

School Accountability Report Card Reported for School Year 2006-07 Published During 2007-08

2006-07 Executive Summary School Accountability Report Card

Littlerock High School

Address: 10833 East Avenue R , Littlerock CA 93543

Phone: (661) 944-5209

Principal: Lisa Oates

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 2006-07 school year, except the School Finances and School Completion data that are reported for the 2005-06 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	Enrollment
Number of students	2053
African American	11.35 %
American Indian or Alaska Native	0.73 %
Asian	1.02 %
Filipino	0.54 %
Hispanic or Latino	58.35 %
Pacific Islander	0.19 %
White (not Hispanic)	27.67 %
Multiple or No Response	0.15 %
Socioeconomically Disadvantaged	58 %
English Learners	25 %
Students with Disabilities	15 %

Teachers

Indicator	Teachers
Teachers with full credential	62
Teachers without full credential	24
Teachers Teaching Outside Subject Area of Competence	1
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	1

School Facilities

Summary of Most Recent Site Inspection

Facility Inspection Rating – Good. This was based on the inspection on 8-29-07 by Anthony Vallo.

Repairs Needed

*Lights out
Fire extinguisher not mounted
Toilet valve leak
Faucet leak
TV unsecured
Electrical cover missing
Light cover missing
Ceiling tile missing
Permit expired
Light switches broken or loose
Old thermostat exposed*

Corrective Actions Taken or Planned

Lights replaced
Fire extinguisher mounted
Toilet valve replaced
Faucet repaired
TV secured
Electrical cover replaced
Light cover and ceiling tile replaced
Permit updated
Light switches replaced
Thermostat removed
All repairs rectified

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 %
Science Laboratory Equipment	0 %

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$ 4,403.18
District	\$ 5,878.13
State	\$4,943

Student Performance

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	26 %
Mathematics	6 %
Science	18 %
History-Social Science	18 %

Academic Progress

Indicator	Result
2007 API Growth Score (from 2007 API Growth Report)	633
Statewide Rank (from 2007 API Base Report)	3
2007-08 Program Improvement Status (PI Year)	In PI

School Completion

Indicator	Result
Graduation Rate	73 %

Postsecondary Preparation

Measures	Percent
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	91 %
Graduates Who Completed All Courses Required for University of California or California State University Admission	22 %

2006-07 School Accountability Report Card Reported (SARC)

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 at the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office. DataQuest, an online data tool at <http://www.cde.ca.gov/ta/ac/sa/ap1/http://data1.cde.ca.gov/dataquest>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

I. About This School

Contact Information

This section provides the schools contact information.

School		District	
School Name	Little Rock High	District Name	Antelope Valley Union High
Street	10833 East Avenue R	Phone Number	(661) 948-7655
City, State, Zip	Little Rock , CA 93543	Web Site	www.avdistrict.org
Phone Number	(661) 944-5209	Superintendent	David Vierra
Principal	Lisa Oates	SARC Contact	Ken Scott kscott@avhds.org
E-mail Address	loates@avhds.org	CDS Code	19-64246-1995406

School Description and Mission Statement

This section provides information about the school's goals and programs.

The Little Rock 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 Little Rock 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

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

Parents and community members are encouraged to become involved in the educational programs at Little Rock 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

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

Grade Level	Number of Students
Grade 9	536
Grade 10	591
Grade 11	485
Grade 12	441
Ungraded Secondary	0
Total Enrollment	2053

Student Enrollment by Group

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

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	11.35 %	White (not Hispanic)	27.67 %
American Indian or Alaska Native	0.73 %	Multiple or No Response	0.15 %
Asian	1.02 %	Socioeconomically Disadvantaged	58 %
Filipino	0.54 %	English Learners	25 %
Hispanic or Latino	58.35 %	Students with Disabilities	15 %
Pacific Islander	0.19 %		

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	2004-05				2005-06				2006-07			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	23-32	33+		1-20	23-32	33+		1-20	23-32	33+
English	31.0	7	29	43	32.0	6	19	45	29.9	6	33	21
Mathematics	32.7	3	9	43	32.5	2	17	33	30.8	3	42	11
Science	31.7	2	26	27	31.5	3	19	27	30.0	1	43	5
Social Science	34.7	1	9	42	34.2	2	10	35	32.3	3	10	27

II. School Climate

School Safety Plan

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 toward 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 2006.

School Discipline Practices

This section provides information about the school's efforts to create and maintain a positive learning environment, including the school's use of disciplinary strategies.

The administration and faculty at Littlerock High School are dedicated to providing the highest-level educational programs available within the Antelope Valley. These programs are evidenced in part by the following program identifications:

1. Every Tuesday, Wednesday and Thursday the school operates on a block schedule. Four classes meet per day for approximately eighty-one minutes, which allows for a variety of standards-based instructional strategies and activities.
2. Computer labs are available to classes so teachers may incorporate hands on technology and utilize active approaches to learning. Students acquire information skills they need to become lifelong learners and develop a passion of exploration and discovery.
3. Three days a week, students spend allocated time in block classes to focus on reading.
4. Every Monday students spend time in their Teacher Advisory Group. The TAG is designed to provide 1) An information delivery system; 2) Facilitate test administration and; 3) Develop a sense of community among students and teachers.
5. All LHS students must meet career competencies. Students are introduced to a career inventory program called Carrer Cruising. Career skills are taught throughout the curriculum. Also, there are three career pathways focusing in the areas of visual and performing arts, consumer family science and agriculture. Students in these strands receive real world experiences in the world of business. The Senior Project is the culminating graduation project that reflects the students' journey of self and career exploration.
6. GATE classes provide students with enrichment opportunities in the areas of Visual Arts and Criminology.
7. The AVID (Advancement Via Individual Determination) Program is in its eighth year of implementation. AVID elective courses at all grade levels are designed to prepare, in an academic context, students for entrance into four year colleges, with emphasis on analytical writing, preparation for college entrance exams (PSAT, SAT, ACT), college study skills and test taking, note taking, and research. The course features college-student tutors who support student learning primarily in small groups.
8. Various Advanced Placement courses are offered at Littlerock High School. These classes are taught with an emphasis on preparation for the AP test.

Administrators follow board policy when determining consequences for students in disciplinary matters. A progressive discipline process is used with students, and administrators use each situation as a learning opportunity for the student.

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		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Suspensions	17.3	23.2	16.8	19.5	28.2	29.2
Expulsions	0.9	1.6	1.6	1.2	1.3	1.6

III. School Facilities

School Facility Conditions and Improvements

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

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

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates (interior and exterior)	X			
Interior Surfaces (walls, floors, and ceilings)	X			
Hazardous Materials (interior and exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (interior and exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (inside and outside)	X			
Restrooms	X			
Sewer	X			
Playground/School Grounds	X			
Roofs	X			
Overall Cleanliness	X			

Overall Summary of School Facility Good Repair Status

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

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary		X		

IV. 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 at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>

Teachers	School			District
	2004-05	2005-06	2006-07	2006-07
With Full Credential	81	70	62	781
Without Full Credential	21	22	24	247
Teaching Outside Subject Area of Competence	0	0	1	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	2005-06	2006-07	2007-08
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	1
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	79.0	21.0
All Schools in District	81.9	18.1
High-Poverty Schools in District	79.7	20.3
Low-Poverty Schools in District		

Substitute Teacher Availability

This section provides information about the availability of qualified substitute teachers and the impact of any difficulties in this area on the school's instructional program.

There continues to be a shortage of qualified substitutes to meet the needs of the school on a daily basis. Period substitutes are frequently used to cover vacant assignments since the district is not always able to provide the needed substitute teachers. To address this problem, the district has assigned a number of roving substitutes to remain at each site. Also, the Board has approved a daily rate increase for the substitutes who accept assignments at some of the districts' most impacted sites.

Teacher Evaluation Process

This section provides information about the procedures and the criteria used for teacher evaluations.

All probationary teachers (employees of the district during their first and second years of service) receive formal evaluations twice a year and permanent teachers receive one every other year. 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 and establishment of a proper learning environment.

V. Support Staff

Academic Counselors and Other Support Staff

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	410
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (paraprofessional)		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	1.9	N/A

VI. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials

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	<p>Littlerock High School is in compliance in all areas for Reading/Language Arts related to Text Book availability, adoption and Instructional Materials. Instructional materials and textbooks used in the district are current and of high quality. Before textbooks are purchased, they are thoroughly evaluated by teachers, administrators, and curriculum facilitators, and made available for review by the community and the Board of Trustees. Textbooks and instructional materials are replaced as needed to ensure that students are using current instructional materials. The effective use of instructional technology is also emphasized, with computer assisted instruction in academic, business, and technological programs.</p>	0 %
Mathematics	<p>Littlerock High School is in compliance in all areas for Mathematics related to Text Book availability, adoption and Instructional Materials. Instructional materials and textbooks used in the district are current and of high quality. Before textbooks are purchased, they are thoroughly evaluated by teachers, administrators, and curriculum facilitators, and made available for review by the community and the Board of Trustees. Textbooks and instructional materials are replaced as needed to ensure that students are using current instructional materials. The effective use of instructional technology is also emphasized, with computer assisted instruction in academic, business, and technological programs.</p>	0 %
Science	<p>Littlerock High School is in compliance in all areas for Science related to Text Book availability, adoption and Instructional Materials. Instructional materials and textbooks used in the district are current and of high quality. Before textbooks are purchased, they are thoroughly evaluated by teachers, administrators, and curriculum facilitators, and made available for review by the community and the Board of Trustees. Textbooks and instructional materials are replaced as needed to ensure that students are using current instructional materials. The effective use of instructional technology is also emphasized, with computer assisted instruction in academic, business, and technological programs.</p>	0 %
History-Social Science	<p>Littlerock High School is in compliance in all areas for History-Social Science related to Text Book availability, adoption and Instructional</p>	0 %

	Materials. Instructional materials and textbooks used in the district are current and of high quality. Before textbooks are purchased, they are thoroughly evaluated by teachers, administrators, and curriculum facilitators, and made available for review by the community and the Board of Trustees. Textbooks and instructional materials are replaced as needed to ensure that students are using current instructional materials. The effective use of instructional technology is also emphasized, with computer assisted instruction in academic, business, and technological programs.	
Foreign Language	Littlerock High School is in compliance in all areas for Foreign Language related to Text Book availability, adoption and Instructional Materials. Instructional materials and textbooks used in the district are current and of high quality. Before textbooks are purchased, they are thoroughly evaluated by teachers, administrators, and curriculum facilitators, and made available for review by the community and the Board of Trustees. Textbooks and instructional materials are replaced as needed to ensure that students are using current instructional materials. The effective use of instructional technology is also emphasized, with computer assisted instruction in academic, business, and technological programs.	0 %
Health	Littlerock High School is in compliance in all areas for Health related to Text Book availability, adoption and Instructional Materials. Instructional materials and textbooks used in the district are current and of high quality. Before textbooks are purchased, they are thoroughly evaluated by teachers, administrators, and curriculum facilitators, and made available for review by the community and the Board of Trustees. Textbooks and instructional materials are replaced as needed to ensure that students are using current instructional materials. The effective use of instructional technology is also emphasized, with computer assisted instruction in academic, business, and technological programs.	0 %
Science Laboratory Equipment (grades 9-12)	Littlerock High School is in compliance in all areas for Reading/Language Arts for Science Laboratory Equipment (grades 9-12)	0 %

VII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2005-06)

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 and teacher salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	6,626.47	2,223.30	\$4,403.18	\$56283
District	N/A	N/A	\$5,878.13	\$56283
Percent Difference – School Site and District	N/A	N/A	25 %	0
State	N/A	N/A	\$4943	\$62833
Percent Difference – School Site and State	N/A	N/A	11 %	10 %

Types of Services Funded

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 IV, GATE, Eisenhower, and SAIT funds.

Teacher and Administrative Salaries (Fiscal Year 2005-06)

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

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$33952	\$39456
Mid-Range Teacher Salary	\$61797	\$66091
Highest Teacher Salary	\$82610	\$82529
Average Principal Salary (Elementary)	\$	\$
Average Principal Salary (Middle)	\$	\$104975
Average Principal Salary (High)	\$110380	\$116464
Superintendent Salary	\$163298	\$171138
Percent of Budget for Teacher Salaries	37.89 %	37.39 %
Percent of Budget for Administrative Salaries	5.299 %	5.16 %

VIII. Student Performance

California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 9, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov/>. 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.

CST 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		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
English-Language Arts	27	29	26	32	31	33	40	42	43
Mathematics	7	8	6	10	10	11	38	40	40
Science	18	18	18	22	24	25	27	35	38
History-Social Science	20	19	18	25	24	23	32	33	33

CST Results by Student Group – Most Recent Year

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

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	22	4	26	14
American Indian or Alaska Native	*	*	*	*
Asian	38	13	*	17
Filipino	*	*	*	*
Hispanic or Latino	21	5	13	14
Pacific Islander	*	*	*	*
White (not Hispanic)	40	10	27	29
Male	24	8	20	22
Female	29	5	16	14
Economically Disadvantaged	21	6	14	15
English Learners	7	3	4	5
Students with Disabilities	3	1	5	4
Students Receiving Migrant Education Services	20	2	10	18

California High School Exit Exam (CAHSEE) Results

The California High School Exit Exam is primarily used as a graduation requirement in California, but the results of this exam are also used to determine Adequate Yearly Progress (AYP) for high schools, as required by the federal No Child Left Behind (NCLB) law. The CAHSEE has an English language-arts section and a math section and, for purposes of calculating AYP, three performance levels were set: Advanced, Proficient, and Not Proficient. Note: To protect student privacy, scores are not shown when the number of students is 10 or less. The score a student must achieve to be considered Proficient is different than the passing score for the graduation requirement.

CAHSEE Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level.

Subject	2004-05			2005-06			2006-07		
	School	District	State	School	District	State	School	District	State
English	37.1	44.3	49	34.2	44.5	51.1	31.2	41.8	48.6
Mathematics	28.4	34.3	45.2	26	34.4	46.8	35.2	38.7	49.9

CAHSEE Results by Student Group – Most Recent Year

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

Group	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	68.7	16.6	14.6	64.8	25.4	9.8
Male	71.6	14.8	13.7	63.6	27.5	8.9
Female	65.6	18.7	15.8	66.1	23.1	10.7
African American	72.5	10	17.5	65	22.5	12.5
American Indian or Alaska Native						
Asian	50	0	50	50	50	0
Filipino	33.3	66.7	0	66.7	33.3	0
Hispanic or Latino	76	14	10	72.2	21.9	5.9
Pacific Islander						
White (not Hispanic)	52.5	23.4	24.1	48.2	33.3	18.4
English Learners	80.3	12.5	7.2	75.8	19.8	4.3
Socioeconomically Disadvantaged	76.5	14.3	9.2	68.8	23.7	7.5
Students Receiving Migrant Education Services						
Students with Disabilities	96.6	3.4	0	98.2	1.8	0

California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. 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.

Grade Level	Percent of Students Meeting Fitness Standards
9	11.9

IX. Accountability

Academic Performance Index

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

API Ranks – Three-Year Comparison

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

API Rank	2003-04	2004-05	2005-06
Statewide	3	3	3
Similar Schools	7	7	7

API Changes 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			API Score
	2004-05	2005-06	2006-07	2007
All Students at the School	-6	12	-3	633
African American	14	43	-23	578
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	-13	0	-3	605
Pacific Islander				
White (not Hispanic)	-6	28	-5	705
Socioeconomically Disadvantaged	3	3	2	610
English Learners	N/A	5	1	584
Students with Disabilities	N/A	48	-25	418

State Award and Intervention Programs

This section will contain information about the school's participation in various state intervention and award programs only to the extent these programs were funded for the period addressed by this report.

UCLA/SMP has been chosen to be the SAIT provider for Littlerock High School. UCLA/SMP and the Littlerock High School faculty are working hand-in-hand to design professional development focused on improving student achievement in all areas.

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 English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

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

AYP Overall and by Criteria

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

AYP Criteria	School	District
Overall	No	No
Participation Rate - English-Language Arts	Yes	No
Participation Rate - Mathematics	No	Yes
Percent Proficient - English-Language Arts	No	No
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	Yes	Yes

Federal Intervention Program

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 (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

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	7
Percent of Schools Currently in Program Improvement	N/A	50.0

X. School Completion and Postsecondary Preparation

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period for which data is 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 at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Indicator	School			District			State		
	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06
Dropout Rate (1-year)	1.1	0.9	1.6	2.3	1.8	2.3	3.2	3.1	3.5
Graduation Rate	93.7	93.1	90.6	89.3	89.6	88.6	85.3	85.0	83.0

Completion of High School Graduation Requirements

Students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2006-07 school year in the 12th grade, as evidenced by that school year's October CBEDS enrollment, this table displays by student group the percent who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/hs/>. Note: "N/A" means that the student group is not numerically significant.

Group	Graduating Class of 2007		
	School	District	State
All Students	286	3742	N/A
African American	40	644	N/A
American Indian or Alaska Native	1	29	N/A
Asian	2	95	N/A
Filipino	5	83	N/A
Hispanic or Latino	149	1435	N/A
Pacific Islander	0	11	N/A
White (not Hispanic)	89	1443	N/A
Socioeconomically Disadvantaged	196	1089	N/A
English Learners	89	372	N/A
Students with Disabilities	42	334	N/A

Career Technical Education Programs

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.

Little Rock High School offers numerous opportunities for our students to gain "real-life" experiences through Careers Technical Education programs. These programs include: Foods, Ag Mechanics, Army JROTC, Child Care, 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

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

Measure	CTE Program Participation
Number of pupils	1106
Percent of pupils completing a CTE program and earning a high school diploma	91%
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	29 courses

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

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

Indicator	Percent
Students Enrolled in Courses Required for UC/CSU Admission	61.5
Graduates Who Completed All Courses Required for UC/CSU Admission	15.9

Advanced Placement Courses

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

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	1	N/A
Science	1	N/A
Social Science	4	N/A
All courses	9	4.6

College Admission Test Preparation Course Program

This section provides information about the school's college admission test preparation course program.

Students participate in an SAT Preparation Program which offers 24 hours of intense tutoring prior to their taking the SAT exam in either January or May of the school year. The goal of the course is to prepare students for the SAT exam in preparation for going to college. The AVID Program also provides students with intensive test preparation for college.

SAT Reasoning Test

This table displays the percent of the school's 12th grade students who voluntarily take the SAT Reasoning Test for college entrance, and the average verbal, math, and writing scores of those students. Detailed information regarding SAT results, and comparisons of these average scores to the district and state levels, can be found at the CDE Web site at <http://www.cde.ca.gov/ds/sp/ai/>. 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.

Indicator	2005	2006	2007
Percent of Grade 12 Students Taking the Test	19.8	21.1	18.59
Average Verbal Score	445	449	451
Average Math Score	450	425	440
Average Writing Score	N/A	444	447

XI. Instructional Planning and Scheduling

School Instruction and Leadership

This section provides information about the structure of the school's instructional program and the experience of the school's leadership team.

The administration and faculty at Littlerock High School are dedicated to providing the highest-level educational programs available within the Antelope Valley. Currently, three of the six site administrators have completed AB 75 training. The administrative team continually refines its practice by attending monthly Administrative Series workshops sponsored by the AVUHSD and conducted by the UCLA School Management Program. Administration and faculty frequently attend trainings and workshops in order to improve instruction and student learning. Such activities include: On Common Ground – Rick DuFour; ACSA Principal's Institute; UCLA-SMP Advisories training; AP Summer institutes; CABE; LACOE-AVID Workshops; AVID Conference.

Professional Development

This section provides information about the program for training the school's teachers and other professional staff.

All staff development is conducted outside the regular school day and paid through SB 1193 or Title 1 funding. Each site determines its specific needs for staff development, meeting dates, and times. In addition, it is recommended all teachers complete a minimum of 30 professional development hours in order to renew their credential within the five year renewal period.

Instructional Minutes

This table displays a comparison of the number of instructional minutes offered at the school to the state requirement for each grade level.

Grade Level	Instructional Minutes	
	Offered	State Requirement
9	65,106	64,800
10	65,106	64,800
11	65,106	64,800
12	64,106	64,800

Continuation School Instructional Days

This table displays a comparison of the number of instructional days offered at the continuation school to the state requirement for each grade level.

Grade Level	Instructional Days With At Least 180 Instructional Minutes	
	Offered	State Requirement
9	180 days	180 days
10	180 days	180 days
11	180 days	180 days
12	180 days	180 days

Minimum Days in School Year

The section provides information about the total number of days in the most recent school year that students attended school on a shortened day schedule and the reasons for the shortened day schedule.

Little Rock High School had ten shortened or minimum days in the 2006-07 school year. One of these days was for back-to-school night, the others were for testing. The testing days included six days for semester finals, as well as three days for STAR testing.