

# Littlerock High School

## 2021 School Accountability Report Card

### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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 [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/)

For more information about the LCFF or the LCAP, see the CDE LCFF web page at [www.cde.ca.gov/fg/aa/lc/](http://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 [dq.cde.ca.gov/dataquest/](http://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) [www.caschooldashboard.org/](http://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.

#### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## 2021-22 School Contact Information

<b>School Name</b>	Littlerock High School
<b>Street</b>	10833 East Avenue R
<b>City, State, Zip</b>	Littlerock, CA 93543
<b>Phone Number</b>	(661) 944-5209
<b>Principal</b>	Jose Barajas
<b>Email Address</b>	jbarajas@avhsd.org
<b>School Website</b>	<a href="https://www.littlerockhs.org">https://www.littlerockhs.org</a>
<b>County-District-School (CDS) Code</b>	19 64246 1995406

## 2021-22 District Contact Information

<b>District Name</b>	Antelope Valley Union High School District
<b>Phone Number</b>	661-948-7655
<b>Superintendent</b>	Greg Nehen
<b>Email Address</b>	gnehen@avhsd.org
<b>District Website Address</b>	www.avdistrict.org

## 2021-22 School Overview

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 a 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.

## About this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	418
Grade 10	379
Grade 11	333
Grade 12	361
Total Enrollment	1,491

### 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	0.3
Asian	0.1
Black or African American	3.8
Filipino	0.1
Hispanic or Latino	82.6
Native Hawaiian or Pacific Islander	0.1
Two or More Races	2.7
White	10.2
English Learners	15.5
Foster Youth	1.7
Homeless	0.3
Socioeconomically Disadvantaged	83
Students with Disabilities	17.5

## 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

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

## 2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	
<b>Intern Credential Holders Properly Assigned</b>	
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	
<b>Unknown</b>	
<b>Total Teaching Positions</b>	

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
<b>Permits and Waivers</b>	
<b>Misassignments</b>	
<b>Vacant Positions</b>	
<b>Total Teachers Without Credentials and Misassignments</b>	

## 2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	
<b>Local Assignment Options</b>	
<b>Total Out-of-Field Teachers</b>	

## 2019-20 Class Assignments

Indicator	2019-20
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

## 2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected

December 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	SpringBoard California English Language Arts Grade 9 Student Edition/2017 SpringBoard California English Language Arts Grade 10 Student Edition/2017 SpringBoard California English Language Arts Grade 11 Student Edition/2017 SpringBoard California English Language Arts Grade 12 Student Edition/2017 SpringBoard California English Language Development Grade 9 Student Edition/2017 SpringBoard California English Language Development Grade 10 Student Edition/2017 SpringBoard California English Language Development Grade 11 Student Edition/2017 SpringBoard California English Language Development Grade 12 Student Edition/2017	Yes	0%
<b>Mathematics</b>	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%
<b>Science</b>	World of Chemistry / 2002 Earth Science: Geology, the Environment, and the Universe / 2003 Biology / 2002 Physics: Principles and Problems / 2002	Yes	0%
<b>History-Social Science</b>	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%
<b>Foreign Language</b>	French/ EntreCultures Levels 1, 2, and 3 / 2020 Spanish / ¡Avancemos! 1 / 2008 Spanish / ¡Avancemos! 2 / 2008 Spanish / ¡Avancemos! 3 / 2008	Yes	0%
<b>Health</b>	Glencoe Health: A Guide to Wellness / 2001	Yes	0%
<b>Visual and Performing Arts</b>	Instrumental: Essential Elements / 2000 Music First / 2000 Exploring Photography / 2000 The Photographic Eye / 2000	Yes	0%

	Theatre: Art in Action / 2000 Music / 2000 Symphonic Band Technique / 2000		
<b>Science Laboratory Equipment</b> (grades 9-12)	All labs are fully equipped with the appropriate materials	Yes	0%

### 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.

<b>Year and month of the most recent FIT report</b>	11/8/2021
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System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			102: wall board 109: Wall covering torn 110: Wall covering torn 111: Wall covering torn 112: Wall covering torn 113: Wall covering torn 114: Wall covering torn 119: Wall covering torn 127: wall covering torn 129: paint cilling corner 130: wall covering torn 131: Wall covering torn 132: Wall covering torn 144: Counter top needs edging 146: Counter top needs edging 203: Wall board torn 204: Wall board torn, 207: Faucets missing parts, some walls need repair and paint 214: Celling damage (leak repaired) patch and paint needed 221: Damaged counter top, Celling damage (leak repaired) patch and paint needed 222: Carpet needs replaced 229: Counter top needs edging 231: Counter top needs edging 236: Counter top needs edging 238: Counter top needs edging 246: Patch and paint needed after cabinet removal

## School Facility Conditions and Planned Improvements

			300: Stained ceiling tile, possible roof leak 371: Floor tile needs repaired Locker Rooms: boys locker doors need replaced Repairs to be rectified.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X		301: rodent issues Admin.: Mouse problem, Lobby drinking fountain not working needs to be replaced Repairs to be rectified.
<b>Electrical</b>	X		220: 1 ballast out, Faucets missing parts 239: Missing cover plates on floor boxes
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X		207: Faucets missing parts, some walls need repair and paint 211: Faucets missing parts 220: 1 ballast out, Faucets missing parts 223: Faucets missing parts 224: Faucets missing parts Admin.: Mouse problem, Lobby drinking fountain not working needs to be replaced. P2: Drinking fountain missing Repairs to be rectified.
<b>Safety:</b> Fire Safety, Hazardous Materials	X		
<b>Structural:</b> Structural Damage, Roofs	X		300: Stained ceiling tile, possible roof leak Repairs to be rectified.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X		ROTC A-2: Front door needs painted Repairs to be rectified.

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

## 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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.



## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

## 2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	313	NT	NT	NT	NT
<b>Female</b>	163	NT	NT	NT	NT
<b>Male</b>	150	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	--	NT	NT	NT	NT
<b>Asian</b>	--	NT	NT	NT	NT
<b>Black or African American</b>	--	NT	NT	NT	NT
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	257	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	NT	NT	NT	NT
<b>White</b>	37	NT	NT	NT	NT
<b>English Learners</b>	43	NT	NT	NT	NT
<b>Foster Youth</b>	--	NT	NT	NT	NT
<b>Homeless</b>	--	NT	NT	NT	NT
<b>Military</b>	--	NT	NT	NT	NT
<b>Socioeconomically Disadvantaged</b>	255	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	--	NT	NT	NT	NT
<b>Students with Disabilities</b>	68	NT	NT	NT	NT

## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	313	NT	NT	NT	NT
Female	163	NT	NT	NT	NT
Male	150	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	0	0	0	0	0
Hispanic or Latino	257	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	37	NT	NT	NT	NT
English Learners	43	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	255	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	68	NT	NT	NT	NT

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

NWEA MAP Math Student Groups	NWEA MAP Math Total Enrollment	NWEA MAP Math Number Tested	NWEA MAP Math Percent Tested	NWEA MAP Math Percent Not Tested	NWEA MAP Math Percent At or Above Grade Level
All Students	301	139	46%	54%	70%
Female	157	86	55%	45%	69%
Male	144	53	37%	63%	72%
American Indian or Alaska Native	1	0	0%	100%	NA

<b>Asian</b>	1	1	100%	0%	100%
<b>Black or African American</b>	6	3	50%	50%	33%
<b>Filipino</b>	0	0	NA	NA	NA
<b>Hispanic or Latino</b>	237	110	46%	54%	69%
<b>Native Hawaiian or Pacific Islander</b>	0	0	NA	NA	NA
<b>Two or More Races</b>	21	9	43%	57%	78%
<b>White</b>	35	16	46%	54%	75%
<b>English Learners</b>	42	12	29%	71%	25%
<b>Foster Youth</b>	7	3	43%	57%	33%
<b>Homeless</b>	3	1	33%	67%	0%
<b>Military</b>	7	1	14%	86%	100%
<b>Socioeconomically Disadvantaged</b>	237	110	46%	54%	66%
<b>Students Receiving Migrant Education Services</b>	2	0	0%	100%	NA
<b>Students with Disabilities</b>	65	15	23%	77%	13%

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

<b>NWEA MAP Math Student Groups</b>	<b>NWEA MAP Math Total Enrollment</b>	<b>NWEA MAP Math Number Tested</b>	<b>NWEA MAP Math Percent Tested</b>	<b>NWEA MAP Math Percent Not Tested</b>	<b>NWEA MAP Math Percent At or Above Grade Level</b>
<b>All Students</b>	301	114	38%	62%	69%
<b>Female</b>	157	74	47%	53%	64%
<b>Male</b>	144	40	28%	72%	80%
<b>American Indian or Alaska Native</b>	1	1	100%	0%	100%
<b>Asian</b>	1	1	100%	0%	0%
<b>Black or African American</b>	6	3	50%	50%	33%
<b>Filipino</b>	0	0	NA	NA	NA
<b>Hispanic or Latino</b>	237	89	38%	62%	70%
<b>Native Hawaiian or Pacific Islander</b>	0	0	NA	NA	NA
<b>Two or More Races</b>	21	6	29%	71%	83%
<b>White</b>	35	14	40%	60%	71%
<b>English Learners</b>	42	13	31%	69%	38%
<b>Foster Youth</b>	7	2	29%	71%	50%
<b>Homeless</b>	3	1	33%	67%	0%
<b>Military</b>	7	0	0%	100%	NA
<b>Socioeconomically Disadvantaged</b>	237	85	36%	64%	65%

<b>Students Receiving Migrant Education Services</b>	2	0	0%	100%	NA
<b>Students with Disabilities</b>	65	8	12%	88%	13%

\*At or above the grade-level standard in the context of the local assessment administered.

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>Science</b> (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

## 2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	30	NT	NT	NT	NT
<b>Female</b>	12	NT	NT		
<b>Male</b>	18	NT	NT		
<b>American Indian or Alaska Native</b>	--	NT	NT	NT	NT
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	--	NT	NT	NT	NT
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	26	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	0	0	0	0	0
<b>White</b>	--	NT	NT	NT	NT
<b>English Learners</b>	--	NT	NT	NT	NT
<b>Foster Youth</b>	--	NT	NT	NT	NT
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	24	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	NT	NT	NT	NT

## 2020-21 Career Technical Education Programs

Littlerock High School offers numerous opportunities for our students to prepare for college and careers through Career Technical Education (CTE). The course offerings in the Arts, Media and Entertainment, Agriculture and Natural Resources, Health Sciences, Information Technology, and Transportation industry sectors and the Junior ROTC program allow students to explore, develop and achieve proficiency in a chosen program of study.

The Biomedical Science Academy allows student grade level cohorts to learn content within a small learning community that applies real-world and career skills to their academic and technical coursework. Students interested in careers in the health science/medical area benefit from the knowledge and experiences in this class. They partake in a range of experiences including field trips to industry and higher education institutions.

Littlerock High School also offers a robust agriculture department that allows students to gain technical expertise through real-world experiences in plant growth and water management through crop box and greenhouse facilities. Our students have the opportunity to participate in career technical student organizations (CTSO), HOSA (Health Occupations Students of America), and FFA (Future Farmers of America), where they learn and apply leadership skills and compete in CTE areas to demonstrate knowledge and proficiency.

Our site receives support and works collaboratively with the CTE office to ensure that our programs address the quality indicators for CTE. Our teachers participate in district, state, and national professional development to ensure these courses address current and emerging workforce trends.

## 2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	850
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	54.3
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

## Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	95.62
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	22.3

## B. Pupil Outcomes

### 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 area of physical education.

#### 2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

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
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

## 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 regarding the school district and at each school site.

#### 2021-22 Opportunities for Parental Involvement

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 students' 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 the 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

## C. Engagement

### State Priority: Pupil Engagement

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

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

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

Indicator	School 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
<b>Dropout Rate</b>	8.6	13.8	10.0	11.0	9.7	18.3	9.0	8.9	9.4
<b>Graduation Rate</b>	84.3	77.9	75.6	78.9	76.4	71.9	84.5	84.2	83.6

#### 2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>	361	273	75.6
<b>Female</b>	182	150	82.4
<b>Male</b>	179	123	68.7
<b>American Indian or Alaska Native</b>	--	--	--
<b>Asian</b>	0	0	0.00
<b>Black or African American</b>	16	8	50.0
<b>Filipino</b>	0	0	0.00
<b>Hispanic or Latino</b>	302	234	77.5
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00
<b>Two or More Races</b>	--	--	--
<b>White</b>	35	25	71.4
<b>English Learners</b>	49	22	44.9
<b>Foster Youth</b>	--	--	--
<b>Homeless</b>	--	--	--
<b>Socioeconomically Disadvantaged</b>	349	261	74.8
<b>Students Receiving Migrant Education Services</b>	--	--	--
<b>Students with Disabilities</b>	65	29	44.6



## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1586	1547	403	26.1
Female	763	745	167	22.4
Male	823	802	236	29.4
American Indian or Alaska Native	5	5	2	40.0
Asian	2	2	1	50.0
Black or African American	61	60	21	35.0
Filipino	2	2	2	100.0
Hispanic or Latino	1305	1272	320	25.2
Native Hawaiian or Pacific Islander	2	2	2	100.0
Two or More Races	44	42	13	31.0
White	165	162	42	25.9
English Learners	255	243	79	32.5
Foster Youth	36	32	13	40.6
Homeless	4	4	3	75.0
Socioeconomically Disadvantaged	1334	1303	358	27.5
Students Receiving Migrant Education Services	9	9	3	33.3
Students with Disabilities	290	284	103	36.3

### C. Engagement

#### 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

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
<b>Suspensions</b>	8.11	0.19	7.95	0.07	3.47	0.20
<b>Expulsions</b>	0.12	0.00	0.24	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other 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 other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	4.75	5.43	2.45
<b>Expulsions</b>	0.32	0.12	0.05

## 2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	0.19	0.00
<b>Female</b>	0.00	0.00
<b>Male</b>	0.36	0.00
<b>American Indian or Alaska Native</b>	0.00	0.00
<b>Asian</b>	0.00	0.00
<b>Black or African American</b>	0.00	0.00
<b>Filipino</b>	0.00	0.00
<b>Hispanic or Latino</b>	0.15	0.00
<b>Native Hawaiian or Pacific Islander</b>	0.00	0.00
<b>Two or More Races</b>	0.00	0.00
<b>White</b>	0.61	0.00
<b>English Learners</b>	0.00	0.00
<b>Foster Youth</b>	0.00	0.00
<b>Homeless</b>	0.00	0.00
<b>Socioeconomically Disadvantaged</b>		
<b>Students Receiving Migrant Education Services</b>	0.00	0.00
<b>Students with Disabilities</b>		

## 2021-22 School Safety Plan

Ensuring the safe and secure operation of the school site is a constant priority for site administrators. Emphasis given to effective security operations includes a security staff of seven individuals under the direction of a Director of Security. 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 2021-2022 school year. The current safety plan has been updated and reviewed in September of 2021. 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 the Student Support Center. 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.

## 2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	17	53	24	21
Mathematics	23	23	15	22
Science	13	28	8	6
Social Science	18	34	16	16

## 2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	19	44	19	24
Mathematics	21	28	18	15
Science	18	17	4	8
Social Science	21	27	5	23

## 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	17	57	17	22
Mathematics	19	38	17	15
Science	19	18	2	12
Social Science	17	36	15	14

## 2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	298.2

## 2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	5
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	1.6
Social Worker	0
Speech/Language/Hearing Specialist	0.5
Resource Specialist (non-teaching)	0
Other	2.4

## 2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10,848.88	\$3,065.47	\$7,783.41	\$121,494.58
District	N/A	N/A	\$6,327.41	\$82,536
Percent Difference - School Site and District	N/A	N/A	20.6	38.2
State			\$8,444	\$92,222
Percent Difference - School Site and State	N/A	N/A	-8.1	27.4

## 2020-21 Types of Services Funded

Categorical funds are an additional support provided to the schools with specific guidelines for their use. The bulk of categorical funds 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.

## 2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$43,341	\$54,687
Mid-Range Teacher Salary	\$78,888	\$92,222
Highest Teacher Salary	\$111,782	\$114,208
Average Principal Salary (Elementary)	\$0	\$143,647
Average Principal Salary (Middle)	\$0	\$145,785
Average Principal Salary (High)	\$137,990	\$162,322
Superintendent Salary	\$308,342	\$258,950
Percent of Budget for Teacher Salaries	30%	32%
Percent of Budget for Administrative Salaries	5%	5%

## 2020-21 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	21.2
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	4
Fine and Performing Arts	0
Foreign Language	4
Mathematics	3
Science	2
Social Science	9
<b>Total AP Courses Offered</b>	<b>22</b>

## Professional Development

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 assessments.

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

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	20	20	20

# Antelope Valley Union High School District 2020-21 Local Accountability Report Card (LARC) Addendum

## Local Accountability Report Card (LARC) Addendum

### 2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Student Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

## 2021-22 District Contact Information

<b>District Name</b>	Antelope Valley Union High School District
<b>Phone Number</b>	661-948-7655
<b>Superintendent</b>	Greg Nehen
<b>Email Address</b>	gnehen@avhsd.org
<b>District Website Address</b>	www.avdistrict.org

## 2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	5010	NT	NT	NT	NT
<b>Female</b>	2507	NT	NT	NT	NT
<b>Male</b>	2503	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	14	NT	NT	NT	NT
<b>Asian</b>	71	NT	NT	NT	NT
<b>Black or African American</b>	805	NT	NT	NT	NT
<b>Filipino</b>	80	NT	NT	NT	NT
<b>Hispanic or Latino</b>	3235	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	--	NT	NT	NT	NT
<b>Two or More Races</b>	265	NT	NT	NT	NT
<b>White</b>	536	NT	NT	NT	NT
<b>English Learners</b>	398	NT	NT	NT	NT
<b>Foster Youth</b>	98	NT	NT	NT	NT
<b>Homeless</b>	68	NT	NT	NT	NT
<b>Military</b>	83	NT	NT	NT	NT
<b>Socioeconomically Disadvantaged</b>	3630	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	28	NT	NT	NT	NT
<b>Students with Disabilities</b>	766	NT	NT	NT	NT



## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	5010	NT	NT	NT	NT
Female	2507	NT	NT	NT	NT
Male	2503	NT	NT	NT	NT
American Indian or Alaska Native	14	NT	NT	NT	NT
Asian	71	NT	NT	NT	NT
Black or African American	806	NT	NT	NT	NT
Filipino	80	NT	NT	NT	NT
Hispanic or Latino	3234	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	265	NT	NT	NT	NT
White	536	NT	NT		NT
English Learners	398	NT	NT	NT	NT
Foster Youth	97	NT	NT	NT	NT
Homeless	68	NT	NT	NT	NT
Military	83	NT	NT	NT	NT
Socioeconomically Disadvantaged	3630	NT	NT	NT	NT
Students Receiving Migrant Education Services	28	NT	NT	NT	NT
Students with Disabilities	766	NT	NT	NT	NT