Los Padrinos Juvenile Hall
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

School Name	Los Padrinos Juvenile Hall
Street	7285 East Quill Dr.
City, State, Zip	Downey, CA 90242
Phone Number	(562) 803-6648
Principal	Dr. Alane Calhoun
Email Address	Calhoun_Alane@lacoe.edu
School Website	
Grade Span	6-12
County-District-School (CDS) Code	19 10199 0121871

2024-25 District Contact Information

District Name	Los Angeles County Office of Education
Phone Number	(562) 922-6111
Superintendent	Dr. Debra Duardo
Email Address	duardo_debra@lacoe.edu
District Website	https://www.lacoe.edu

2024-25 School Description and Mission Statement

Los Padrinos Juvenile Hall High School's Community Profile Los Padrinos Juvenile Hall - High School is located in Downey, California and is comprised predominantly of students of low socioeconomic status. Los Padrinos Juvenile Hall is a Probation Facility and houses two types of students. The majority are those who have been accused of committing criminal offenses and are awaiting adjudication. There is also a small number who have not been accused of a crime (e.g., any person under the age of 18, who persistently or habitually refuses to obey the reasonable and proper orders or directions of his/her parents/ guardian, or who is beyond the control of that person, or who is under the age of 18 when he/she violated any standing curfew).

2024-25 School Description and Mission Statement

The ages of students at the facility can range from 13yrs. to 22yrs. Students can remain as short- term one day, or long term for several months, with an average stay of 22 days (excepting the students in compound) with a high degree of recidivism. The vast majority of students are lacking consistent, continuous, or in some circumstances, very minimal formal schooling; many students are missing key foundational academic skills. Some exacerbating factors encountered at the facility are the high degree of gang affiliation, years of drug and alcohol abuse, and emotional and family instability. Moreover, many of Los Padrinos Juvenile Hall School's students have been identified as having severe behavioral maladjustments (psychological conditions, such as ADD, ADHD, and bipolar disorders) and are housed in the ESU (Enhanced Supervision Unit). Los Padrinos Juvenile Hall School also serves EL (English Learners) and students that receive Special Education services.

The school is operated by the Los Angeles County Office of Education's (LACOE's) Division of Special Programs Support and Transformation (SPST). On average, close to 300 students are enrolled at Los Padrinos Juvenile Hall School. Agencies, such as Los Angeles County Probation, Juvenile Court Health Services, Department of Mental Health, and the Chaplains' Offices are located on site. These independent agencies collaborate to serve the academic and behavioral needs of all students.

Los Padrinos Juvenile Hall School strives to provide a nurturing environment where students are challenged to discover their full potential through education. Our mission at Los Padrinos Juvenile Hall School is to empower at-promise youth to become responsible and productive scholars through the use of multi-tiered systems of support. We focus on social-emotional learning, as well as utilize a holistic approach to nurture the whole child. We work with students towards transformation, so they can be lifelong learners. We build students' resilience by teaching them through historically responsive literature.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	1
Grade 8	5
Grade 9	11
Grade 10	42
Grade 11	57
Grade 12	96
Total Enrollment	212

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	6.1
Male	93.9
American Indian or Alaska Native	0.5
Black or African American	36.8
Hispanic or Latino	57.5
Two or More Races	0.5
White	4.7
English Learners	17.9
Foster Youth	14.6
Homeless	7.5
Socioeconomically Disadvantaged	100
Students with Disabilities	41.5

A. Conditions of Learning

State Priority: Basic

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
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/Incomplete/NA						
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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
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/Incomplete/NA						
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 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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)			308.40	61.53	231142.40	83.24
Intern Credential Holders Properly Assigned			30.90	6.17	5566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)			84.10	16.78	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)			64.10	12.80	11746.90	4.23
Unknown/Incomplete/NA			13.60	2.71	14303.80	5.15
Total Teaching Positions			501.20	100.00	277698.00	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.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers			
Misassignments			
Vacant Positions			
Total Teachers Without Credentials and Misassignments			

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver			
Local Assignment Options			
Total Out-of-Field Teachers			

Class Assignments

Indicator	2020-21	2021-22	2022-23
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)			

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	September 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Odysseyware	Yes	0%
Mathematics	Odysseyware	Yes	0%
Science	Odysseyware	Yes	0%
History-Social Science	Odysseyware	Yes	0%
Health	Odysseyware, Health Teen/ Health Connected	Yes	0%

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

School Facility Conditions and Planned Improvements

The Los Angeles County Office of Education takes great effort to ensure that all its Educational Program sites are clean, safe, and functional. The Site Safety Committee conducts a monthly inspection of each site. A Facilities Inspection Checklist is used to record conditions observed and to recommend corrective action for all unsafe conditions. If any unsafe conditions are noted during the inspection, the information is sent to LACOE Risk Management for oversight and follow-up. A request for services is sent to LACOE Building Services if on-site staff cannot correct the condition. Facility reports can be found contacting the Building Services Department in LACOE at 562-922-6111. The most recent inspection rated the overall facility as "Good" with a rating of 92.90%

Year and month of the most recent FIT report	December 2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			HVAC Vent damaged.
Interior: Interior Surfaces			X	Ceiling tiles are missing, damaged, or loose.

School Facility Conditions and Planned Improvements

Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		X		Interior Graffiti in RR. Walls have damage from Cracks
Electrical			X	Lighting fixture or bulbs are not working or missing. Damaged outlet, hanging off wall. Junction boxes are not secured or covered properly. Improper use of extension cords or extension cord trip hazard.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Toilet/Urinal/Lavatory is not working. Sink/Fountain is missing knob or button.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Windows are broken, damaged, or missing. Boarded. Door not latching. Door closer slams. Needs to be adjusted. Doors are broken, damaged, or missing. Locks and other security hardware are not functioning properly.

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
English Language Arts/Literacy (grades 3-8 and 11)						
Mathematics (grades 3-8 and 11)						

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	117	45	38.46	61.54	0.00
Female	16	7	43.75	56.25	--
Male	101	38	37.62	62.38	0.00
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	34	12	35.29	64.71	0.00
Filipino	0	0	0	0	0
Hispanic or Latino	79	32	40.51	59.49	0.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--

CAASPP Student Groups					
White	--	--	--	--	--
English Learners	23	9	39.13	60.87	--
Foster Youth	24	10	41.67	58.33	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	91	39	42.86	57.14	0.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	47	15	31.91	68.09	0.00

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
All Students	116	38	32.76	67.24	0.00
Female	16	7	43.75	56.25	--
Male	100	31	31.00	69.00	0.00
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	34	10	29.41	70.59	--
Filipino	0	0	0	0	0
Hispanic or Latino	78	27	34.62	65.38	0.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	24	6	25.00	75.00	--
Foster Youth	22	8	36.36	63.64	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0

Socioeconomically Disadvantaged	90	32	35.56	64.44	0.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	45	11	24.44	75.56	0.00

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
Science (grades 5, 8 and high school)						

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	78	42	53.85	46.15	0.00
Female	--	--	--	--	--
Male	73	40	54.79	45.21	0.00
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	25	14	56.00	44.00	0.00
Filipino	0	0	0	0	0
Hispanic or Latino	51	28	54.90	45.10	0.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	16	8	50.00	50.00	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	62	35	56.45	43.55	0.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	28	15	53.57	46.43	0.00

2023-24 Career Technical Education Programs

Los Padrinos currently does not offer CTE courses. It offers OSHA certification.

2023-24 Career Technical Education (CTE) Participation

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	

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	0
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	0

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	0	0	0	0	0

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

Los Padrinos Juvenile Hall recognizes parents and families as one of our most influential educational partners. Parents and families are invited to participate in school activities and are contacted regularly to attend learning opportunities, meetings, and events. The Title I Parent & Family Education and Consultation Program (PFECP) provides resources, information, engagement opportunities, and parenting classes in a language that is accessible to parents and families. PFECP's Parent Liaisons (teachers, counselors, and other school staff) host monthly virtual town hall meetings at their school site/Principal Administrative Unit (PAU). All LACOE parents may connect to any workshop, class, informational session, or town hall meeting, whether hosted by their student's school site or another school. Learning opportunities for families include presentations on social-emotional learning, academics, resources/information, and empowerment/self-care.

Parent Liaisons contact parents and families via phone calls, texts, or e-mails. Staff also mail invitations to all parents and families to connect them to advisory meetings scheduled bi-monthly and follow up with individual phone calls to families prior to the scheduled meeting. These communications share the engagement opportunities available to them and serve as a wellness check and are a courtesy reminder. In addition, PFECP maintains a website, in English and Spanish, that advertises a monthly calendar of activities for families, a directory of Parent Liaisons, and a resource bank that categorizes county-wide basic services. PFECP also has a presence on social media, including Instagram, YouTube, and Facebook to post advertisements for events and archive sessions for the benefit of those unable to attend on the scheduled day of the event.

2024-25 Opportunities for Parental Involvement

PFECP Parent Education Specialists focus on strengthening relationships with families by connecting them to resources as needed and empowering them to participate in decision-making and consultation forums, such as the School Site Councils, English Learner Advisory Committees, and Shared Decision Making Committee. PFECP supports LACOE parents and families as they complete their requirements for family reunification. Cohort-style parenting classes are offered in English and in Spanish. In addition, parents and families may receive a certificate of completion once they participate in any five (5) PFECP workshops. Families can provide their thoughts and input on plans, programs, and services at each engagement opportunity. Standing items on the agenda of each session include updates on Title I, LCAP & other federal and/or state plans and funds.

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
Dropout Rate		14.3	26.1		13.8	14.4		8.2	8.9
Graduation Rate		2.4	30.4		77.2	75.9		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.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	69	21	30.4
Female	--	--	--
Male	61	21	34.4
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0	0	0.00
Asian	0	0	0.00
Black or African American	23	6	26.1
Filipino	0	0	0.00
Hispanic or Latino	40	11	27.5
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	0	0	0.00
White	--	--	--
English Learners	12	3	25.0
Foster Youth	30	8	26.7
Homeless	15	5	33.3
Socioeconomically Disadvantaged	69	21	30.4
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	36	10	27.8

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	1513	564	79	14.0
Female	186	51	21	41.2
Male	1325	512	57	11.1
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	456	183	36	19.7
Filipino	--	--	--	--
Hispanic or Latino	960	355	37	10.4
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	17	--	--	--
White	57	16	2	12.5
English Learners	266	104	3	2.9
Foster Youth	419	191	38	19.9
Homeless	165	54	7	13.0
Socioeconomically Disadvantaged	1513	564	79	14.0
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	471	245	47	19.2

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

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

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	22.01	0.00
Female	26.34	0.00
Male	21.36	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	28.07	0.00
Filipino	0.00	0.00
Hispanic or Latino	19.58	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	23.53	0.00
White	17.54	0.00
English Learners	18.80	0.00
Foster Youth	26.01	0.00
Homeless	18.79	0.00
Socioeconomically Disadvantaged	22.01	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	33.12	0.00

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

A meeting for public input for the Comprehensive School Safety Plan for Los Padrinos Juvenile Hall School PAU was scheduled on 1/31/2025. The Comprehensive School Safety Plan for Los Padrinos Juvenile Hall School PAU with a meeting scheduled for 1/31/2025 for a final review by Probation.

LOS PADRINOS PAU and School Site(s)
2024-2025 Staff Directory

2024-25 School Safety Plan

2024-2025 Bell Schedule(s)
2024-2025 Master Schedule
Assessment of the Current Status of School Crime
Child Abuse Reporting Procedures
Disaster and Crisis Intervention Plan(s)
Pandemic/COVID-19 School Site Compliance Team
Suicide Prevention
Procedures for Notifying Teachers about Dangerous Pupils
Threat Assessment Protocol
Sexual Harassment Policy
School-wide Dress Code prohibiting gang-related apparel
Visitor Procedures
Procedures for Safe Ingress and Egress from school
Procedures to Ensure a Safe and Orderly Environment
Procedures for conducting tactical responses to criminal incidents
Rules and Procedures on School Discipline
Suspension and Involuntary Transfer Policies
Hate Crime Policies and Procedures
Bullying Prevention Policies and Procedures
Guidelines, roles, responsibilities of Mental Health agencies and Law Enforcement (encouraged to include)
Procedures for responding to the release of a pesticide
Sexual Abuse and Sex Trafficking Prevention Procedures
Immigration FAQs
Immigration Tips for Students and Parents
Urgent Communication Guidelines
Appendix and Artifacts

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				
Mathematics				
Science				
Social Science				

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				
Mathematics				
Science				
Social Science				

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	2	255		
Mathematics	3	88		
Science	3	81		
Social Science	2	119		

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	530

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)	0.4
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	5.7

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	--	--	--	--
District	N/A	N/A	25,140	
Percent Difference - School Site and District	N/A	N/A	--	--
State	N/A	N/A	$10,771	
Percent Difference - School Site and State	N/A	N/A	--	--

Fiscal Year 2023-24 Types of Services Funded

The school invests its Title 1 funds in supplemental staff and programs to facilitate parent involvement and enhance student learning and achievement. The school has two Parent Liaisons who are under the direction of the Parent Family Education and Consultation Program (PFECP). Parent Liaisons conduct parent and family education and consultation activities. The Parent Liaisons offer workshops on topics, such as substance abuse, violence prevention, community resources, gang intervention, mental health, cognitive and emotional learning, parenting, college/career and technical education, and community resources. The Parent Liaisons also facilitate collaborative meetings to provide opportunities for parents to give input on LACOE policies and plans, including LACOE's Strategic Plan, the Local Control Accountability Plan, Title I Parent and Family Engagement Policy, and the Master Plan for English Learners.

LACOE provides funding for various Teachers on Special Assignment (TOSA) at the JCS and CCS school sites. Each school has an English Learner Teacher TOSA, a Math Teacher on Special Assignment, and Literacy Specialist Teachers (LST). All TOSAs support and coach teachers in the delivery of quality instruction. They model best practices and the delivery of instruction to students in their respective academic area of expertise. Additionally, LSTs collaborate with teachers and provide professional development on topics related to literacy strategies to impact low level readers and English learners. Each school

Fiscal Year 2023-24 Types of Services Funded

also has Para-Educators to further support students to meet their academic needs. Para-Educators support classroom work and assist students with supplemental programs, such as Apex and Aztec Software, which helps credit deficient students to earn their diploma. The school also utilizes programs, such as Read 180, Achieve 3000, and Imagine Learning to further enhance academic skills and address gaps in learning. AVID and the Jane Schaffer writing Program are used to provide strategies students can apply to executive functioning and writing skills. The school contracts with community-based organizations to provide enrichment programming to students in life skills, art, music, conflict resolution skills, music, dance, reading comprehension, and tutoring.

To further impact student learning and achievement, the school offers Extended Learning Opportunity (ELO) to students. The ELO Program is offered after school and is designed to provide supplemental direct services to students through additional interventions for those students, who are not meeting the challenging state standards. A Behavior Counselor, who promotes a positive school climate using the Positive Behavior Interventions and Supports (PBIS) framework and restorative practices, is also funded through Title 1. The Behavior Counselor consults and provides interventions and supports to increase student school attendance and decrease school suspensions. There is also a Transition Counselor, who serves as an advocate for students as they transition out from their current setting to their school of residence, an institution of higher education, or a vocational training program or employment. The Transition Counselor provides guidance, support, and resources for students transitioning back to the community.

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
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

2023-24 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	0

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

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	0

Professional Development

The Division of Student Programs provides administrators, support staff, Paraeducators, and teachers with evidence-based professional learning opportunities that address the social, emotional, and academic goals of all students as indicated by assessment data results. Educators participate in professional learning designed to be on ongoing and embedded in best practices that are aligned with the LCAP goals and objectives, which are aligned to the instructional and cultural foci. The school site regularly meets each Thursday afternoon, from 1-3pm, to participate in Professional Learning Communities in addition to the district-wide opportunities provided by the Central Office.

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	-	18	18