



*Student and Community  
Profile  
2008- 2009*

CHAPTER 1  
**Student and Community Profile**

Los Angeles County is one of 58 counties in the state of California and covers 4,732 square miles. Los Angeles County encompasses 88 incorporated cities and more than 100 unincorporated areas of all sizes and populations. The County has some unique geographic aspects: 70 miles of coast on the Pacific Ocean, a major mountain range (the San Gabriels), and the northern portion of the County is part of the Mojave Desert. Many people may equate Los Angeles County ROP (LACOROP) with the entire geographical region; however, this is inaccurate. Within the border of Los Angeles County there are 12 Regional Occupational Centers and Programs (ROCPs). LACOROP is a 'county operated' ROP under the auspices of the Los Angeles County Office of Education and serves 23 school districts spread throughout the county. Eighteen of the districts form a contiguous unit while three of the districts are located in the westside of the county and one of the districts is located in the northwest. Acton-Agua Dulce Unified School District joined the partnership on July 1, 2007 and is located 14 miles south of Palmdale. From the mountains to the ocean, though geographically diverse, the 23 districts share a commonality of services and programs.

### POPULATION

Los Angeles County has a population of 10,363,800; an increase of 844,500 since 2000. The County's population is equivalent to the eighth largest state in the nation, just behind Ohio and ahead of Michigan. Current projections estimate that the population will continue its growth and reach 10,461,007 by 2010. The population is made up of 50.28% female (5,165,135) and 49.7% (5,107,034) male. Seventy-three percent of the population is over 18 years of age. Seniors (65+) contribute one-tenth of the total, but are challenged by youth (0-18) at 27%. On the next page are charts of the ethnic distributions comparing the county population to ROP student ethnicity.

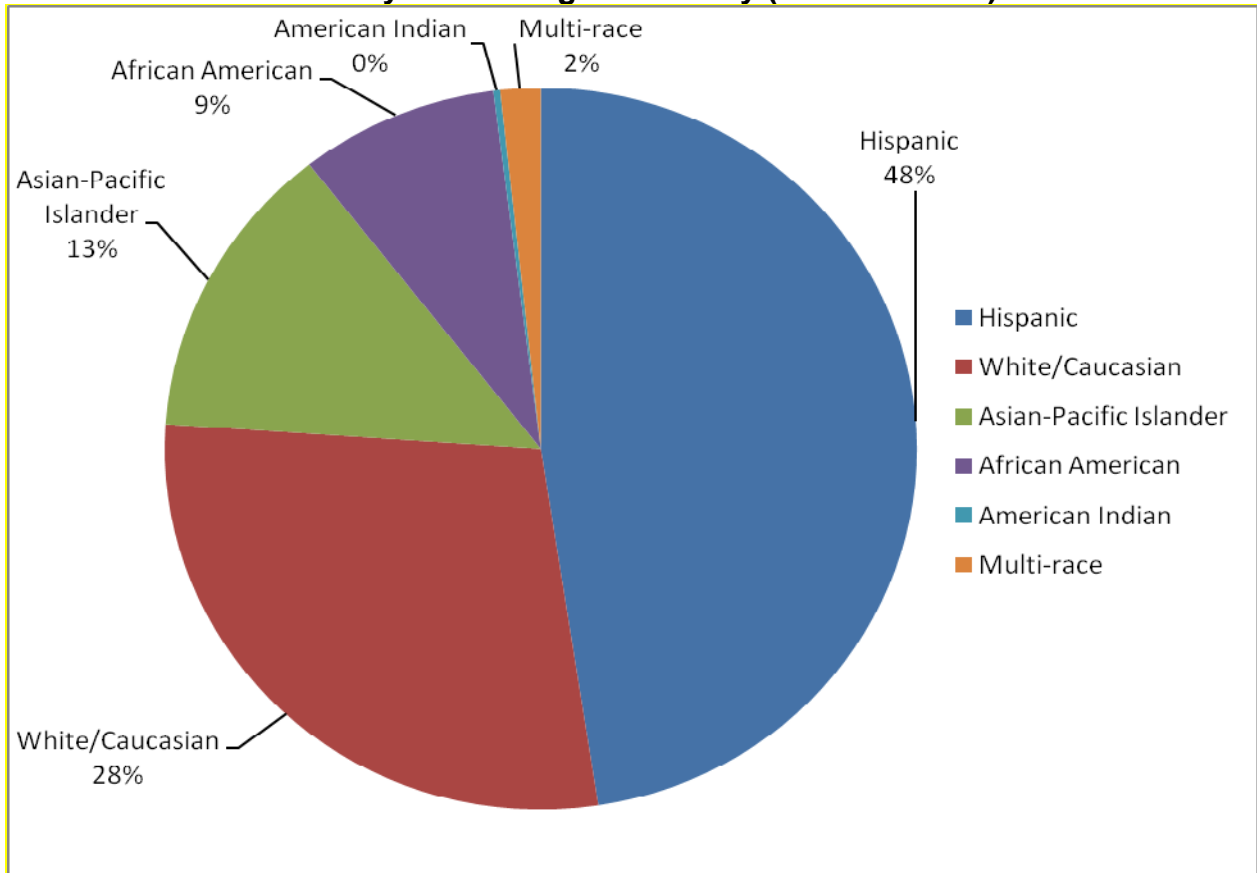
### LANGUAGE

Language diversity has a strong impact in the public schools of Los Angeles County. The US Census Bureau reports that 57% of Los Angeles County residents at home speak a language other than English. This language diversity is reflected in the 90 different languages spoken in county schools.

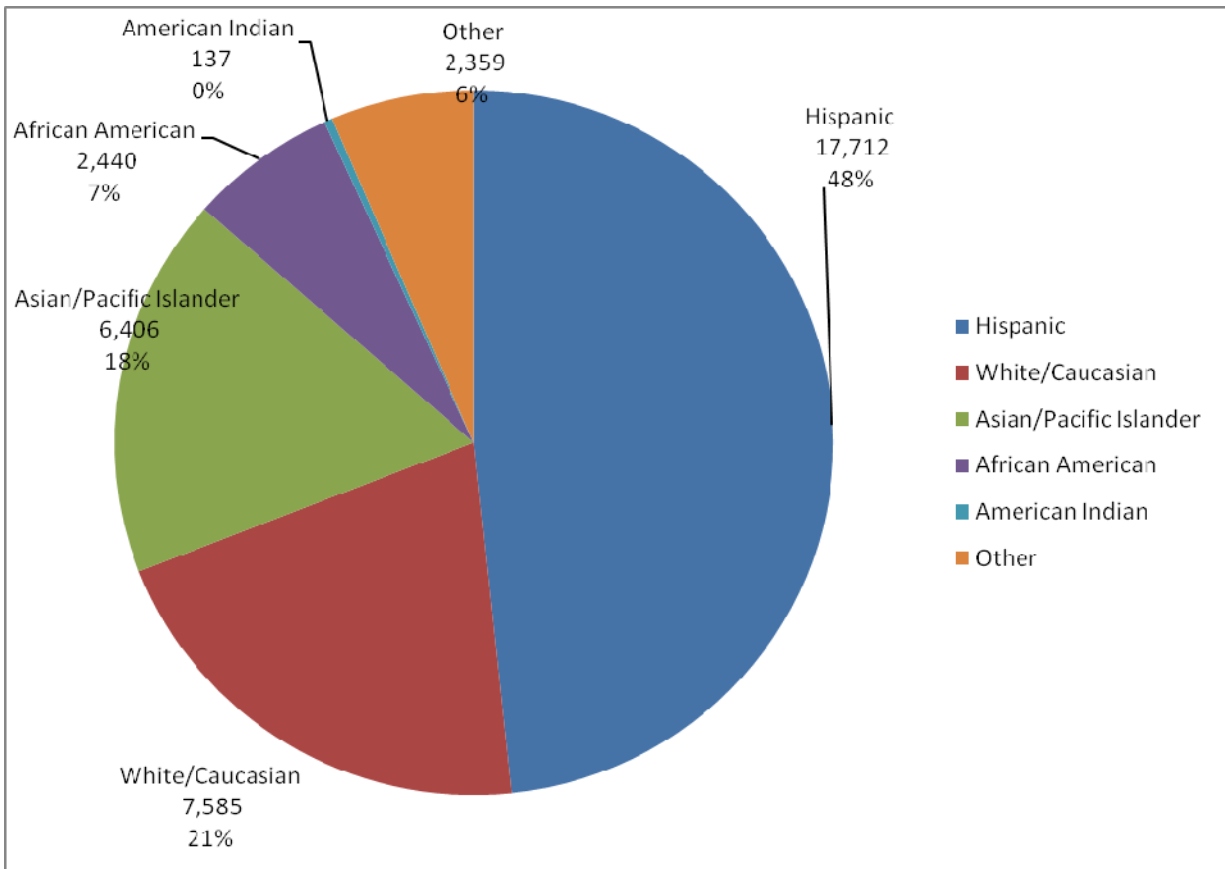
*Implication: We need to focus on the support and resources available to assist our English Language Learner population.*

*Implication: ROP legal forms and documentation may need to be made available in the household primary language.*

**Ethnicity of Los Angeles County (2008 estimate)**



**Ethnicity of LACOROP Students (2007-2008)**



## INCOME

Median Household Income	05 – 06	06 – 07	07 - 08
	\$48,166	\$51,315	\$53,573

Economically some of the most affluent and least affluent communities are found within county borders. Of the 3,184,396 households comprising the county, 2,994,343 (94%) of residents have incomes ranging from \$35,000 and above. The median household income (2007) is \$53,573.

Source: U.S. Census Bureau

## EMPLOYMENT

Based on the 2007 average employment, there is a diverse economic base in Los Angeles County with the leading industries being:

- 1) Tourism & Hospitality
- 2) Business & Professional Services
- 3) Direct International Trade
- 4) Motion picture/TV production
- 5) Wholesale Trade & Logistics

The “new economy” of Los Angeles County often is technology driven, and would include bio-med, digital information technology, and environmental technology, building on the vibrant technological research capabilities of the County. Another key driver is the creative resources, and there is a growing fusion between technology and creativity. Los Angeles is the largest major manufacturing center in the U.S. The largest components are: apparel; aerospace products and parts; fabricated metals; food products; and search detection & navigation products.

(Taken from LAEDC, LA Stats, 2008)

The Employment Development Department (EDD) reports that between 2006-2016 three out of four new jobs are expected to occur in the following industry sectors: Education Services, Health Care and Social Assistance (116,300); Professional and Business Services (90,200); Retail Trade (54,000), and; Government (40,100). Manufacturing is expected to decline by 41,500 during the same period. The top three occupations with the most job openings are Retail Salespersons, Personal and Home Care Aides, and Cashiers which require short-term on-the-job training and pay from about \$9 to \$10 per hour.

(EDD 2006-2016 LA County Projection Highlights)

*Implication: There is a need to ensure that ROP course offerings represent key industries, support the technology driven “new economy” by incorporating technology, and support the development of creative resources.*

On the next page are charts reflecting County employment and LACOROP course offerings by major subject areas. It is difficult to correlate any of the data between the two charts because ROCPs are required to use occupational title based on the California Basic Educational Data System (CBEDs) and the state approved sectors. It would be of benefit if the California Department of Education could align their occupational titles with the labor market agencies. Until this occurs it is of critical importance to utilize the information from our local advisory committees and other sources of local labor market. LACOROP does offer courses in all of the occupations of greatest growth except for Registered Nurse, but Certified Nursing Assistant courses are offered.

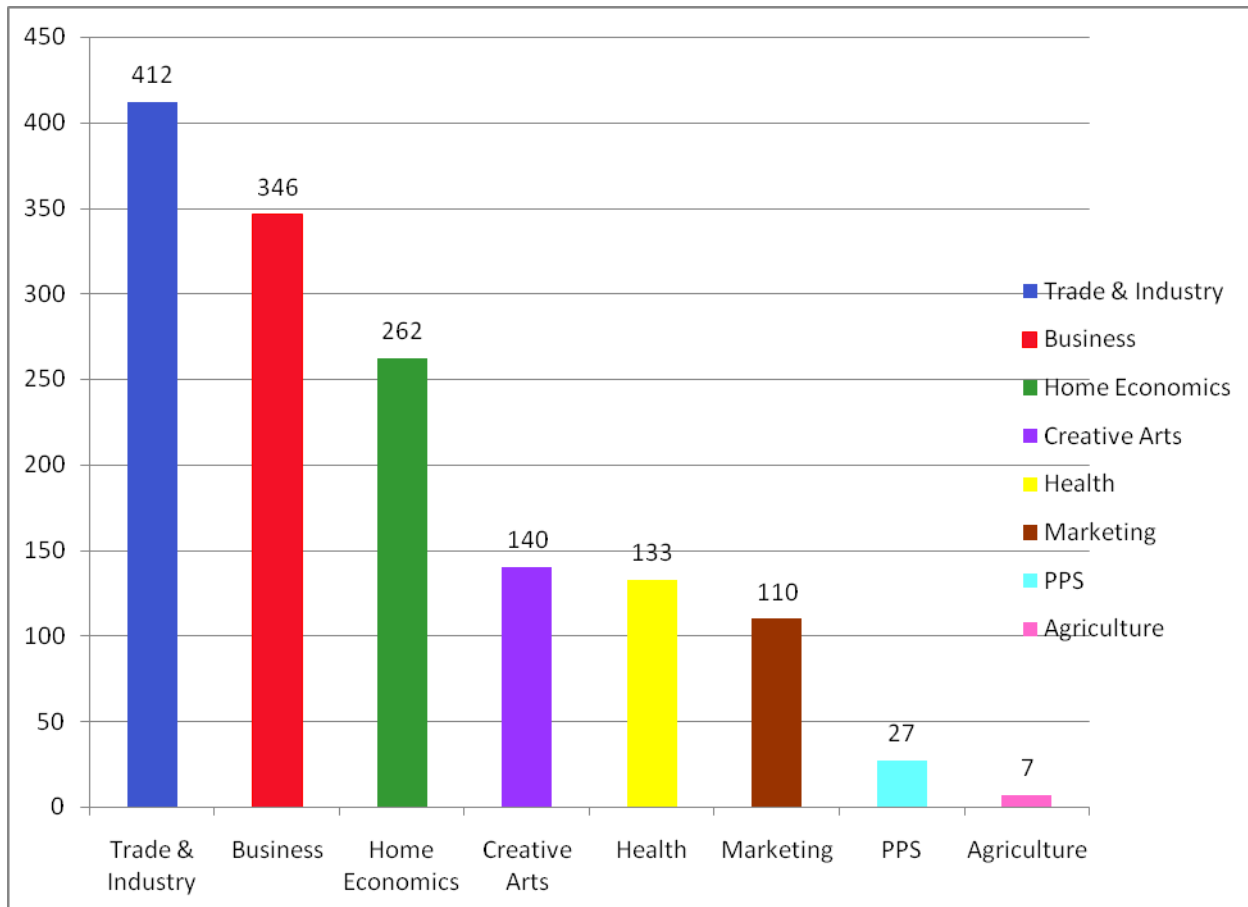
# Los Angeles County Employment

## 2006-2016 Industry Sector Employment Levels



Source: CA EDD

## LACOROP COURSE OFFERINGS LISTED BY SUBJECT AREA AND NUMBER OF SECTIONS 2007- 2008



PPS – Private Post Secondary

### Class Sections Shown by Subject Area

Subject Area	05 - 06	06 - 07	07 - 08
Agriculture	6	4	7
Business	327	306	346
Creative Arts	117	130	140
Health	104	105	133
Home Economics	218	218	262
Marketing	147	155	110
Private Post Secondary	33	29	27
Trade & Industry	485	443	412

### Class Sections by Semester Offered

Semester	05 - 06	06 - 07	07 - 08
Summer	254	182	188
Fall	202	207	215
Spring	223	232	235
Fall-Spring	706	728	753
Year-long	52	41	46

#### HOUSING & TRANSPORTATION

- 49.08% of county residents own their homes
- Median value of owner-occupied housing units is \$360,000
- Mean travel time to work is 29.5 minutes

Source: U. S. Census Bureau, 2006 American Community Survey

#### COUNTY AND COMMUNITY SERVICES

Los Angeles County has more than 370 public or public/private collaboratives for children, youth, and families. Over one-third of the County's overall budget is dedicated to programs serving children -- primarily children at risk from the effects of poverty, physical/mental illness, handicaps, child abuse, and neglect or conflict with the law. Los Angeles County has formal chains, or systems of interconnecting groups, linked by common interest, and actively involving adults and youth in local planning, organizing, or decision-making.

#### EDUCATION

Higher and specialized education is a strength of Los Angeles County, with 112 public and private colleges and universities. These range from California Institute of Technology, the Claremont Colleges, UCLA, and USC, to specialized institutions such as the California Institute for the Arts, the Art Center College of Design, the Fashion Institute of Design and Merchandising, and the Otis College of Art. Medical education is also a strong point with two each of medical schools, dental schools, and eye institutes, as well as specialized research and treatment facilities such as the City of Hope. The community colleges offer an array of innovative programs, such as culinary arts, fashion design, multimedia, and computer assisted design and manufacturing training. Of County residents, 75% of people 25 years and over had at least graduated from high school and 28% possess a Bachelor's degree or higher. These educational levels are slightly below the statewide average of 80.1% for high school and 29% for college graduation rates.

## Educational Levels: Residents 25 Years and Over

Status	2005	2006	2007
Graduated from High School	74%	75%	75%
Bachelor's Degree	28%	28%	28%
Dropout	26%	25%	25%

Source: LAEDC, LA Stats, 2008

### STUDENT RECRUITMENT

Students hear about ROP in as many ways as there are district partners. Districts choose their own publicity and marketing strategies. The County office also serves district advertising needs through the development and distribution of materials including a course catalog, brochures, and fliers. According to students, "word of mouth" is the most effective and successful form of advertising. The LACOROP counselors assist districts in the recruitment of students through various methods including a career interest survey administered to all 10th grade students, career fairs, classroom presentations, and career assessment testing.

*Implication: In light of new legislation and educational trends, current recruitment strategies, including Students Career Technical Interest Survey (SCTIS) could be more reflective of the focus on career pathways.*

## STUDENT ENROLLMENT

Listed below is information that reflects the LACOROP Student Enrollment Data.

ENROLLMENT DATA	2005 - 2006		2006 - 2007		2007 - 2008	
Total Enrollment	100%	35,345	100%	35,385	100%	34,832
Male	53%	18,831	52%	18,389	49.99%	17,412
Female	47%	16,514	48%	16,996	50.01%	17,420
Adult Student	16%	5,554	14%	4,987	5.31%	1,850
High School Student	84%	29,791	86%	30,398	94.69%	32,982
Hispanic	46%	16,198	47%	16,694	48.08%	16,747
White/Caucasian	22%	7,884	22%	7,692	20.56%	7,162
Asian/Pacific Islander	16%	5,806	16%	5,603	16.36%	5,700
African American	7%	2,491	6%	2,344	6.80%	2,369
American Indian or Alaska Native	0%	97	.3%	108	0.37%	129
Other	8%	2,869	8%	3,033	7.82%	2,725
Special Populations*	14%	5,035	23%	8,303	37.74%	13,145

\*Special Population Definition: Individuals with disabilities, individuals from economically disadvantaged families; individuals preparing for non-traditional fields, single parents including single pregnant women, displace homemakers, individuals with limited English proficiency.

*Implication: ROP teachers and staff need continual training to effectively educate and prepare special population students for employment.*

## STUDENT ACHIEVEMENT

LACOROP students earn Certificates of Completion upon the completion of their ROP courses or when they achieve proficiency in at least one job title. Many ROP students enter the job market or continue their training in college or technical schools.

### 12th Grade and Adult Achievement

Year	Completion %	Placement %	Employment* %
2001 - 2002**	84.22	93.03	n/a
2002 - 2003**	80.13	90.92	n/a
2003 - 2004**	76.29	95.50	n/a
2004 - 2005**	74.72	93.60	36.20
2005 - 2006	82.81	95.32	37.47
2006 - 2007	84.75	95.04	60.08
2007 - 2008	87.47	94.27	51.21

\*Data on employment was requested by the LACOE Governing Board starting with the 2004-2005 Course Review.

\*\* Numbers based on stratified sampling

Completion is defined by the California Department of Education as any high school or adult student who fulfills the total course hours or has completed training for at least one job title. Total completion rate is calculated by dividing the total number of completers by the total enrollment. Overall completion rate increased in 2005-06 with all of our districts reporting exit codes (which result in completion rates) consistently.

Placement is defined as any 12th grade or adult completer who is employed in a related or unrelated field, enrolled in post secondary education, or currently serving in the military. Total placement rate is calculated by dividing the total numbers of students placed by the total number of completers contacted.

Education Code 52302.3 requires that Regional Occupational Programs determine the effectiveness of courses by comparing the completion and placement rates of each course against standards established by the board. During the 2005-2006 school year the Los Angeles County Board of Education reviewed the standards that had been in operation since 1990 (60% completion and 60% placement) and established new standards for ROP courses. Courses reviewed for are now compared to the increased standards of 70% completion and 75% placement. In addition, the board added additional standards of 25% employment and a proportional 5% or 4,275 state growth in labor market.

*Implication: Over the many years that the follow-up survey has been conducted, a pattern of high rates of additional education have held true. This could be a very interesting statistic to compare to the overall percentage of high school students continuing in college across our 23 school districts.*

Student satisfaction\* with the training received through LACOROP is positive.

	2005 - 2006	2006 - 2007	2007 - 2008
% of students that will be able to use what they learned in class for a job	94.6% (out of 6,237 respondents)	94.9% (out of 4,889 respondents)	95.2% (out of 4,679 respondents)
% of students who rated our training as excellent or good	95.3% (out of 3,293 respondents)	93.86% (out of 5,814 respondents)	93.93% (out of 6,906 respondents)

Examples of LACOROP success are evidenced by:

- Certificates of Completion are issued to all students that achieve proficiency in at least one job related title. Individualized certificates list the specific proficiencies achieved by the student. A plan to implement an automated system to generate certificates was implemented in 07-08.
- Twenty-two industry-based certifications or licenses are offered through LACOROP courses.
- There are fifteen state-funded Partnership Academies within four school districts.
- Eighteen districts have received individual University of California (UC) approvals for 'd', 'f' and 'g' credits, for a total of 79 courses (duplicated count). LACOROP established a master list of UC approvals in the spring of 2003 and currently offers fourteen courses which qualify to receive 'd', 'f' and 'g' approval. This will allow districts to expand their UC offerings to all students.
- Among 18 school districts, 72 course offerings meet graduation requirements. Graduation requirements are in the categories of: fine arts, economics, math, applied arts, visual and performing arts, practical arts, and physical education.
- Eleven districts have 18 courses which are articulated with 11 community colleges totaling 47 individual agreements<sup>1</sup>.
- Three high schools within two districts have earned the honor of "Distinguished Schools – Career Technical Education Special Honors."
- LACOROP teachers have received recognition by the California Department of Education as having Model Programs and Practices in the subject areas of Banking (Bellflower, Downey, and Montebello), Automotive Technology (Monrovia), Business Management/Entrepreneurship (Santa Monica-Malibu), Child Care and Careers in Education (Downey), Medical Assistant (Lynwood).
- In one district, one LACOROP course is offered for Advanced Placement.

A significant movement that is having a direct impact on student achievement for CTE is the California Career Technical Education Standards and Framework Initiative. This initiative resulted in State Board of Education-adopted standards for fifteen clusters and a career technical education framework that was approved by the state's Curriculum Commission and adopted by the State Board of Education (SBE) on January 11, 2007.

With the passage of SB70 (E.C. Section 88532) and AB 2448 (E.C. Section 52302), as well as changes to the Perkins State Plan, LACOROP needs to develop comprehensive course sequences involving middle school to community colleges and other post-secondary partners and analyze course sequence to identify and resolve gaps.

*Implication: Two pieces of legislation, SB 70 (E.C. Section 88532) and AB2448 (E.C. Section 88532), in addition to changes to the Perkins Plan, requires the development of comprehensive course sequences involving middle school to community colleges and other post-secondary partners. LACOROP has 90% of its courses sequenced with 11 community colleges in 2008 - 2009.*

*Implication: Institutionalizing the course sequencing process within LACOROP operations will assure regular communication with our Community College partners and maintain the 90% course sequencing requirement.*

<sup>1</sup>*Implication: With the recent passage of AB2448 (E.C. Section 52302) and SB70 (E.C. Section 88532) LACOROP needs to continue discussions with local community colleges regarding additional articulation.*

*Implication: To reinforce and enhance rigor and relevance in ROP courses, workshops have been conducted to train teachers on standards-based instruction. ROP began work in 2005-2006 to revise its course outlines to a standards-based design. The ROP lesson plan template was revised in the 2006-2007 year to a standards-based format.*

## ACADEMIC PERFORMANCE INDEX

The Academic Performance Index (API) is California's system for measuring school performance. API can be used to see how well a school did on tests in any given year, as well as to track school progress over time. Due to the spotlight on API results from newspapers and the state, schools are under tremendous pressure to increase test scores and improve their APIs. The API is designed to show how well schools are serving students across all ethnic and socioeconomic groups. If a school doesn't meet its API target, the school is put on a list of low-performing schools and is eligible to receive grants and special assistance to help with improvement efforts.

*Implication: Due to the attention the Academic Performance Index (API) has received, the continued existence of ROCP courses at the high school may, in part, depend on the ability to convince stakeholders that the ROCP curriculum can improve student performance on exams and thereby raise individual school's API scores. Support of academic standards through the delivery of CTE instruction is important if LACOROP is to remain a curricular choice for students.*

## CALIFORNIA HIGH SCHOOL EXIT EXAM

The primary purpose of the California High School Exit Examination (CAHSEE) is to significantly improve pupil achievement in public high schools and to ensure that pupils who graduate from public high schools can demonstrate grade level competency in reading, writing, and mathematics. The CAHSEE helps identify students who are not developing skills that are essential for life after high school and encourages districts to give these students the attention and resources needed to help them achieve these skills during their high school years.

*Implication: If a school has significant numbers of juniors and seniors who have not passed the CAHSEE, their elective options will be limited as they take remedial classes to pass the exam. Each district needs to review the impact of the exam on ROP course enrollment.*

*Implication: If the number of students that have not passed the CAHSEE is significant, how can ROP classes be restructured to support students in learning the content tested on the CAHSEE in a real world context? Starting in 2000, course outlines were revised to reflect instructional support of the academic standards. Work has already begun and will continue in the identification of the standards on the CAHSEE and integrating appropriate and naturally occurring performance indicators in all course outlines. Curriculum management staff needs to develop expertise in academic instructional strategies, such as writing across content areas, and provide teacher training workshops. SB1292 will allow districts to send their ROP teachers to participate in a 45-hour Specially Designed Academic Instruction in English (SDAIE) training and exam and earn a supplemental authorization on their credential in the area of English Language Learners instruction. This instruction will be integrated into the CCTE Credential Classes in the future.*

On the next two pages are charts that reflect the API data for five years spanning 2003-2007, and CAHSEE scores in Mathematics and Language Arts for 2004 - 2008.

## API Scores by District

District	School	2003	2004	2005	2006	2007
Acton-Agua Dulce	Vasquez High School	645	637	641	n/a	695
Alhambra	Alhambra High School	687	695	714	721	708
	Mark Keppel High School	746	770	790	788	784
Arcadia	San Gabriel High	629	651	678	697	687
	Arcadia High	806	796	808	837	859
Bellflower	Bellflower High	576	612	643	662	690
	Mayfair High	662	675	711	723	737
Beverly Hills	Beverly Hills High	819	808	815	847	824
Burbank	Burbank High	704	704	734	751	761
	Burroughs High	717	737	757	759	768
Culver City	Culver City Senior High	700	714	734	732	751
Downey	Downey High	638	641	670	678	684
	Warren High	672	684	710	692	702
Duarte	Duarte High	620	662	687	697	676
El Monte	Arroyo High	640	644	644	683	690
	El Monte High	598	601	605	650	655
	South El Monte High	577	583	594	635	618
Glendale	Rosemead High	635	640	641	668	688
	Clark Magnet High	831	843	861	838	848
	Crescenta Valley Senior High	841	857	854	858	861
	Glendale Senior High	697	708	722	722	733
La Canada	Hoover High	708	728	752	750	747
	La Canada High	885	890	900	898	895
Los Angeles	LA County High School for the Arts	777	792	805	837	831
Las Virgenes	Agoura High	804	790	818	830	833
	Calabasas High	804	798	822	833	848
Lynwood	Lynwood High	541	585	588	589	566
Monrovia	Monrovia High	637	646	685	717	717
Montebello	Bell Gardens High	515	557	577	605	622
	Montebello High	545	579	626	635	643
	Schurr High	621	630	677	686	687
Paramount	Paramount High	568	593	641	667	667
Pasadena	Blair High	561	618	638	653	640
	Marshall High	622	636	674	699	723
	John Muir High	*	555	638	601	569
	Pasadena High	602	634	688	693	704
San Gabriel	Gabrielino High	724	747	769	781	774
San Marino	San Marino High	889	897	915	921	911
Santa Monica-Malibu	Malibu High	795	810	831	830	818
	Santa Monica High	695	720	742	770	771
South Pasadena	South Pasadena High	813	789	817	837	842
Temple City	Temple City High	784	776	802	798	806

**CAHSEE Results  
Mathematics and English-Language Arts**

District	School	Math Percent (%) Passed 10 <sup>th</sup> Grade				English Percent (%) Passed 10 <sup>th</sup> Grade			
		2004 – 2005	2005 - 2006	2006 - 2007	2007 - 2008	2004 - 2005	2005 - 2006	2006 – 2007	2007 - 2008
Acton-Agua Dulce	Vasquez High	78	80	n/a	85	90	85	n/a	88
	Alhambra	Alhambra High	79	69	81	83	70	58	74
	Mark Keppel High	88	86	87	90	75	61	81	81
	San Gabriel High	78	70	80	82	68	54	71	75
Arcadia	Arcadia High	95	92	97	94	83	80	92	94
Bellflower	Bellflower High	52	53	73	69	58	59	76	78
	Mayfair High	63	62	87	77	72	69	85	87
Beverly Hills	Beverly Hills High	95	94	85	97	91	92	85	92
Burbank	Burbank High	80	74	84	93	79	69	84	86
	Burroughs High	85	85	81	92	83	81	82	94
Culver City	Culver City High	72	65	85	89	76	69	90	86
Downey	Downey High	59	54	69	77	64	60	72	81
	Warren High	66	59	77	78	72	65	77	78
Duarte	Duarte High	61	69	67	78	63	72	75	79
El Monte	Arroyo High	68	64	75	76	62	59	75	78
	El Monte High	60	57	71	74	51	48	68	70
	Rosemead High	68	65	78	81	63	60	75	77
	So. El Monte High	60	60	66	76	58	51	71	74
Glendale	Clark Magnet High	99	99	100	99	98	98	98	99
	Crescenta Valley Sr. High	95	94	97	98	93	90	98	95
	Glendale Sr. High	69	71	82	84	69	65	80	80
	Hoover Sr. High	77	76	86	88	65	66	81	82
La Canada	La Canada High	97	96	98	99	97	97	98	98
Las Virgenes	Agoura High	91	89	94	95	93	92	96	97
	Calabasas High	96	96	97	95	97	95	96	97
Lynwood	Lynwood High	40	39	49	59	52	47	60	59
Monrovia	Monrovia High	74	77	82	83	76	71	82	82
Montebello	Bell Gardens High	40	42	67	66	42	43	64	65
	Montebello High	48	46	65	70	53	52	71	71
	Schurr High	60	59	73	75	60	59	72	77
Paramount	Paramount High	59	58	71	73	52	53	70	74
Pasadena	Blair High	41	42	66	66	41	50	69	77
	Marshall Fundamental High	50	46	75	75	62	58	85	86
	Muir High	45	38	61	68	56	50	59	66
	Pasadena High	58	57	73	79	68	63	77	80
San Gabriel	Gabrielino High	83	77	89	90	70	61	83	85
San Marino	San Marino High	97	99	98	99	93	94	97	97
Santa Monica-Malibu	Malibu High	98	93	98	97	89	93	95	95
	Santa Monica High	81	82	90	91	82	83	90	90
So. Pasadena	So. Pasadena Sr. High	95	92	97	97	93	89	95	94
Temple City	Temple City High	92	91	94	94	82	73	89	90

## FUNDING

Listed below is information that reflects annual allocations (CAP), actual Average Daily Attendance (ADA) generated, and the percentage of ADA generated:

Year	ADA CAP*	Final ADA*	Percent of CAP
2000-01	8,305	8,310	100.06%
2001-02	8,621	8,643	100.26%
2002-03	8,382	8,780	104.75%
2003-04	8,275	8,829	106.69%
2004-05	8,557	8,703	101.71%
2005-06	8,698	8,896	102.28%
2006-07	8,838	9,263	104.81%
2007-08	8,915	9,422	105.68%

\*Includes 335 CalWORKs ADA in 2000-01; 477 ADA in 2001-02; 122 ADA in 2002-03; 48 ADA in 2003-04; 36 ADA in 2004-05; 80 ADA in 05-06; 22 ADA in 06 – 07; 112 ADA in 07 – 08 from CalWorks

## BUDGET

Listed below is a comparison of LACOROP's budget:

Year	Total Budget*
2000-01	\$29,512,451
2001-02	\$30,617,275
2002-03	\$30,720,459
2003-04	\$30,905,406
2004-05	\$33,515,300
2005-06	\$35,073,813
2006-07	\$38,816,064
2007-08	\$42,622,692

\*Excludes funding for special grants such as Perkins, Industry-Based Certification, CITEC, etc.

## COURSE OFFERINGS

All LACOROP course outlines are adopted by the Los Angeles County Board of Education, and the course development process is certified by the California Department of Education. Members from business and industry meet annually to review each course and validate the existing labor market. All courses are aligned with the California Career Technical Education Standards, ESLRs, State and National Occupational Standards, and, where appropriate, CAHSEE, language arts and mathematics academic content standards. All courses are reviewed annually for completion (70%), placement (75%), employment (25%) and a valid labor market (5%) with follow-up on programs that do not achieve these established standards. Courses that do not improve after one year are discontinued.

As shown in the bar chart on Page 5, the emphasis for the LACOROP reflects local labor market needs. LACOROP is currently operating 67 state certified courses. There were 1,437 LACOROP sections being taught in the spring semester of 2008 by 432 teachers throughout the 23 participating districts, private post-secondary schools, county high school for the performing arts, and juvenile court schools.

*Implication: The Employment standard of 25% was an additional goal set by the LACOE governing board and is unique to LACOROP. Since AB2448, SB70, and Perkins are focused on sequences and additional education beyond ROP, could an employment standard be incorrect or possibly inappropriate?*

## CERTIFICATED AND CLASSIFIED STAFF

LACOROP is comprised of both Los Angeles County Office of Education (LACOE) and district-employed staff as shown in [the table](#) on the next page.

*Implication: LACOROP will continue to focus on and work toward achieving ethnic balance reflective of our students.*

Comparative Data on Ethnicity of LACOROP Staff and Students																																						
		04-05					05-06					06-07					07-08																					
		Classified Staff	(119)	39%	(47)	39%	39%	10%	(12)	10%	10%	1%	(1)	Classified Staff	(115)	34%	(39)	47%	7%	(8)	11%	1%	(1)	Classified Staff	(112)	40%	(45)	35%	11%	(12)	13%	1%	(1)					
		Certificated Administrators	(55)	18%	(10)	67%	7%	(4)	7%	7%	0%		Certificated Administrators	(55)	18%	(10)	68%	7%	(4)	7%	7%	0%		Certificated Administrators	(48)	10%	(5)	78%	4%	(2)	8%	0%						
		Counselors	(29)	24%	(7)	55%	7%	(2)	14%	7%	0%		Counselors	(29)	27%	(8)	52%	14%	(4)	7%	7%	0%		Counselors	(33)	30%	(10)	49%	6%	(2)	15%	0%						
		Teachers	(445)	24%	(105)	62%	5%	(24)	9%	42%	0%		Teachers	(415)	17%	(70)	60%	6%	(23)	10%	40%	0%		Teachers	(432)	19%	(81)	64%	8%	(33)	8%	1%	(1)	1%	(5)			
		Students	(34,590)	46%	(15,810)	28%	16%	(5,531)	7%	(2,299)	0%	3%	(1,163)	Students	(35,248)	47%	(16,198)	22%	16%	(5,806)	7%	(2,491)	0%	8%	(2,869)	Students	(34,830)	48%	(16,747)	21%	16%	(5,698)	7%	(2,369)	0%	(129)	8%	(2,725)
	Hispanic																																					
	White/ Caucasian																																					
	Asian/Pacific Islander																																					
	African American																																					
	American Indian																																					
	Other																																					

## KEY FINDINGS

- Due to the attention the Academic Performance Index (API) has received, the continued existence of ROCP classes at the high school may, in part, depend on the ability to convince stakeholders that the ROCP curriculum can improve student performance on exams and thereby raise individual school's API scores. Support of academic standards through the delivery of CTE instruction is important if LACOROP is to remain a curricular choice for students.
- To reinforce and enhance rigor and relevance in ROP course, courses need to integrate standards and teachers need continuous support in standards-based instruction and assessment.
- Integrate appropriate and naturally occurring performance indicators in all course outlines to represent content tested on the CAHSEE.
- LACOROP will continue to focus on and work toward achieving ethnic balance of ROP instructors reflective of our students.

## EVIDENCE

California Department of Education, 2007-2008 Course Review, Los Angeles County Regional Occupational Program, May 2008

Los Angeles County Economic Development Corporation, Economic Forecast, May 2008; April 2009 for LA Stats 2008

Los Angeles County Economic Development Corporation, Los Angeles County Profile, May 2008

Los Angeles County Office of Education, FACTS about the Los Angeles County Office of Education and the Public Schools of Los Angeles County, 2008.

Los Angeles County Regional Occupational Program, Student Course Survey, spring 2008

Perkins Data: Percentage Agency Summary Report for ROCP

U.S. Census Bureau: American FactFinder; American Community Survey; January 2005-December 2007; 3 Year Estimate Report; Los Angeles County, California

### Internal Reports:

LACOROP Course Status Report, 2007-2008

LACOROP Articulation Chart, 2007-2008

LACOROP Master Course Inventory, 2007-2008

LACOROP Student Course Survey, Overall Results, Spring 2008

LACOROP Student Follow-Up Report, 2007-2008

LACOROP Course Review, 2007-2008

### Internet Sites:

California High School Exit Exam,  
<http://cahsee.cde.gov/page?asp?subject=ExitExam&Level=School&submtill=submit>

Academic Performance Index  
<http://www.cde.ca.gov/indes.asp>

California Technical Education Standards  
<http://www.sonoma.edu/cihs/cte/>

Los Angeles County QuickFacts from the US Census Bureau  
<http://quickfacts.census.gov>

California Labor Market Information e-Newsletter  
calmis@listserve.cahwnet.gov

Employment Development Department 2006-2016 Los Angeles County Projection Highlights  
[www.labormarketinfo.edd.ca.gov](http://www.labormarketinfo.edd.ca.gov)

Los Angeles Economic Development Corporation, LA Stats, 2008  
[www.laedc.org](http://www.laedc.org)

## DISTRICT MEMBERS

### ACTON-AQUA DULCE UNIFIED SCHOOL DISTRICT

Located in the rural community of Acton about fourteen miles south of Palmdale in Los Angeles County, the district boundaries cover over 200 square miles. The K-8 district was originally formed in 1898. In March 1993 the Board of Trustees approved implementation of the ninth grade educational program beginning in September of that year.

Vasquez High School was established in 1993 as well and graduated its first class in June of 1997. It is the only comprehensive high school (total enrollment of 609 students as of 2007-08) within the Acton Aqua Dulce Unified School District. The high school initially opened on the campus of the district's middle school where it remained for six years until it moved to its current site in the fall of 1999. The school is currently housed in temporary facilities awaiting the construction of a permanent campus on a site adjacent to the current location.

Acton Aqua Dulce USD joined the Los Angeles County Regional Occupational Program in July of 2007. During its first year, Vasquez High School offered ROP classes in Culinary Arts, Film and Video, and Medical Assistant training. Vasquez High School currently offers courses in Medical Assisting, Film Editing, Culinary Arts, Professional Actor, and Stage Technician.

### ALHAMBRA UNIFIED SCHOOL DISTRICT

Eight miles northeast of Los Angeles, the Alhambra Unified School District stands at the gateway to the San Gabriel Valley. The Interstate 10 and 710 Freeways intersect within District boundaries, making transportation throughout Southern California convenient.

Alhambra has five high schools – Alhambra High (rebuilt several times at the same location); Mark Keppel High School built in 1939; San Gabriel High, constructed in 1955; Century High; and Independence High School. The Alhambra Unified School District serves all of Alhambra and Monterey Park, and parts of Rosemead and San Gabriel. The School District is comprised of 13 elementary schools, 3 comprehensive high schools, and 2 alternative education schools. The district employs 1,600 certificated and classified employees who are committed to the education of 19,000 pupils. Enrollment is comprised of thirty-four percent English Language Learners. The ethnic balance of the student population is approximately 52% Asian, 40% Hispanic, and 8% other.

CST test scores are rising each year. Students and staff members of the Alhambra Unified School District have won numerous local, state and national awards. Thirteen of our schools since 1993 have been recognized as California Distinguished Schools and in 2006-2007 nine of our schools received the State Title I Academic Achieving Schools' Award.

The ROP program in Alhambra is one of the five largest in LACOROP and serves the largest adult population. There are over 70 daytime, afternoon, and evening ROP classes. All ROP courses are part of our Career Pathways sequence. Industry-based certification classes in Alhambra include AYES, A+, CISCO, ICAR and MOUS. Several ROP classes meet the UC requirement, and there are numerous articulation agreements with many local community colleges. Two of our high schools received the "Distinguished Schools-Career Technical Education Special Honors" award because of their high quality CTE program.

## ARCADIA UNIFIED SCHOOL DISTRICT

Arcadia Unified School District serves the City of Arcadia and is located in the San Gabriel Valley approximately sixteen miles east of Los Angeles. Arcadia is an attractive community with a population of approximately 56,000 residents. Many residents, primarily middle-class families with professional and business backgrounds, have been attracted to Arcadia because of their high regard for the educational program of the district. There are a total of eleven schools in the district (six K-5 elementary schools, three 6-8 middle schools, one comprehensive 9-12 high school and one alternative school) that serve just over 10,000 students. Of these students, approximately 3,650 attend the comprehensive high school. There is a history of strong community support for the school district. The Arcadia Educational Foundation (AEF), a private organization, raises monies in order to support many of the curricular programs within the schools. In November 2006, a district-wide bond measure, known as the "Arcadia Neighborhood Schools Health, Safety, and Repair Measure" (Measure "I") was overwhelmingly approved by the community. Nearly 67% of voters passed the \$218 million dollar bond measure.

Arcadia High School, founded in 1952, received a six-year term of accreditation by the Western Association of Schools and Colleges in 2004. The school boasts impressive academic achievement having earned base Academic Performance Index (API) scores of 808, 828, and 859 in 2006, 2007 and 2008 respectively. There is consistently a very low (less than 1%) dropout rate and a typical graduating class sees two-thirds of the students enrolling directly in four-year colleges and universities. Nearly all of the remaining one-third of graduates chooses to continue their education in a two-year community college.

The Regional Occupation Program at AHS continues to grow and attract more and more students every year. The program has had tremendous success and currently offers an average of 50 classes every semester. Eighteen of the ROP classes have been approved as meeting rigorous UC/CSU "A-G" subject matter requirements for admission. ROP courses at Arcadia High School include one Advanced Placement (AP) course and three honors-level courses. In addition, AHS has partnered with Pasadena City College to create several different programs that articulate directly into equivalent college-level programs.

## BELLFLOWER UNIFIED SCHOOL DISTRICT

Bellflower Unified School District (BUSD), situated southeast of Los Angeles, is located in a community with changing demographics showing rapid growth in diversity and the number of low-income families. Our 15,000 student population is distributed in fifteen schools, eleven elementary, two comprehensive middle/secondary schools and one continuation school. A community school also serves expelled students in grades 5-12. Both Mayfair High School and Bellflower High School are grades 7-12. BUSD serves the communities of Bellflower, Cerritos, and Lakewood.

Mayfair High School is a California Distinguished School. Somerset Continuation School has been recognized three times as a Model Continuation School. BUSD is actively involved with Cerritos College to include pathways/sequences with our occupational programs and ROP courses. We have articulated with Rio Hondo Business and Child Care for Mayfair High School. Bellflower High School offers certification programs in MOS, A+ Operating Systems and all levels of CISCO. Our Food Service offers ServSafe national certification. The Automotive program is exceptional both in staff and facility. Our students with special needs are supported with an aide to assist both with instruction and translation. Bellflower High School has a Partnership Academy in Telecommunications and Technology. Mayfair High School has an Academy of Animation and Digital Arts.

## BEVERLY HILLS UNIFIED SCHOOL DISTRICT

Beverly Hills High School is a four year, college-oriented high school unique in its international population and high achievement. As a 2004 National Blue Ribbon School, BHHS continues its long tradition of academic excellence and its role in public education. The district enjoys tremendous support from the local community, including the city of Beverly Hills, the Chamber of Commerce, the local Rotary Club, and strong PTSA organization. The Beverly Hills Unified School District is comprised of four K-8 schools, one high school (2,424 students), and one alternative high school. The high school faculty, staff and administration are dedicated to helping all of our students

from diverse backgrounds, including 42% for whom English is not a first language, reach their individual academic and personal goals.

With over 196 course offerings and 82 electives, BHHS students experience an extensive and challenging range of studies designed to develop the skills they need to succeed in college, the workplace and life. As one of the most decorated public high schools in the country, BHHS is proud of the accomplishments of our students, including national recognition in such diverse areas as engineering, foreign language, music and athletics.

Ninety-seven percent (97%) of the BHHS Class of 2007 planned to attend 2- or 4-year colleges as follows: 57% to 4-year colleges and 40% to 2-year colleges. Of the students planning to attend 2-year colleges, 28% of them were admitted into Honors or Accelerated Programs. Beverly High is a top-feeder school for the Scholars Program at Santa Monica College, where students begin their postsecondary education with the intention of transferring to the University of California, California State University, or selective private institutions. The remaining 3% of BHHS Class of 2007 had employment or other plans.

## BURBANK UNIFIED SCHOOL DISTRICT

The Burbank Unified School District is located between the Hollywood Hills and the Verdugo Mountains in the eastern San Fernando Valley. The city of 1,000,000 residents has a surprisingly small-town feel; and the town continues to experience healthy economic growth because it is home to businesses such as Disney, Warner Bros, NBC, ABC, Nickelodeon, and Cartoon Network. The school district serves over 15,000 students at two comprehensive high schools, a continuation school, a community day school, three middle schools, and 11 elementary schools. All schools have API scores above 750, and nine are over 800. John Burroughs High School has earned the distinction of being the only high school in the State to record double-digit gains in API scores over the last seven years. In addition, there are active child care and adult school programs in the district. The district is composed of 46.4% Caucasian students, 36.3% Hispanic, 5.5% Asian/Pacific Islander, 2.8% African American and 3.4% Filipino. There are 63 languages spoken in the schools, with the largest language groups being Spanish (3,950) and Armenian (1,845). Total district student enrollment (K-12) is 14,810 with an additional 5,250 students enrolled in the adult school. The college matriculation rate is over 65% and the high school dropout rate is 1.00%. The city of Burbank is sometimes called the media capital of the world because of the three major studios headquartered here, over 400 post-production houses in the city, and the accompanying large number of media-related businesses. Consequently, many of the ROP courses offered in Burbank reflect media needs. For example, Construction Technology is focused on stage set construction, and there are Professional Actor's courses, Film and Video Production courses and Stagecraft classes held at the Colony Theater. The Photography career path is a serious training program leading to employment in the photo industry and includes a seven source sequence culminating in a state of the art digital imaging course. There are two strong business academies – the National Academy of Finance at Burbank High School and the Burroughs E-business Academy - and Burroughs also has a Media Academy. With the Burbank Airport and a large private airport facility, Burbank has a need for students with experience in aircraft occupations. Burroughs hosts an ROP Small Engine/Aircraft Engines course sequence that has widespread community support (for

example, seven nearly new jet engines and two Piper Cubs have been donated to the program.) The ROP culinary arts program culminates in Bistro programs that provide industry certification and articulate with community colleges. Courses in Fire Science and Law Enforcement are offered with the City of Burbank, as is an Animal Control Class taught at the City of Burbank Animal Shelter. The district is particularly proud of its business partnership program that has over 400 active members who provide both advice and funding for school programs.

## CULVER CITY UNIFIED SCHOOL DISTRICT

Culver City Unified School District is located five miles northeast of Los Angeles International Airport and has a resident population of approximately 40,500 residents. During the day, the city's population triples due to the fact that it is home to Sony Studios and other smaller studios. The most important business in Culver City is the entertainment field. Sony Studio is the largest employer in the city and has provided both financial and technical support to Culver City High School.

The High School serves 2276 students. As a suburb of Los Angeles, the school enjoys a plethora of students from a wide range of social, ethnic and cultural origins and experiences. Active students total 1104 females and 1172 males. Three part-time and seven full-time ROP teachers provide classroom instruction. Support services are provided by one ROP steering committee representative, one ROP counselor, and one ROP technician. The ethnicity of the ROP team translates to: two (2) Black, one (1) Hispanic, and ten (10) Whites.

As a result of the support of Sony and grants from the State of California, Culver City High School has established the Academy of Visual and Performing Arts. The Academy includes specializations in drama, music and art. The ROP Animation class participates in the Academy through the Java Drama. Sony Pictures Entertainment and the Culver City Education Foundation (CCEF) have an on-going partnership supporting an innovative animation program at Culver City High School. The 2008-2009 school year represents the fifth year the ACME Animation Program has been available to interested students. The Animation class has been approved as a UC-F elective. In addition, Sports Medicine is also a UC approved elective. In the past few years the regular auto program at Culver City High School was nearly terminated due to a lack of instructors and students. Since then the ROP program has taken over the auto shop and the program is currently thriving. Several years ago the cooking program also was nearly closed due to the retirement of the instructor. The ROP program has stepped in and we now have a thriving culinary arts program at Culver High.

## DOWNEY UNIFIED SCHOOL DISTRICT

The Downey Unified School District consists of two high schools, one continuation high school and one adult school. There are four middle schools and fourteen elementary schools. The district serves a total of 22,358 students. The ethnic breakdown of the district is as follows: Hispanic 80.0 %, White 9.6%, Asian 3.1%, African American 3.6%, Filipino 1.2%, American Indian 0.4%, and Pacific Islanders 0.3%. The district serves the special populations of Free/Reduced Meals 37.2%, English Learners 22.7%, California Work Opportunity and Responsibility to Kids (CalWORKS) 2.8% (formerly Aid to Families with Dependent Children) and Compensatory Education 15.2%.

The Downey ROP consists of 30 various classes and unique to the Downey Unified School District ROP program are two full time ROP counselors to support the growing student population in career technical education. One of the newest classes added to the ROP is a Film/TV Productions class. The Careers in Education class is designed for students who want to pursue a career in teaching. Upon successful completion of this 480-hour program, students seriously interested in teaching as a profession are given the opportunity to enroll directly to Cerritos City College on a teacher track program that allows them guaranteed enrollment at California State University Long Beach to continue their education and receive their BA in Education along with their teaching credential. This particular program is called the 2 + 2 Teacher Track. Another ROP class that provides rare

opportunities for students is the Landscaping class. This class allows students to get hands-on experience creating elaborate gardens with extensive irrigation systems. The Health Occupations class provides students with an awesome experience to work directly with health professionals at the Downey Regional Medical Center. Students are placed in different areas of the hospital where they gain knowledge and experience under the direction and supervision of their ROP instructor. Another class that provides great hands-on experience is the Construction Technology class. This class offers students the opportunity to develop skills in each of the sixteen building trades. Our newly added Law Enforcement path offers students the opportunity take classes in the high school setting which are sequenced to continue in a post secondary law enforcement education and career. Many of our career pathway classes are offered to students under sixteen years of age. Six of our classes have University of California approvals in the area visual and performing arts. We are very proud of the commitment that the Downey Unified School District is making to the development of Career and Technical Education.

## DUARTE UNIFIED SCHOOL DISTRICT

The Duarte Unified School District is nestled at the base of the mountains in the San Gabriel Valley where the 210 freeway and the 605 freeway meet. Duarte has much to be proud of. First, it is home to the world-renowned City of Hope cancer research center. The City of Hope and the school district are the largest employers in the city. Second, Duarte High School was just named a California Distinguished High School. Other accomplishments include a Six-Year WASC Accreditation; a National Championship for our Academic Decathlon Team; and an AP Program that has been recognized by Newsweek magazine for a third year. The city is a bedroom community with mostly small businesses and industry. Target, Wal-Mart, Staples, and Ralph's are the largest retail and food stores in the city. A new Best Buy is being built in the southwest section of the city. A Duarte Auto Row along the 210 freeway makes automotive a very large business in the city.

Partnerships with the City of Duarte, Duarte Chamber of Commerce, City of Hope, America's Promise, and the Los Angeles County Regional Occupation program, have helped our career technical education programs/activities such as our College Fair, Job Shadow Day, senior workshops, and City of Hope Summer Internships. Representatives from our local community college; Cal State and UC colleges; and other post-secondary schools, continually enhance the overall program(s) in the district.

There is one high school and one alternative school in the district with a total enrollment of 1,300 students. We have now expanded our services to the intermediate school in the district. There are 330 eighth grade students participating in our CTE program. Duarte is a community where some students come from above average incomes and others come from homes falling at 5 or below the county's poverty level. Of the total enrollment in our schools, 66% are Hispanic, 15% Caucasian, 10% African-American, 7% Asian/Pacific Islander, and 2% other. A new Fine Arts Building at Duarte High School is now home to our expanded Graphic Design Program and our Video Production Program. As a result, we can now offer our students state-of-the-art programs/facilities in these two areas. The district hosts 34 ROP sections with 10 instructors. Duarte High School and Mt. Olive Alternative School depend on our ROP programs for much of their elective coursework and their CTE programs including our Career Pathways.

## EL MONTE UNION HIGH SCHOOL DISTRICT

The El Monte Union High School District (the District) is unique in many ways. The District serves 10,494 students (2008 CBEDS) through five comprehensive high schools, a continuation school, and a community day school. In addition, the District's large adult school offers a wide variety of courses that prepare students to gain a high school diploma, learn adult basic education, and attend many career-related training courses.

Four K-8 districts feed into the District. The District's total student enrollment is growing slowly and steadily – 10,221 students in school year 2007 – 08, increasing to 10,494 on the 2008 CBEDS report. The District's \$95.3 million budget of school year 2007 – 08, supports the educational goals of each student. In the area of technology, there are 2.85 students per computer (2007 – 08 CBEDS).

Of the 7,642 9<sup>th</sup> through 11<sup>th</sup> grade students tested in the spring of 2008, 86% were socio-economically disadvantaged. The predominate ethnic group (78% of the students) is Hispanic/Latino (spring, 2008 STAR test). The District has a high number of second-language learners, and the majority of the District's parents are not high school graduates. The City of El Monte's (the City) household poverty is the highest in East Los Angeles County. The City has one of the highest rates of teen pregnancy in the State of California, and in any given year, many students leave the country with their families for prolonged periods. Despite these challenges, all five of the District's comprehensive high schools have been making yearly API progress (592 in 2003, increasing to 670 in 2008). On measures comparing the District schools with schools of similar demographics, the District's schools perform at or near the top.

The community was very supportive in the November 2008 bond election by approving a \$198 million bond to renovate and upgrade the District's educational facilities. The community is unique in that many trades and professions are represented, thus offering the District's students the opportunities through Regional Occupational Program and school-site Career Technical Education programs to access local businesses for knowledge as well as job skill training opportunities. The city's businesses have a history of supporting the District's programs and students.

#### GLENDALE UNIFIED SCHOOL DISTRICT

The Glendale Unified School District has a K-12 enrollment of 27,054 students with 9,690 high school students located at three comprehensive high school sites, a magnet high school, and three continuation high school sites. The district is composed of 55.9% White, 22.1% Hispanic, 13.1% Asian, 5.8% Philippine Islander, 1.2% African-American, and 1.9% other. Sixty-two languages are spoken in the district. The district's four-year completion rate is 95.5%.

The district is the partner in several funded SB70 Grants including an Applied Competitive Technologies: Engineering Grant with Glendale Community College (GCC), a Career Exploration and Development for 7th and 8th Graders with GCC and a Biotechnologies/Bioscience Grant with Pasadena City College. In 2007-08, the District is partnering with the Glendale Community College on grants in education, hospitality and tourism, multimedia, and with Los Angeles Trade Technical College in construction. The district also has a Tech Prep Model Pathway Demonstration Grant with GCC in Culinary Arts and Hospitality. The grant will fund the second annual GCC Chili Cook-off with LACOROP schools participating. The district's ROP courses in Cinematography and CISCO meet UC a-g requirements. The district has five academies of which two are California Partnership Academies. Glendale has several programs recognized as best practices including the Glendale High Bistro, an in-school restaurant, the award-winning Glendale High Construction Technology program, work-based ethics video, and youth leadership programs. Crescenta Valley High School created the LACOROP's first Biotechnology program in 2004. Hoover High School, in partnership with the Glendale Police and Fire Departments in the fall 2006, launched a Public Safety Academy. Daily Continuation High School operates the Daily Grind, a Barista for District employees in the district's Administrative Building.

Clark Magnet High School specializing in Science and Technology in 2005 was honored as an Exemplary Career Technical Education Program and in 2006 was named a National Blue Ribbon School. Clark has been recognized by the International Center for Education and Council of Chief State School Officers as one of thirty schools in the Successful School Network. Eighty percent of Clark's students have completed an ROP class. Clark ROP students have for the past two years,

prepared the video for the California Department of Education's Distinguished Schools Award program.

The area is the entertainment capitol of the world with Walt Disney Studios, Warner Brothers, DreamWorks SKG, and ABC7 television. The communities also are home to smaller media firms and support businesses. Glendale is fortunate to have three major medical facilities, the second largest retail mall in California, and corporate headquarters for Nestlé and the International House of Pancakes. Four chambers of commerce serve the community.

#### LA CAÑADA UNIFIED SCHOOL DISTRICT

La Cañada High School is located in the incorporated city of La Cañada Flintridge (population of 25,000) between Glendale and Pasadena in the greater Los Angeles area. The Jet Propulsion Laboratory (NASA) and the Mt. Wilson Observatory are located within the school district, and the California Institute of Technology is nearby. Professional, scientific, managerial, entertainment industry, and sales positions are main areas of employment, and almost every residential dwelling is single family. Median home prices in La Cañada are high for Southern California. The community is built out to its geographic limits, and excluding home improvement projects, there is almost no new residential construction.

La Cañada high school parents are well educated and over 80% of adult residents have attended college. Household income is twice that of state and county medians. The community is home to numerous churches, and there are many faith-based organizations in which La Cañada students are actively involved. Parent support is a constant feature of La Cañada schools. Active 7/8 PTA and 9-12 PTSA organize to support teachers and students by providing school-wide and individual classroom resources, fundraising activities, and volunteerism at all levels. The La Cañada Flintridge Educational Foundation (LCFEF) raised over 1.3 million dollars in 2007-08 to support the schools in the district. Many community members have become directly involved in school/community partnerships. Recently the LCFEF promoted an initiative to support class-size reduction in ninth grade mathematics and 9th grade English Language Arts. La Cañada High School is supported by a wide range of parent and community organizations, including Spartan Boosters, PTA/PTSA, Music Parents Association, Friends of Drama, Drama Parents Association, Friends of Art, and Choral Parents Association just to name a few.

#### LAS VIRGENES UNIFIED SCHOOL DISTRICT

The Las Virgenes Unified School District serves 13,000 students in grades pre-kindergarten through 12 with one pre-school, eight elementary schools, three middle schools, two comprehensive high schools, and one alternative education center. The district is located west of the San Fernando Valley and inland from Malibu Beach. The housing ranges from historic sites to modern estates. The parents and community are very focused on education for their children as evidenced by their strong support of bond issues and other fund-raising efforts. The majority of the population is involved in professional pursuits in the legal, medical, computer, and entertainment industries.

The Regional Occupational Program within Las Virgenes Unified has more than doubled in the past 5 years and currently serves 52% of the eligible students. ROP provides over 25 courses (53 sections) designed to prepare students for the work place. The new Business and Technology Pathway includes marketing and computer classes such as Microsoft Office Systems, CISCO Networking, Web Page Design, Computer Repair, and 3-D Animation. New classes are added each year in response to student interest. Audio Technology, for example, was added at the alternative education center and draws students from all three of the District's high schools. Students from the TV Production and Film classes have consistently won silver and gold medals in the Outstanding Student Recognition competition over the past fifteen years.

Over 95% of the high school graduates from LVUSD schools attend college; therefore the vast majority of regular educational resources are focused on college preparatory and Advanced Placement classes. The bridge between theoretical academic classes and the practical application of that knowledge is increasingly met through student participation in the ROP. In addition, ROP offers five classes (Animation, Auto Technology, Digital Photography, Sports Medicine, and Professional Dance) which meet the University of California a-g requirements allowing students additional opportunities to explore career related electives.

A challenge particular to LVUSD is that, while the district is within Los Angeles County, the closest edge of the district lies some 60 congested freeway miles from the County Office of Education in Downey. Modern electronic communication eases the burden, but is a poor substitute for eye contact with knowledgeable involved experts when problem solving and creating better ways to serve our students.

## LOS ANGELES COUNTY HIGH SCHOOL FOR THE ARTS (LACHSA)

The Los Angeles County High School for the Arts (LACHSA) is a specialized secondary arts high school located on the campus of California State University, Los Angeles (CSULA). Known as the "best arts high school west of the Mississippi," the school's location is approximately four miles east of downtown Los Angeles and is surrounded by the cities of Los Angeles, Monterey Park, and Alhambra. The socio-economic range of families in these bordering communities is from lower to upper middle class.

LACHSA is a public, co-educational, diverse four-year institution (the ninth grade was added in 1998) that provides a rigorous academic and arts curriculum for its approximately 550 students. Prospective students must have a "C" (2.0) grade point average (without any F's) and audition in a chosen arts area for acceptance into the school. LACHSA enrolls students from over 52 various school districts in Southern California. Students come to school from as far away as Wrightwood (80 miles) and as close as a one-mile distance from the campus. No transportation is provided by the school. Students travel by Metrolink, carpools, buses, or drive themselves.

The school maintains a traditional two-semester, ten-month calendar. Students attend academic classes from 8:00 a.m. through 12:35 p.m., and two and a half hours in the afternoon are devoted to one of the four particular arts disciplines: dance, instrumental or vocal music, theatre, or visual arts. LACHSA students must complete 210 credits. However, some students complete as many as 320 credits, often including up to 30 college credits completed by the time they graduate from LACHSA. The ROP serves over half of the student population by offering 19 courses per year in the areas of TV and Film production, theatre and visual arts. LACHSA's Arts Foundation provides financial support to the arts programs through grants and donations.

## LYNWOOD UNIFIED SCHOOL DISTRICT

The mission of the Lynwood Unified School District is to ensure that each student achieves his or her academic and personal best through a continuously renewing system of education and to maximize student opportunities for success and good citizenship. Lynwood Unified School District (LUSD) is a socio-economically disadvantaged urban district located in the city of Lynwood, which occupies an area of approximately four and a half square miles in southeastern Los Angeles County. The District has twelve elementary schools, three middle schools (grades 6-8), two high schools, one continuation high school (Vista), an alternative high school (Pathway), and a Community Adult School. All elementary schools offer preschool education through LAUP (Los Angeles Universal Preschool). In addition, LUSD operates two Child Development preschool centers: Lindbergh Child Care Center and Will Rogers Child Care Center.

LUSD is proud to participate in a wide variety of grants and special programs, including Teacher Incentive Fund, Quality Education Investment Act, Teach American History Grant, California Mathematics and Science Partnership Grant, After School Education and Safety Program,

Improving Literacy Through School Libraries grant, and International Baccalaureate (Firebaugh HS grades 11-12, candidate for 9-10). Class Size Reduction is in grades K-3 and 9.

Career Technical Education courses offer students at Antonio Firebaugh, Vista Continuation School, and Lynwood High School educational pathways that explore interests and careers in the process of successfully progressing through middle and high school. In addition, Regional Occupational Program courses are available to high school students during the day. All after-school ROP courses service adults and evening high school students from the Lynwood community.

Members of our district's Industry Advisory Board typically meet on a semester basis, or as needed, to review technical education course content, develop opportunities for qualified and skilled technical education students, provide staff development opportunities for instructors, identify community resources. Industry insight from those businesses and individuals interested in sharing their innovative skills and technical knowledge includes local businesses such as Food 4 Less, Superior Markets, The Market Place Shopping Center, and Value Plus. Additionally, national chains such as Radio Shack, Auto Zone, Rite Aide, Subway, Chuck E. Cheese, and Starbucks have stores in Lynwood.

It is interesting to note that of the population 25 years and over (34,062) in Lynwood, 38.5% of the population have a high school education or higher, and 4.5% have a Bachelor's Degree or higher. Career Technical Education prepares students for a wide range of careers. These careers may require varying levels of education - from high school and postsecondary certificates, to industry certifications, to two and four year college degrees. Lynwood Unified is about helping students fulfill their career aspirations and educational potential.

## MONROVIA UNIFIED SCHOOL DISTRICT

Monrovia Unified School District has a California Distinguished High School and a Continuation High School. Monrovia, an All America City, is nestled in the foothills of the San Gabriel Valley. It is steeped in tradition, hosting the largest Friday Night Family Festival in the area every week. Monrovia ROP is a vital link between business and education in our community.

Monrovia ROP enjoys many partnerships with the community, businesses and organizations in the area. We work closely with the Workforce Investment Act (WIA) and the Foothill Workforce Investment Board. We have a WorkAbility I grant and Transition Partnership Plan (TTP) grant through the Department of Rehabilitation. These grants are designed to foster skills for special needs students and instruction is provided in our ROP Diversified Occupations classes.

Monrovia ROP is an integral part of the school district, hosting 46 classes, 35 during the school day and 11 after school. We also host five day-time classes at the Continuation High School. The Automotive Technology class is national NATEF and state AYES certified. This provides students the opportunity to work in a paid position at several local car dealerships during the summer between their junior and senior year in high school. This class has the distinction of being named, by the California Department of Education, as a Model Practice Program. Our Medical Assisting students intern at the City of Hope in Duarte. The Security Guard classes provide security for all home football games, Rose Bowl events, Foothill WIB Job Fairs and numerous school and community functions.

We offer two student-run businesses. Monrovia Wildcat's Den Student Store is on the High School campus. Our continuation high school students run a store at morning break time and evenings at the Monrovia Community Adult School. Our Recreation Leader, Careers in Teaching and Child Development classes work with the five Monrovia elementary schools and two middle schools. Play Production and Stage Technology students produce two evening performances; a play in the Fall Term and a musical in the Spring Term. Video Production students partner with KGEM, Monrovia's community cable station for hands-on studio experience.

Six Career Pathways are being developed involving five of the fifteen approved California Industry Sectors. Articulation agreements are in place with area community colleges with more planned in the future and our Graphic Design class is University of California approved. With ever expanding programs and dedicated staff the future is bright for Monrovia ROP.

## MONTEBELLO UNIFIED SCHOOL DISTRICT

The Montebello Unified School District, with a total enrollment of more than 35,000 K-12 students and 30,000 adult learners in eighteen elementary schools, six intermediate schools, four high schools and four adult schools, is one of the largest in Los Angeles County. It is located just 15 minutes from downtown Los Angeles and serves a diverse student population from the cities of Bell Gardens, Commerce, Montebello, and portions of Downey, Los Angeles, Monterey Park, Pico Rivera, Rosemead and South San Gabriel. Approximately 92 percent of students in the district are Hispanic, 4 percent are Asian or Pacific Islanders and roughly 3 percent are Caucasian. Fifty percent of students are English Language Learners. Eighty-one percent qualify for free and reduced price meals, the poverty indicator established by the federal government.

Montebello Unified School District has the unique distinction of generating the highest ADA within the Los Angeles County Regional Occupational Program for the 2003-2004 school year. In addition, Montebello Regional Occupational Program has established UC approval courses in the areas of Computer Graphic Design and Animation. Montebello has developed Career Pathways in Computer Animation, Computer Graphic Design and Health Careers. Strong partnerships have been formed with Associated Builders & Contractors Electrical Apprenticeship of Van Nuys; Montebello Parks and Recreation Department serving our Recreation Occupations students and; the Montebello Hilton Gardens working with our Diversified Occupations students. Montebello provides a variety of Saturday classes for students who are unable to attend classes during the school week.

## PARAMOUNT UNIFIED SCHOOL DISTRICT

Paramount Unified School District (PUSD) is located in the city of Paramount, which is a small, urban, predominately Hispanic community at the southern end of Los Angeles County. The boundaries encompass all of the city of Paramount and portions of Bellflower, Lakewood, Long Beach, and South Gate/Hollydale communities. It serves students from a diverse urban, lower-middle class community. Currently, the District serves about 16,000 students including those enrolled in alternative programs. The school district is comprised of 18 schools serving grades K-8, Paramount High School, Senior campus with grades 10 through 12, Paramount High School – West Campus with 9th grade only, and Buena Vista (Continuation) High School. Paramount also serves an Adult Education Center & Community Day School (CDS) and four preschool programs (including Child Development Centers, State Preschools, Ready by Five and Los Angeles Universal Preschool): Alondra, Collins, Gaines, Hollydale, Keppel, Los Cerritos, Mokler, Jackson (located at Wirtz School), and Zamboni.

Paramount Unified School District reports 28% of the students receive AFDC, 44% of the students are identified as Limited English Proficient as well as an 18% mobility rate. The demographics present even more diversity than its surrounding urban area with 84% of the student body identified as Hispanic. The next largest ethnicity is African American with 11%, and Native American, Asian, Pacific Islander, Filipino, and White making up the remaining five percent of the student body. A total of 87% of District students are enrolled in the free and reduced lunch program. Student enrollment at Paramount High School (PHS) has increased by an average of 110 students annually for the last four years. From 1991 - 1998, PHS enrollment grew 22%, and from 1999-2006 it grew another 15%.

The district offers 23 sections of ROP training courses. Course offerings are primarily after school. However, new courses in Information Support and Services, Health Careers Academy and Health

Occupations are offered during the school day. Silk Screening and a Web Design course are offered during zero period (6:55 am to 8:10 am). Two courses are offered on Saturdays: Information and Support Service and Office Occupations.

## PASADENA UNIFIED SCHOOL DISTRICT

Pasadena is the city best known for hosting millions for the Rose Parade & Rose Bowl football game every New Year's Day. Founded in 1974, The Pasadena Unified School district (PUSD) serves a current high school enrollment of approximately 6,000 students from the communities of Pasadena, Altadena, and Sierra Madre. The PUSD has four high schools and one continuation high school. PUSD's demographic spread is a portrait in racial, ethnic, linguistic and socioeconomic diversity. Approximately 55% of students are Latino/Hispanic; 25% are African-American; 15.7% are Caucasian and 4.3% are Asian-American and Others. Over 63% of the students are eligible for the federally supported free/reduced lunch program and nearly 15% are from homes receiving Cal Works/AFDC. Over 26% of students are identified as Limited English Proficient; of these, over 96% are of Spanish-speaking origin and 4% are Armenian, but more than 25 languages typically are represented in this category.

The ROP in the district serves approximately 2,580 students (58%) in grades 10 through 12, and 100 adults offering approximately 40 different ROP classes each semester. Many of these students are in our seven state funded Partnership Academy ROP classes. Each academy has business partners that support their academy and articulations agreement with Jet Propulsion Laboratory (JPL), Business Technology Center, SBC PacBell, Wells Fargo Bank, Community Bank, Art Center of Design, Pasadena City College, Huntington Hospital, Kaiser Permanente, Washington Mutual, and Disney are some of our partners that afford students the wonderful internship/on the job-training opportunities.

In addition, we offer at least one full day ROP class on each of our five high school campuses outside of the Academy. A large number of students take our after school ROP classes as well. The ROP program is the only structured program in our district that provides Career-To-Work and Career Technical opportunities for the students. One of our challenges is finding classroom space to offer classes. Our photography and Graphic Design classes at Pasadena High School are UC approved. Our goal is to increase ROP UC approved courses to meet the a-g requirements.

## SAN GABRIEL UNIFIED SCHOOL DISTRICT

The San Gabriel Unified School District consists of five elementary schools, one middle school and one comprehensive high school, providing a quality education to 5,500 students. Our student population is comprised of 44% Asian-American, 42% Latino/Hispanic-American, 11% are Caucasian and 2% other. Over 90% of the high school graduates attend college. The district motto is "Our Children's Future is Our Mission" making reference to the history of the mission established by Junipero Sierra in 1771. Gabrielino High School first opened its doors in the fall of 1994, two years after the unification of the San Gabriel School District. For most citizens the opening of the high school represented a long-held dream. Gabrielino High School has completed all three phases of the construction projects which includes 77 classrooms, a theater, and a football stadium.

The ROP in the district serves approximately 400 students. Daytime classes include Fashion Merchandising, Performing Arts Occupations, and Commercial Art and Design. Our after school program includes Web Design, Stagecraft Technology, Video Production. The "Eagle Express" student store operated by students in the Small Business Management class use proceeds from sales to fund a scholarship program for graduating seniors. The "Soaring Eagle" Sound Studio occupied by the Music Technology class boasts of state of the art equipment and is a unique opportunity for students to learn about the recording industry. The ROP program has established articulation agreements with Pasadena City College and has business partnerships with American Public Work, Project ECHO and Home Depot.

## SAN MARINO UNIFIED SCHOOL DISTRICT

San Marino is a small community with one high school serving about 1,160 students. The community consists entirely of single-family homes. It is generally assumed in the community that the quality of the schools draws families to San Marino. The schools were originally part of the South Pasadena Unified School District, but ultimately the community opted for its own unified school district, graduating its first high school class in 1956. For the past several years, the school district has been ranked #1 in the state according to its API score. The district consists of one comprehensive high school (9-12), one middle school (6-8), and two elementary schools (K-5).

The community is proud of the school's recognition as both a No Child Left Behind National Blue Ribbon School and as a California Distinguished School. Additionally, for the past three years, the California Business for Educational Excellence Foundation has recognized the school as an Honor Roll School in the "Scholar Schools" category based on student achievement data.

The parents of San Marino High School students typically are active professionals. Compared to cities of similar size in the nation and the state, the city is in the top 1% for college-educated adults according to CityTownInfo.com. Many SMHS students aspire to and achieve matriculation at highly selective institutions, at or above the selectivity of the University of California. San Marino High School has almost no dropouts, and nearly all graduates go to college.

U.S. News and World Report in its first ever national ranking of high schools named SMHS as a Gold Medal winner. SMHS was also announced as a 2008 co-winner of the prestigious Bravo Award, recognizing the top school arts program in Los Angeles County. The school's vocal and instrumental music, dance, drama, visual arts, media productions, graphic arts, and photography departments impressed the judges with the high quality of their courses and their impact throughout the school. An integral part of the school's success is in its offerings of ROP classes: Graphic Design, Video and TV Productions, Commercial Photography, Fashion, Computer Programming, Small Business Management, and Retail Sales.

## SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

The Santa Monica-Malibu Unified School District stretches 35 miles from Santa Monica High School up the Pacific Coast Highway to Malibu High School. The district is a diverse pre-kindergarten through adult school district comprised of 12,654 students, 1,358 staff (certificated and classified) with 10 elementary schools, one alternative school (K-8), three middle schools, one continuation HS, one Community Day School, one large comprehensive high school located in Santa Monica and one small high school located in Malibu. Of the district's student population, 24.75% qualify for free or reduced price meals. Student population includes 12% English Learners (EL), 56% White, 27% Hispanic, 7% African American, 7% Asian, .2% American Indian, .5% Filipino, .2% Pacific Islanders.

In existence for 113 years, Santa Monica High School is the only comprehensive high school serving the 90,000 residents in the city of Santa Monica. The Malibu portion of the district serves 20,000 residents within the semi-rural community that stretches along the coast. Currently, there are thirty-nine sections of our ROP programs housed on the Santa Monica High School campus, with eight sections at Malibu High School, two sections at City of Santa Monica locations.

The Regional Occupational Program offers 49 sections of classes each semester. Five ROP courses are currently UC approved: Photography, Virtual Business, Business Management/Project E.C.H.O. (Entrepreneurial Concepts Hand On), Film/Video Production and Digital Design. ROP provides a certified Microsoft Office Specialist and IC3 testing center. Project E.C.H.O., is a partnership that has given additional vitality and depth to the UC approved Business Management programs. Students have full responsibility for running the Vike's Café and the Vike's Inn and have received recognition at the state, national and international level. The city of Santa Monica also provides funding for ROP job training and employment for at-risk youth in the city's Street Maintenance Department.

## SOUTH PASADENA UNIFIED SCHOOL DISTRICT

South Pasadena, the "City of Trees," is a 3.4-square-mile community located between Los Angeles and Pasadena. It has enjoyed a reputation as a city of "low crime rate, excellent schools and a small-town atmosphere for many years." Currently, over 26,000 people reside in South Pasadena. The residential/bedroom community consists of single family residences, apartments and small businesses.

South Pasadena High School is a public, co-educational, four-year institution that provides a rigorous curriculum and excellent extra-curricular/co-curricular programs for its students. There is a large college preparatory population with the majority of South Pasadena High School graduates striving to further their education. Over 97% of the 2007-08 seniors are college-bound. A small Alternative Education program is on campus. SAT and API scores continue to rise as the staff and students collaborate to expand a standards-based curriculum. Students are encouraged to step up to performance organizations from Jazz Ensemble, Arroyo Seco Singers, Symphonic Band, Advanced Orchestra, and Drama to a wide range of women's and men's athletics. Students are also encouraged to enroll in workplace and career technical courses offered by ROP. Eleven ROP teachers offer over 30 sections of coursework ranging from Financial Occupations to Commercial Photography, and Professional Dance. Additional ROP courses include Virtual Business (an on-line simulation of an economy and business organization), Computer Technology, Cabinetry, Emergency Medical Responder, Fashion Merchandising, Culinary Arts, Media Arts, Stagecraft, Elementary Education, and Graphic Design. The community recently committed 30 million dollars to the high school renovation. Major reconstruction was completed in 2003. The high school boasts four classroom computer labs and over 36 workstations in the main library for student access. Each room is internet connected with workstations or laptops to support the use of technology in instruction and knowledge production.

South Pasadena High School's total enrollment has increased from 1,250 to approximately 1,525 students. This increase has impacted classroom availability. Although the student ethnic distribution has remained fairly constant over the past few years, a dramatic shift occurred between 1990 and 2000. The Caucasian population dropped from 60% to 33%, with the Hispanic population growing from 7.5% to 18% and the Asian population changing from 29.6% to 42%. Other ethnic populations also changed but not as dramatically as the above mentioned. The Special Education programs are impacted. The Special Day Class (SDC) and the Resource Specialist Program (RSP) have grown significantly in the past few years. South Pasadena High School benefits from strong community support, a dedicated staff and students who promulgate the tradition of academic and co-curricular excellence.

## TEMPLE CITY UNIFIED SCHOOL DISTRICT

The Temple City Unified School District is located in the West San Gabriel Valley, approximately five miles southeast of Pasadena and 13 miles northeast of downtown Los Angeles. The district includes within its boundaries most of the incorporated City of Temple City, as well as small portions of San Gabriel and Arcadia, and some unincorporated areas of Los Angeles County. The District encompasses approximately four square miles. The district maintains one comprehensive high school (9-12), one alternative high school (10-12), one alternative junior academy (7-9), one intermediate school, four elementary schools, and an adult education school. The population of the district's service area is approximately 35,000. Temple City High School's enrollment has increased from 1,950 in 2004 to 2,086 in 2007. API scores have gradually increased from 780 in 2004 to 822 in 2008. The high school ethnic breakdown has changed significantly over the past few years. Currently the school is made up of 62.4% Asian, 19.3% Caucasian, 14.1% Hispanic, and American Indian, Pacific Islander, Filipino, African American all together make up 1.8% of the population. Eight ROP teachers comprise the teaching staff in which 14 sections are offered in Graphic Design, Cabinetmaking, Small Business, Culinary Arts, Fashion Merchandising, Lifeguard, Sports Medicine, and Careers in Medicine.