VIEW TRANSLATION DISCLAIMER

La Paloma High (Continuation)

2020—2021 School Accountability Report Card

Reported Using Data from the 2020—2021 School Year

California Department of Education

Address:
400 Ghiggeri Way
Brentwood, CA , 94513-5314

Principal:
Mr. Chris Holland, Principal

Phone:
(925) 634-2888

Grade Span:
9-12

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, 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 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.

About This School

Mr. Chris Holland, Principal

Principal, La Paloma High (Continuation)

About Our School

Contact

La Paloma High (Continuation)
400 Ghiggeri Way
Brentwood, CA 94513-5314

Phone: (925) 634-2888
Email: hollandc@luhsd.net

Contact Information (School Year 2021—2022)

District Contact Information (School Year 2021—2022)

District Name
Liberty Union High

Phone Number
(925) 634-2166

Superintendent
Volta, Eric

Email Address
voltae@luhsd.net

Website
www.libertyuhsd.k12.ca.us

School Contact Information (School Year 2021—2022)

School Name
La Paloma High (Continuation)

Street
400 Ghiggeri Way

City, State, Zip

Brentwood, CA , 94513-5314

Phone Number

(925) 634-2888

Principal

Mr. Chris Holland, Principal

Email Address

hollandc@luhsd.net

Website

http://luhsd.net/lapaloma

County-District-School (CDS) Code

07617210733998

Last updated: 1/19/22

School Description and Mission Statement (School Year 2021—2022)

School Description

La Paloma High School is a continuation school which offers an alternative to the traditional comprehensive high school. We serve students w ho have experienced academic, behavioral or personal difficulties, and were not successful in a comprehensive high school setting. Our school is an effective option for at promise students who, for various reasons such as being credit-deficient, are unable to experience success in a traditional school setting or unable to attend school full time. La Paloma High School's main objective is to motivate our students to earn a high school diploma. We also help with career planning and/or post-secondary planning. Our staff is comprised of eleven teachers with a student/teacher ratio of between fifteen–nineteen to one. The Administrative and support staff consist of a Principal, a secretary/registrar, an attendance clerk, a special education Paraprofessional, a part-time school psychologist/counselor, a campus supervisor, and a custodian.

We are fully accredited by the W estern Association of Schools and Colleges and strictly adhere to the California State Standards for Curriculum and Instruction. La Paloma High School strives to maintain a small community atmosphere and personal approach, allowing students to take advantage of individual attention and instruction. Staff involvement is encouraged in instructional planning, goal setting, and implementation of the school wide vision. Weekly staff meetings are the main forum where we share and exchange ideas and techniques.

School Mission

To provide an alternative learning environment which will foster a student's self confidence, responsibility, and academic achievement.

Last updated: 1/28/22

Student Enrollment by Grade Level (School Year 2020—2021)

Grade Level	Number of Students
Grade 10	2
Grade 11	43
Grade 12	87
Total Enrollment	132
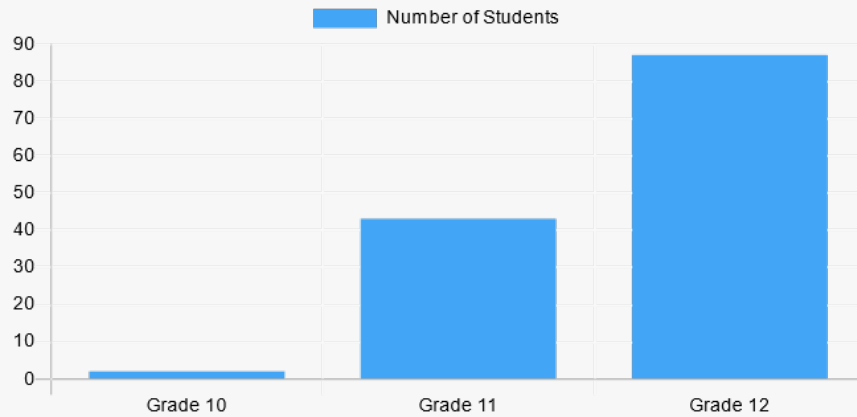
Last updated: 1/19/22

Student Enrollment by Student Group (School Year 2020—2021)

Student Group	Percent of Total Enrollment
Female	31.80%
Male	68.20%
Non-Binary	0.00%
American Indian or Alaska Native	0.00%
Asian	0.80%
Black or African American	16.70%
Filipino	3.00%
Hispanic or Latino	50.00%
Native Hawaiian or Pacific Islander	0.80%
Two or More Races	2.30%
White	26.50%

Student Group (Other)	Percent of Total Enrollment
English Learners	9.80%
Foster Youth	2.30%
Homeless	4.50%
Migrant	0.80%

Socioeconomically Disadvantaged	54.50%
Students with Disabilities	19.70%

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Preparation and Placement (School Year 2020—2021)

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)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

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

Last updated:

Teachers Without Credentials and Misassignments (School Year 2020—2021)

Authorization/Assignment	Number
Permits and Waivers	

Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

Last updated:

Credentialed Teachers Assigned Out-of-Field
(considered "out-of-field" under ESSA) (School Year 2020—2021)

Indicator	Number
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

Last updated:

Class Assignments (School Year 2020—2021)

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

Last updated:

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2021—2022)

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	• English 9,10,11,12: Springboard, CollegeBoard, 2017, Adopted: 6/2016 • Novels – Adopted 2011: Romeo & Juliet, To Kill a Mockingbird, Antigone, The Catcher in the Rye, Night, Things Fall Apart, Their Eyes Were Watching God, The Crucible, Into the Wild, Pygmalion, Othello, The Arrival, Macbeth, The Great Gatsby • AP English, 50 Essays, 3rd Ed., Bedford, Adopted: 2/2014 • ELD – EDGE Fundamentals Level A,B,C, Hampton Brown, 2016-17, Adopted: 5/2007 • ELD Novels, Hampton Brown, Adopted 2014	Yes	0%
Mathematics	• Algebra 1, BIG IDEAS Learning Algebra 1 Common Core, Larson, HMH, Adopted: 9/2014 • Geometry, BIG IDEAS Learning Geometry Common Core, Larson, HMH, Adopted: 9/2014	Yes	0%

	• Algebra 2, BIG IDEAS Learning Algebra 2 Common Core, Larson, HMH, Adopted: 9/2014 • Pre-Calculus – with Limits, Cengage, 4th, 2018, Adopted: 7/2017 • AP Calculus – Calculus, Graphical, Numerical, Algebraic, 5th ed., 2016 Finney, Demana, Waits, Kennedy, Addison Wesley Longman, Pearson Pub., Adopted: 6/2001 • Statistics – Modeling the World, Prentice Hall, Bock, Velleman De Veaux, 4th ed., 2014, Adopted: 6/2008 • AP Statistics, Modeling the World, Prentice Hall, Bock, Velleman De Veaux, 4th ed., 2014, Adopted: 6/2008 • Applied Career Math – Math for Business and Life, Olympus Publishing, Adopted: 8/2021		
Science	• The Living Earth, HMH, 2020, Adopted: 5/2019 • Chemistry in the Earth System, HMH, 2020 Adopted: 5/2019 • Physics in the Universe, HMH, 2020, Adopted: 5/2019 • Environmental Science, Holt McDougall, 2013, Adopted: 5/2005 • AP Biology – Biology: The Unity and Diversity of Life, Star Thompson Pub., 11th ed., 2006 • AP Chemistry – The Central Science, Pearson, 14th, Adopted: 5/2018 • Biotechnology – Science for the New Millenium, 2012, EMC, Adopted: 1/2007 • Entomology – 'The Insects: An Outline of Entomology', 2019, Wiley Pub., Adopted: 12/2020 • ELD – 'Earth Science & Biology Cycles of Life', Hampton Brown, Adopted 2014	Yes	0%
History-Social Science	• History Alive!: World Connections, TCI, Adopted: 5/2018 • History Alive!: Pursuing American Ideals, TCI, Adopted: 5/2018 • Government Alive!: Power, Politics, & You, TCI, Adopted: 5/2018 • Geography Alive!: Regions & People, TCI, Adopted: 5/2018 • Econ Alive!: The Power To Choose, TCI, Adopted: 5/2018 • AP World History – Give Me Liberty, Prentice Hall, Stearns, 5th edition, Adopted: 1/2016 • AP US History – 'Give Me Liberty', 5th edition, W.W. Norton, Adopted: 1/2016 • AP Human Geography - Human Geography in Action, Kuby, 6th ed., Wiley, Adopted: 1/2014 • AP Economics – Economics: Principles, Problems & Policies, McGraw Hill, 20th ed., Adopted: 7/2015 • AP Government – American Government, 10th edition, McDougall, Littell, Wilson, and Dilulio, Adopted: 7/2006 • AP European History – History of Western Society, McKay, 8th ed., HMH, Adopted: 2006 • AP Psychology – Myers Psychology, 2nd ed., 2014, Worth, Adopted: 12/2011 • ELD – World History, US History, Government, Economics, Hampton Brown, Adopted 2014	Yes	0%
Foreign Language	• Spanish 1-4 – Realidades, Pearson, Adopted: 7/2015 • French 1-4 – T'es Branche, EMC/Paradign Publisher, Adopted: 7/2015 • German 1-3 – Portfolio Deutch, Klett-Langenschiedt, Adopted: 7/2015 • Mandarin Chinese 1-3 – Zhen Bang, EMC Adopted: 2/2014	Yes	0%
Health	• Health – Glencoe Health, Mary. H. Bronson, McGraw Hill, 2015, Adopted: 6/2008	Yes	0%
Visual and Performing Arts	• Intro to Art History - Gardner's Art Through the Ages, 15th ed., 2016, Cengage, Adopted: 7/2002 • Theater Arts 1, 2, 3 – Basic Drama Projects, 8th edition, Tanner, Fran Averett, Perfection Learning Corporation, 8th ed., 2004, Adopted: 1/2008 • Intermediate Art – The Annotated Mona Lisa, 2017, 3rd Ed., Andrews & McMeel, Carol Strikland,	Yes	0%

Adopted: 7/2002
  • AP Art History – Garderner's Art Through the Ages, 15th, 2016, Cengage, Adopted: 7/2002

Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0%

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

Last updated: 1/28/22

School Facility Conditions and Planned Improvements

Site in very good condition. There are some minor repairs which LUHSD maintenance will complete using our work order system.

Last updated: 1/31/22

School Facility Good Repair Status

Using the most recently collected Facility Inspection Tool (FIT) data (or equivalent), provide the following:

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

Year and month of the most recent FIT report: November 2021

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: November 2021

Overall Rating	Exemplary

Last updated: 1/31/22

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

  The CAASPP System encompasses the following assessments and student participation requirements:
    1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
    2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
    3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

- **SARC Reporting in the 2020–2021 School Year Only**
  Where the most viable option, LEAs were required to administer the statewide summative assessments for ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:
    - Aligned with CA CCSS for ELA and mathematics;
    - Available to students in grades 3 through 8, and grade 11; and
    - Uniformly administered across a grade, grade span, school, or district to all eligible students.

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

- **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.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven taking and completing a state-administered assessment
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2019-2020	School 2020–2021	District 2019-2020	District 2020–2021	State 2019-2020	State 2020–2021
English Language Arts / Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

Note: The 2019–2020 data cells with N/A values indicate that the 2019–2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–2020 school year.
Note: The 2020–2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020–2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020–2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020–2021 school year to other school years.

Last updated: 1/19/22

CAASPP Test Results in ELA by Student Group for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven
(School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	103	NT	NT	NT	NT
Female	34	NT	NT	NT	NT
Male	69	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	15	NT	NT	NT	NT
Filipino	0	0	0	0	0
Hispanic or Latino	45	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
White	35	NT	NT	NT	NT
English Learners	14	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless					

Student Group				
Military	0	0	0	0	0
Socioeconomically Disadvantaged	55	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	11	NT	NT	NT	NT

Note: N/T values indicate that this school did not test students using the CAASPP for ELA.

Note: 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.

Last updated: 1/19/22

CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven
(School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	103	NT	NT	NT	NT
Female	34	NT	NT	NT	NT
Male	69	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	15	NT	NT	NT	NT
Filipino	0	0	0	0	0
Hispanic or Latino	45	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
White	35	NT	NT	NT	NT
English Learners	14	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	55	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0

Students with Disabilities	11	NT	NT	NT	NT

Note: N/T values indicate that this school did not test students using the CAASPP for Mathematics.

Note: 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.

Last updated: 1/19/22

Local Assessment Test Results in ELA by Student Group
Assessment Name(s): Locally-Developed Assessments for ELA
Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students	104	40	38	62	20
Female	34	13	38	62	23
Male	70	27	39	61	19
American Indian or Alaska Native	0	0	0	0	0
Asian	1	0	0	100	0
Black or African American	15	4	27	73	25
Filipino	0	0	0	0	0
Hispanic or Latino	46	18	39	61	22
Native Hawaiian or Pacific Islander	1	0	0	100	0
Two or More Races	5	3	60	40	0
White	35	15	43	57	20
English Learners	14	7	50	50	0
Foster Youth	2	1	50	50	100
Homeless	6	4	67	33	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	60	24	40	60	17
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	12	4	33	67	25

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

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this 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.

Note: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Last updated: 1/28/22

Local AssessmentTest Results in Mathematics by Student Group
Assessment Name(s): Locally-Developed Assessments for Math
Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students	104	41	39	61	2
Female	34	14	41	59	7
Male	70	27	39	61	0
American Indian or Alaska Native	0	0	0	0	0
Asian	1	0	0	100	0
Black or African American	15	4	27	73	0
Filipino	0	0	0	0	0
Hispanic or Latino	46	20	43	57	5
Native Hawaiian or Pacific Islander	1	0	0	100	0
Two or More Races	5	2	40	60	0
White	35	15	43	57	0
English Learners	14	4	29	71	0
Foster Youth	2	1	50	50	100
Homeless	6	3	50	50	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	60	27	45	55	4
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	12	3	25	75	0

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

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this 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.

Note: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Last updated: 1/28/22

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

Subject	School 2019-2020	School 2020–2021	District 2019-2020	District 2020–2021	State 2019-2020	State 2020–2021
Science (grades 5, 8, and high school)	N/A	N/T	N/A	N/T	N/A	28.72

Note: The 2019–2020 data cells with N/A values indicate that the 2019–2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–2020 school year.
Note: For any 2020–2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Last updated: 1/19/22

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	177	NT	NT	NT	NT
Female	57	NT	NT	NT	NT
Male	120	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	29	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	86	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	52	NT	NT	NT	NT
English Learners	27	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless					

Military	0	0	0	0	0
Socioeconomically Disadvantaged	99	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	20	NT	NT	NT	NT

Note: N/T values indicate that this school did not test students using the CAASPP for Science.

Last updated: 1/19/22

Career Technical Education (CTE) Programs (School Year 2020—2021)

CTE – La Paloma does not currently have a CTE program and/or pathway La Paloma helps with career planning and/or post-secondary work through a number of opportunities. Each Fall and Spring, we plan college visits to local institutions. In May, we have career fair where representatives from career technical school, branches of the military and community colleges are invited to give classroom presentations to all our students and are encouraged to remain during lunch to continue one-o-one discussions with interested students. In addition the principal/counselor is available to meet with students individually to answer questions about college and career planning and goals.

Last updated: 1/28/22

Career Technical Education (CTE) Participation (School Year 2020—2021)

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

Last updated: 1/19/22

Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

UC/CSU Course Measure	Percent
2020–2021 Pupils Enrolled in Courses Required for UC/CSU Admission	100.00%
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00%

Last updated: 1/19/22

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

California Physical Fitness Test Results (School Year 2020—2021)

	Percentage of	Percentage of	Percentage of

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

Note: Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020–2021 school year and therefore no data are reported.

Last updated: 1/19/22

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2021-2022)

Parent involvement is encouraged through our Student Leadership activities, annual La Paloma community events, Back to School Night and mini conferences for parents/students. Out School Site Council also provides an opportunity to meet with the Principal to hear about campus activity, to ask questions and to share and/or gain insight to support students' success. We also have implemented an Advisory period during which teachers are assigned a caseload of students. Teachers monitor student progress, help students navigate the educational program here at La Paloma, assist with post-secondary planning and, as warranted, schedule meetings with parents.

Parents may contact the school directly by calling 925-634-2888 or by accessing our website at http://luhsd.net/lapaloma to obtain more information.

State Priority: Pupil Engagement

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

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

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

Indicator	School 2018-2019	School 2019-2020	School 2020–2021	District 2018-2019	District 2019-2020	District 2020–2021	State 2018-2019	State 2019-2020	State 2020–2021

Dropout Rate	20.00%	15.20%	16.80%	2.10%	1.90%	2.80%	9.00%	8.90%	9.40%
Graduation Rate	68.50%	69.60%	58.80%	91.90%	92.80%	91.90%	84.50%	84.20%	83.60%
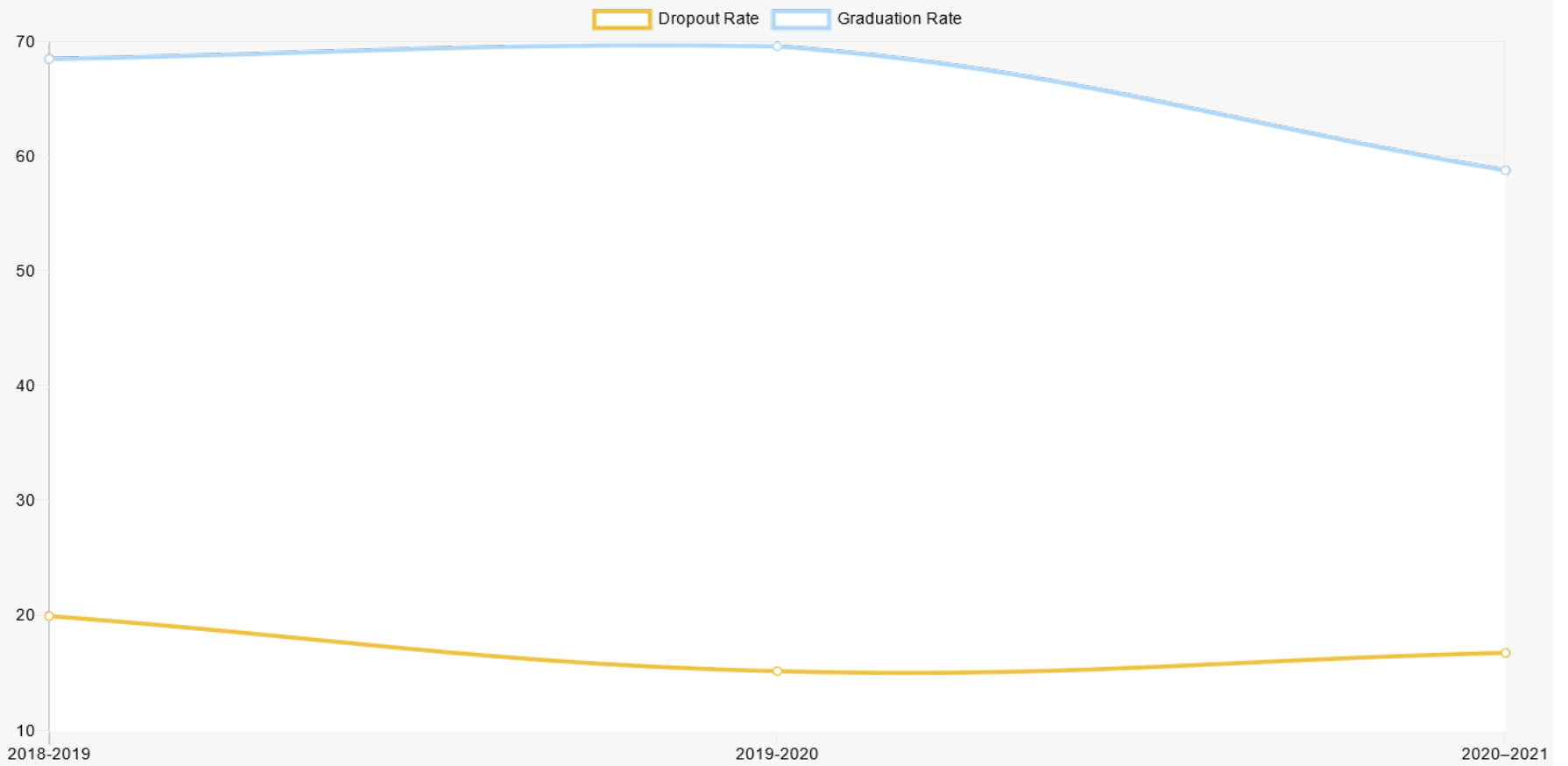
Graduation Rate by Student Group (Four-Year Cohort Rate)
(School Year 2020—2021)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	131	77	58.8
Female	43	21	48.8
Male	88	56	63.6
Non-Binary	0	0	0.0
American Indian or Alaska Native			63.6
Asian			--

Black or African American	24	14	58.3
Filipino			--
Hispanic or Latino	69	36	52.2
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races			--
White	29	21	72.4
English Learners	16	7	43.8
Foster Youth			--
Homeless	23	9	39.1
Socioeconomically Disadvantaged	103	54	52.4
Students Receiving Migrant Education Services			--
Students with Disabilities	17	8	47.1

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at https://www.cde.ca.gov/ds/ad/acgrinfo.asp.

Last updated:

Chronic Absenteeism by Student Group
(School Year 2020—2021)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	268	247	226	91.5
Female	85	77	68	88.3
Male	183	170	158	92.9
American Indian or Alaska Native	2	1	1	92.9
Asian	1	1	1	100.0
Black or African American	42	40	36	90.0
Filipino	4	4	4	100.0
Hispanic or Latino	132	121	109	90.1
Native Hawaiian or Pacific Islander	2	1	1	100.0

Two or More Races	11	9	9	100.0
White	73	69	64	92.8
English Learners	34	30	26	86.7
Foster Youth	5	3	3	100.0
Homeless	18	18	17	94.4
Socioeconomically Disadvantaged	155	142	128	90.1
Students Receiving Migrant Education Services	1	1	1	100.0
Students with Disabilities	39	35	31	88.6

Last updated:

State Priority: School Climate

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

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

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

Rate	School 2018-2019	School 2020–2021	District 2018-2019	District 2020–2021	State 2018-2019	State 2020–2021
Suspensions	12.63%		4.20%		3.47%	
Expulsions	0.35%		0.16%		0.08%	

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Suspensions and Expulsions for School Year 2019—2020 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-2020	District 2019-2020	State 2019-2020
Suspensions	13.33%	3.51%	2.45%
Expulsions	0.44%	0.24%	0.05%

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

Last updated: 1/19/22

Suspensions and Expulsions by Student Group
(School Year 2020—2021)

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.49	0
Female	0	0
Male	2.19	0
Non-Binary	0	0
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	1.52	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	2.74	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	1.94	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	5.13	0

Last updated:

School Safety Plan (School Year 2021-2022)

Last updated:

D. Other SARC information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Secondary) (School Year 2018—2019)

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	12.00	22		
Math	10.00	12		
Science	8.00	11		
Social Science	9.00	23		

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2019—2020)

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	9.00	21		
Math	9.00	12		
Science	10.00	7		
Social Science	8.00	23		

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2020–2021)

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	14.00	14		
Math	14.00	7		
Science	12.00	6		
Social Science	14.00	13		

Last updated: 1/19/22

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

Ratio of Pupils to Academic Counselor (School Year 2020—2021)

Title	Ratio
Pupils to Academic Counselor*	0.0

Last updated: 1/1/00

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

Student Support Services Staff (School Year 2020—2021)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	1.00
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	0.00
Resource Specialist (non-teaching)	0.00
Other	0.00

Last updated: 1/1/00

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

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2019—2020)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$19760.06	$16226.62	$3533.44	$92569.49
District	N/A	N/A	$8287.07	$83272.00
Percent Difference – School Site and District	N/A	N/A	95.81%	13.14%
State	N/A	N/A	$8443.83	$92222.00
Percent Difference – School Site and State	N/A	N/A	--	--

Last updated: 1/28/22

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

Types of Services Funded (Fiscal Year 2020–2021)

The Liberty Union High School District spends approximately $19,760.06 annually per student for this site. This includes all education costs ranging from direct salaries of teachers, custodial and maintenance, facilities, utilities, and administration. It also includes costs of support services such as counseling, library and media services, and special State and Federal categorical funds.
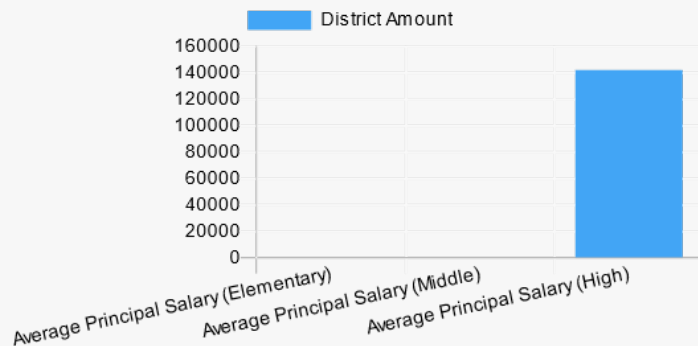
Last updated: 1/28/22

Teacher and Administrative Salaries (Fiscal Year 2019—2020)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$53266.00	$54687.00
Mid-Range Teacher Salary	$79797.00	$92222.00
Highest Teacher Salary	$103727.00	$114208.00
Average Principal Salary (Elementary)	$0.00	$143647.00
Average Principal Salary (Middle)	$0.00	$145785.00
Average Principal Salary (High)	$141658.00	--
Superintendent Salary	$213710.00	$258950.00
Percent of Budget for Teacher Salaries	35.00%	32.00%
Percent of Budget for Administrative Salaries	4.00%	5.00%

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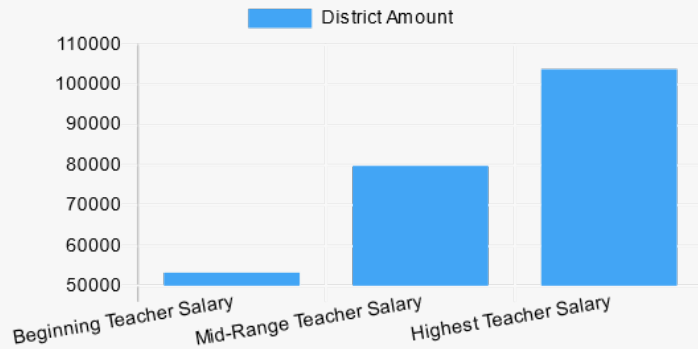
Last updated:

Professional Development

Measure	2019-2020	2020–2021	2021-2022
Number of school days dedicated to Staff Development and Continuous Improvement	117	26	129

Addendum

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

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

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

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

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

LEA-Level CAASPP Test Results in ELA by Student Group
for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
LEAwide	2095	NT	NT	NT	NT
Female	1020	NT	NT	NT	NT

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Male	1073	NT	NT	NT	NT
American Indian or Alaska Native	16	NT	NT	NT	NT
Asian	105	NT	NT	NT	NT
Black or African American	196	NT	NT	NT	NT
Filipino	122	NT	NT	NT	NT
Hispanic or Latino	733	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	11	NT	NT	NT	NT
Two or More Races	111	NT	NT	NT	NT
White	801	NT	NT	NT	NT
English Learners	96	NT	NT	NT	NT
Foster Youth	12	NT	NT	NT	NT
Homeless					
Military	75	NT	NT	NT	NT
Socioeconomically Disadvantaged	596	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	282	NT	NT	NT	NT

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for ELA.

Note: 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.

Last updated: 1/20/22

LEA-Level CAASPP Test Results in Mathematics by Student Group
for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
LEAwide	2095	NT	NT	NT	NT
Female	1020	NT	NT	NT	NT
Male	1073	NT	NT	NT	NT
American Indian or Alaska Native	16	NT	NT	NT	NT
Asian	105	NT	NT	NT	NT

Black or African American	196	NT	NT	NT	NT
Filipino	122	NT	NT	NT	NT
Hispanic or Latino	733	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	11	NT	NT	NT	NT
Two or More Races	111	NT	NT	NT	NT
White	801	NT	NT	NT	NT
English Learners	96	NT	NT	NT	NT
Foster Youth	12	NT	NT	NT	NT
Homeless					
Military	75	NT	NT	NT	NT
Socioeconomically Disadvantaged	596	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	282	NT	NT	NT	NT

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for Mathematics.

Note: 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.

Last updated: 1/20/22

LEA-Level Local Assessment Test Results in ELA by Student Group
Assessment Name/s: LUHSD Locally-Developed Assessment Results for ELA
Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
LEAwide	2088	1621	78	22	64
Female	1020	825	81	19	69
Male	1066	794	74	26	58
American Indian or Alaska Native	16	12	75	25	50
Asian	105	902	88	12	76
Black or African American	195	123	63	37	55
Filipino	125	114	91	9	75
Hispanic or Latino	730	559	77	23	55

Native Hawaiian or Pacific Islander	11	7	64	36	86
Two or More Races	87	73	84	16	73
White	799	630	79	21	68
English Learners	95	40	42	58	8
Foster Youth	9	4	44	56	50
Homeless	30	20	67	33	50
Military	0	0	0	0	0
Socioeconomically Disadvantaged	603	396	66	34	53
Students Receiving Migrant Education Services	3	0	0	100	0
Students with Disabilities	285	146	51	49	26

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

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this 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.

Note: In cases where all the schools in this LEA administered only the CAASPP for ELA assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this LEA.

Last updated: 1/28/22

LEA-Level Assessment Test Results in Mathematics by Student Group
Assessment Name/s: LUHSD Locally-Developed Assessment Results for Math
Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
LEAwide	2088	1661	80	20	42
Female	1020	834	82	18	46
Male	1066	825	77	23	38
American Indian or Alaska Native	16	15	94	6	47
Asian	105	85	81	19	59
Black or African American	195	136	70	30	31
Filipino	125	113	90	10	62
Hispanic or Latino	730	579	79	21	35
Native Hawaiian or Pacific Islander	11	8	73	27	38

Two or More Races	87	71	82	18	54
White	799	641	80	20	44
English Learners	95	58	61	39	16
Foster Youth	9	6	67	33	17
Homeless	30	20	67	33	20
Military	0	0	0	0	0
Socioeconomically Disadvantaged	603	436	72	28	29
Students Receiving Migrant Education Services	3	2	67	33	50
Students with Disabilities	285	179	63	37	10

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

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this 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.

Note: In cases where all the schools in this LEA administered only the CAASPP for Mathematics assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this LEA.

Last updated: 1/28/22

California Department of Education
1430 N Street
Sacramento, CA 95814