> <li>➤ 9<sup>th</sup> &amp; 10<sup>th</sup> grade PSAT,</li> <li>➤ 11<sup>th</sup> grade PSAT or SAT,</li> <li>➤ 12<sup>th</sup> grade SAT or ACT</li> </ul> </li> <li>● AVID programs hold at least two parent meetings/workshops per year. (Ess 11.6)</li> <li>● Parents/guardians and/or families are regularly included in Site Team meetings. (Ess. 11.6)</li> <li>● AVID Site Teams will publish a quarterly AVID newsletter.</li> <li>● AVID Site Team will present AVID information to staff at least twice yearly. (Ess. 11.7)</li> </ul>	<p>AVID Site Team/ Each Semester</p> <p>AVID Site Team/ongoing</p> <p>AVID Site Team/quarterly</p> <p>AVID Site Team</p>					<p>No Budgeted expense</p> <p>Publication printing costs 4 @ \$150</p>	<p>\$600</p>	<p>Title I</p>
<p><b>F. FUNDING</b></p> <ul style="list-style-type: none"> <li>● There is adequate funding to fully implement the AVID program. Including, but not limited to: <ol style="list-style-type: none"> <li>1) 2 college field trips yearly</li> <li>2) College Tutors</li> <li>3) Staff development</li> <li>4) Sub-pay for staff development</li> <li>5) Pre-college test prep materials</li> </ol> </li> <li>● Supplies for AVID include: <ul style="list-style-type: none"> <li>○ Notebooks/binders for EL/SPECIAL EDUCATION students</li> <li>○ Pencil pouches, dividers, pens, pencils, other supplies</li> <li>○ Photocopy paper</li> <li>○ Small whiteboards for tutorial groups</li> </ul> </li> </ul>	<p>Admin.</p>					<p>8 Chaperones @ \$130 for substitutes; 2 buses, 2 trips</p> <p>Extra hours for tutors</p> <p>Misc. materials</p> <p>Misc. supplies</p>	<p>Approximately \$6,000</p> <p>\$10,000</p> <p>\$10,000</p> <p>\$10,000</p>	<p>Title I EIA/SCE Discretionary</p> <p>“ “</p> <p>Title I EIA/SCE Discretionary</p>

**SCHOOL GOAL # 2:** *Improve student literacy and proficiency in core English/Language Arts and Literacy Support classes as measured on state and local assessments (CAHSEE, CSTs, and AVUHSD Benchmark Assessments) and applied in cross curricular areas.*

**Expected School-wide Learning Results:**

- Leaders of the Pack
- Organized and responsible students
- Better communicators
- Oriented toward career success
- Self directed students

**Rationale for goal and link to WASC self-study findings:**

- Increase use of content vocabulary and reading strategies across content.
- Improved classroom instruction.
- Increase effective instruction through use of current structures, including classroom walk-throughs, collaborative time, assessment data, instructional coaches, and technology.
- Modify instruction to target challenged content areas identified through analysis of student performance on content clusters on CST, CAHSEE, benchmarks and local assessments.
- Collaboratively develop an effective school-wide intervention program. Explore utilization of existing structures and resources, such as TAG and peer mentoring.

**Student groups and grade levels to participate in this goal:**

- Literacy Support intervention students
- All grade levels
- All students enrolled in English classes

**Anticipated evidence of annual performance growth and/or indicators for each group:**

- Intervention students will improve grades in core classes
- Intervention students will demonstrate increase in reading levels
- ELA students will demonstrate improvement in close reading skills, as demonstrated by:
  - Minimum of 3% increase in proficiency levels on CAHSEE, all subgroups
  - Minimum of 3% increase in proficiency on CST's in core areas, all subgroups
  - Increase in participation and passing rate on AP exams
  - 40% of Literacy Support students will score Proficient or higher on the quarterly benchmarks compared to 2009/2010 results

<p><b>Measurement tools used to evaluate progress towards this goal:</b></p> <ul style="list-style-type: none"> <li>• CST Scores</li> <li>• ELA CAHSEE Scores</li> <li>• ELA Benchmark Exams</li> <li>• Course Grades</li> <li>• Progress Reports</li> <li>• Quarter Grades</li> <li>• Semester Grades</li> </ul>	<p><b>Group data to be collected to measure academic gains:</b></p> <ul style="list-style-type: none"> <li>• CAHSEE): [SEE AYP results]</li> <li>• CST: increase percentage of ELs attaining proficient/advanced levels</li> <li>• CAHSEE: Decrease the percentage of students who have not passed by the beginning of the twelfth grade.</li> <li>• Graduation Rate: increase percentage rate</li> <li>• Increase number of students with a grade point average of 3.0 or above.</li> <li>• Increase number of students fulfilling the A-G course requirements (no grade lower than “C”)</li> <li>• AVID Data</li> <li>• Special Education information</li> <li>• Demographic information</li> <li>• EL Information</li> <li>• Support/Benchmark data</li> </ul>
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<p><b>Actions to be Taken to Reach this Goal</b> (Actions that address 9 Essential Program Components-EPC)</p>	<p><b>Persons Involved/Timelines</b></p>	<p><b>Quarterly Review**</b></p>				<p><b>Proposed Expenditures</b></p>	<p><b>Estimated Cost</b></p>	<p><b>Funding Source</b></p>
		1	2	3	4			
<p><b>A. GOOD TEACHING</b></p> <ul style="list-style-type: none"> <li>• Review Standardized test and diagnostic exams for intervention placement <ul style="list-style-type: none"> <li>○ Teachers, counselors, instructional coaches and the assistant principal shall review data, including placement testing data, and place students accordingly.</li> <li>○ ELA content Instructional Coaches selected to train teachers in strategies</li> </ul> </li> <li>• Review Benchmark and SAM data collaboratively to support student success <ul style="list-style-type: none"> <li>○ Teachers, counselors, and the ELA administrator shall review data, change placement and adjust program</li> <li>○ All teachers work with a small peer group on collaborative professional development rooted in problems of practice and focused on using data to identify and address student</li> </ul> </li> </ul>	<p>Teachers, Coaches, Counselors-each semester</p> <p>Teachers and Coaches-Monthly</p> <p>Instructional Coaches</p> <p>Teachers and Coaches – daily</p> <p>Teachers and ICs</p>					<p>Summer hours for counselors for student placement – 40 hours @ \$32.77</p> <p>Cost of IC up to 4 periods</p> <p>See Goal 1</p> <p>Cost of multiple EWAs and substitutes</p>	<p>\$1,311</p> <p>\$57,204</p> <p>\$3,588</p>	<p>Title 1</p> <p>Title I</p> <p>Title 1</p>

<p>learning needs. These groups have goals that link directly to SPSA goals, including AVID &amp; CAHSEE. Faculty and dept meetings will be dedicated to this PD activity</p> <ul style="list-style-type: none"> <li>○ CWT's, school wide and in departments, will gather data concerning implementation of intervention strategies in classrooms, and will be driven by the small group PD goals. CWT's will be conducted at least 3 times during the school year.</li> <li>● Literacy strategies are present and observable in class. <ul style="list-style-type: none"> <li>○ Classroom Walk Throughs will be used to observe and inform best practices regarding the learning process of students</li> <li>○ Mini-Classroom Walk Throughs will be used within English department grade level groups and in support of small group collaboration.</li> </ul> </li> </ul>	<p>Teachers and Coaches – quarterly</p>					<p>See Goal 1</p> <p>See Goal 1, Part A</p>		
<p><b>B. FIDELITY TO THE PROGRAM</b></p> <ul style="list-style-type: none"> <li>● Intervention teachers have access to the full Read 180 and System 44 materials <ul style="list-style-type: none"> <li>○ Support maintenance of technology and materials in all classrooms</li> </ul> </li> <li>● Strategies from curriculum and professional development are evident in intervention classes. <ul style="list-style-type: none"> <li>○ READ 180 teachers will collaborate concerning best practices, and work together to implement same</li> <li>○ Implementation of the aligned rBook workshops in all READ 180 classrooms</li> <li>○ Use the 90 minute instructional model with fidelity with 20 minutes of silent reading and three 20 minute rotations of small groups</li> <li>○ Implement software, vocabulary and grammar instruction with fidelity</li> <li>○ Admin will monitor and support implementation of the program</li> <li>○ Reduction of support classes made where needed, appropriate and feasible</li> </ul> </li> <li>● Read 180 program is run to fidelity <ul style="list-style-type: none"> <li>○ Classes/students are aligned into blocks</li> </ul> </li> </ul>	<p>Administration- Daily Teachers- Daily</p> <p>Admin &amp; Teachers- Daily</p> <p>Teachers, ICs, Students</p> <p>Teachers, ICs, Students</p> <p>Administration</p> <p>ICs, Teachers, Administration &amp; District</p> <p>Site &amp; District Admin</p>					<p>Purchase of technology i.e. headphones for program maintenance</p> <p>See Goal 1</p> <p>Cost of Class size reduction</p> <p>See Part A above</p>	<p>\$12,644</p> <p>\$51,000</p> <p>\$8,000</p>	<p>Title I EIA/SCE Discretionary</p> <p>Title I</p> <p>Title I</p>

<ul style="list-style-type: none"> <li>○ All appropriate teachers are trained in READ 180 materials</li> <li>○ All classrooms are appropriately equipped</li> <li>● Professional Development supports fidelity <ul style="list-style-type: none"> <li>○ READ180 training will be provided for staff, focused on the collaborative PD model</li> </ul> </li> </ul>	IC's, Teachers, & Admin					Purchase of equipment as needed		EIA/SCE Discretionary
<p><b>C. INSTRUCTIONAL SUPPORT</b></p> <ul style="list-style-type: none"> <li>● Students are made aware of their progress on a monthly basis. <ul style="list-style-type: none"> <li>○ PowerSchools will be updated on a regular basis</li> <li>○ READ 180 teachers will include relevant READ 180 data in their PowerSchools online updates</li> <li>○ On a quarterly basis, students who have D's or F's in core classes will be called to Guidance for an opportunity to speak with their counselor</li> <li>○ Additional summer support for students</li> </ul> </li> <li>● Parents/guardians are aware and support the placement and progress of their students. <ul style="list-style-type: none"> <li>○ At Back to School Night, students and parents are offered access codes to PowerSchools.</li> <li>○ Parents will be provided basic instruction in PowerSchool functions for grades, individual class grade books, and parent contact with teachers.</li> <li>○ School website will have a link to PowerSchool use instructions.</li> </ul> </li> <li>● Parents are sent progress letters on a quarterly basis including reading growth <ul style="list-style-type: none"> <li>○ READ 180 teachers will generate letters from the READ 180 computer program which delineate student reading growth and require that they be returned signed by the parents.</li> </ul> </li> </ul>	Teachers- Monthly Parents and Teachers  Parents and Teachers- Quarterly Teachers, Students, Administration Parents and Teachers Website manager and tech support  Parents and Teachers – Quarterly					No Budgeted expense  July 2010 Summer School  No Budgeted expense- PS	\$925	Title I EIA/SCE Discretionary
<p><b>D. PROFESSIONAL DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>● Intervention classes are taught by trained teacher who teach with fidelity to the intervention programs. <ul style="list-style-type: none"> <li>○ All intervention classes will be staffed with properly credentialed and trained individuals</li> </ul> </li> </ul>	Site and district admin- quarterly					No budgeted expense  See Goal 1, Part A		

<ul style="list-style-type: none"> <li>• Participation in monthly intervention collaboration between teachers, coaches, and administration <ul style="list-style-type: none"> <li>○ Weekly meetings will be held with all coaches and assistant principal</li> <li>○ Weekly cadre meetings will be held involving a vice-principal, coach(es), counselor(s)</li> </ul> </li> <li>• District wide collaboration of intervention coaches <ul style="list-style-type: none"> <li>○ Subs/release time will be allotted for coaches to attend district meetings, if necessary.</li> </ul> </li> <li>• Intervention teachers attend ongoing professional development provided by LEA and Scholastic <ul style="list-style-type: none"> <li>○ Subs/release time will be allotted for coaches to attend district trainings, if necessary.</li> <li>○ Teachers will be trained in and implement various AVID and SDAIE strategies as they relate to their particular needs.</li> </ul> </li> </ul>	<p>Teachers and coaches-monthly IC's have common release time</p> <p>District admin- quarterly</p> <p>District admin &amp; teachers -yearly</p> <p>IC's, teachers, admin</p>					<p>See Goal 1, Part A</p> <p>See Goal 1, Part A</p> <p>See Part A above</p>		
<p><b>E. STUDENT SPONSORSHIP/CONNECTIONS</b></p> <ul style="list-style-type: none"> <li>• Review Standardized test and diagnostic exams for intervention placement. <ul style="list-style-type: none"> <li>○ Teachers, counselors, and the assistant principal shall review data and place students accordingly</li> </ul> </li> <li>• Students and Teachers set RTI goals and are consistently measured. <ul style="list-style-type: none"> <li>○ Teachers working in small groups will set goals related to improving student learning by using data to drive instruction and devise interventions. These goals will be reflected in teachers' professional development plans</li> <li>○ Review of PD plans will include discussion of collaborative PD and links to AVID strategies</li> </ul> </li> <li>• Students making significant gains in intervention are exited from the program, placed and supported properly <ul style="list-style-type: none"> <li>○ Teachers and assistant principal shall communicate on testing results to determine properly placement make appropriate changes at the semesters</li> </ul> </li> </ul>	<p>Coaches, Admin, Counselors-each semester</p> <p>Teachers-, ICs -Monthly</p> <p>Teachers and counselors-monthly</p> <p>Site Admin- yearly</p>					<p>See Goal 2, Part A for Counselor hours</p> <p>See Part A</p>		

<ul style="list-style-type: none"> <li>• Continuous support throughout all grade levels is available for students. <ul style="list-style-type: none"> <li>○ Data analysis by teachers, counselors, and assistant principal</li> <li>○ Tutoring shall be available to students</li> <li>○ Supplemental instruction shall be made available, as funding allows <ul style="list-style-type: none"> <li>▪ SI model to support “retrieving” credit before students fail</li> </ul> </li> </ul> </li> <li>• Student successes are celebrated.</li> </ul>	<p>Teachers, Counselors, ICs, Administration, Students</p> <p>Teachers, Counselors, ICs, admin- quarterly</p>					<p>Cost of multiple EWAs/SBAs</p>	<p>\$16,307</p>	<p>Title I EIA/SCE Discretionary</p>
<p><b>F. FUNDING</b></p> <ul style="list-style-type: none"> <li>• Funding is provided for the Read 180 program to run with fidelity</li> <li>• Professional development is funded for teachers on a monthly basis</li> <li>• Sub pay for teachers needing to observe or attend training</li> </ul>	<p>District admin</p> <p>District admin</p> <p>District admin</p>							

**GOAL #3: *Improve student mathematics achievement and proficiency in core mathematics and mathematics support classes as measured on state and local assessments (CAHSEE, CSTs, and AVUHSD Benchmark Assessments) and applied in cross curricular areas.***

**Expected School-wide Learning Results:**

- Leaders of the Pack
- Organized and responsible students
- Better communicators
- Oriented toward career success
- Self directed students

**Rationale for goal and link to WASC self-study findings:**

- Increase effective instruction through use of current structures, including classroom walk-throughs, collaborative time, assessment data, instructional coaches, and technology.
- Modify instruction to target challenged content areas identified through analysis of student performance on content clusters on CST, CAHSEE, benchmarks and local assessments.
- Collaboratively develop an effective schoolwide intervention program. Explore utilization of existing structures and resources, such as TAG and peer mentoring.

**Student groups and grade levels to participate in this goal:**

- Math Support intervention students.
- All Math students in grades 9, 10, 11

**Anticipated evidence of annual performance growth and/or indicators for each group:**

- Intervention students will improve grades in core math class
- Intervention students will demonstrate increase in performance on skills-based math tasks (FASTT math)
- Math students will demonstrate improvement in mathematical problem solving skills, as demonstrated by
  - Minimum of 3% increase in proficiency levels on CAHSEE, all subgroups
  - Minimum of 3% increase in proficiency on CST's in mathematics, all subgroups
  - Increase in participation and passing rate on AP and math exams
  - Increase of 10% on benchmark exams compared to 2009/2010 results

<p><b>Measurement tools used to evaluate progress towards this goal:</b></p> <ul style="list-style-type: none"> <li>• CSTs, BMEs, CaHSEE, Site common assessments, CWT data, Lesson study observations</li> <li>• First time passage rate of Alg 1, Geo, and Alg II.</li> </ul>	<p><b>Group data to be collected to measure academic gains:</b></p> <ul style="list-style-type: none"> <li>• CST: increase percentage of ELs attaining proficient/advanced levels</li> <li>• CAHSEE: Decrease the percentage of students who have not passed by the beginning of the twelfth grade.</li> <li>• Graduation Rate: increase percentage rate</li> <li>• Increase number of students with a grade point average of 3.0 or above.</li> <li>• Increase number of students fulfilling the A-G course requirements (no grade lower than “C”)</li> </ul>							
<p><b>Actions to be Taken to Reach this Goal (Actions that address 9 Essential Program Components-EPC)</b></p>	<p><b>Persons Involved/Timelines</b></p>	<p><b>Quarterly Review**</b></p>				<p><b>Proposed Expenditures</b></p>	<p><b>Estimated Cost</b></p>	<p><b>Funding Source</b></p>
<p><b>A. GOOD TEACHING</b></p> <ul style="list-style-type: none"> <li>• Engaging and supporting all student in learning <ul style="list-style-type: none"> <li>○ All math teachers will participate in Thinking Maps training.</li> <li>○ Math content Instructional Coaches selected to train teachers in strategies</li> <li>○ Build upon Costa’s higher level question development through the Thinking Map training</li> <li>○ All teachers work with a small peer group on collaborative professional development rooted in problems of practice and focused on using data to identify and address student learning needs. These groups have goals that link directly to SPSA goals, including AVID. Faculty and dept meetings will be dedicated to this PD activity</li> <li>○ CWT’s, school wide and in departments, will gather data concerning implementation of AVID strategies in classrooms, and will be driven by the small group PD goals. CWT’s will be conducted at least 3 times during the school year.</li> </ul> </li> <li>• Creating and maintaining effective environments for student learning</li> </ul>	<p>Teachers, Coaches, Counselors- Beginning of Semester Instructional Coaches</p> <p>ICs, Teachers and Administration</p> <p>ICs, Teachers and Administration</p> <p>Teachers and Coaches- Monthly</p>	<p>1</p>	<p>2</p>	<p>3</p>	<p>4</p>	<p>6 hrs (summer) for 6 teachers at \$32.77</p> <p>Cost of coaches up to 4 periods</p> <p>Cost of multiple EWA’s &amp; substitutes</p> <p>See Goal 1, Part A</p> <p>See Goal 1, Part A</p>	<p>\$1,180</p> <p>\$74,709</p> <p>\$3,588</p>	<p>Title I</p> <p>Title I</p> <p>Title I</p>

<ul style="list-style-type: none"> <li>• Understanding and organizing subject matter for student learning</li> <li>• Planning instruction and designing learning experiences for all students based on data <ul style="list-style-type: none"> <li>○ Improve the CST performance by one quintile</li> <li>○ Increase grade 10 CAHSEE passage by 10%</li> <li>○ Decrease the number of F's by 10% for each course</li> <li>○ Improve the percentage of students earning proficient or advanced on the CSTs</li> <li>○ Teachers working in small groups will set goals related to improving student learning by using data to drive instruction and devise interventions. These goals will be reflected in teachers' professional development plans</li> <li>○ Review of PD plans will include discussion of collaborative PD and links to AVID strategies</li> </ul> </li> <li>• Assessing students for learning and using data to drive classroom instruction <ul style="list-style-type: none"> <li>○ Teachers use data from benchmark exams to assess student progress and modify instruction (see bullets above re teacher groups)</li> <li>○ Intervention teachers use data from FASTT Math, Fraction Nation, to address student needs (see bullets above re teacher groups)</li> </ul> </li> <li>• Developing as a professional leader <ul style="list-style-type: none"> <li>○ IC's will work together to develop skills as group facilitators</li> <li>○ Team/small group leaders will work with IC's to develop skills as group facilitators</li> </ul> </li> </ul>	<p>Teachers- daily</p> <p>IC's, teachers, admin, ongoing</p> <p>Teachers, IC's, admin, ongoing</p> <p>Teachers, IC's, admin, ongoing</p> <p>IC's, admin</p> <p>IC's, teacher team leaders</p>					<p>See Goal 1, Part A</p> <p>See Goal 1, Part A</p>		
<p><b>B. FIDELITY TO THE PROGRAM</b></p> <ul style="list-style-type: none"> <li>• Intervention teachers have access to the full FasTT Math and Fractions Nation system and supporting materials <ul style="list-style-type: none"> <li>○ Each intervention classroom has at least 4 stations</li> <li>○ Students will be at each station 15 minutes, 3-4 times per week for optimal success</li> <li>○ Stations will consist of pre-teach station, re-teach station, basic skills station and computer station</li> </ul> </li> <li>• Strategies from curriculum and professional development are evident</li> </ul>	<p>Administration- Daily</p> <p>Teachers, Students- Daily</p>					<p>See Goal 2, Part B</p>		

<p>in intervention classes (ex: 3 phase rotations or AVID based tutorial model as per AVUHSD Math Support Rubric)</p> <ul style="list-style-type: none"> <li>○ All intervention staff trained in the use of FastTMath and Fraction Nation &amp; Revolution Prep</li> <li>○ Goal is to have 4-5 tutors per support class</li> <li>○ Reduction of Support classes made where needed, appropriate &amp; feasible</li> </ul> <ul style="list-style-type: none"> <li>● Math support classes run to fidelity as per AVHSD Math Support Rubric</li> <li>● Professional Development at the site level supports fidelity <ul style="list-style-type: none"> <li>○ Small groups are formed to address student needs and goals in the department (see part A above)</li> </ul> </li> <li>● Classes with strong mathematic ties (ie science and electives) contribute to the cross-curricular effort of developing mathematic fluency and proficiency.</li> <li>● Site leadership team works together to ensure the full implementation of the site's developed FasTT Math Integration plan <ul style="list-style-type: none"> <li>○ Weekly meetings will be held with all coaches and assistant principal</li> <li>○ Weekly cadre meetings will be held involving a vice-principal, coach(es), counselor(s)</li> </ul> </li> </ul>	<p>Teachers, students</p> <p>Admin and Teachers- Daily ICs, Teachers, Administration, District</p> <p>Site and District Admin</p> <p>Site and District Admin, ICs, Dept leadership and Counselors</p>					<p>Cost of multiple licenses and program usage See Goal 1, Part A</p> <p>Cost of class size reduction</p> <p>No Budgeted expense</p>	<p>\$30,981</p> <p>\$136,000</p>	<p>Title I EIA/SCE Discretionary Title I EIA/SCE Discretionary</p>
<p><b>C. INSTRUCTIONAL SUPPORT</b></p> <ul style="list-style-type: none"> <li>● Students are made aware of their progress in math and math support classes on a monthly basis. <ul style="list-style-type: none"> <li>○ Access via Inform and PowerSchool</li> <li>○ On a quarterly basis, students who have D's or F's in core classes will be called to Guidance for an opportunity to speak with their counselor</li> <li>○ Use the pre and post academic vocabulary test, create power points for vocabulary review; use vocabulary charts and mapping to improve vocabulary strategies</li> <li>○ Through small group instruction, teachers will be able to monitor participation and responses (through FasTT Math and other software) and be able to address student needs as seen in progress through segments</li> </ul> </li> </ul>	<p>- Teachers- Monthly</p> <p>Teachers and students (2<sup>nd</sup> qtr benchmark)</p> <p>Teachers and students</p>				<p>No Budgeted expense</p> <p>No Budgeted expense</p>	<p>\$1,850</p>	<p>Title I</p>	

<ul style="list-style-type: none"> <li>○ Additional summer support for students</li> <li>• Parents/guardians are aware and support the placement and progress of their students. <ul style="list-style-type: none"> <li>○ Use 7<sup>th</sup> / 8<sup>th</sup> grade benchmark data, entrance exam data, and high school CST data to assist with decisions</li> <li>○ At Back to School Night, students and parents are offered access codes to PowerSchools.</li> <li>○ Parents will be provided basic instruction in PowerSchool functions for grades, individual class grade books, and parent contact with teachers.</li> <li>○ School website will have a link to PowerSchool use instructions.</li> </ul> </li> <li>• Parents are sent progress letters on a quarterly basis including reading growth <ul style="list-style-type: none"> <li>○ Intervention teachers will generate reports from FASTT Math for parent review and signature</li> </ul> </li> <li>• Classes with strong mathematic ties (ie science and STEM electives) receive data pertaining to student proficiency in mathematics classes</li> <li>• Site plan for recruitment and training of peer tutors is in place <ul style="list-style-type: none"> <li>○ Intervention teachers will generate reports from FASTT Math for parent review and signature</li> </ul> </li> <li>• All parties (Site Admin, Math Chair, Math instructional Coach, Counseling, Math Department) are well versed in the AVUHSD Math Support Rubric and work cohesively toward institutional implementation of activities and protocols as outlined in the rubric</li> <li>• Students are uploaded into the SAM system and rosters are maintained on a scheduled (weekly) basis. <ul style="list-style-type: none"> <li>○ Consistent person will ensure that all rosters of students using the FasTT Math system are entered into the SAM server and maintaining the rosters</li> </ul> </li> </ul>	<p>Teachers, Students, Administration Parents and Teachers –</p> <p>Parents and Teachers – Quarterly</p> <p>IC, admin, counselor</p> <p>IC’s, teachers, admin, ongoing</p> <p>Counseling, AP</p> <p>Data Tech</p>				<p>July 2010 Summer School No Budgeted expense</p> <p>Misc expenses for multiple presentations</p> <p>Goal 1, Part A</p> <p>Cost of 1 FTE</p>	<p>\$5,000</p> <p>\$28,761</p>	<p>Title I</p> <p>EIA/SCE Discretionary</p> <p>Title I</p>
<p><b>D. PROFESSIONAL DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>• Intervention classes are taught by trained teachers who teach with fidelity to the intervention programs as per the AVHSD Math</li> </ul>	<p>Site and district admin- quarterly</p>				<p>Part B above</p>		



<ul style="list-style-type: none"> <li>• Student successes are celebrated <ul style="list-style-type: none"> <li>○ Senior Awards Night, Departmental Awards</li> </ul> </li> <li>• Appropriate behavioral interventions are collaboratively designed, uniformly set in place and supported by all parties</li> </ul>								
<p><b>F. FUNDING</b></p> <ul style="list-style-type: none"> <li>• Funding is provided for the Math Intervention programs to run with fidelity.</li> <li>• Professional development is funded for teachers on a monthly basis</li> <li>• Sub pay for teachers needing to observe or attend training</li> </ul>	District Administration  District and site admin  District and site admin					Goal 2  Goal 1  Goal 1		

**SCHOOL GOAL #4: *English Learners will acquire full proficiency in English as rapidly and effectively (meet state standards) and reach high academic standards.***

**Expected School-wide Learning Results:**

- Leaders of the Pack
- Organized and responsible students
- Better communicators
- Oriented toward career success
- Self directed students

**Rationale for goal and link to WASC self-study findings:**

- Increase effective instruction through use of current structures, including classroom walk-throughs, collaborative time, assessment data, instructional coaches, and technology.
- Modify instruction to target challenged content areas identified through analysis of student performance on content clusters on CST, CAHSEE, benchmarks and local assessments.
- Collaboratively develop an effective school-wide intervention program. Explore utilization of existing structures and resources, such as TAG and peer mentoring.

**Student groups and grade levels to participate in this goal:**

- EL Students
- RFEP Students

**Anticipated evidence of annual performance growth and/or indicators for each group:**

- AMAO #1 (ELs making annual progress): 54.5%
- AMAO #2 ( progress in the percentage of students who become proficient in English as determined by CELDT): 33.9%
- AMAO #3 (Academic Targets in English and Math as determined by CAHSEE): [SEE AYP results]
- CST: increase percentage of ELs attaining proficient/advanced levels
- CAHSEE: Decrease the percentage of students who have not passed by the beginning of the twelfth grade.
- Graduation Rate: increase percentage rate
- Increase number of students with a grade point average of 3.0 or above.
- Increase number of students fulfilling the A-G course requirements (no grade lower than “C”)
- Students will show an increase of at least 10% on Academic Vocabulary

<p><b>Measurement tools used to evaluate progress towards this goal:</b></p> <ul style="list-style-type: none"> <li>• Benchmark assessments ELA, ELD, MATH</li> <li>• transcript review (progress/quarter/semester grades)</li> <li>• CAHSEE results (11<sup>th</sup> grade)</li> <li>• CELDT</li> </ul>	<p><b>Group data to be collected to measure academic gains:</b></p> <p>CAHSEE data  CST data  AVID data  Honors/AP data  Special Education information  Demographic information  EL information  Support/Benchmark data  General School information and test data  Data disaggregated by program, focus on EL students (all performance levels)</p>							
<p><b>Actions to be Taken to Reach this Goal (Actions that address 9 Essential Program Components-EPC)</b></p>	<p><b>Persons Involved/Timelines</b></p>	<p><b>Quarterly Review**</b></p>				<p><b>Proposed Expenditures</b></p>	<p><b>Estimated Cost</b></p>	<p><b>Funding Source</b></p>
<p><b>A. GOOD TEACHING</b></p> <ul style="list-style-type: none"> <li>• English Learners Program Site Instructional Coach will work with 5 teachers for one period each on different days for one quarter. This applies to each release period. <ul style="list-style-type: none"> <li>○ Site instructional coaches will provide list of EL students for all teachers, and offer support in order to facilitate classroom visits</li> <li>○ EL instructional coaches have 4 release periods, which will be used to support EL teachers and students</li> <li>○ EL Advisor to support students and staff, testing, etc.</li> </ul> </li> <li>• Differentiated instruction strategies (SDAIE) will be used by teachers working with students identified as EL on a daily basis. <ul style="list-style-type: none"> <li>○ SDAIE strategies training on the inservice days</li> <li>○ SDAIE strategies training available for all staff throughout the year</li> <li>○ CWT's gather evidence of SDAIE strategies in use</li> </ul> </li> <li>• Collaboration will take place amongst teachers at the site to discuss best practices and ways to enhance our program. <ul style="list-style-type: none"> <li>○ All teachers work with a small peer group on collaborative professional development rooted in problems of practice and focused on using data to identify and address student learning needs. These groups have goals that link directly</li> </ul> </li> </ul>	<p>Teachers  EL Program Site Advisor  EL Program Site Instructional Coach  Administration</p> <p>Instructional Coaches</p> <p>EL Program Site Advisor</p>	<p>1</p>	<p>2</p>	<p>3</p>	<p>4</p>	<p>Cost of coaches based upon population  Cost of Advisor based upon population</p> <p>Goal 1, Part A</p> <p>Goal 1, Part A</p>	<p>\$63,966</p> <p>\$27,711</p>	<p>Title I</p> <p>Title III</p>

<p>to SPSA goals, including AVID. Faculty and dept meetings will be dedicated to this PD activity</p> <ul style="list-style-type: none"> <li>○ CWT's, school wide and in departments, will gather data concerning implementation of AVID strategies in classrooms, and will be driven by the small group PD goals. CWT's will be conducted at least 3 times during the school year.</li> </ul>								
<p><b>B. FIDELITY TO THE PROGRAM</b></p> <ul style="list-style-type: none"> <li>• All classes will use the adopted curriculum and implemented according to the district's program. <ul style="list-style-type: none"> <li>○ ELD classes will fully implement READ 180</li> </ul> </li> <li>• Students who are identified as EL, who are newcomers or Long Term English Learners (LTEL), will be clustered with an EL authorized teacher(s).</li> <li>• All teachers working with EL will hold an EL authorization <ul style="list-style-type: none"> <li>○ LHS will run EL authorization prep sessions for teachers not yet authorized</li> <li>○ Teachers not yet certified will present a plan to receive certification</li> </ul> </li> <li>• School-wide effective annual/initial CELDT administration</li> <li>• Proper identification/placement of EL upon enrollment <ul style="list-style-type: none"> <li>○ EL coordinator and EL instructional coaches will identify and monitor EL students in gen ed classes on a regular basis</li> </ul> </li> <li>• All school newsletters, messages, communication will be in Spanish (does not apply to QHHS). <ul style="list-style-type: none"> <li>○ EL Coordinator will disseminate information in Spanish to parents on a regular basis</li> <li>○ Teleparent messages will be sent in Spanish as well</li> </ul> </li> <li>• Data review to guide program <ul style="list-style-type: none"> <li>○ Data analysis protocol and techniques will be reviewed with staff and implemented schoolwide (see PD model above)</li> <li>○ EL Coordinator and EL IC's will monitor student</li> </ul> </li> </ul>	<p>EL Program Site Advisor EL Program Site Instructional Coach Administration</p> <p>IC, EL Coordinator</p> <p>IC, EL Coordinator, translator, administration</p>					<p>Additional hours used for testing not to exceed 100 hrs @ \$32.77</p> <p>Additional hours not to exceed 50 @ \$32.77 for placement of students</p> <p>Not to exceed 50 hours for translation</p> <p>Goal 1, Part A</p>	<p>\$3,277</p> <p>\$1,639</p> <p>\$1,639</p>	<p>Title III</p> <p>Title III</p> <p>Title III</p>

<p>performance data throughout the year and offer support for students accordingly</p> <ul style="list-style-type: none"> <li>○ Teachers working in small groups will set goals related to improving student learning by using data to drive instruction and devise interventions. These goals will be reflected in teachers’ professional development plans</li> <li>○ Review of PD plans will include discussion of collaborative PD and links to AVID, SDAIE strategies</li> </ul>					<p>Cost of multiple EWA’s and substitutes</p>	<p>\$5,108</p>	<p>Title III</p>
<p><b>C. INSTRUCTIONAL SUPPORT</b></p> <ul style="list-style-type: none"> <li>● Bilingual Instructional Aides to assist in the core area classes (priority non-ELD classes), with a focus on students who are newcomers <ul style="list-style-type: none"> <li>○ ELD students are “grouped” in their non-ELD classes</li> <li>○ Aides will be trained with AVID strategies</li> </ul> </li> <li>● Differentiated instruction strategies (SDAIE) to be implemented on a daily basis so as to provide access to the subject area.</li> <li>● Supplemental materials (i.e., realia, bilingual materials) to be purchased so as to increase comprehensible input. <ul style="list-style-type: none"> <li>○ ELA focus on increasing cultural literacy, teaching books addressing other cultures (see part B, and see Goal 2)</li> <li>○ ELA dept is developing lit circles to review additional reading and materials that are more culturally diverse</li> <li>○ Use of vocabulary warm ups, word walls, word boxes and vocabulary charts</li> <li>○ Oral review or response, admit/exit slips, and pre and post tests will be used</li> </ul> </li> <li>● Intervention classes (Literacy Support, Math Support) <ul style="list-style-type: none"> <li>○ Students placed in support based on assessment and recommendation</li> </ul> </li> <li>● Offer tutoring before and/or after-school <ul style="list-style-type: none"> <li>○ Tutoring in all subject areas is available and will be supported by EL coordinator and IC’s</li> <li>○ SI model for students to “retrieve” credit before failing</li> </ul> </li> <li>● Bilingual Intermediate Clerk to provide assistance throughout the</li> </ul>	<p>EL Program Site Advisor Bilingual Instructional Aides Bilingual Intermediate Clerk EL Program Site Instructional Coach Administration</p> <p>Teachers and students</p> <p>Teachers and students ICs and Coordinator</p> <p>Teachers and students, ICs and Coordinator</p>				<p>No Budgeted expense</p> <p>No Budgeted expense Minimal hours of training as needed</p> <p>No Budgeted expense</p> <p>Supplemental materials as needed</p> <p>Cost of 80 hrs for 4 teachers</p> <p>Goal 2, Part E (tutoring/SI)</p>	<p>\$5,305</p> <p>\$7,000</p> <p>\$12,000</p>	<p>Title III</p> <p>Title III</p> <p>Title III</p>

year as needed.								
<p><b>D. PROFESSIONAL DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>• A mini-conference will be held at least once a year for parents/students/teachers.</li> <li>• English Learners Program Site Advisor and Instructional Coach will plan for collaboration between teachers (i.e., before or after-school, release period(s), weekend, etc.) <ul style="list-style-type: none"> <li>○ All teachers work with a small peer group on collaborative professional development rooted in problems of practice and focused on using data to identify and address student learning needs. These groups have goals that link directly to SPSA goals, including AVID and SDAIE strategies. Faculty and dept meetings will be dedicated to this PD activity</li> <li>○ CWT's, school wide and in departments, will gather data concerning implementation of AVID, SDAIE strategies in classrooms, and will be driven by the small group PD goals. CWT's will be conducted at least 3 times during the school year.</li> <li>○ Teachers working in small groups will set goals related to improving student learning by using data to drive instruction and devise interventions. These goals will be reflected in teachers' professional development plans</li> <li>○ Review of PD plans will include discussion of collaborative PD and links to AVID, SDAIE strategies</li> <li>○ Weekly meetings will be held with all coaches and principal</li> <li>○ Weekly cadre meetings will be held involving a vice-principal, coach(es), counselor(s)</li> </ul> </li> <li>• English Learners Program Site Advisor and Instructional Coach, will plan on attending the CDE's Accountability Institute for English Learners, Immigrant, and Migrant Students. <ul style="list-style-type: none"> <li>○ EL Coordinator and IC attend</li> </ul> </li> <li>• Participating staff and ELAC parents to attend the annual CUBE conference, and related conferences/workshops.</li> <li>• ELPSA, ELPSIC, BIC, BIA, ELD teachers to attend District Office</li> </ul>	<p>EL Program Site Advisor EL Program Site Instructional Coach Administration</p> <p>IC's, teachers, admin</p> <p>IC, Advisor</p> <p>IC, Advisor</p> <p>IC, Advisor, teachers</p>				<p>Cost of 10 teachers for 6 hrs and other expenses</p> <p>Goal 1, Part A</p> <p>2 people to attend Institute – TBD</p> <p>To attend conference – TBD</p> <p>To attend trainings - TBD</p>	<p>\$3,000</p> <p>\$7,000</p> <p>\$7,609</p> <p>\$7,000</p>	<p>Title III</p> <p>Title III</p> <p>Title III</p> <p>Title III</p>	

hosted meetings/trainings								
<b>E. STUDENT SPONSORSHIP/CONNECTIONS</b> <ul style="list-style-type: none"> <li>English Learners Program Site Advisor will meet each student identified as EL at least twice per year.</li> <li>English Learners Program Site Advisor will implement a student learning plan/log. <ul style="list-style-type: none"> <li>Part of work with EL core teachers in support of students</li> </ul> </li> <li>English Learners Program Site Advisor will participate with the implementation of the UCLA/EAOP activities (see timeline). <ul style="list-style-type: none"> <li>Implement AVID elective class targeting EL students</li> <li>EL students in classes along with AVID students</li> </ul> </li> <li>English Learners Program Site Advisor will reclassify eligible tenth grade students upon receipt of the CAHSEE results.</li> <li>English Learners Program Site Advisor will reclassify eleventh grade students by the end of April.</li> <li>English Learners Program Site Advisor to meet with students identified as Migrant as needed.</li> <li>DELAC/ELAC meetings to be held throughout the year</li> </ul>	EL Program Site Advisor EL Program Site Instructional Coach Administration EL Teachers					No Budgeted expense		
	EL Program Site Advisor EL Program Site Instructional Coach Administration EL Teachers					No Budgeted expense		
	EL Program Site Advisor EL Program Site Instructional Coach Administration EL Teachers					No Budgeted expense		
<b>F. FUNDING</b> Title 1 Title III EIA-SCE EIA-LEP	Site and District Admin							

**SCHOOL GOAL #5: *Special Education***

***Improve academic achievement of special education students by providing access to the core curriculum through the Least Restrictive Environment.***

**Expected School-wide Learning Results:**

- Leaders of the Pack
- Organized and responsible students
- Better communicators
- Oriented toward career success
- Self directed students

**Rationale for goal and link to WASC self-study findings:**

- Students success in all subgroups
- Increase effective instruction through use of current structures, including classroom walk-throughs, collaborative time, assessment data, instructional coaches, and technology.
- Modify instruction to target challenged content areas identified through analysis of student performance on content clusters on CST, CAHSEE, benchmarks and local assessments.
- Collaboratively develop an effective schoolwide intervention program. Explore utilization of existing structures and resources, such as TAG and peer mentoring.

**Student groups and grade levels to participate in this goal:**

- **RSP**
- **SDC**
- **ED/ESS students**
- **TMH/Pre-Vocational Students**
- **All grade level special education students**

**Anticipated evidence of annual performance growth and/or indicators for each group:**

- Special needs students will improve their grades in their core classes.
- Special needs students with reading support will increase their reading levels.
- Special needs students will demonstrate improvement in overall academic performance – especially reading and math – by:
  - Using AVID strategies on a regular basis
  - Show regular improvement on the quarterly benchmark exams in all subject areas
- 50% of SPED students will score a C or better on organizational, weekly binder checks

<p><b>Measurement tools used to evaluate progress towards this goal:</b></p> <ul style="list-style-type: none"> <li>• CST Scores</li> <li>• CAHSEE Scores</li> <li>• Benchmark Scores</li> <li>• 5 week progress grades</li> <li>• Quarter grades</li> <li>• Semester grades</li> <li>• CMA Scores</li> <li>• CAPA Scores</li> <li>• Inform software</li> </ul>	<p><b>Group data to be collected to measure academic gains:</b></p> <ul style="list-style-type: none"> <li>• AMAO #1 (Sped’s making annual progress): 54.5%</li> <li>• AMAO #2 ( progress in the percentage of students who become proficient in English as determined by CAHSEE):</li> <li>• AMAO #3 (Academic Targets in English and Math as determined by CAHSEE): [SEE AYP results]</li> <li>• CST: increase percentage of Sped students attaining proficient/advanced levels</li> <li>• CAHSEE: Decrease the percentage of students who have not passed by the beginning of the twelfth grade.</li> <li>• Graduation Rate: increase percentage rate</li> <li>• Increase number of students with a grade point average of 3.0 or above.</li> <li>• Increase number of students fulfilling the A-G course requirements (no grade lower than “C”)</li> </ul>
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<p><b>Actions to be Taken to Reach this Goal</b> (Actions that address 9 Essential Program Components-EPC)</p>	<p><b>Persons Involved/Timelines</b></p>	<p><b>Quarterly Review**</b></p>				<p><b>Proposed Expenditures</b></p>	<p><b>Estimated Cost</b></p>	<p><b>Funding Source</b></p>
		1	2	3	4			
<p><b>A. GOOD TEACHING</b></p> <ul style="list-style-type: none"> <li>• Core instruction will be provided by highly qualified teachers <ul style="list-style-type: none"> <li>○ Ensure teachers hold required credentials and are placed in the proper subject in order to be highly qualified.</li> <li>○ All SPED staff trained in AVID strategies (Cornell Notes, Inquiry, and Socratic Seminars) with support in classes from Instructional Coaches.</li> <li>○ Support RSP and SDC with data gathering via CWTs , benchmarks, CSTs, etc.</li> <li>○ SPED content Instructional Coaches selected to train teachers in strategies</li> </ul> </li> <li>• AVID Strategies will be infused into the instructional framework. <ul style="list-style-type: none"> <li>○ Send RSP teachers to AVID summer institute in July</li> <li>○ Continue training SDC teachers AVID strategies and tutorials</li> <li>○ Train RSP/SDC aides in AVID strategies and tutorials</li> <li>○ Have AVID tutors cycle through RSP Strategies for Success classes as well as SDC English and Math classes.</li> <li>○ CWTs conducted at least three times a year to focus on</li> </ul> </li> </ul>	<p>IC’s, admin, teachers, ongoing</p> <p>Instructional Coach</p> <p>Teachers, IC’s, admin, AVID tutors</p>					<p>Goal 1, Part A</p> <p>Cost of IC up to 6 periods</p> <p>Goal 1, Part B</p>	<p>\$74,245</p>	<p>Title I EIA/SCE Discretionary</p>

<p>implementation of AVID strategies.</p> <ul style="list-style-type: none"> <li>• Pacing Guides will be followed and regular quarterly/bi-quarterly assessments will be used to drive instruction and remediate inadequacies. <ul style="list-style-type: none"> <li>○ Encourage core SDC teachers to follow pacing guides and benchmarks, attend core department meetings, trainings, and benchmark analysis meetings</li> <li>○ RSP and inclusion teacher collaborations so SFS classes can be in line with student needs and general education curriculum (see part D below).</li> <li>○ Sped. Teachers participating in Gen. Ed. Core dept. meetings, trainings, benchmark analysis (see part D below)</li> <li>○ Instructional Coach will support teachers to implement timelines for pacing guides, benchmarks, etc.</li> </ul> </li> <li>• Instruction for EL/ SPED students will be at appropriate grade level with demonstrated student engagement. <ul style="list-style-type: none"> <li>○ EL teacher participates in SPED READ 180 training</li> <li>○ CWTs to focus on student engagement, use of AVID strategies, inquiry</li> <li>○ Department walk-throughs will give staff opportunities to improve instructional practices and review student learning.</li> <li>○ Special Education teachers are to attend general ed department meetings and training to collaborate on curriculum on a regular basis.</li> <li>○ Department lesson studies will allow staff to create power lessons to reteach low performance standards</li> </ul> </li> </ul>	<p>Teachers, IC's, dept chairs, admin, ongoing</p> <p>Teachers, IC's, EL Advisor, admin</p> <p>Teachers, ICs</p>					<p>Goal 1, Part A</p> <p>Goal 1, Part A</p> <p>Goal 1, Part A</p>		
<p><b>B. FIDELITY TO THE PROGRAM</b></p> <ul style="list-style-type: none"> <li>• Programs will be run in accordance with mandated recommendations from the District and Program leaders. <ul style="list-style-type: none"> <li>○ Continued collaboration among general Ed. Read 180 and Sped. Read 180 (see part D below).</li> <li>○ Read 180 training</li> <li>○ Instructional Coach will monitor the fidelity of the programs.</li> </ul> </li> <li>• Students will be placed into programs properly using District templates and Program mandates. <ul style="list-style-type: none"> <li>○ Importance placed on the effective grouping of RSP</li> </ul> </li> </ul>	<p>IC's, teachers, admin, ongoing</p> <p>AP, TSA, Counselor, IC</p>					<p>Goal 1, Part A</p> <p>Goal 2, Part A (additional hrs for summer for counselors)</p>		

<p>students into the appropriate general education English and Math classes.</p> <ul style="list-style-type: none"> <li>○ Read 180/English classes are blocked and pure with use of data for student placement in program</li> <li>○ AVID strategies/tutorials used in RSP skills classes as well as SDC classrooms</li> </ul>					to place students in intervention classes)		
<p><b>C. INSTRUCTIONAL SUPPORT</b></p> <ul style="list-style-type: none"> <li>• All levels of the schools clientele will work to ensure classes are safe and secure teaching and learning environments. <ul style="list-style-type: none"> <li>○ IC work with and model skills for SPED teachers and aides on AVID strategies, behavior and classroom management, Level Up, READ 180</li> <li>○ Math Dept hold trainings on math teaching strategies, thinking maps and fast math for SPED teachers to improve their instruction, rigor, and support in Skills classes.</li> </ul> </li> <li>• Students will have access to the core curriculum and a rigorous pedagogy. <ul style="list-style-type: none"> <li>○ The goal is to move students into the least restrictive environment program.</li> <li>○ Students will be given the resources in order to achieve academic success.</li> <li>○ Use of mid-quarter benchmarks to check for understanding of current standards. This will allow teachers to diagnose difficulties before the district benchmarks.</li> </ul> </li> <li>• Ongoing training on school site and district wide <ul style="list-style-type: none"> <li>○ See part D, bullets 1-4 above</li> <li>○ Weekly meetings will be held with all coaches and assistant principal</li> <li>○ Weekly cadre meetings will be held involving a vice-principal, coach(es), counselor(s)</li> </ul> </li> </ul>	<p>IC's, teachers, admin, ongoing</p> <p>Teachers, IC's, admin, ongoing, students TSA, Dept chair, IC's, administration, teachers</p>				<p>Behavior and classroom management materials</p> <p>No budgeted expense</p> <p>No budgeted expense</p>	\$7,141	Title I EIA/SCE Discretionary
<p><b>D. PROFESSIONAL DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>• Staff will partake in Professional Development programs that will improve efficacy in the core areas they teach. <ul style="list-style-type: none"> <li>○ All teachers work with a small peer group on collaborative professional development rooted in problems of practice and focused on using data to identify and address student learning needs. These groups have goals that link directly</li> </ul> </li> </ul>	<p>IC's, teachers, admin, ongoing</p>				Goal 1, Part A		

<p>to SPSA goals, including AVID, SDAIE, and SpEd. Faculty and dept meetings will be dedicated to this PD activity</p> <ul style="list-style-type: none"> <li>○ CWT's, school wide and in departments, will gather data concerning implementation of AVID strategies in classrooms, and will be driven by the small group PD goals. CWT's will be conducted at least 3 times during the school year.</li> <li>○ Teachers working in subject area groups will set goals related to improving student learning by using data to drive instruction and devise interventions. These goals will be reflected in teachers' professional development plans</li> <li>○ Review of PD plans will include discussion of collaborative PD and links to AVID strategies <ul style="list-style-type: none"> <li>▪ Fast Math training</li> <li>▪ Pictorial Math training</li> <li>▪ Working with AVID IC and SPED IC on effective classroom strategies</li> <li>▪ Use of data via CWTs, benchmarks, protocols, inform to determine areas for training/collaboration teams</li> </ul> </li> </ul> <ul style="list-style-type: none"> <li>● Staff will partake in training to access and utilize data to effect instruction and improve learning. <ul style="list-style-type: none"> <li>○ Inform training for teachers and aides</li> <li>○ Quarterly benchmark data meetings will analyze student data to improve the instruction and outcome</li> <li>○ Power Schools training specific to Special Education data needed for case management</li> <li>○ District Math and English support training attendance</li> </ul> </li> <li>● Teachers and Instr. Aides will become AVID trained. <ul style="list-style-type: none"> <li>○ See part A, bullet 2 above</li> <li>○ RSP staff collaborate with AVID IC to be sure tutorials in the Skills classes are running with fidelity</li> <li>○ Instructional Coach will administer staff training and professional development in the AVID model and monitor on a monthly basis to ensure the methods are being used appropriately.</li> </ul> </li> </ul>	<p>Teachers, ICs</p> <p>Teachers</p> <p>IC's, teachers, admin, ongoing</p> <p>IC's, teachers, admin, ongoing</p> <p>IC's, teachers, admin, aides, ongoing</p>					<p>Goal 3, Part A</p> <p>See Goal 1, Part B</p>	
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<ul style="list-style-type: none"> <li>All Sped Teachers collaborate within the core/sped department and implement similar techniques <ul style="list-style-type: none"> <li>Peer observations for effective teaching strategies</li> <li>SDC/ED core teachers attend Core department meetings</li> </ul> </li> <li>RSP/Inclusion teachers collaborate on curriculum, strategies for student needs, teaching techniques, etc</li> </ul>								
<p><b>E. STUDENT SPONSORSHIP/CONNECTIONS</b></p> <ul style="list-style-type: none"> <li>Staff will monitor Student academic growth as part of the Level Up program. <ul style="list-style-type: none"> <li>All SDC and RSP teachers will use the Level Up program to encourage student achievement in various areas (benchmarks, IEP goals, class grades, attendance, lexile scores, behavior)</li> </ul> </li> <li>AVID Tutors will work within Sped Department. <ul style="list-style-type: none"> <li>AVID tutors in Skills for Success classes and SDC classes</li> </ul> </li> <li>Incentives/Reward Certificates benchmarks, grades, etc, will be provided through the Level Up Program. <ul style="list-style-type: none"> <li>Quarter 2 &amp; 3 benchmarks will be analyzed to check on student improvement. Students who improve on these benchmarks will be rewarded with incentives</li> </ul> </li> <li>Students, Parents and staff will use Inform Data to provide support for students as they progress through the year. <ul style="list-style-type: none"> <li>At Back to School Night, students and parents are offered access codes to PowerSchools.</li> <li>Parents will be provided basic instruction in PowerSchool functions for grades, individual class gradebooks, and parent contact with teachers.</li> <li>School website will have a link to PowerSchool use instructions.</li> </ul> </li> <li>Tutoring through Level Up will be used to augment staff efforts.</li> </ul>	<p>IC's, teachers, admin, ongoing</p> <p>Teachers, IC's, AVID tutors, AVID coordinator</p> <p>Teachers, Administration, Students</p> <p>Teachers, parents, students, ongoing</p> <p>Teachers, ICs, TSA</p>					<p>Student rewards, substitutes for 2 student trips – 2 teachers @ \$130, 2 days; 2 buses, 2 days @ \$500;</p> <p>Goal 1, Part B</p> <p>Student rewards and incentives</p>	<p>\$1,000</p> <p>\$520</p> <p>\$1,000</p> <p>\$7,000</p>	<p>Title I</p> <p>Title I</p> <p>Title I</p> <p>Title I EIA/SCE Discretionary</p>
<p><b>F. FUNDING</b></p> <ul style="list-style-type: none"> <li>Focused on student success in the classroom and beyond</li> <li>Funding is prioritized based on instructional practice (teachers and staff) and academic support (students).</li> </ul>								

## ***ANALYSIS OF CURRENT EDUCATIONAL PRACTICE***

The following statements are adapted from No Child Left Behind (NCLB), Title I, Part A and the California Essential Program Components (EPC). These statements were used to discuss and develop findings that characterize the instructional program at **Littlerock High School**:

### **Standards, Assessment, and Accountability**

- Use of state and local assessments to modify instruction and improve student achievement (NCLB)
- Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

### **Staffing and Professional Development**

- Status of meeting requirements for highly qualified staff (NCLB)
- Principals' Assembly Bill (AB) 75 training on State Board of Education (SBE) adopted instructional materials (EPC)
- Sufficiency of credentialed teachers & teacher professional development (access to AB 466 training on SBE-adopted instructional materials) (EPC)
- Alignment of staff development to content standards, assessed student performance, and professional needs (NCLB)
- Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)
- Teacher collaboration by grade level (EPC)

### **Teaching and Learning**

- Alignment of curriculum, instruction, and materials to content and performance standards (NCLB)
- Adherence to recommended instructional minutes for reading/language arts and mathematics (EPC)
- Lesson pacing schedule (EPC)
- Availability of standards-based instructional materials appropriate to all student groups (NCLB)
- Use of SBE-adopted and standards-aligned instructional materials, including intervention materials (EPC)

### **Opportunity and Equal Educational Access**

- Services provided by the regular program that enable underperforming students to meet standards (NCLB)
- Research-based educational practices to raise student achievement at this school (NCLB)
- Opportunities for increased learning time (Title I SWP and PI requirement)
- Transition from preschool to kindergarten (Title I SWP)

### **Involvement**

- Resources available from family, school, district, and community to assist under-achieving students (NCLB)

- Strategies to increase parental involvement (Title I SWP)
- Involvement of parents, community representatives, classroom teachers, and other school personnel in the planning, implementation, and evaluation of consolidated application programs (5 CCR 3932)

**Funding**

- Services provided by categorical funds that enable underperforming students to meet standards (NCLB)
- Fiscal support (EPC)

## CATEGORICAL FUNDING ALLOCATED TO THIS SCHOOL

### Littlerock High School

Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. (The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. If the school receives funding, then the plan must include the proposed expenditures.)

State Programs	Allocation
<input type="checkbox"/> <u>California School Age Families Education</u> <u>Purpose: Assist expectant and parenting students succeed in school.</u>	\$
<input checked="" type="checkbox"/> Economic Impact Aid/ State Compensatory Education <u>Purpose: Help educationally disadvantaged students succeed in the regular program.</u>	\$ 504,963
Economic Impact Aid/ English Learner Program <u>Purpose: Develop fluency in English and academic proficiency of English learners</u>	\$
<input type="checkbox"/> High Priority Schools Grant Program <u>Purpose: Assist schools in meeting academic growth targets.</u>	\$
<input type="checkbox"/> Instructional Time and Staff Development Reform <u>Purpose: Train classroom personnel to improve student performance in core curriculum areas.</u>	\$
<input type="checkbox"/> Peer Assistance and Review <u>Purpose: Assist teachers through coaching and mentoring.</u>	\$
<input type="checkbox"/> Pupil Retention Block Grant <u>Purpose: Prevent students from dropping out of school.</u>	\$
<input type="checkbox"/> <u>School and Library Improvement Program Block Grant</u> <u>Purpose: Improve library and other school programs.</u>	\$
<input type="checkbox"/> <u>School Safety and Violence Prevention Act</u> <u>Purpose: Increase school safety.</u>	\$
<input type="checkbox"/> <u>Tobacco-Use Prevention Education</u> <u>Purpose: Eliminate tobacco use among students.</u>	\$

List and Describe Other State or Local funds (e.g., Gifted and Talented Education) GATE	\$
Lottery Restricted Portion	\$
Unrestricted	\$
Restricted Maintenance	\$
Art, Music, & PE Block Grant	\$
IMF (Textbooks)	\$
Total amount of state categorical funds allocated to this school	\$ 504,963

<b>Federal Programs under No Child Left Behind (NCLB)</b>		<b>Allocation</b>
<input type="checkbox"/>	Title I, Neglected <u>Purpose:</u> Supplement instruction for children abandoned, abused, or neglected who have been placed in an institution	\$
<input type="checkbox"/>	<u>Title I, Part D: Delinquent</u> <u>Purpose: Supplement instruction for delinquent youth</u>	\$
X	<u>Title I, Part A: Schoolwide Program</u> <u>Purpose: Upgrade the entire educational program of eligible schools in high poverty areas</u>	\$ 468,686
<input type="checkbox"/>	Title I, Part A: Targeted Assistance Program <u>Purpose:</u> Help educationally disadvantaged students in eligible schools achieve grade level proficiency	\$
<input type="checkbox"/>	Title I, Part A: Program Improvement <u>Purpose:</u> Assist Title I schools that have failed to meet NCLB adequate yearly progress (AYP) targets for one or more identified student groups	\$
	Title II, Part A: Teacher and Principal Training and Recruiting <u>Purpose:</u> Improve and increase the number of highly qualified teachers and principals	\$
	Title II, Part D: Enhancing Education Through Technology <u>Purpose:</u> Support professional development and the use of technology	\$
X	Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students <u>Purpose:</u> Supplement language instruction to help limited-English-proficient (LEP) students attain English proficiency and meet academic performance standards	\$ 88,288
	Title IV, Part A: Safe and Drug-Free Schools and Communities <u>Purpose:</u> Support learning environments that promote academic achievement	\$
<input type="checkbox"/>	Title V: Innovative Programs <u>Purpose:</u> Support educational improvement, library, media, and at-risk students	\$
<input type="checkbox"/>	Title VI, Part B: Rural Education Achievement <u>Purpose:</u> Provide flexibility in the use of NCLB funds to eligible LEAs	\$
<input type="checkbox"/>	Other Federal Funds (list and describe <sup>1</sup> )	\$
Total amount of federal funds allocated to this school		\$ 556,974
Total amount of state categorical funds allocated to this school		\$ 504,963
Total amount of state and federal categorical funds allocated to this school		\$ 1,061,937

<sup>1</sup> For example, special education funds used in a School-Based Coordinated Program to serve students not identified as individuals with exceptional needs.

## School Site Council Membership

*Education Code* Section 64001(g) requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the school site council is as follows:<sup>2</sup>

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Karen Parker	X				
Josh Evans		X			
Anna Maldonado		X			
Jeena Philip		X			
Robin Stump-Whetzel		X			
Ricardo DeLaPena			X		
Jeff Briggs				X	
Diane Shorter				X	
Patricia Ngom				X	
Cecelia Calderon					X
Caroline Magana					X
Brenda Torres					X
Alma Arvizu			X		
Numbers of members of each category	1	4	2	3	3

<sup>2</sup> At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

## Recommendations and Assurances

The school site council recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The school site council is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan (***Check those that apply***):

School Advisory Committee for State Compensatory Education Programs

English Learner Advisory Committee

Community Advisory Committee for Special Education Programs

Gifted and Talented Education Program Advisory Committee

Other

4. The school site council reviewed the content requirements for school plans of programs included in this *Single Plan for Student Achievement* and believes all such content requirements have been met, including those found in district governing board policies and in the LEA Plan.
5. This school plan is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This school plan was adopted by the school site council at a public meeting on: September 27, 2010.

Attested:

\_\_\_\_\_  
Signature of School Principal

September 27, 2010  
\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of SSC chairperson

September 27, 2010  
\_\_\_\_\_  
Date

# 2008-09 School Accountability Report Card (SARC)

*2009-2010 Report Not Yet Available*



# School Accountability Report Card Reported for School Year 2008-09 Published During 2009-10 **Executive Summary School Accountability Report Card, 2008-09**

## **Littlerock High School**

Address: 10833 East Avenue R , Littlerock CA 93543 Phone: 661-944-5209  
Principal: Greg Nehen Grade Span: 9 - 12

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of school accountability. The data presented in this report are reported for the 2008-09 school year, except the School Finances and School Completion data that are reported for the 2007-08 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

## **About This School**

The culturally and ethnically diverse Littlerock community is located in the high desert of Southern California, within the boundaries of Los Angeles County. Littlerock High School is part of the Antelope Valley Union High School District. The AVUHSD serves the communities of Lancaster, Palmdale, Quartz Hill, Littlerock, Pearblossom, and Lake Los Angeles. The District consists of eight comprehensive high schools and five continuation schools. Littlerock High School, established in 1989, places strong emphasis on high achievement for students and preparation for productive citizenship and is committed to providing strong instructional programs for all students to ensure excellence in education.

## **Student Enrollment**

<b>Group</b>	<b>Percent</b>
African American	10.17 %
American Indian or Alaska Native	0.65 %
Asian	0.71 %
Filipino	0.60 %
Hispanic or Latino	62.70 %
Pacific Islander	0.22 %
White (not Hispanic)	24.20 %
Multiple or No Response	0.76 %
Socioeconomically Disadvantaged	3.00 %
English Learners	29.00 %
Students with Disabilities	13.00 %
<b>Total Number of Students</b>	<b>1839</b>

## **Teachers**

<b>Indicator</b>	<b>Teachers</b>
Teachers with full credential	63
Teachers without full credential	15
Teachers Teaching Outside Subject Area of Competence	6
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	6

## **Student Performance**

<b>Subject</b>	<b>Students Proficient and Above on California Standards Tests</b>
English-Language Arts	30%
Mathematics	9%
Science	25%
History-Social Science	23%

## Academic Progress

Indicator	Result
2009 Growth API Score (from 2009 Growth API Report)	648
Statewide Rank (from 2008 Base API Report)	3
2009-10 Program Improvement Status (PI Year)	In PI

## School Facilities

### Summary of Most Recent Site Inspection

Facility Inspection Rating – Good. This was based on the inspection on 8-7-09 by Vince Young.

### Repairs Needed

Roof leak- ROTC, P3 dressing room  
 Holes in wall and ceiling- P4  
 Water damage- cafeteria

### Corrective Actions Taken or Planned

Roof leak repaired. Holes in wall protected, ceiling tiles replaced, water damage sealed, repainted ceiling.

## Curriculum and Instructional Materials

Core Curriculum Areas	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	0%
Health	0%
Visual and Performing Arts	0%
Science Laboratory Equipment (grades 9-12)	0%

## School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$ 4,546.30
District	\$ 4,266.54
State	\$5,512

## School Completion

Indicator	Result
Graduation Rate	78.5 %

## Postsecondary Preparation

Measures	Percent
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	80.73%
Graduates Who Completed All Courses Required for University of California or California State University Admission	22%

# 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. 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 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 schools contact information.

School		District	
School Name	Littlerock High	District Name	Antelope Valley Union High
Street	10833 East Avenue R	Phone Number	661-948-7655
City, State, Zip	Littlerock , CA 93543	Web Site	www.avdistrict.org
Phone Number	661-944-5209	Superintendent	David Vierra
Principal	Greg Nehen	E-mail Address	dvierra@avhsd.org
E-mail Address	gnehen@avhsd.org	CDS Code	19- 64246- 1995406

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

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

The Littlerock High School staff believes that through powerful teaching and varied instructional strategies, education becomes a lifelong learning process. This process empowers all students to meet challenging standards in personal, academic, vocational, social, technical, and communication areas. The Littlerock High School learning community advocates rigorous and relevant instruction in a secure environment that encourages students' development as responsible and capable individuals and productive members of society.

### Opportunities for Parental Involvement (School Year 2008-09)

Opportunities for Parental Involvement (School Year 2008-09)

Parents and community members are encouraged to become involved in the educational programs at Littlerock High School. Staff members and parents participate on various committees that make decisions regarding the priorities and directions of the educational plan to ensure instructional programs are consistent with student's needs and comply with AVUHSD's Strategic Plan Goals.

The primary decision-making body at the school through which parents are formally involved is the School Site Council, a partnership among faculty, administrators, support staff, students, and parents. The School Site Council meets regularly to address programs and components that make up the school, to discuss effectiveness of the various programs in relation to student achievement, and to act as a liaison between the community and the school.

Parents are encouraged to participate on one or more of the following committees or organizations:

- \* School Site Council
- \* Volunteering in or out of the classrooms
- \* English Learners Advisory Committee
- \* Back-To- School- Night
- \* 9th Grade Orientation
- \* Extra Curricular Events
- \* Boosters Clubs

For additional information about organized opportunities for parent involvement at Littlerock High School, please contact parent volunteer coordinator Dianne Shorter at (661) 944-5209 extension 380.

### 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	520
Grade 10	503
Grade 11	378
Grade 12	438
Ungraded Secondary	0
Total Enrollment	1839

### 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
African American	10.17 %
American Indian or Alaska Native	0.65 %
Asian	0.71 %
Filipino	0.60 %
Hispanic or Latino	62.70 %
Pacific Islander	0.22 %
White (not Hispanic)	24.20 %
Multiple or No Response	0.76 %
Socioeconomically Disadvantaged	3.00 %
English Learners	29.00 %
Students with Disabilities	13.00 %

### 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	29.9	6	33	21	31.2	6	18	39	30.9	7	19	31
Mathematics	30.8	3	42	11	30.6	5	16	33	31.1	3	26	28
Science	30.0	1	43	5	29.7	5	26	13	31.6		18	15
Social Science	32.3	3	10	27	34.4		8	30	34.1		7	29

## III. School Climate

### School Safety Plan (School Year 2008-09)

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

Ensuring the safe and secure operation of the school site is a constant priority for site administrators. Emphasis given to effective security operations includes a security staff of seven individuals under the direction of a Director of Security. The Los Angeles County Sheriffs department provides a full time deputy to every school site. In addition, a probation officer operates on the campus part time. The AVUHSD Board of Trustees has adopted strict disciplinary codes that govern the conduct, dress, and posturing of students. These disciplinary codes provide site administrators guidelines to operate safe schools. Board policies also provide guidelines concerning appropriate mannerisms and/or dress related gang affiliation/activity. The Safe School Plan includes several components that address personal and social responsibility, conflict resolution, cultural diversity and social skills, site maintenance, disaster preparedness, and school culture and climate. In addition, a series of drills were conducted during March through May of 2007.

## 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	16.8	15.8	18.1	29.2	25.8	24.8
Expulsions	1.6	1.7	1.3	1.6	1.5	1.3

## 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, and a description of any planned or recently completed facility improvements.

School facilities are sufficient to meet program needs and are designed within strict State standards for permanent high school construction. Restroom inspections are conducted regularly, facility repair requests are done electronically to expedite the process. School cleanliness and upkeep are of the highest priority and site inspections are conducted on a regular basis. Graffiti is recorded and suppressed immediately.

### 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	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	N/A	X			
<b>Interior:</b> Interior Surfaces	N/A	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	N/A	X			
<b>Electrical:</b> Electrical	N/A	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	N/A	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	N/A	X			
<b>Structural:</b> Structural Damage, Roofs	N/A	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	N/A	X			
<b>Overall Rating</b>	Good				N/A

## 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.

Teachers	School			District
	2006-07	2007-08	2008-09	2008-09
With Full Credential	62	60	63	930
Without Full Credential	24	20	15	108
Teaching Outside Subject Area of Competence	1	2	6	N/A

## 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	1	2	6
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.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	78.1	21.9
All Schools in District	88.5	11.5
High-Poverty Schools in District		
Low-Poverty Schools in District	89.2	10.8

## 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	5.0	367
Library Media Teacher (Librarian)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)	2.2	N/A
Other	2.2	

## 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.

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	All standards aligned textbooks are in excellent to useable condition and are current editions adopted by the district. Textbooks are reviewed for quality and relevance and replaced with more current editions when needed. Sufficient quantities have been obtained.	0%
Mathematics	All standards aligned textbooks are in excellent to useable condition and are current editions adopted by the district. Textbooks are reviewed for quality and relevance and replaced with more current editions when needed. Sufficient quantities have been obtained.	0%
Science	All standards aligned textbooks are in excellent to useable condition and are current editions adopted by the district. Textbooks are reviewed for quality and relevance and replaced with more current editions when needed. Sufficient quantities have been obtained.	0%
History-Social Science	All standards aligned textbooks are in excellent to useable condition and are current editions adopted by the district. Textbooks are reviewed for quality and relevance and replaced with more current editions when needed. Sufficient quantities have been obtained.	0%
Foreign Language	All standards aligned textbooks are in excellent to useable condition and are current editions adopted by the district. Textbooks are reviewed for quality and relevance and replaced with more current editions when needed. Sufficient quantities have been obtained.	0%
Health	All standards aligned textbooks are in excellent to useable condition and are current editions adopted by the district. Textbooks are reviewed for quality and relevance and replaced with more current editions when needed. Sufficient quantities have been obtained.	0%
Visual and Performing Arts	All classes supplied with the appropriate materials.	0%
Science Laboratory Equipment (grades 9-12)	All labs are fully equipped with the appropriate materials.	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 and teacher salaries can be found on the CDE [Certificated Salaries & Benefits](#) Web page.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$6,460.20	\$1,913.90	\$4,546.30	\$62,133
District	N/A	N/A	\$4,266.54	\$62,133
Percent Difference – School Site and District	N/A	N/A	6%	0%
State	N/A	N/A	\$5,512	\$68,332
Percent Difference – School Site and State	N/A	N/A	18%	9%

### Types of Services Funded (Fiscal Year 2008-09)

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

Categorical funds are an additional support provided to the schools with specific guidelines for their use. The bulk of categorical monies that LHS receives are through the Title I program. This additional money goes toward helping our students in the areas of Math and English. This money also provides additional counseling services, instructional aides, learning center technicians, and class sections. Other Federal and State funds used to support the instructional program include Title III, EIA/LEP, Title IV.

### 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.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$36,720	\$42,810
Mid-Range Teacher Salary	\$66,834	\$69,375
Highest Teacher Salary	\$92,023	\$89,104
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		\$120,314
Average Principal Salary (High)	\$121,486	\$126,901
Superintendent Salary	\$204,063	\$198,563
Percent of Budget for Teacher Salaries	38.40 %	37.30 %
Percent of Budget for Administrative Salaries	5.20 %	5.20 %

## 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, and science in grades two through eleven, and for 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 and mathematics for grades three through eight and science in grade five 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. Program information regarding the STAR Program can be found in the [Explaining 2008 STAR Program Summary Results to the Public guide](#). 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	26	29	30	33	33	35	43	46	50
Mathematics	6	6	9	11	11	13	40	43	46
Science	18	25	25	25	27	30	38	46	50
History-Social Science	18	25	23	23	25	31	33	36	41

*Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. 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 by Student Group (School Year 2008-09)

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	19	7	22	14
American Indian or Alaska Native	45	18	*	*
Asian	*	*	*	*
Filipino	*	*	*	*
Hispanic or Latino	27	8	19	20
Pacific Islander	*	*	*	*
White (not Hispanic)	42	14	42	34
Male	26	9	27	27
Female	34	10	23	19
Economically Disadvantaged	23	8	16	16
English Learners	13	5	9	11
Students with Disabilities	11	11	10	8
Students Receiving Migrant Education Services	20	6	18	12

*Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. 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

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. 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	31.2	41.3	37.3	41.8	48.0	45.0	48.6	52.9	52.0
Mathematics	35.2	36.0	38.0	38.7	41.8	41.1	49.9	51.3	53.3

*Note: Scores are not shown when the number of students tested is 10 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 by Performance Level for Student Groups – 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			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	62.7	22.3	15.0	62.0	28.9	9.1
Male	67.4	22.6	10.0	61.6	27.9	10.5
Female	57.6	21.9	20.5	62.6	29.9	7.6
African American	61.4	25.0	13.6	76.7	20.9	2.3
American Indian or Alaska Native	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Filipino	*	*	*	*	*	*
Hispanic or Latino	69.4	21.9	8.6	63.4	26.9	9.7
Pacific Islander	*	*	*	*	*	*
White (not Hispanic)	49.1	20.4	30.6	56.5	36.1	7.4
English Learners	72.9	22.1	5.0	68.3	25.6	6.0
Socioeconomically Disadvantaged	71.9	19.5	8.6	65.9	27.6	6.5
Students Receiving Migrant Education Services	88.2	11.8	0.0	70.6	29.4	0.0
Students with Disabilities	100.0	0.0	0.0	95.6	4.4	0.0

*Note: Scores are not shown when the number of students tested is 10 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 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 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 \(PFT\)](#) Web page. Note: Scores are not shown when the number of students tested is ten or less because the number of students in this category is too small for statistical accuracy or privacy protection. 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 Healthy Fitness Zones		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	14.5	21.4	26.8

## 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 on the CDE [Academic Performance Index \(API\)](#) Web page.

### 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 one to ten. A statewide rank of one means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of ten 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 one 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 ten means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2006	2007	2008
Statewide	3	2	3
Similar Schools	7	6	7

"N/A" means a number is not applicable or not available due to missing data.

"B" means this is either an LEA or an Alternative Schools Accountability Model (ASAM) school. Schools participating in the ASAM do not currently receive growth, target information, or statewide or similar schools rankings on this report in recognition of their markedly different educational missions and populations served. ASAM schools are covered under the Alternative Accountability system as required by Education Code Section 52052 and not the API accountability system. However, API information is needed to comply with the federal No Child Left Behind (NCLB) law. Growth, target and rank information are not applicable to LEAs.

"C" means this is a special education school. Statewide and similar schools ranks are not applicable to special education schools.

" \* " means this API is calculated for a small school or a small LEA, defined as having between 11 and 99 valid STAR Program test scores included in the API. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted. Similar schools ranks are not calculated for small schools.

## 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	-3	14	1	648
African American	-23	6	43	627
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	-3	26	-1	631
Pacific Islander				
White (not Hispanic)	-5	-4	-7	694
Socioeconomically Disadvantaged	2	14	-9	615
English Learners	1	23	-16	591
Students with Disabilities	-25	20	-19	419

"N/A" means a number is not applicable or not available due to missing data.

"\*\*" means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small either in 2008 or 2009. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

### 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 on the CDE [Adequate Yearly Progress \(AYP\) Web page](#).

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

"Yes" Met 2009 AYP Criteria

"No" Did not Meet 2009 AYP Criteria

## 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 on the CDE [Adequate Yearly Progress \(AYP\)](#) Web page.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	1998-1999	2004-2005
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	N/A	8
Percent of Schools Currently in Program Improvement	N/A	57.1

## 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 [General Admissions Information](#) Web page (Outside Source).

#### 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 [Undergraduate Admission & Requirements](#) Web page (Outside Source).

### Dropout Rate and Graduation Rate

This table displays the school's one-year dropout 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.

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)	1.6	4.6	4.6	2.3	4.4	6.4	3.5	4.4	3.9
Graduation Rate	90.6	78.8	78.5	88.6	82.1	81.9	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	312	4214	N/A
African American	22	761	N/A
American Indian or Alaska Native	0	17	N/A
Asian	2	80	N/A
Filipino	3	95	N/A
Hispanic or Latino	183	1930	N/A
Pacific Islander	2	17	N/A
White (not Hispanic)	100	1314	N/A
Socioeconomically Disadvantaged	188	1787	N/A
English Learners	114	975	N/A
Students with Disabilities	13	316	N/A

## Career Technical Education Programs (School Year 2008-09)

This section provides information about the degree to which pupils are prepared to enter the workforce, including a list of career technical education (CTE) programs offered at the school.

Littlerock High School offers numerous opportunities for our students to gain "real-life" experiences through Careers Technical Education programs. These programs include: Ag Mechanics, Army JROTC, Careers in Education, and Auto Tech. The Career Technical Education programs are designed to give students skills that they may apply to a profession immediately. These programs are highly successful and very popular among the LHS students.

## 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 the school's pupils participating in CTE	650
Percent of the school's pupils completing a CTE program and earning a high school diploma	80.73%
Percent of school's CTE courses sequenced or articulated between the school and institutions of postsecondary education	100%

## 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.

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	67.6
Graduates Who Completed All Courses Required for UC/CSU Admission	19.0

## 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.

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science		N/A
English	2	N/A
Fine and Performing Arts		N/A
Foreign Language	1	N/A
Mathematics		N/A
Science	1	N/A
Social Science	4	N/A
All courses	8	6.1

## 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.

Littlerock High School offers a comprehensive Professional Development plan through categorical funding. The continuing focus is on the teaching all students, school-wide strategies, grade-level proficiency, personalized learning and academic rigor. Our annual Teacher In-Service days provide teachers with researched-based instructional strategies and best practices. In addition, weekly time continues to be allocated for teachers to collaborate regarding lessons and instructional strategies for all students as well as assessment data analysis to modify instruction to ensure all students progress to master standard benchmarks.

In addition to site-based professional development, the District provides ongoing professional development for staff. Opportunities are ongoing and available online.