

Littlerock High School

School Accountability Report Card

Reported Using Data from the 2019-2020 School Year

Published During 2020-2021

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

About This School

School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Littlerock High School
Street	10833 East Avenue R
City, State, Zip	Littlerock, CA 93543
Phone Number	(661) 944-5209
Principal	Jose Barajas
Email Address	jbarajas@avhsd.org
Website	http://www.lhslobos.org/
County-District-School (CDS) Code	19 64246 1995406

District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Antelope Valley Union High School District
Phone Number	661-948-7655
Superintendent	David J. Vierra, Ph.D.
Email Address	dvierra@avhsd.org
Website	www.avdistrict.org

School Description and Mission Statement (School Year 2020-2021)

The culturally and ethnically diverse Littlerock community is located in the high desert of Southern California, within the boundaries of Los Angeles County. Littlerock High School is part of the Antelope Valley Union High School District. The AVUHSD serves the communities of Lancaster, Palmdale, Quartz Hill, Littlerock, Pearblossom, and Lake Los Angeles. The District consists of eight comprehensive high schools, three continuation schools, and one community day school. Littlerock High School, established in 1989, places strong emphasis on high achievement for students and preparation for productive citizenship and is committed to providing strong instructional programs for all students to ensure excellence in education and preparation for careers.

The Littlerock High School staff believes that through powerful teaching and differentiated instructional strategies, education becomes a lifelong learning process. This process empowers all students to meet challenging standards in personal, academic, vocational, social, technical, and communication areas. The Littlerock High School learning community advocates rigorous and relevant instruction with technology integration in a secure environment that encourages students' development as responsible and capable individuals and productive members of society.

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Grade 9	382
Grade 10	367
Grade 11	355
Grade 12	337
Total Enrollment	1,441

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	4.7
American Indian or Alaska Native	0.1
Asian	0.1
Filipino	0.3
Hispanic or Latino	81.3
White	10.8
Two or More Races	2.6
Socioeconomically Disadvantaged	84.9
English Learners	14.2
Students with Disabilities	15.8
Foster Youth	1.6
Homeless	0.8

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	59	59	61	841
Without Full Credential	1	3	2	33
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	3

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	1
Total Teacher Misassignments*	0	1	1
Vacant Teacher Positions	2	1	1

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: December 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	SpringBoard California English Language Arts Grade 9 Student Edition/2016 SpringBoard California English Language Arts Grade 10 Student Edition/2016 SpringBoard California English Language Arts Grade 11 Student Edition/2016 SpringBoard California English Language Arts Grade 12 Student Edition/2016 SpringBoard California English Language Development Grade 9 Student Edition/2016 SpringBoard California English Language Development Grade 10 Student Edition/2016 SpringBoard California English Language Development Grade 11 Student Edition/2016 SpringBoard California English Language Development Grade 12 Student Edition/2016	Yes	0%
Mathematics	Houghton Mifflin Harcourt Big Ideas Algebra/2016 Houghton Mifflin Harcourt Big Ideas Geometry/2016 Houghton Mifflin Harcourt Big Ideas Algebra 2/2016 Algebra & Trigonometry: Structure and Method-Book 2/ 2002 Trigonometry Calculus: A New Horizon / 2008	Yes	0%
Science	World of Chemistry / 2002 Earth Science: Geology, the Environment, and the Universe / 2003 Biology / 2002 Physics: Principles and Problems / 2002	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
History-Social Science	Economics: Principles of Economics & Principles of American Democracy/2019 Civics: Principles of American Democracy/2019 World History: Democracy/World History, Culture, & Geography: The Modern World/2019 US History: United States History & Geography: Continuity & Change/2019	Yes	0%
Foreign Language	French/ EntreCultures Levels 1, 2, and 3 / 2020 Spanish / ¡Avancemos! 1 / 2008 Spanish / ¡Avancemos! 2 / 2008 Spanish / ¡Avancemos! 3 / 2008	Yes	0%
Health	Glencoe Health: A Guide to Wellness / 2001	Yes	0%
Visual and Performing Arts	Instrumental: Essential Elements / 2000 Music First / 2000 Exploring Photography / 2000 The Photographic Eye / 2000 Theatre: Art in Action / 2000 Music / 2000 Symphonic Band Technique / 2000	Yes	0%
Science Laboratory Equipment (grades 9-12)	All labs are fully equipped with the appropriate materials	Yes	0%

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

School facilities are sufficient to meet program needs and are designed within strict State standards for permanent high school construction. Restroom inspections are conducted regularly, facility repair requests are done electronically to expedite the process. School cleanliness and upkeep are of the highest priority and site inspections are conducted on a regular basis. Graffiti is recorded and suppressed immediately.

School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: 11/28/2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Auto Shop: Wall heaters not working. Big Gym: 5 AC units not functioning. Repairs to be rectified.
Interior: Interior Surfaces	Good	109: Wall covering torn 110: Wall covering torn 111: Wall covering torn 114: Wall covering torn, stucco damage due to outside sprinklers 119: Wall covering torn 127: wall covering torn 130: wall covering torn 131: Wall covering torn 132: Wall covering torn 203: Wall board torn 204: Wall board torn 207: Some walls need repair and paint 214: Ceiling damage (leak repaired) patch and paint needed 221: Damaged counter top, Ceiling damage (leak repaired) patch and paint needed 222: Ceiling needs repair, Ceiling damage (leak repaired) patch and paint needed 229: Counter top needs edging 231: Counter top needs edging 236: Counter top needs edging 238: Counter top needs edging 240: Counter top needs edging, Patch paint wall needed after cabinet removal 246: Patch and paint needed after cabinet removal 300: Stained ceiling tile 363: Ceiling tiles damaged 371: Floor tile needs repaired Theater: cracked wood on back stage portion Repairs to be rectified.

System Inspected	Rating	Repair Needed and Action Taken or Planned
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	143: rodent issues 301: rodent issues Admin.: Mouse problem Repairs to be rectified.
Electrical: Electrical	Good	220: 1 ballast out, 239: Missing cover plates on floor boxes Repairs to be rectified.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	207: Faucets missing parts 211: Faucets missing parts 223: Faucets missing parts 224: Faucets missing parts Admin.: Lobby drinking fountain not working needs to be replaced. P2: Drinking fountain missing Repairs to be rectified.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	300: Possible roof leak Repairs to be rectified.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Locker Rooms: boys locker doors need replaced 363 ROTC: Rusted threw west outside door Repairs to be rectified.
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	34	N/A	39	N/A	50	N/A
Mathematics (grades 3-8 and 11)	7	N/A	12	N/A	39	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	6	N/A	12	N/A	30	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Career Technical Education Programs (School Year 2019-2020)

Littlerock High School offers numerous opportunities for our students to gain "real-life" experiences through Career Technical Education programs. These programs include: Ag Mechanics, Army JROTC, Biomedical Sciences, Careers in Education, Multi-Media Design and Auto Tech. The Career Technical Education programs are designed to give students skills that they may apply to a profession immediately. These programs are highly successful and very popular among the LHS students and staff.

Career Technical Education (CTE) Participation (School Year 2019-2020)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	829
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	39.7
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	30

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2019-20 Pupils Enrolled in Courses Required for UC/CSU Admission	96.1
2018-19 Graduates Who Completed All Courses Required for UC/CSU Admission	28.62

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2020-2021)

Parents and community members are encouraged to become involved in the educational programs at Littlerock High School. Staff members and parents participate on various committees that make decisions regarding the priorities and directions of the educational plan to ensure instructional programs are consistent with student's needs and comply with AVUHSD's Strategic Plan Goals.

The primary decision-making body at the school through which parents are formally involved is the School Site Council, a partnership among faculty, administrators, support staff, students, and parents. The School Site Council meets regularly to address programs and components that make up the school, to discuss effectiveness of the various programs in relation to student achievement, and to act as a liaison between the community and the school.

Parents are encouraged to participate on one or more of the following committees or organizations:

- School Site Council
- Volunteering in or out of the classrooms
- English Learners Advisory Committee
- Back-To-School Night
- 9th Grade Orientation
- Extra Curricular Events
- School Advisory Committee (SAC)
- Title I Advisory Committee
- Principal's Advisory Committee
- LCAP Community Forums

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Dropout Rate	6.8	10.5	8.6	11.5	10.9	11	9.1	9.6	9
Graduation Rate	85.1	82.6	84.3	73.7	77.5	78.9	82.7	83	84.5

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	8.4	8.1	8.8	7.9	3.5	3.5
Expulsions	0.2	0.1	0.3	0.2	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	4.48	5.89	unavailable
Expulsions	0	.0014	unavailable

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

Ensuring the safe and secure operation of the school site is a constant priority for site administrators. Emphasis given to effective security operations includes a security staff of seven individuals under the direction of a Director of Security. In addition, a probation officer operates on the campus part time. The AVUHSD Board of Trustees has adopted strict disciplinary codes that govern the conduct, dress, and posturing of students. These disciplinary codes provide site administrators guidelines to operate safe schools. Board policies also provide guidelines concerning appropriate mannerisms and/or dress related gang affiliation/activity.

The Safe School Plan includes several components that address personal and social responsibility, conflict resolution, cultural diversity and social skills, site maintenance, disaster preparedness, and school culture and climate. In addition, a series of drills were conducted during the 2020-2021 school year. The current safety plan has been updated and reviewed in September of 2020. A complete copy of the School Safety Plans can be obtained in the Administration Office.

In addition to safety enhancements across the District (see below), Littlerock High School continues to emphasize the importance of connectedness between our staff and students, and fostering the social/emotional well-being of students through programs like Capturing Kids' Hearts and Catapult. Additional lockdown drills have been added, and large bags are subject to being searched.

District Statement:

In April and June 2018, the AVUHSD conducted safety reviews of its campuses that resulted in the implementation of enhanced safety measures. These measures vary by school and include enhanced fencing, additional security and counseling personnel, updated surveillance cameras, front entrance modifications, and door locking devices. The District also incorporated additional training with the Lancaster Sheriff's Station and revised student, staff and visitor identification processes.

For more than 25 years, the AVUHSD has had a dedicated school deputy on campus each day. In addition to this, the District continues to focus on students' social emotional needs through various programs and counseling outreach, provides safety training to students and staff, and underscores the importance of vigilance through "See Something, Say Something." Our district and site websites have links to confidential student referral forms, where students and parents are able to submit safety concerns for administration to address.

Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
English Language Arts	20	41	18	28	17	53	24	21	19	44	19	24
Mathematics	23	25	19	20	23	23	15	22	21	28	18	15
Science	19	21	7	12	13	28	8	6	18	17	4	8
Social Science	28	12	2	30	18	34	16	16	21	27	5	23

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	288.2

*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.6
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.5
Resource Specialist (non-teaching)	
Other	2.1

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10,755.18	\$2,903.69	\$7,851.49	\$86,209.19
District	N/A	N/A	\$6,519.47	\$82,528
Percent Difference - School Site and District	N/A	N/A	18.5	4.4
State	N/A	N/A	\$7,750	\$90,287
Percent Difference - School Site and State	N/A	N/A	1.3	-4.6

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2019-2020)

Categorical funds are an additional support provided to the schools with specific guidelines for their use. The bulk of categorical monies that LHS receives are through the Title I program and Targeted Funding. This additional money goes toward helping our students in the areas of Math and English supports, and extended learning opportunities. This money also provides additional counseling services, instructional aides, instructional coaching, learning center technicians, class sections and tutoring. Other Federal and State funds used to support the instructional program include Title I and Targeted Funds.

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,144	\$52,670
Mid-Range Teacher Salary	\$78,529	\$89,660
Highest Teacher Salary	\$111,273	\$112,761
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		\$142,638
Average Principal Salary (High)	\$136,590	\$158,074
Superintendent Salary	\$299,361	\$250,285
Percent of Budget for Teacher Salaries	31.0	32.0
Percent of Budget for Administrative Salaries	5.0	5.0

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Advanced Placement (AP) Courses (School Year 2019-2020)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	4	N/A
Fine and Performing Arts		N/A
Foreign Language	4	N/A
Mathematics	3	N/A
Science	2	N/A
Social Science	10	N/A

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
All courses	23	25.7

*Where there are student course enrollments of at least one student.

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement		20	20

Littlerock High School offers a comprehensive Professional Development plan through categorical funding and targeted funds. The continuing focus is on teaching all students, building relational capacity between students and staff, school-wide strategies, grade-level proficiency, educational technology use, personalized learning and academic rigor. Our annual teacher in-service days provide teachers with researched-based instructional strategies and best practices. In addition, weekly time continues to be allocated for teachers to collaborate regarding lessons and instructional strategies for all students as well as assessment data analysis to modify instruction to ensure all students progress to master the new Common Core State Standards as well as be proficient on the Smarter Balanced examinations.

In addition to site-based professional development, the District provides ongoing professional development for staff. Opportunities are posted via an online registration system.