

Littlerock High School

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page 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.

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.

2023-24 School 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
School Website	https://www.littlerockhs.org
County-District-School (CDS) Code	19 64246 1995398

2023-24 District Contact Information

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

2023-24 School Description and Mission Statement

The greater 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, one Virtual School, two prep junior high school 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

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	381
Grade 10	428
Grade 11	401
Grade 12	355
Total Enrollment	1,565

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.1%
Male	53.9%
American Indian or Alaska Native	0.3%
Asian	0.2%
Black or African American	3.5%
Filipino	0.1%
Hispanic or Latino	85.6%
Native Hawaiian or Pacific Islander	0.1%
Two or More Races	2.5%
White	7.7%
English Learners	19.4%
Foster Youth	1.2%
Homeless	0.2%
Migrant	0.3%
Socioeconomically Disadvantaged	71.1%
Students with Disabilities	17.3%

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	53.30	79.50	767.70	76.98	228366.10	83.12
Intern Credential Holders Properly Assigned	1.80	2.68	12.90	1.30	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	5.50	8.25	83.20	8.35	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	3.00	4.56	76.10	7.63	12115.80	4.41
Unknown	3.30	4.97	57.30	5.74	18854.30	6.86
Total Teaching Positions	67.10	100.00	997.30	100.00	274759.10	100.00

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	51.70	78.77	758.20	76.16	234405.20	84.00
Intern Credential Holders Properly Assigned	0.70	1.07	21.10	2.12	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	5.30	8.21	76.60	7.70	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	3.30	5.03	73.00	7.34	11953.10	4.28
Unknown	4.50	6.90	66.40	6.68	15831.90	5.67
Total Teaching Positions	65.60	100.00	995.50	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	1.10
Misassignments	5.50	4.10
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	5.50	5.30

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	3.00	3.20
Total Out-of-Field Teachers	3.00	3.30

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	10.2	7
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	2.6	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 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
Reading/Language Arts	SpringBoard California English Language Arts Grade 9 Student Edition/2017 SpringBoard California English Language Arts Grade 10 Student Edition/2017	Yes	0%

	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		
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	Experience Chemistry/2022 Earth Science: Geology, the Environment, and the Universe/2003 Experience Biology/2022 Experience Physics/2022 CA Miller Levine Experience Biology Copyright 3/2020 Adopted 5/26/2022 CA Experience Chemistry 2020 Adopted 5/26/2022 CA Experience Physics 2022 Adopted 5/26/2022	Yes	0%
History-Social Science	IMPACT CALIFORNIA G10 STUDENT EDITION WORLD HISTORY CULTURE & GEOGRAPHY/2021 IMPACT CALIFORNIA G11 STUDENT EDITION UNITED STATES HISTORY & GEOGRAPHY/2021 IMPACT CALIFORNIA G12 STUDENT EDITION PRINCIPLES OF ECONOMICS/2021 IMPACT CALIFORNIA G12 STUDENT EDITION PRINCIPLES OF AMERICAN DEMOCRACY (CIVICS)/2021	Yes	0%
Foreign Language	WORLD LANGUAGES French/ EntreCultures Levels 1, 2, and 3/2020 Spanish/Senderos/CA Levels 1, 2, and 3/2022 Galeria (Heritage) Imagina (Honors)	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)	N/A	N/A	0%

School Facility Conditions and Planned Improvements

Lancaster High School is in its 33rd year. Our maintenance, custodial, and grounds crews work year-round to ensure that the campus remains in top condition. The Antelope Valley Union High School District maintains educational facilities that are safe, clean, and provide an environment that exceeds adequacy standards established by the state as set forth in the Williams vs. State of California educational lawsuit mandated for public schools in the state of California. Students attend classes where rooms are properly heated and ventilated. Classrooms are appropriate for the learning environment including the absence of noise levels which would interfere with communication between teachers and students. There are sufficient numbers of clean, well-stocked, functioning restrooms on all campuses, and there exists no unsanitary or unhealthful condition that would impact a student's ability to learn.

The school district is staffed to provide each school with site-based maintenance and operational staff including custodial staff, grounds crews, and maintenance and repair personnel. These persons are based at each school site and report to school site administrators in rendering service to the District. Site-based maintenance and operations persons are supported by a central maintenance and operations crew including carpenters; painters; heating, ventilation, air conditioning personnel; and one individual who operates the District's field mower. All sites receive operating funds for maintenance and operations from restricted funds identified for maintaining each campus.

In addition, the District takes full advantage of the state's deferred maintenance funding program whereby a five-year deferred maintenance plan is submitted and updated to reflect major repair/reconstruction projects in the District. This includes appropriate upgrades and repairs to roofing, asphalt, electrical, and plumbing on District owned facilities.

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.

Year and month of the most recent FIT report

7/26/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		101: wall panel damage ballast out 102: floor damage due to out side sprinklers south wall, needs windows chalked 103: drywall issues near pro board 105: wall board damage, carpet replace 106: minor paint issues 107: Wall board issues 108: carpet replace 111: wall board issues 115: paint issues north wall 123: wall board issues, carpet replace 126: Wall board issues carpet replace 128: carpet replace 130: carpet replace 132: Wall board issues 203: wall panel damage 212: Wall board issues 214: minor wall paint 224: built in desk needs repair or removed 225: carpet replace 229: wall board and paint issues 230: base board issues 370: need new flooring 371: need new flooring P-3: carpet replace

School Facility Conditions and Planned Improvements

Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			101: wall panle damage ballast out 127: 3 ballast out 244: 4 ballast out CAD lab: 3 ballast out
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			102: floor damage due to out side sprinklers south wall, needs windows chalked

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).

College and Career Ready

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.

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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	22	33	33	34	47	46
Mathematics (grades 3-8 and 11)	4	10	8	10	33	34

2022-23 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.

ELA 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.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	362	346	95.58	4.42	33.24
Female	181	174	96.13	3.87	39.08
Male	181	172	95.03	4.97	27.33
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	317	304	95.90	4.10	34.21
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	28	26	92.86	7.14	42.31
English Learners	66	64	96.97	3.03	1.56
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	260	247	95.00	5.00	30.77
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	68	64	94.12	5.88	7.81

2022-23 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.

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.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	362	346	95.58	4.42	10.12
Female	181	174	96.13	3.87	8.05
Male	181	172	95.03	4.97	12.21
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	317	304	95.90	4.10	9.54
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	28	26	92.86	7.14	19.23
English Learners	66	64	96.97	3.03	1.56
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	260	247	95.00	5.00	6.48
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	68	64	94.12	5.88	4.69

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.

Science test results include the CAST 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 CAST 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.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	10.91	9.24	12.35	12.35	29.47	30.29

2022-23 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. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	723	695	96.13	3.87	9.80
Female	330	320	96.97	3.03	9.38
Male	393	375	95.42	4.58	10.16
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	26	23	88.46	11.54	0.00
Filipino	--	--	--	--	--
Hispanic or Latino	616	594	96.43	3.57	9.11
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	19	18	94.74	5.26	22.22
White	57	55	96.49	3.51	16.36
English Learners	128	120	93.75	6.25	0.83
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	541	520	96.12	3.88	9.44
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	119	113	94.96	5.04	4.46

2022-23 Career Technical Education Programs

Littlerock High School offers numerous opportunities for our students to prepare for college and careers through Career Technical Education (CTE). Course offerings are available in the following industry sectors:

- Agriculture and Natural Resources
- Agriculture Mechanics 1, 2, and Advanced
- Biology and Sustainable Agriculture
- Agriculture Chemistry
- Adv Interdisciplinary Science for Sustainable Agriculture

- Arts, Media, and Entertainment
- Multimedia Contemporary Design 1
- Visual Imagery
- Digital Media and Graphic Design
- Adv Digital Media Arts and Communications
- Studio Art: 2-D Design AP

- Health Science & Medical Technology
- Principles of Biomedical Sciences Honors
- Human Body Systems Honors
- Medical Interventions Honors
- Biomedical Innovation Honors

- Information and Communication Technologies
- Computer Science Principles (AP)

- Transportation
- Auto Technology 1 & 2

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, student supports, and work-based learning opportunities. 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 boxes 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.

Each industry sector has an advisory committee that includes members representing the local/regional workforce, and K-16 partners specific to the content area.

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.

Data is pulled from the California Longitudinal Pupil Achievement Data System (CALPADS) to provide comparison data for LHS CTE students and progress in the College and Career Indicator for CTE pathways. Supplemental data provided in coordination with the CTE office includes work-based learning, college coursework and acceptance rates, graduation rates, attendance, and post-graduation follow-up.

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	890
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	65.3
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
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	94.15
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	23.4

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.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	83.20	84.53	86.67	83.73	86.67

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.

2023-24 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
- * Title I Advisory Committee
- * LCAP Community Forums
- * Parent Workshops

Littlerock High School has partnered LACOE (Los Angeles County Office of Education) and developed a Community Resource Center. This center is staff by three LACOE employees and works to promote interaction among families, administration, and teachers. Community Schools invite families to be more involved in decisions about their children's education. As a result, schools are seen as educational partners and as a neighborhood hub for learning. Community Schools foster trusting relationships with all stakeholders and help build their capacity in an effort to create a decision-making process that is inclusive, empowering and built on trust and respect. Community Schools thus strive to create systems and structures for shared leadership, as well as welcoming environments for families and community members, allowing them to feel valued as essential partners.

Active family and community engagement in a Community School should take into account the historical and cultural barriers to involvement in disenfranchised communities. Staff should make efforts to address these barriers, including language barriers, inflexible work schedules, and reliance on public transportation. Moreover, Community School staff work to streamline access to services and scheduling programs, workshops, meetings and other events at times that allow the greatest participation.

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 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	10	12.8	10.7	18.3	9.8	13.8	9.4	7.8	8.2
Graduation Rate	75.6	82	78.1	71.9	80.6	75.9	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 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.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	374	292	78.1
Female	160	137	85.6
Male	214	155	72.4
Non-Binary			
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	17	9	52.9
Filipino	--	--	--
Hispanic or Latino	311	248	79.7
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	11	7	63.6
White	32	25	78.1
English Learners	82	53	64.6
Foster Youth	--	--	--
Homeless	13	8	61.5
Socioeconomically Disadvantaged	352	273	77.6
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	57	23	40.4

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1727	1672	537	32.1
Female	789	762	261	34.3
Male	938	910	276	30.3
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	4	4	0	0.0
Asian	3	3	0	0.0
Black or African American	63	60	25	41.7
Filipino	2	2	0	0.0
Hispanic or Latino	1477	1431	463	32.4
Native Hawaiian or Pacific Islander	3	3	1	33.3
Two or More Races	42	41	13	31.7
White	132	128	35	27.3
English Learners	367	351	120	34.2
Foster Youth	31	27	10	37.0
Homeless	14	13	8	61.5
Socioeconomically Disadvantaged	1346	1297	437	33.7
Students Receiving Migrant Education Services	9	9	3	33.3
Students with Disabilities	296	289	121	41.9

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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.19	8.67	9.96	0.07	7.19	8.27	0.20	3.17	3.60
Expulsions	0.00	0.35	0.29	0.00	0.17	0.21	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	9.96	0.29
Female	7.48	0
Male	12.05	0.53
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	19.05	0
Filipino	0	0
Hispanic or Latino	9	0.2
Native Hawaiian or Pacific Islander	0	0
Two or More Races	11.9	0
White	15.91	1.52
English Learners	11.44	0.27
Foster Youth	32.26	0
Homeless	28.57	0
Socioeconomically Disadvantaged	11.07	0.37
Students Receiving Migrant Education Services	0	0
Students with Disabilities	18.58	0.68

2023-24 School Safety Plan

Ensuring the safe and secure operation of the school site is a constant priority for site administrators. Emphasis is given to effective security operations includes a security staff of seven individuals under the direction of a Director of Campus Safety. The AVUHSD Board of Trustees has adopted disciplinary codes that govern the conduct of students. These disciplinary codes provide site administrators guidelines to operate safe schools. Board policies provide guidelines on school safety.

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. The current safety plan has been updated by the Director of Campus Safety and reviewed by the School Site Council. 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 are greeted by security at our two main student entrances as they arrive to school.

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

2023-24 School Safety Plan

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.

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

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 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	18	53	28	13
Mathematics	19	40	12	20
Science	17	23	6	10
Social Science	21	29	7	18

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	20	50	20	16
Mathematics	20	29	24	10
Science	18	11	8	2
Social Science	23	24	9	20

2022-23 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	391.25

2022-23 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)	4
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.6
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.5
Resource Specialist (non-teaching)	
Other	13.1

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher 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	\$11,240.37	\$3,632.11	\$7,608.26	\$150,994.65
District	N/A	N/A	\$6,769.67	\$84,747
Percent Difference - School Site and District	N/A	N/A	11.7	58.4
State	N/A	N/A	\$7,607	\$97,850
Percent Difference - School Site and State	N/A	N/A	14.3	46.4

Fiscal Year 2022-23 Types of Services Funded

Categorical funds are an additional support provided to the schools with specific guidelines for their use. The major portion of categorical funds that LHS receives are through the Title I program and Targeted Funds. 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, class sections and tutoring. All teachers have access to these funds for instructional use but are essential to programs such as AVID, our BioMedical Academy, Welding Program, Agriculture and Digital Media Pathways. Students are taken on college and educational field trips to encourage a college culture and career culture. Other Federal and State funds used to support the instructional program include Title IV Funds.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	\$44,858	\$57,234
Mid-Range Teacher Salary	\$78,508	\$95,467
Highest Teacher Salary	\$115,694	\$122,669
Average Principal Salary (Elementary)	\$0	
Average Principal Salary (Middle)	\$0	\$153,476
Average Principal Salary (High)	\$150,161	\$173,198
Superintendent Salary	\$280,000	\$277,572
Percent of Budget for Teacher Salaries	28.26%	31.17%
Percent of Budget for Administrative Salaries	4.38%	4.46%

2022-23 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	20
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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	1
English	3
Fine and Performing Arts	1
Foreign Language	3
Mathematics	3
Science	0
Social Science	9
Total AP Courses Offered Where there are student course enrollments of at least one student.	20

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 district and state assessments.

- Staff attend monthly faculty meetings where professional development in site and district programs is provided.
- Littlerock High School trains new staff on Capturing Kids Hearts each year to ensure we are working on reaching the whole child
- During the 22-23 school year LHS contracted with Catapult Learning and scheduled 5 professional development days for new teachers, Instructional Partners and administration.
- In collaboration with district staff, teachers, counselors and other staff attend conferences. These conferences are intended to increase instructional strategies as well as administrative and counseling practices.
- District office offers paid and non-paid professional development through our online PD program called Alludo.
- District offers 3, non-student professional development days where students get the day off while staff attends offered site and district professional development.

In addition to the above-mentioned professional development, the AVUHSD provides ongoing professional development for staff throughout the school year.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	15	15	15