

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	Wilson High	District Name	Long Beach Unified
Street	4400 East 10th St.	Phone Number	562-997-8000
City, State, Zip	Long Beach , CA 90804-4310	Web Site	www.lbschools.net
Phone Number	562-433-0481	Superintendent	Christopher Steinhauer
Principal	Sandy Blazer	E-mail Address	cstein@lbschools.net
E-mail Address	sblazer@lbschools.net	CDS Code	19- 64725- 1939875

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

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

Woodrow Wilson Classical High School, a culturally diverse college preparatory magnet high school, offers a traditional, rigorous academic program for all students. In addition to a strong academic program, the Classical High School provides all of the co-curricular activities associated with the high school experience. Students can take an academically challenging program and also have opportunities to participate in a rich array of athletics, music, dance, visual arts, drama, and journalism.

Wilson's mission is to personalize education to produce confident students, well rounded in core subjects and the arts, well prepared for higher education and motivated to become responsible citizens. Wilson offers many of the advantages of a private, preparatory school education, in a safe, attractive, urban public high school setting.

Wilson's academic program is designed to meet and exceed the admission requirements of both the California State University system and the University of California system. Students who earn the prestigious Classical Diploma demonstrate to colleges and universities their commitment to high performance.

Students are required to take four years of English, math, science, and foreign language; three years of social science; two years of fine arts and/or performing arts; two years of physical education; one year of computer technology and one semester of health education. In addition to required courses, students take 35 credits of electives to pursue their own unique talents and interests. Each student must take a full load of seven courses per semester. A total of 280 credits is required to receive the Classical Diploma, 60 units beyond the 220 required for graduation at other high schools.

Wilson not only has higher academic standards but higher standards in conduct, dress, and attendance. All Classical High School students must wear khaki and white or cardinal uniforms. Students and parents sign an agreement committing them to the Code of Excellence. Classical High School students are expected to maintain at least a 2.0 gpa. A strong conviction exists among students, staff, and parents that Wilson's Classical High School is a model of excellence. The state recognized Wilson's excellence in the spring of 2005 when it designated Wilson a California Distinguished School.

Opportunities for Parental Involvement (School Year 2008-09)

Opportunities for Parental Involvement (School Year 2008-09)

Wilson is fortunate to have the help of community organizations and parents who provide leadership through the PTA, Booster Club, African American Parent Group, Latino Parent Organization, ELL Parent Support Group, Distinguished Scholars Parent Support Group, and School Site Council. Wilson also has close ties with CSULB and LBCC.

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
Kindergarten	0
Grade 1	0
Grade 2	0
Grade 3	0
Grade 4	0
Grade 5	0
Grade 6	0
Grade 7	0
Grade 8	0
Ungraded Elementary	0
Grade 9	1155
Grade 10	1136
Grade 11	1083
Grade 12	953
Ungraded Secondary	16
Total Enrollment	4343

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	13.15 %
American Indian or Alaska Native	0.48 %
Asian	9.99 %
Filipino	2.21 %
Hispanic or Latino	41.35 %
Pacific Islander	0.60 %
White (not Hispanic)	30.67 %
Multiple or No Response	1.54 %
Socioeconomically Disadvantaged	46.00 %
English Learners	12.00 %
Students with Disabilities	7.00 %

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	28.2	17	132	25	27.0	29	135	9	28.0	17	133	18
Mathematics	30.1	9	90	45	28.8	12	105	35	30.4	5	92	39
Science	31.1	4	71	57	30.0	7	99	38	31.2	4	74	56
Social Science	31.0	4	64	48	29.4	13	71	39	31.5	3	61	48

III. School Climate

School Safety Plan (School Year 2008-09)

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

Wilson's School Safety Plan continues to be updated to provide the students, faculty and staff with a safe learning environment.

- Site and Community resources are used to provide a host of safety programs.
- Knowledgeable staff, high expectations and strong parental support.
- A full-time LBPD officer on campus.
- Our grounds and maintenance staff provide one of the most attractive and well-maintained facilities in Long Beach.

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	1.0	0.9	1.2	0.7	1.6	1.3
Expulsions	0.1	0.0	0.1	0.0	0.0	0.0

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.

Wilson's attractive campus setting has encouraged numerous visitors to remark that it looks more like a small college campus than a high school. The interiors of the beautiful Spanish red-tiled buildings and the Quad have been completely renovated in the last five years.

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. An emergency work order process or routine repair request (3 R Ticket) is used to ensure efficient service and that emergency repairs are given the highest priority.

School safety is conducive to learning and continues to be a primary focus at Wilson. The entire staff assumes responsibility for maintaining a safe campus. Emergency plans are in place. Wilson has its own plan as well as the District Emergency Preparedness Plan to deal with earthquakes, fire, or other disasters.

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.

Item Inspected 100 Rooms Inspected Wilson Fall 2009	Repair Status
Systems: Gas Leaks, Mechanical/HVAC, Sewer	14 heating radiators needed paint 1 heater was not secure
Interior: Interior Surfaces	23 rooms had problems with ceiling tiles 2 rooms had blinds not working 1 room had cracks in walls 7 rooms had outlet plug broken/missing 2 rooms had vinyl molding missing
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	2 rooms had evidence of insects 1 room had dirty doors
Electrical: Electrical	5 rooms had light(s) burned out 1 room had a lack of power
Restrooms/Fountains: Restrooms, Sinks/ Fountains	7 drinking fountains/sinks had low water pressure 2 lockers were broken 1 urinal was broken 1 soap dispenser was broken
Safety: Fire Safety, Hazardous Materials	1 room A/C unit window had no cover 21 rooms had items stored on high cabinets 5 rooms had pipe insulation exposed 2 rooms had projects hanging from lights 1 room had eyewash station cover missing 4 rooms had non-district cleaners/plug in air-fresheners
Structural: Structural Damage, Roofs	All rooms were reported in good condition
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	38 rooms had problems with windows 16 rooms had paint peeling 4 rooms had problems with doors 1 rusted railing
Overall Rating	12 rooms were reported in good condition without any reported problems.

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	169	178	169	3977
Without Full Credential	14	11	4	99
Teaching Outside Subject Area of Competence	19	0	0	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	0	0	0
Vacant Teacher Positions	0	0	1

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	93.6	6.4
All Schools in District	92.1	7.9
High-Poverty Schools in District	87.7	12.3
Low-Poverty Schools in District	96.0	4.0

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	13.0	334
Library Media Teacher (Librarian)	1.0	N/A
Psychologist		N/A
Social Worker		N/A
Nurse	1.0	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)		N/A
Other	1.6	

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2009-10)

CERTIFICATION OF STANDARDS-ALIGNED TEXTBOOKS AND INSTRUCTIONAL MATERIALS

The local governing board of the Long Beach Unified School District hereby certifies That each pupil in the district, in kindergarten through grade 12, has been provided with a standards-aligned textbook or instructional materials in the following areas:

- Science
- English-Language Arts, including ELD
- Mathematics
- History-Social Science
- Foreign Language (grades 6-12)
- Health Education (grades 7 & 9)

For students in K-8, the textbooks and/or instructional materials were purchased from an approved standards-aligned state adoption list as required by *California Code of Regulations, Title 5, Section 9531*. For students in grades 9-12, the textbooks and/or instructional materials were adopted by the local governing board following district review of the materials and their alignment with state content standards as required by *California Code of Regulations, Title 5, Section 9531*.

Certification was approved by the local governing board at a public meeting held on November 17, 2009.

Core Instructional Materials for Grades 9 – 12

English Language Arts

- A Book of Plays, Holt, 1998 (Intro to Scriptwriting Elective)

- British Traditions, McGraw Hill, 2000 (British Lit Elective)
- Crossing Cultures, Prentice Hall 2002
- Crossroads: Creative Writing Exercise in Four Genres. Longman 2005 or Writing True, Houghton Mifflin, 2006 (Creative Writing Elective)
- Film Art: An Introduction 7th Edition, Prentice Hall 2007 or 8th Edition 2008
- Film Art: An Introduction, McGraw Hill, 2004 (Film Analysis Elective)
- High Point, Hampton Brown 2001 – Basics, Level A, B C
- Journalism : Reporting fir the Print Mediam Oxford Univ Press, 2004 or Journalism Today, 98/2001 (Elements of Journalism Elective)
- King James or New King James version of the Holy Bible (Bible as Lit Elective)
- *Language!* Student Mastery Book(s), Sopris West 2000
- Literature & Language Arts, 3rd, 4th, 5th Crs, Holt, Rinehart & Winston 2003
- Literature: An Introduction to Fiction, Poetry and Drama, Longman 2004
- Meeting the CA Challenge, Globe Fearon, 2002 (CAHSEE English)
- Prentice Hall Reader 8th Edition, Prentice Hall 2007
- Riverside Anthology, Houghton Mifflin 1997
- Short Prose Reader 11th Edition, McGraw-Hill 2007
- Texts and Contexts, Thomson & Heine, 2003
- Texts and Contexts: A Contemporary Approach to College Writing 5th Edition, Thomson 2003
- The Prose Reader: Essays for Thinking, Reading and Writing 6th Edition 2005 or 7th Edition 2005 or 8th Edition 2008
- Visions Across the Americas, Thomson 2005

Mathematics

- AGS Consumer Mathematics, AGS, 2008
- Algebra 2 wutg Trigonometry, Addison Wesley, 2004 (Poly)
- Algebra 2, Prentice Hall, 2004
- Calculus of a Single Variable 8/e, McDougal Littell, 2006
- Calculus with Analytical Geometry 6/e, McDougal Littell, 2004
- Finite Mathematics: An Applied Approach 10/e, Wiley and Sons, 2008
- Geometry, Prentice Hall, 2004
- Holt California Algebra 1, Holt, Rinehart and Winston, 2008
- Mathematical Studies Standard Level, IBID Press, 2004 (IB Course)
- Meeting the CA Challenge, Globe Fearon, 2002 (CAHSEE Math)
- PreCalculus with Limits: A Graphing Approach 5/e, McDougal Littell, 2008
- The Practice of Statistics 2/e, W.H. Freeman Company, 2003
- UCSMP Functions: Statistics & Trigonometry, Prentice Hall, 1998 or Functions, Statistics & Trigonometry, Addison Wesley, 1992

History / Social Science

- A History of the Modern World 10th Edition, McGraw Hill, 2007 (IB)
- America's Journey, Prentice Hall 2006
- American Givernment 10th Edition, Houghton Mifflin, 2006 or Government by the People, Prentice Hall, 2006 (AP)
- California: Then and Now, AMSCO Publishing, 1996 (CA History Elective)
- Colonial America in the Atlantic World/Atlantic Lives, Longman 2004
- Cultural Landscape: An Introduction to Human Geography, Prentice Hall 2006/8 or Human Geography in Action, Wiley and Sons, 2007
- Economics 6th Edition, Prentice Hall Higher Education 2005 or Economics, McGraw 2005
- Economics: Principles in Action, Prentice Hall 2007

- Enduring Vision, Houghton Mifflin 2004
- Government by the People 20th Edition, Prentice Hall 2005 or American Government 10th Edition, Houghton Mifflin 2006
- Government in America, Prentice Hall 2006
- History of Western Society 8th Edition, Houghton Mifflin 2006
- Immigrants: An Historical Reader, McDougal Littell, 2001
- International Business in a Global Economy, 2001
- Introduction to Comparative Politics 3rd Edition, Houghton Mifflin 2004
- Law for Business and Personal Use, 16th Edition, Thompson Learning, 2006 (Business Law)
- Magruder's American Government, Prentice Hall 2006
- Making America: A History of the United States, McDougal Littell 2000
- Modern World History: Patterns of Interaction, McDougal Littell 2006
- Out of Many, Prentice Hall 2007
- Plato, Republic, Trans 2nd Edition, Penguin Books, 1987 (IB)
- Psychology Concepts and Connections, Cengage 2008 or Psychology Themes and Variations 7th Edition, Cengage 2007
- Psychology, Principles in Practice, Holt 2007
- Sociology and You, McGraw-Hill 2008
- Street Law, McGraw-Hill 2005
- The Americans, McDougal Littell, 2006
- Traditions and Encounters – A Global Perspective, McGraw Hill Higher Education 2006
- Traditions and Encounters, McGraw Hill 2006 or Earth and Its People 3rd Edition, McDougal 2005
- U.S. History: The Americans, McDougal Littell 2006
- World Geography, McDougal Littell 2005 or World Geography Today, Holt 2003 or World Geograph, Glencoe, McGraw-Hill 2003

Science

- Biology 5th Ed., Addison Wesley 1999
- Biology 5th Ed., Prentice Hall 2000
- Biology AP Edition, Prentice Hall 2005 or Biology: Unity and Diversity of Life, Cengage 2006
- Biotechnology, An Introduction, Cengage 2006
- Chemistry 5th Edition, McDougal 2005
- Chemistry 7th Edition, McDougal 2007 or Chemistry 7th Edition, Houghton Mifflin, 2007
- Chemistry the Central Science, Prentice Hall 2006
- Conceptual Physics 10th Edition, Prentice Hall 2006
- Earth: An Introduction to Physical Geology 5th Edition, Prentice Hall 2000
- Environmental Science, Holt McDougal 2008
- Essentials of Geology 9th Edition, Prentice Hall 2006
- Forensic Science, An Introduction to Criminalistics, Prentice Hall 2008
- Fundamentals of Anatomy and Physiology, Prentice Hall 2006
- Fundamentals of Anatomy and Physiology, 11th Edition, Pearson 2006
- Fundamentals of Physics Extended 8th Edition, Wiley & Sons 2008
- Hole's Anatomy and Physiology, 9th Edition, McGraw Hill, 2006
- Holt Earth Science, Holt McDougal 2007 or Earth Science, Prentice Hall 2006
- Integrated Principles of Zoology, McGraw-Hill 2006
- Introduction to Physical Science 11th Edition, Cengage 2006
- Living in the Environment 15th Edition, Cengage 2007 or Environment 5th Edition, Wiley & Sons 2006
- Marine Biology 3rd Edition, McGraw-Hill 2007

- Modern Biology, Holt McDougal 2007 or Biology Concepts and Applications, Cengage 2006
- Oceanography: An Invitation to Marine Science, Brooks Cole 2007
- Physical Science: Concepts in Action with Earth, Prentice Hall 2006
- Physics AP, 3rd Edition, Prentice Hall, 2007
- Physics 7th Edition, Wiley & Sons 2007
- Physics Principles and Problems, McGraw-Hill 99/2005 or Conceptual Physics, Prentice Hall 2006
- Prentice Hall Biology, CA Edition, Prentice Hall 2007
- Prentice Hall Chemistry, Prentice Hall 2007 or Chemistry in the Community 5th Ed., Freeman 2006
- Science Explorer Life Science, Prentice Hall 2007

Foreign Language / Spanish

- Realidades, Book 1, 2 or 3, Prentice Hall 2004 or En Espanol Level 1, 2, or 3, McDougal Littell, 2004
- Encuentros Maravillosos, Prentice Hall 2005
- Conexiones, Prentice Hall 2005
- Galeria de Arte y Vida, Glencoe 2004 and Abriendo Paso-Gramática, Prentice Hall 2005
- Momentos Cumbres de las Literaturas Hispánicas, Prentice Hall 2004
- Nuevas Vistas, Introducción, Uno or Dos, Holt, Rinehart & Winston 2006
- Pasajes, 5th Edition, McGraw Hill, 2002 (CAMS)

Foreign Language / French

- Discovering French Nouveau!, Bleu, Blanc or Rouge, McDougal Littell 2004
- Ensemble Grammaire, Wiley 2002
- Brava!, Thomson 2005
- En Bonne Forme, Houghton Mifflin 2001

Foreign Language / German

- Kom Mit! 1, Holt, Rinehart & Winston 2006
- Kom Mit! 2, Holt, Rinehart & Winston 2006
- Deutch Heute, Houghton Mifflin 2005
- Kaleidoskop, Houghton Mifflin 2002

Foreign Language / Chinese

- Integrated Chinese Level I, Part I & II, Cheng & Tsui 2005
- A New Text for a Modern China, Cheng & Tsui 1999
- Beyond the Basic, Cheng & Tsui 1999
- Across the Straits, Cheng & Tsui 1999

Foreign Language / Japanese

- Adventures in Japanese 1, Cheng & Tsui 2004
- Adventures in Japanese 2, Cheng & Tsui 2004
- Adventures in Japanese 3, Cheng & Tsui 2004
- Adventures in Japanese 4, Cheng & Tsui 2004

Foreign Language / Italian

- Eccoci!, Wiley 2004
- Ponti: Italiano Terzo Millennio, Houghton Mifflin, 2004

Foreign Language / American Sign Language

- Signing Naturally 1 & 2, Dawn Sign Press 1993

Foreign Language Khmer

- Let's Learn Cambodian, LACOE, 1987

Health

- Health, Glencoe 2005

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	\$6,264	\$1,116	\$5,147	\$71,367
District	N/A	N/A	\$4,590	\$70,071
Percent Difference – School Site and District	N/A	N/A	12.1	1.8
State	N/A	N/A	\$5,512	\$67,049
Percent Difference – School Site and State	N/A	N/A	-6.6	6.4

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.

Economic Impact Aid- Limited English Proficiency- This is a state program that is designed for English language learning students to address issues in the School Effectiveness Plan. Input on budget and expenditures is gathered and shared with the staff and community through the school's English Learner Advisory Council. Use of funds may include any/all of the following: hire staff, professional development, books & instructional materials, technology, etc.

Economic Impact Aid- Compensatory Education- This is a state program that provides for supplementary services and materials for educationally disadvantaged students. Input on budget and expenditures is gathered and shared with the staff and community. Use of funds may include any/all of the following: hire staff, professional development, books & instructional materials, technology, library materials, etc.

School and Library Improvement Block Grant- This is a state program that is designed for the purpose of updating library materials and other general school improvement efforts. Input on budget and expenditures is gathered and approved with the staff and community through the School Site Council. 85% of funds must be used for direct services to pupils, as addressed in the School Improvement Plan. Use of funds may include any/all of the following: hire staff, professional development, books & instructional materials, technology, library materials, etc.

Arts and Music Block Grant- This is a state program designed for visual and performing arts, including music. The plan for the use of these funds reflects shared decision making. Use of funds may include any/all of the following: hire staff, professional development, books & instructional materials, etc.

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	\$44,627	\$42,065
Mid-Range Teacher Salary	\$66,351	\$67,109
Highest Teacher Salary	\$93,820	\$86,293
Average Principal Salary (Elementary)	\$112,597	\$107,115
Average Principal Salary (Middle)	\$112,700	\$112,279
Average Principal Salary (High)	\$138,230	\$122,532
Superintendent Salary	\$237,820	\$216,356
Percent of Budget for Teacher Salaries	40.60 %	39.40 %
Percent of Budget for Administrative Salaries	6.50 %	5.50 %

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	50	49	50	41	43	46	43	46	50
Mathematics	24	23	25	41	44	47	40	43	46
Science	41	50	46	36	43	45	38	46	50
History-Social Science	42	47	49	32	35	39	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	38	16	19	29
American Indian or Alaska Native	79	21	*	75
Asian	55	30	47	57
Filipino	76	34	81	72
Hispanic or Latino	37	18	37	38
Pacific Islander	35	18	*	29
White (not Hispanic)	70	33	66	66
Male	45	27	47	52
Female	56	22	46	46
Economically Disadvantaged	36	19	33	35
English Learners	8	10	11	10
Students with Disabilities	19	14	15	10
Students Receiving Migrant Education Services	18	*	*	*

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	58.3	66.4		45.9	51.4		48.6	52.9	
Mathematics	53.7	61.8		46.1	49.7		49.9	51.3	

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	33.6	46.8	19.6	38.2	37.8	23.9
Male	37.4	46.3	16.2	38.3	35.9	25.7
Female	30.0	47.2	22.8	38.1	39.6	22.2
African American	54.2	38.2	7.6	61.2	29.5	9.3
American Indian or Alaska Native	*	*	*	*	*	*
Asian	37.2	49.6	13.2	31.9	39.5	28.6
Filipino	8.3	70.8	20.8	20.8	25.0	54.2
Hispanic or Latino	47.0	43.7	9.3	53.6	36.2	10.2
Pacific Islander	*	*	*	*	*	*
White (not Hispanic)	12.3	50.7	37.1	16.8	43.2	39.9
English Learners	72.9	26.4	0.8	69.2	26.9	4.0
Socioeconomically Disadvantaged	50.8	41.6	7.6	54.1	35.4	10.5
Students Receiving Migrant Education Services	*	*	*	*	*	*
Students with Disabilities	80.7	19.3	0.0	76.8	16.1	7.1

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
5	0.0	0.0	0.0
7	0.0	0.0	0.0
9	12.9	24.6	36.3

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	7	7	7
Similar Schools	5	7	6

"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	7	9	-10	730
African American	33	15	-17	639
American Indian or Alaska Native				
Asian	22	-3	15	767
Filipino				
Hispanic or Latino	3	12	-3	685
Pacific Islander				
White (not Hispanic)	0	12	-21	805
Socioeconomically Disadvantaged	12	14	-1	679
English Learners	4	-4	2	616
Students with Disabilities	21	30	-8	496

"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	No	Yes
Participation Rate - Mathematics	No	Yes
Percent Proficient - English-Language Arts	No	No
Percent Proficient - Mathematics	No	No
API	Yes	Yes
Graduation Rate	Yes	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
First Year of Program Improvement		2007-2008
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	30
Percent of Schools Currently in Program Improvement	N/A	32.3

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)	1.9	3.8	1.9	5.4	5.1	4.1	3.5	4.4	3.9
Graduation Rate	93.1	91.5	88.5	79.0	82.5	79.0	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	835	5045	N/A
African American	118	870	N/A
American Indian or Alaska Native	2	12	N/A
Asian	93	613	N/A
Filipino	19	276	N/A
Hispanic or Latino	303	2131	N/A
Pacific Islander	5	100	N/A
White (not Hispanic)	294	1043	N/A
Socioeconomically Disadvantaged	126	919	N/A
English Learners	57	982	N/A
Students with Disabilities	2	4	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.

Career and Technical Education (CTE) engages all students in a dynamic and seamless learning experiences resulting in their mastery of the career and academic knowledge and skills necessary to become productive, contributing members of society. CTE courses, offered at all high schools in Long Beach, provide technical training in high-demand, high-wage career fields, while also emphasizing the integration of core academic concepts such as mathematics and language arts. Examples of CTE courses include Accounting, Architectural Design, Automotive Mechanics, Engineering, Graphic Arts, and World Wide Web Publishing.

Most of the district's high schools have small learning communities or academics, many of which use CTE courses as a cornerstone or theme of an academy. The course sequence of each academy will determine which classes are available to students. In many cases, ROP courses, which provide job skills training and work experience, are capstones to the academy experience.

The purpose of ROP is to provide high quality job skills training and work experience to district high school students in high-wage, high-demand career pathways. The Regional Occupational Program (ROP) provides opportunities for specialized job training on a regional basis, through a well-established series of programs utilizing school and community sites. The ROP is designed to

respond to the challenging needs of business and industry and to serve the communities of Long Beach, Lakewood, Signal Hill and Avalon. Many ROP courses support classroom instructional activities with actual workplace experience.

High school credits can be earned by LBUSD students when the student successfully completes an ROP course and meets the required competencies.

Examples of Long Beach ROP classes available to high school students include Accounting, Animal Care, Architectural Design, Careers with Children, Cosmetology, Hospital Health Services, Law Enforcement, Television Production and Virtual Enterprise. High school students must be at least 16 years old or in the 11th grade to enroll in ROP classes. To enroll, students must see their high school academic counselor.

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	3147
Percent of the school's pupils completing a CTE program and earning a high school diploma	84%
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	72.9
Graduates Who Completed All Courses Required for UC/CSU Admission	56.5

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	2	N/A
Foreign Language	3	N/A
Mathematics	2	N/A
Science	4	N/A
Social Science	5	N/A
All courses	18	6.0

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.

School personnel are evaluated on a regular basis by certificated evaluators as required by California law and the LBUSD. Probationary teachers are evaluated every year, permanent teachers every two years. The District verifies that all classroom teachers meet the California Commission on Teacher Credential requirements before they are placed at a site. Support is given to new teachers through the New Teacher Support program that provides teacher coaches for new teachers.

The Professional Learning Community members coordinate and plan all professional development. New ideas and reinforcement of current teaching strategies are provided during faculty meetings. Topics have included: the matching of curriculum with Content Standards, test data analysis and reading comprehension. Teachers have also attended workshops on reciprocal teaching, literacy skills, and intervention strategies. Staff members attend workshops and conferences throughout the year presented by District mentor teachers and other speakers. Teachers use instructional strategies that provide a challenging and comprehensive curriculum as well as rich diverse experiences for all children.

To assure mastery of reading and writing and to increase other academic skills, the state has established content standards in each curricular area. Wilson teachers consistently participate in departmental meetings, district-wide staff development, and various workshops to discuss ways to help students attain content standards. Many of our departments have completed curriculum maps focusing on the attainment of those standards.

XIII. National Assessment of Educational Progress

National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities and English language learners is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the [National Assessment of Educational Progress](#) Web page (Outside Source).

Note: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school. Comparisons of student performance on the NAEP and student performance on the Standardized Testing and Reporting (STAR) Program assessments cannot be made without an understanding of the key differences between the two assessment programs. For example, the NAEP only assesses grades four, eight and twelve and for long-term trends assesses grades nine, thirteen, and seventeen. Additionally, the NAEP only provides state test results for grades four and eight. The California Standards Tests (CSTs) are based on a different set of standards than the NAEP assessments. For example, the NAEP is not aligned with California academic content and achievement standards and, therefore, does not necessarily reflect the curriculum and instruction to which students are exposed in the classroom. The NAEP assesses reading and writing separately, while the CSTs assess English-language arts (ELA), encompassing reading as well as writing conventions, spelling, and grammar. Scores on the CSTs and other assessments are not directly comparable to those on NAEP. The averages and percentages presented are estimates based on samples of students rather than on entire populations. Finally, the questions students respond to are only a sample of the knowledge and skills covered by the NAEP frameworks. Information on the differences between NAEP and CST can be found on the CDE [National Assessment of Educational Progress \(NAEP\)](#) Web page.

National Assessment of Educational Progress Reading and Mathematics Results by Grade Level – Aggregated

This table displays the scale scores and achievement levels on the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight

Subject and Grade Level	Average Scale Score		State Percent at Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007, Grade 4	209	220	30	18	5
Reading 2007, Grade 8	251	261	41	20	2
Mathematics 2009, Grade 4	232	239	41	25	5
Mathematics 2009, Grade 8	270	282	36	18	5

National Assessment of Educational Progress Reading and Mathematics Results for Students with Disabilities and/or English Language Learners by Grade Level – Aggregated

This table displays the state and national participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) for students with disabilities and/or English language learners for grades four and eight.

Subject and Grade Level	State Participation Rate		National Participation Rate	
	Students With Disabilities	English Language Learners	Students With Disabilities	English Language Learners
Reading 2007, Grade 4	74	93	65	80
Reading 2007, Grade 8	78	92	66	77
Mathematics 2009, Grade 4	79	96	84	94
Mathematics 2009, Grade 8	85	96	78	92