

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
Principal: Greg Nehen

Phone: 661-944-5209
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

Group	Percent
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 %
Total Number of Students	1839

Teachers

Indicator	Teachers
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

Subject	Students Proficient and Above on California Standards Tests
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 Counsel 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 an 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	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	N/A	X			
Interior: Interior Surfaces	N/A	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	N/A	X			
Electrical: Electrical	N/A	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	N/A	X			
Safety: Fire Safety, Hazardous Materials	N/A	X			
Structural: Structural Damage, Roofs	N/A	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	N/A	X			
Overall Rating	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 a 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.

Little Rock 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.