



LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

TITLE: Advanced Placement (AP) Program

NUMBER: BUL-6831.2

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ROUTING

Local District
Superintendents
Administrators of
Instruction
Community of Schools
Administrators
Counseling Coordinators
High School
Principals
Assistant Principals
Counselors
AP Coordinators
AP Teachers

POLICY: Los Angeles Unified is firmly committed to the goal of ensuring that all students graduate equipped with the knowledge and skills for college and career success. Advanced Placement (AP) gives students the chance to tackle college-level work (online or in the classroom) while still in high school. By taking AP Exams, students can earn college credit and placement. It is District policy that any student willing to accept the challenge of Advanced Placement should be enrolled in AP and provided with the requisite academic support. It is a District expectation that all LA Unified schools will eliminate requirements for AP course enrollment and encourage every student to take at least one AP course in high school.

MAJOR CHANGES: This bulletin replaces BUL-6831.1, *Advanced Placement Program*, dated February 14, 2018. It provides updated information, including requirements, implementation specifications and resources.

GUIDELINES: I. EQUITABLE ACCESS TO ADVANCED PLACEMENT

- A. Each District high school must take definitive steps to ensure that AP is an accessible option for every student. No student shall be denied access to an AP course due to scheduling issues or school requirements.
 1. The AP designation may only be applied to courses offered at or above the ninth-grade level that have received authorization through the annual AP Course Audit process. The AP label cannot be affixed to courses and transcripts earlier than ninth grade.
 2. There is an exception to this policy: AP world language and culture courses. These courses focus on linguistic proficiency and cultural competency, so in rare situations these courses can be successfully offered earlier than ninth grade to students who can already speak, read, and write the language with fluency.



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- B. To respond to this equity challenge, high school principals are to ensure that AP access is provided through the:
1. Master Schedule
 - a. AP courses are included in the school’s master schedule.
 - b. To support equitable access, meet site enrollment targets and ensure such courses are included in the matrix, the planning and development of the schedule should begin no later than the start of second semester.
 2. AP Course Audit
 - a. All schools wishing to label a course “AP” must submit the subject-specific AP Course Audit form and the course syllabus for each teacher of that AP course.
 - b. Schools may not label courses AP on student transcripts without authorization from the College Board.
 - c. The AP Course Audit will only renew or authorize courses that are offered exclusively in grades 9–12, with the exception of AP world language and culture courses.
 - d. It is the school’s responsibility to ensure that every AP course listed on student transcripts, in course catalogs, and on the school’s website is authorized and annually renewed through the AP Course Audit process.
 - e. To ensure the inclusion of AP courses in the school’s master schedule, and meet all submission requirements and deadlines, refer to the applicable AP Course Audit Calendar available at the College Board AP Audit website, <https://apcentral.collegeboard.org/courses/ap-course-audit>.
 3. Passporting
 - a. Students enrolled in a small school within a shared campus may “passport” to take an AP course not offered by the home school.
 - b. The passport process requires a committed master schedule for both schools. See Job Aide, Passporting Courses (Attachment A).
 4. Online courses
 - a. Online courses can only be listed as “AP” on a student’s transcript if the online provider and the courses have been authorized by the College Board.
 - b. Online science courses can only be labeled “AP” if the provider or the school (principal or designee) verifies that the virtual lab provides students with an interactive experience during which students observe and manipulate computer-generated objects, data, or phenomena in order to fulfill the learning objectives of a laboratory experience. All AP science courses, including online courses authorized to use the “AP” course designation, require the presence of a science educator to supervise the students during their lab work.



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- c. Details on the process of College Board AP authorization for online courses can be accessed by going to AP Course Audit Web site: <https://apcentral.collegeboard.org/courses/ap-course-audit/explore-by-role/online-distance-learning-providers>.
- d. For information on Los Angeles Unified online AP courses, click on <https://achieve.lausd.net/Page/7020>.

II. ADVANCED PLACEMENT COURSES

- A. AP Central at <https://apcentral.collegeboard.org/> provides information regarding:
 - 1. AP course and exam descriptions
 - 2. AP Course Audit
 - 3. AP instructional resources, including AP Daily videos and AP Classroom
 - 4. Professional learning
 - 5. Exam administration, ordering and scores
- B. AP Course Information

For additional AP course information, click on links below.	
AP Capstone	Math & Computer Science
AP Research	AP Calculus AB
AP Seminar	AP Calculus BC
Arts	AP Computer Science A
AP Art History	AP Computer Science Principles
AP Music Theory	AP Statistics
AP 2-D Art and Design	Sciences
AP 3-D Art and Design	AP Biology
AP Drawing	AP Chemistry
English	AP Environmental Science
AP English Language and Composition	AP Physics 1 - Algebra Based
AP English Literature and Composition	AP Physics 2 - Algebra Based
	AP Physics C- Electricity/Magnetism
	AP Physics C: Mechanics



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For additional AP course information, click on links below.	
History & Social Science	World Languages & Cultures
AP Comparative Gov. & Politics	AP Chinese Language & Culture
AP European History	AP French Language & Culture
AP Human Geography	AP German Language & Culture
AP Macroeconomics	AP Italian Language & Culture
AP Microeconomics	AP Japanese Language & Culture
AP Psychology	AP Latin
AP U.S. Government & Politics	AP Spanish Language & Culture
AP U.S. History	AP Spanish Literature & Culture
AP World History: Modern	

III. EFFORTS TO INCREASE STUDENT ACCESS

A. Successful Practices

1. Review of successful practices indicates that there are several practical and effective ways for schools to increase student access while maintaining high academic standards in the Advanced Placement program.
2. Some successful practices include:
 - a. Set aggressive, but attainable, goals for expanding student access to advanced coursework and AP participation and success, i.e., scheduling/implementation of a rigorous standards-based, college preparatory curriculum (A-G), including online courses.
 - b. Increase awareness and garner support from parents, teachers, students and administrators for an expanded AP program.
 - c. Provide course/discipline-specific professional development and support to teachers and instructional support staff.
 - d. Build student support systems to increase access to AP participation and AP exam success, i.e., Advancement via Individual Determination (AVID), College Board Pre-AP program, AP Readiness Program.
 - e. Utilize the College Board's AP Potential to identify additional students likely to succeed in AP courses.
 - i. AP Potential is a free, online tool that allows schools to generate rosters of students who are likely to score a 3 or higher on a given AP exam based on their performance on the PSAT 8/9 or PSAT/NMSQT.
 - ii. PSAT scores should not be used to eliminate students who have expressed a desire to enroll in AP courses.
 - f. Increase parent/community understanding and support for AP through outreach and engagement, e.g., meetings, training, online resources.



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- g. Allocate resources (staff and fiscal) and pursue other funding sources to support expansion of AP program and programs that support AP access, i.e., Pre-AP, AVID.
 - h. Continue to analyze quantitative and qualitative data, including results of stakeholder surveys, and share with school community.
3. Pre-AP Courses
- a. [Pre-AP](#) courses provide students with frequent opportunities to engage deeply with texts, sources, data, and compelling higher-order questions and problems that will help them develop the important critical thinking skills needed to succeed in AP.
 - b. Pre-AP courses are directly back mapped from specific AP courses. For specific course information, click the applicable link.

Pre-AP Course	AP Course Connections
Pre-AP English 1 & 2	AP English Language & Composition AP English Literature & Composition AP Seminar
Pre-AP World History & Geography	AP European History AP Human Geography AP United States History AP World History: Modern
Pre-AP Biology	AP Biology AP Environmental Science
Pre-AP Chemistry	AP Chemistry AP Environmental Science
Pre-AP Algebra 1	AP Computer Science Principles AP Calculus AB or AP Calculus BC AP Statistics
Pre-AP Geometry with Statistics	AP Calculus AB or AP Calculus BC AP Statistics
Pre-AP Algebra 2	AP Calculus AB or AP Calculus BC AP Physics 1: Algebra-Based AP Physics 2: Algebra-Based AP Statistics
Pre-AP Course	AP Course Connections
Pre-AP Visual Arts	AP Drawing AP 2-D Art and Design AP 3-D Art and Design



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B. Data Analysis

1. School

- a. To support equitable student access to Advanced Placement, schools must analyze their data (District and College Board) to get a more detailed understanding of the level of student access at their school
- b. To use findings to inform and guide action steps to increase AP course offerings, expand AP participation and increase AP exam success.

2. College Board

- a. Five years of data are available on [AP Score Reports for Educators](#). To access, go to <https://scores.collegeboard.org/>.
- b. Below is a list of the reports (hyperlinked) available to authorized high school and district staff.
 - i. [AP Instructional Planning Report](#): Subject-specific report showing the performance of students on the multiple-choice and free-response sections and on specific topics within that AP exam, compared to all students.
 - ii. [Subject Score Roster](#): A roster for each AP subject listing all students and their AP scores. Also includes key metrics such as participation numbers, average scores, and state and global comparisons.
 - iii. [Organization Score Roster](#): A roster showing all AP students who tested during a specific exam year, and their AP scores, for your school or district. You can navigate to an individual student's score report from the roster to view a student's score history.
 - iv. [Student Score Report](#): Individual, cumulative report for a single AP student, listing scores for each AP exam taken by that student, their demographic information, and any AP Scholar or AP Capstone awards earned throughout their high school career.
 - v. [Student Datafile](#): A downloadable .csv file containing cumulative student score report data for each AP student who tested in a specific administration in your school or district. This file can be opened in Excel or uploaded to other systems for internal analysis and planning.
 - vi. [Scholar Roster](#): Roster showing all AP students who earned an [AP Scholar Award](#) or [AP Capstone award](#), and their AP exam scores
- c. To access [AP Score Reports for Educators](#), all authorized AP teachers, AP coordinators, principals, and district administrators must have a College Board [Education Professional account](#). AP Score Reports for Educators features two primary access roles:
 - i. **AP Teacher**: A teacher who has been authorized through the AP Course Audit to teach one or more AP subjects.
 - ii. **Administrator**: A principal, AP coordinator, or other school or district administrator.
- d. For information about which reports are available to teachers and to school and district administrators, see the [Report Descriptions page](#).



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- e. After reviewing AP score reports, school leadership should ask these three questions:
 - i. **What is the availability of AP courses?** What is the depth and breadth of the school's AP course offerings? Are there unequal patterns of access? Based on school's AP Potential Report, are there AP course opportunities missed?
 - ii. **What are the participation patterns in advanced coursework, including AP and AP exams?** What are the trends in participation? Are there segments of the student population, i.e., African American, Latinos, English learners, low-income, who are not enrolled in rigorous courses?
 - iii. **What is the performance rate in advanced coursework, including AP courses and AP exams?** What are the grade distributions for advanced and AP courses in each disciplinary area? What is the level of performance on AP exams for all student groups?

IV. Local District Role and Responsibilities

- A. Data-driven Dialogue: Each academic year, Local District leadership engages in a data-driven dialogue with school site leadership that is focused on:
 - 1. AP offerings, enrollment and student participation and success in AP exams
 - 2. AP Potential data
- B. Plan for Expanding AP Access and Success: At the beginning of spring semester, review with principal the site action plan to support access to and participation in AP by reviewing:
 - 1. AP course offerings and sections for upcoming academic year
 - 2. The number of students registered for AP
 - 3. The number of teachers assigned to teach each AP course and/or section
 - 4. Action plan to support high AP achievement, including resource allocation to support participation in AP Readiness

AUTHORITY: Education Code Section 52240-52244

ASSISTANCE: For general AP information regarding, go to <https://ap.collegeboard.org/>.

For assistance, contact: Advanced Learning Options at (213) 241-8220 or alo@lausd.net.



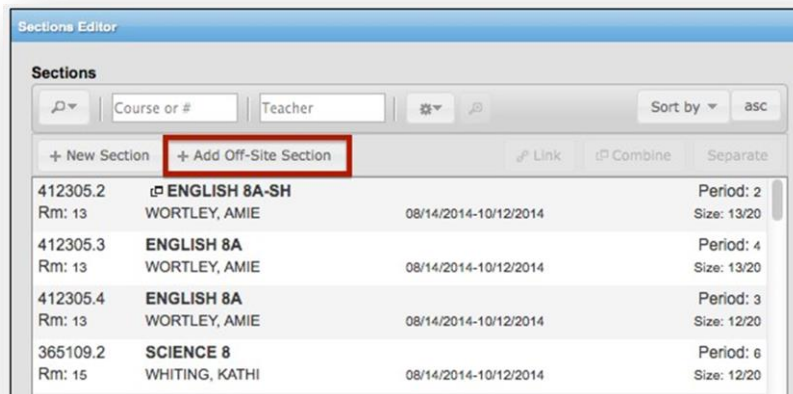
My Integrated Student Information System

Passporting Courses

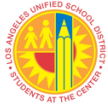
Passport process requires a committed master for both schools. Go to **Section Editor** to begin the process.

Section Editor

1. Click on the + **Add Off-Site Section** button.



2. Select the **ESC** of the Off-Site section.
3. Select the **School** for the Off-Site section.
 - a. The **Term** will be pre-populated.
4. Select *All* for the **Department** to display all of the available courses.
5. Click on the Off-Site section to be used.
6. Click on the button **Add Selected Off-Site Sections**.



The screenshot shows a dialog box titled "Add Off-Site Section". It contains several dropdown menus and a table of course sections.

ESC: EDUCATIONAL SERVICE CENTER W
School: AUDUBON MIDDLE SCHOOL
Term: 2014-2015 A-Track Fall - First Half
Department: All

Section Number	Course Name	Teacher	Start Date	End Date	Period	Size
310290.1	ALGEBRA 1/A	CULLAN, EUFEMIA	08/14/2014	10/12/2014	2	0/20
310290.2	ALGEBRA 1/A	CULLAN, EUFEMIA	08/14/2014	10/12/2014	1	0/20
310290.3	ALGEBRA 1/A	CULLAN, EUFEMIA	08/14/2014	10/12/2014	5	0/20
910203.1	CONF/PREP PER	FARMER, VERLIE	08/14/2014	10/12/2014	5	0/20
412305.1	ENGLISH 8A				3	

Buttons: Add Selected Off-Site Sections, Cancel

Walk-In

1. Click on the **Gear** icon.
2. Select **View Off Site Sections**.
3. Click on the **Courses** button.
4. Select the Off-Site section.

Once the Off-Site section is loaded in Walk-In, the process to assign the course to a student is the same.

The screenshot shows a window titled "Student Schedule for FULLER, ODIS". It has tabs for "Courses", "Teachers", and "Subject Codes". A date field shows "08/14/2014". A settings menu is open, showing options:

- Reset All
- Show Non-Instructional Periods
- Include Future Sections
- Include Past Sections
- View Logs
- View Off Site Sections

The table below the menu is empty, showing "No sections."