

# Littlerock High School

## 2023-2024 School Accountability Report Card (Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

#### 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.

### Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

### Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

## 2024-25 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>Grade Span</b>	9-12
<b>County-District-School (CDS) Code</b>	19 64246 1995398

## 2024-25 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</b>	<a href="http://www.avdistrict.org">www.avdistrict.org</a>

## 2024-25 School Description and Mission Statement

Littlerock High School is situated in the high desert of Southern California, within the boundaries of Los Angeles County. It is part of the Antelope Valley Union High School District (AVUHSD), which serves the communities of Lancaster, Palmdale, Quartz Hill, Littlerock, Pearblossom, and Lake Los Angeles. The district includes eight comprehensive high schools, three continuation schools, one virtual school, two preparatory junior high schools, and one community day school.

Founded in 1989, Littlerock High School is committed to fostering academic excellence and preparing students for productive citizenship. We emphasize high academic achievement while offering a comprehensive educational experience designed to

## 2024-25 School Description and Mission Statement

equip students with the knowledge, skills, and values necessary for success in both college and career pathways.

At Littlerock High School, we believe that education is a lifelong journey. Our dedicated staff utilizes powerful teaching strategies and differentiated instruction to engage all learners. This approach ensures that every student can meet high standards across academic, vocational, social, and personal domains. By integrating technology into our instructional practices, we provide a rigorous and relevant learning experience that prepares students to thrive in a rapidly changing world.

Our school community fosters a safe and supportive environment where students are encouraged to grow into responsible, capable individuals and active contributors to society. Littlerock High School remains steadfast in its mission to provide strong educational programs that promote student success, well-being, and readiness for the future.

## About this School

### 2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	400
Grade 10	375
Grade 11	382
Grade 12	369
Total Enrollment	1,526

### 2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.1
Male	53.9
Non-Binary	0.1
American Indian or Alaska Native	0.2
Asian	0.2
Black or African American	3.4
Filipino	0.1
Hispanic or Latino	86
Native Hawaiian or Pacific Islander	0.1
Two or More Races	2.7
White	7.3
English Learners	20.6
Foster Youth	1.2
Homeless	2.2
Migrant	0.8
Socioeconomically Disadvantaged	78.4
Students with Disabilities	19.1

## **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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	53.30	79.50	767.70	76.98	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	1.80	2.68	12.90	1.30	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	5.50	8.25	83.20	8.35	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	3.00	4.56	76.10	7.63	12115.80	4.41
<b>Unknown/Incomplete/NA</b>	3.30	4.97	57.30	5.74	18854.30	6.86
<b>Total Teaching Positions</b>	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	51.70	78.77	758.20	76.16	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.70	1.07	21.10	2.12	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	5.30	8.21	76.60	7.70	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	3.30	5.03	73.00	7.34	11953.10	4.28
<b>Unknown/Incomplete/NA</b>	4.50	6.90	66.40	6.68	15831.90	5.67
<b>Total Teaching Positions</b>	65.60	100.00	995.50	100.00	279044.80	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.

## 2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	40.90	65.12	697.20	73.82	231142.40	100.00
<b>Intern Credential Holders Properly Assigned</b>	1.70	2.80	24.20	2.57	5566.40	2.00
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	11.80	18.88	93.00	9.85	14938.30	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	4.00	6.37	76.20	8.08	11746.90	4.23
<b>Unknown/Incomplete/NA</b>	4.20	6.81	53.60	5.68	14303.80	5.15
<b>Total Teaching Positions</b>	62.80	100.00	944.50	100.00	277698	100

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	2022-23
<b>Permits and Waivers</b>	0.00	1.10	1.9
<b>Misassignments</b>	5.50	4.10	9.9
<b>Vacant Positions</b>	0.00	0.00	0
<b>Total Teachers Without Credentials and</b>	5.50	5.30	11.8

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

Indicator	2020-21	2021-22	2022-23
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	0.00	0
<b>Local Assignment Options</b>	3.00	3.20	4
<b>Total Out-of-Field Teachers</b>	3.00	3.30	4

## Class Assignments

Indicator	2020-21	2021-22	2022-23
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	10.20	7	18.1
<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)	2.60	0	0.3

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

## 2024-25 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>	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	Yes	0%

	CA Experience Physics 2022 Adopted 5/26/2022		
<b>History-Social Science</b>	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%
<b>Foreign Language</b>	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%
<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 Theatre: Art in Action / 2000 Music / 2000 Symphonic Band Technique / 2000	Yes	0%
<b>Science Laboratory Equipment (grades 9-12)</b>	N/A	N/A	0%

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



## School Facility Conditions and Planned Improvements

Littlerock High School, part of the Antelope Valley Union High School District, is dedicated to maintaining a safe, clean, and functional learning environment for our students. Our maintenance, custodial, and grounds teams work diligently year-round to ensure that the campus remains in top condition. We take pride in providing a learning space that exceeds the adequacy standards mandated by the Williams v. State of California educational lawsuit. This includes ensuring that classrooms are properly heated, ventilated, and free of distractions that could hinder communication between teachers and students. Additionally, our facilities offer sufficient, clean, and well-stocked restrooms, and we ensure that there are no unsanitary or unhealthful conditions that could impact a student's ability to learn.

The District maintains a dedicated team for site-based maintenance and operations, including custodians, grounds crews, and maintenance staff. These personnel are based at each school site and are responsible for managing the day-to-day upkeep of the campus. They are supported by a central maintenance team that includes specialists such as carpenters, painters, HVAC technicians, and other skilled professionals. This structure ensures that our school sites remain operational and well-maintained throughout the year.

In addition to the site-based team, the District takes advantage of the State's Deferred Maintenance Program. This program helps to fund long-term repairs and major construction projects, including upgrades to roofing, asphalt, electrical systems, and plumbing. The District submits a comprehensive five-year deferred maintenance plan to the state, which is regularly updated to address ongoing facility needs.

Our school facilities are designed in compliance with strict State standards for permanent high school construction, ensuring that they meet the diverse needs of our academic programs. Regular facility inspections, including restroom checks and repair requests, are conducted electronically to expedite maintenance work. School cleanliness and upkeep are of the highest priority, and regular site inspections ensure that our campus remains a safe and welcoming environment for all.

### New Bond Measure and Planned Improvements:

Recently, our community passed a local bond measure, which will provide critical funding for further improvements to Littlerock High School's facilities. These funds will allow us to enhance the quality of our educational environment, focusing on key areas that support student success. The bond funds will be used to address infrastructure upgrades, safety improvements, technology enhancements, and the modernization of student learning spaces.

To ensure that the bond funds are spent effectively and in line with the community's needs, Littlerock High School will implement a strategic prioritization process. This process will involve a series of stakeholder meetings, including input from faculty, staff, students, parents, and the wider community. We will assess the most urgent needs and develop a plan that ensures the funds are allocated equitably and efficiently, addressing both short-term and long-term goals.

Some of the proposed projects include:

**Classroom and Technology Upgrades:** Ensuring that all classrooms are equipped with modern technology and resources to support innovative teaching and learning methods.

**Campus Safety Improvements:** Installing enhanced security systems, better lighting, and updated surveillance cameras to ensure a safe and secure campus for all students and staff.

**Facility Renovations:** Addressing long-term maintenance needs, such as repairing aging roofs, updating electrical systems, and improving heating and cooling systems to create a more energy-efficient campus.

**Student Spaces and Recreation:** Upgrading athletic facilities and outdoor areas to provide students with improved spaces for physical education, extracurricular activities, and recreation.

By involving the community in the decision-making process and ensuring that improvements are based on the needs of our students and faculty, Littlerock High School is poised to create a learning environment that is both modern and inclusive.

We are excited about the potential of this bond to transform our facilities and provide our students with the high-quality environment they deserve. As we move forward, we remain committed to ensuring that all improvements are made in an equitable, transparent, and sustainable manner.

**Year and month of the most recent FIT report**

7/16/2024

## School Facility Conditions and Planned Improvements

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		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, and carpet needed 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 124: Carpet needed 126: Wall board issues carpet replace 128: Carpet replace 130: Carpet replace 132: Wall board issues 203: Minor 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: Wall paint needed
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			101: Wall panel damage ballast out 127: 3 ballast out 244: 4 ballast out CAD lab: 3 ballast out
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			223: Multiple sink issues
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> 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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	33	27	34	37	46	47
<b>Mathematics</b> (grades 3-8 and 11)	10	6	10	11	34	35

## 2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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	342	335	97.95	2.05	27.16
Female	169	165	97.63	2.37	33.94
Male	173	170	98.27	1.73	20.59
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	16	16	100.00	0.00	6.25
Filipino	--	--	--	--	--
Hispanic or Latino	291	285	97.94	2.06	28.42
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	25	25	100.00	0.00	16.00
English Learners	52	50	96.15	3.85	2.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	286	279	97.55	2.45	28.67
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	70	70	100.00	0.00	2.86

## 2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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
<b>All Students</b>	342	335	97.95	2.05	5.67
<b>Female</b>	169	165	97.63	2.37	4.85
<b>Male</b>	173	170	98.27	1.73	6.47
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	16	16	100.00	0.00	0.00
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	291	285	97.94	2.06	5.61
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	25	25	100.00	0.00	8.00
<b>English Learners</b>	52	50	96.15	3.85	0.00
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	286	279	97.55	2.45	4.30
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	70	70	100.00	0.00	1.43

## 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 for Science. 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 CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
<b>Science</b> (grades 5, 8 and high school)	9.24	12.41	12.35	13.23	30.29	30.73

## 2023-24 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	715	98.89	1.11	12.45
Female	332	328	98.80	1.20	8.84
Male	391	387	98.98	1.02	15.50
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	23	23	100.00	0.00	0.00
Filipino	0	0	0	0	0
Hispanic or Latino	630	623	98.89	1.11	12.20
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	18	18	100.00	0.00	16.67
White	47	46	97.87	2.13	19.57
English Learners	102	100	98.04	1.96	0.00
Foster Youth	--	--	--	--	--
Homeless	19	19	100.00	0.00	10.53
Military	0	0	0	0	0
Socioeconomically Disadvantaged	619	613	99.03	0.97	12.72
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	126	123	97.62	2.38	5.69

## 2023-24 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

## 2023-24 Career Technical Education Programs

- 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 health science/medical careers benefit from this class's knowledge and experiences, student support, and work-based learning opportunities. They have various 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.

The district's CTE division helps LHS develop and implement career pathways aligned with regional labor market needs. They collaborate with schools, industry, and community colleges to ensure CTE students can transition smoothly to college or the workforce after graduation.

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 coordinated with the CTE office includes work-based learning, college coursework and acceptance rates, graduation rates, attendance, and post-graduation follow-up.

## 2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	921
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	39.6
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
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	95.03
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	23.31

## 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.

## 2023-24 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 requires only participation results 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	86.76%	85.82%	86.05%	85.58%	85.82%

## 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.

## 2024-25 Opportunities for Parental Involvement

At Littlerock High School, we encourage and value the active involvement of parents and community members in our educational programs. We believe that fostering strong partnerships between families, staff, and the community enhances the educational experience and ensures our instructional programs meet the diverse needs of our students while aligning with the goals of the Antelope Valley Union High School District (AVUHSD) Strategic Plan.

The primary decision-making body for parent involvement is the School Site Council (SSC), a collaborative partnership consisting of faculty, administrators, support staff, students, and parents. The SSC meets regularly to evaluate the effectiveness of school programs, address the needs of our student body, and serve as a liaison between the school and the broader community.

Parents are encouraged to engage in a variety of school committees and activities, including:

- School Site Council (SSC)
- Classroom Volunteering (in-person or virtual)
- English Learners Advisory Committee (ELAC)
- Back-to-School Night

## 2024-25 Opportunities for Parental Involvement

9th Grade Orientation  
Extracurricular Events  
Title I Advisory Committee  
LCAP (Local Control and Accountability Plan) Community Forums  
Parent Workshops

In addition to these opportunities, Littlerock High School has partnered with the Los Angeles County Office of Education (LACOE) to develop a Community Resource Center. Staffed by LACOE employees, this center promotes communication and engagement between families, administration, and teachers. Through the Community Schools initiative, we work to create an inclusive environment where families play an active role in shaping decisions related to their children's education. This initiative builds trust, fosters collaboration, and strengthens the sense of community by making our school a hub for learning and growth.

We recognize the importance of addressing barriers that may prevent some families from fully participating, such as language differences, work schedules, or transportation challenges. To ensure all families can engage meaningfully, Littlerock High School is committed to offering services, workshops, meetings, and events at times that accommodate the diverse needs of our community. We strive to make our school an accessible, welcoming place for all families to feel valued as essential partners in the educational process.

## 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 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
<b>Dropout Rate</b>	12.8	10.7	23.6	9.8	13.8	17.4	7.8	8.2	8.9
<b>Graduation Rate</b>	82.0	78.1	76.4	80.6	75.9	78.5	87.0	86.2	86.4

#### 2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 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>	403	308	76.4
<b>Female</b>	192	159	82.8
<b>Male</b>	211	149	70.6
<b>Non-Binary</b>	0.0	0.0	0.0
<b>American Indian or Alaska Native</b>	--	--	--
<b>Asian</b>	--	--	--
<b>Black or African American</b>	--	--	--
<b>Filipino</b>	0	0	0.00
<b>Hispanic or Latino</b>	354	273	77.1
<b>Native Hawaiian or Pacific Islander</b>	--	--	--
<b>Two or More Races</b>	--	--	--
<b>White</b>	27	17	63.0
<b>English Learners</b>	103	65	63.1
<b>Foster Youth</b>	11	8	72.7
<b>Homeless</b>	15	10	66.7
<b>Socioeconomically Disadvantaged</b>	381	291	76.4
<b>Students Receiving Migrant Education Services</b>	--	--	--
<b>Students with Disabilities</b>	72	42	58.3

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1691	1629	518	31.8
Female	780	751	239	31.8
Male	911	878	279	31.8
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	58	55	30	54.5
Filipino	--	--	--	--
Hispanic or Latino	1464	1412	433	30.7
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	45	42	19	45.2
White	115	111	32	28.8
English Learners	367	349	118	33.8
Foster Youth	30	26	13	50.0
Homeless	40	39	19	48.7
Socioeconomically Disadvantaged	1440	1381	441	31.9
Students Receiving Migrant Education Services	12	12	4	33.3
Students with Disabilities	316	307	127	41.4

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

### 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 data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
8.67	9.96	7.98	7.19	8.27	8.29	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0.35	0.29	0.18	0.17	0.21	0.17	0.07	0.08	0.07

## 2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	7.98	0.18
Female	4.36	0.00
Male	11.09	0.33
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	13.79	0.00
Filipino	0.00	0.00
Hispanic or Latino	7.92	0.20
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	2.22	0.00
White	6.96	0.00
English Learners	10.35	0.27
Foster Youth	10.00	0.00
Homeless	12.50	0.00
Socioeconomically Disadvantaged	8.13	0.21
Students Receiving Migrant Education Services	8.33	0.00
Students with Disabilities	14.56	0.32

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2024-25 School Safety Plan

Ensuring the safety and security of Little Rock High School is an ongoing priority for site administrators. Our security operations are robust and effective, supported by a team of seven dedicated security staff members, all supervised by the Director of Campus Safety. The AVUHSD Board of Trustees has adopted clear disciplinary codes that govern student conduct, offering

## 2024-25 School Safety Plan

administrators clear guidelines to maintain safe and supportive learning environments. These policies are integral to fostering a safe school culture.

The Safe School Plan at Littlerock High School includes multiple components aimed at addressing not only physical safety but also promoting social responsibility, conflict resolution, cultural diversity, and strong social-emotional skills. We emphasize the importance of creating a positive school climate where every student feels welcomed and supported. The safety plan has been regularly updated by the Director of Campus Safety and reviewed by the School Site Council, ensuring it reflects current needs and best practices. A complete copy of the plan is available at the Administration Office for review.

In addition to the district-wide safety enhancements (see below), Littlerock High School continues to prioritize building strong connections between staff and students. We foster students' social and emotional well-being through programs like Capturing Kids' Hearts and the Student Support Center. Our campus culture is grounded in inclusivity and respect, ensuring that all students, regardless of their background, feel safe and valued. We recognize that safety extends beyond physical security—it includes promoting emotional safety and well-being. Therefore, we are committed to creating a school environment that is inclusive of all students, free from discrimination and bias, and where all students can thrive academically and personally.

To further strengthen our safety practices, Littlerock High School has implemented additional lockdown drills and enhanced security at our two main student entrances, where security staff greet students as they arrive on campus.

In response to safety reviews conducted by AVUHSD in April and June 2018, the district has implemented various safety measures across campuses, including enhanced fencing, additional security and counseling personnel, updated surveillance systems, modifications to front entrances, and the installation of advanced door-locking devices. Additionally, the district partnered with the Lancaster Sheriff's Station to provide ongoing safety training for both staff and students, with a continued focus on vigilance through the "See Something, Say Something" initiative. The District also updated the processes for student, staff, and visitor identification to ensure a secure campus environment.

For over 25 years, the AVUHSD has had a dedicated school deputy on campus each day, reinforcing the district's commitment to school safety. The district also continues to address students' social-emotional needs through various outreach programs and counseling services. We ensure that both students and staff are equipped with the knowledge and skills to maintain a safe and supportive school environment. To further promote safety, confidential student referral forms are available on both our district and school websites, allowing students and parents to submit safety concerns that will be promptly addressed by administration.

In all our safety efforts, Littlerock High School remains dedicated to creating a safe, equitable, and inclusive environment where all students feel supported, heard, and respected, ensuring they have the opportunity to succeed both academically and socially.

## 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

## 2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	57	30	10
Mathematics	17	43	24	10
Science	13	30	12	2
Social Science	19	32	19	12

## 2023-24 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	305.2

## 2023-24 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	2.1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.5
Resource Specialist (non-teaching)	
Other	13

## Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	\$13,476.97	\$4,682.19	\$8,794.78	\$107,135.99
District	N/A	N/A	\$7,504.94	\$91,448
Percent Difference - School Site and District	N/A	N/A	15.8	15.8
State	N/A	N/A	\$10,771	\$105,265
Percent Difference - School Site and State	N/A	N/A	-20.2	1.8

## Fiscal Year 2023-24 Types of Services Funded

Littlerock High School is committed to providing an equitable and high-quality education to all students. To support this mission, the school utilizes various funding sources, including categorical funds, state and federal programs, and local initiatives. These resources enable the school to provide additional academic support, enrichment opportunities, and specialized services to meet the diverse needs of our students.

Categorical Funds:

A significant portion of our funding comes from categorical funds, which are designated for specific purposes and used to support students in targeted areas. The largest portion of categorical funding at Littlerock High School is through the Title I program and Targeted Funds. These funds are critical for providing additional support to students, particularly in the areas of Math and English. They enable us to offer extended learning opportunities such as after-school programs, summer school, and tutoring services. They also support additional counseling services, instructional aides, instructional coaching, and small class sections, ensuring that students receive the individualized attention they need to succeed academically.



## Fiscal Year 2023-24 Types of Services Funded

These categorical funds play a key role in supporting specialized programs like AVID (Advancement Via Individual Determination), which helps students prepare for college, and pathways programs such as the BioMedical Academy, Welding Program, Agriculture Pathway, and Digital Media Pathway. These career-focused pathways provide students with the skills and experiences needed for future careers and post-secondary education. The categorical funds also help fund college and career readiness initiatives, including field trips to colleges and career-related events that encourage a college-going culture and exposure to various career pathways.

In addition to these programs, Title IV Funds, a federal grant, are used to support a well-rounded education by providing resources for arts, music, and physical education, as well as expanding students' access to technology and digital resources.

Prop 28 and AMIM Funds for Visual and Performing Arts:

The recent passage of Proposition 28 (2022) has provided additional funding for the Visual and Performing Arts (VAPA) programs at Littlerock High School. This funding supports our arts programs in music, dance, theater, and visual arts, enabling us to expand course offerings, hire specialized arts teachers, and purchase new instruments and materials. The AMIM (Arts, Music, and Instructional Materials) funds also support these efforts by ensuring that our arts programs have the instructional materials and resources necessary to offer students high-quality education in the arts.

Additional Funding for Support Services:

Other federal and state funds are used to further support Littlerock High School's instructional program. These include funds dedicated to special education, career technical education (CTE), and mental health and counseling services. We are committed to ensuring that all students have the resources they need to succeed academically, socially, and emotionally.

Through targeted interventions, specialized programs, and additional support services, Littlerock High School is able to provide a well-rounded educational experience for all students. The integration of Prop 28, AMIM, and categorical funds ensures that we have the necessary resources to support not only academic achievement but also students' overall growth and future success.

## Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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
<b>Beginning Teacher Salary</b>	\$47,998	\$62,635
<b>Mid-Range Teacher Salary</b>	\$84,003	\$101,698
<b>Highest Teacher Salary</b>	\$123,793	\$128,982
<b>Average Principal Salary (Elementary)</b>	\$0	
<b>Average Principal Salary (Middle)</b>	\$0	\$162,013
<b>Average Principal Salary (High)</b>	\$167,168	\$182,697
<b>Superintendent Salary</b>	\$280,000	\$298,748
<b>Percent of Budget for Teacher Salaries</b>	28%	30%
<b>Percent of Budget for Administrative Salaries</b>	5%	5%

## 2023-24 Advanced Placement (AP) Courses

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

<b>Percent of Students in AP Courses</b>	18.6
--	------

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	4
Fine and Performing Arts	1
Foreign Language	3
Mathematics	4
Science	3
Social Science	7
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	23

## Professional Development

At Littlerock High School, we prioritize the professional growth of our staff as a cornerstone of educational excellence. Our comprehensive Professional Development Plan is funded through categorical and targeted funds, ensuring that all educators have the necessary tools, strategies, and support to meet the diverse needs of our students. This plan is built on a commitment to academic rigor, personalized learning, educational technology, and building relational capacity between students and staff. Our ongoing professional development is focused on improving instruction, fostering a positive school culture, and ensuring all students make progress toward mastery of the Common Core State Standards (CCSS) and proficiency on district and state assessments.

Key components of Littlerock High School's professional development include:

### 1. Research-Based Instructional Strategies:

**Annual Teacher In-Service Days:** Every year, Littlerock High School provides dedicated in-service days for teachers, focusing on research-based instructional strategies and best practices. These sessions emphasize effective teaching techniques, differentiated instruction, and ways to support all students, including those with diverse learning needs. Teachers are encouraged to engage in hands-on activities and collaborate with colleagues to improve instructional methods across content areas.

**Weekly Collaboration Time:** Teachers are given weekly time to collaborate on lesson planning, instructional strategies, and the analysis of assessment data. This collaborative effort allows for a shared approach to modifying instruction based on data to ensure all students are progressing and mastering content aligned to the Common Core State Standards.

### 2. Building Relational Capacity:

Littlerock High School's focus on building relationships between students and staff is supported by programs like Capturing Kids' Hearts. Teachers are trained annually to incorporate this program into their classrooms, ensuring a positive school culture where every student feels supported and valued.

### 3. Targeted Professional Development Opportunities:

**Catapult Learning Partnership (2022-2023):** In the 22-23 school year, Littlerock High School partnered with Catapult Learning, providing five professional development days focused on building skills for new teachers, Instructional Partners, and administrators. These sessions concentrated on enhancing instructional practices and building leadership capacity.

**Conferences and Collaboration:** Teachers, counselors, and administrators attend professional conferences in collaboration with

## Professional Development

district staff. These conferences are designed to improve instructional strategies, administrative practices, and counseling techniques. Staff members gain exposure to new ideas and research-based methods to enhance their professional practice.

#### 4. District-Wide Professional Development:

**Alludo Online PD Program:** The district offers access to both paid and non-paid professional development through the Alludo online platform. This system provides a variety of self-paced courses and modules that staff can engage with throughout the year to deepen their expertise in areas like educational technology, student engagement, and inclusive teaching strategies.

**Non-Student Days for Professional Development:** The district allocates three non-student professional development days each school year. During these days, staff members attend district-wide or site-specific PD sessions that cover topics such as curriculum alignment, classroom management, and instructional technology. These days provide dedicated time for teachers to focus on enhancing their skills and collaborating with colleagues.

#### 5. Ongoing Professional Development:

The Antelope Valley Union High School District (AVUHSD) provides continuous professional development opportunities for all staff members throughout the school year. These opportunities include workshops, webinars, and collaborative learning communities aimed at improving instruction, promoting equity, and supporting social-emotional learning.

By offering a wide range of professional development opportunities, Littlerock High School ensures that its staff is well-equipped to meet the evolving needs of our students. We believe that an empowered, skilled, and supported teaching staff is essential to student success, and we are committed to providing the resources and time necessary for their continuous growth.

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

Subject	2022-23	2023-24	2024-25
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	15	5	