

Highland High School

School Accountability Report Card

Reported Using Data from the 2019-2020 School Year

Published During 2020-2021

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 webpage 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

School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Highland High School
Street	39055 25th St. West
City, State, Zip	Palmdale, CA 93551
Phone Number	(661) 538-0304
Principal	Dr. Chris Grado
Email Address	cgrado@avhsd.org
Website	www.highlandhs.org
County-District-School (CDS) Code	19 64246 1995398

District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Antelope Valley Union High School District
Phone Number	661-948-7655
Superintendent	David J. Vierra, Ph.D.
Email Address	dvierra@avhsd.org
Website	www.avdistrict.org

School Description and Mission Statement (School Year 2020-2021)

The City of Palmdale encompasses forty-five square miles of the Antelope Valley and was the fastest growing city in the United States during the 1990s. Highland High is one of eight comprehensive high school campuses in the Antelope Valley Union High School District (AVUHSD). The total student population includes students attending the main campus as well as students served through Alternative Learning Center's. Highland's student population is diverse in its make-up with students from many ethnic and racial groups: Asian/Pacific Islander, Filipino, Latino, African American, Native American, and White. Other than English, Spanish is the predominant primary language. The school site has 139 classrooms as well as a theater, student union, two gymnasiums, a football stadium, athletic fields, and a cafeteria. Highland High School had a WASC (Western Association of Schools and Colleges) visitation during the 2018-19 school year and has a full study scheduled for 2021-2022 school year. Prior to the WASC process, the Highland High School staff had the opportunity to review State curriculum standards and the update and create new Student Learning Outcomes (SLO's) which all students are expected to master upon graduation. Highland High School has an outstanding staff committed to the success of all students. They are diligent in their commitment to implementing the action plan revised and adopted through the WASC process.

The Highland High School SLO's are:

1. Students will be exposed to interactive and facilitated classrooms with performance task activities and assessments to promote "owning their learning".
2. Highland High School Students will be critical and independent thinkers (as evidenced by a variety of multiple assessments) that apply knowledge through:
 - a. Recognizing problems and formulating appropriate solutions
 - b. Demonstrating usage of higher order thinking skills
 - c. Use logic to solve problems

3. Students will use technology to perform research in multiple rigorous and relevant classroom settings and determine which information is relevant and reputable.
4. At least 55 Percent of all diploma track students will complete a college readiness exam HSD. e.g. PSAT, SAT, ACT, AP, AVC college Assessment

MISSION STATEMENT: HIGHLAND HIGH SCHOOL will empower students to use knowledge, skills, and strategies to become productive members of society who use higher level thinking.

VISION STATEMENT: Highland High School students will own their learning

The transition from traditional education to facilitated education is the transition from consumers of knowledge to producers of knowledge. Producers of knowledge use many different modalities as they work collaboratively with both teachers and peers to comprehend and synthesize information to answer real world questions. As students develop their ability to use technology effectively through research, collaboration, networking, and individualized study, they will develop powerful skills that will facilitate the communication and execution of their ideas. In effect, today's students will become tomorrow's critical and creative problem solvers that are prepared to shape the future of our world.

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Grade 9	736
Grade 10	715
Grade 11	608
Grade 12	674
Total Enrollment	2,733

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	14.9
American Indian or Alaska Native	0.3
Asian	2.2
Filipino	2.4
Hispanic or Latino	66.5
Native Hawaiian or Pacific Islander	0
White	9.6
Two or More Races	4.1
Socioeconomically Disadvantaged	68.9
English Learners	8.4
Students with Disabilities	18.9
Foster Youth	2.2
Homeless	0.5

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

Teacher Credentials

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	110	103	112	841
Without Full Credential	0	7	5	33
Teaching Outside Subject Area of Competence (with full credential)	1	0	0	3

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	1	2	4
Total Teacher Misassignments*	0	1	4
Vacant Teacher Positions	4	3	3

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: December 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	SpringBoard California English Language Arts Grade 9 Student Edition/2016 SpringBoard California English Language Arts Grade 10 Student Edition/2016 SpringBoard California English Language Arts Grade 11 Student Edition/2016 SpringBoard California English Language Arts Grade 12 Student Edition/2016 SpringBoard California English Language Development Grade 9 Student Edition/2016 SpringBoard California English Language Development Grade 10 Student Edition/2016 SpringBoard California English Language Development Grade 11 Student Edition/2016 SpringBoard California English Language Development Grade 12 Student Edition/2016	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Mathematics	Houghton Mifflin Harcourt Big Ideas Algebra/2016 Houghton Mifflin Harcourt Big Ideas Geometry/2016 Houghton Mifflin Harcourt Big Ideas Algebra 2/2016 Algebra & Trigonometry: Structure and Method-Book 2/ 2002 Trigonometry Calculus: A New Horizon / 2008	Yes	0%
Science	World of Chemistry / 2002 Earth Science: Geology, the Environment, and the Universe / 2003 Biology / 2002 Physics: Principles and Problems / 2002	Yes	0%
History-Social Science	Economics: Principles of Economics & Principles of American Democracy/2019 Civics: Principles of American Democracy/2019 World History: Democracy/World History, Culture, & Geography: The Modern World/2019 US History: United States History & Geography: Continuity & Change/2019	Yes	0%
Foreign Language	French/ EntreCultures Levels 1, 2, and 3 / 2020 Spanish / ¡Avancemos! 1 / 2008 Spanish / ¡Avancemos! 2 / 2008 Spanish / ¡Avancemos! 3 / 2008	Yes	0%
Health	Glencoe Health: A Guide to Wellness / 2001	Yes	0%
Visual and Performing Arts	Instrumental: Essential Elements / 2000 Music First / 2000 Exploring Photography / 2000 The Photographic Eye / 2000 Theatre: Art in Action / 2000 Music / 2000 Symphonic Band Technique / 2000	Yes	0%
Science Laboratory Equipment (grades 9-12)	All labs are fully equipped with the appropriate materials	Yes	0%

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

School Facility Conditions and Planned Improvements

The Antelope Valley Union High School District maintains educational facilities that are safe and clean. We strive to provide an educational environment that exceeds adequacy standards established by the state as set forth in the Williams vs. State of California educational lawsuit recently mandated for public schools in the State of California. Students attend classes where rooms are properly heated and ventilated. Classrooms are appropriate for the learning environment including the absence of noise levels, which would interfere with communication between teachers and students. There are sufficient numbers of clean, well-stocked, functioning restrooms on all campuses, and there are no unsanitary or unhealthy conditions that would impact a student's ability to learn. The AVUHSD is staffed to provide each school with site-based maintenance and operational staff including custodial staff, grounds crews, and maintenance and repair personnel. These persons are based at each school site and report to school site administrators in rendering service to the District. Site-based maintenance and operations persons are supported by a central maintenance and operations crew including carpenters; painters; heating, ventilation, air conditioning personnel; and one individual who operates the District's field mower. All sites receive operating funds for maintenance and operations from restricted funds identified for maintaining each campus. In addition, the District takes full advantage of the State's deferred maintenance funding program whereby a five-year deferred maintenance plan is submitted and updated to reflect major repair/reconstruction projects in the District. This includes appropriate upgrades and repairs to roofing, asphalt, electrical, and plumbing on District-owned facilities.

Highland High School is a twenty-nine year-old facility. The growing population of students at Highland High increases the wear and tear on the facility as well as extensive use of the facilities by community groups. Continual maintenance and upgrades have been a priority to ensure an effective learning environment. In the last few years, Highland High has undergone a complete lighting improvement program during which lighting in all classrooms was modernized through the Bright Schools project. Continually many classrooms have had new carpet installed, the gym floors are routinely refinished, and painting projects are ongoing. Highland operates a site-based maintenance and custodial staff who report to school site administrators. Our staff strives to maintain a safe and clean campus exceeding the standards set forth by the State of California. Classrooms are adequately heated and ventilated. There are a sufficient number of restrooms for student use, which are cleaned at least three times per day. The Math building was opened in the 2003-04 school year adding much needed classroom space to the Highland campus for the Math and Special Education Departments.

During the 2019-2020 school year Highland High School relocated several department facilities to buildings on the border of campus to secure the main campus and prioritize school safety. Attendance, special education and Alternative to suspension rooms have all been relocated.

School Facility Good Repair Status

Using the **most recently collected** 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: 10/20/2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Career Center: leaking through the unit when it rains Rm 301: bad HVAC Rm 302: bad HVAC Rm 418: weak AC Rm 419: weak AC VP Office: leaking through the unit when it rains Repairs to be rectified.
Interior: Interior Surfaces	Good	Auto shop: charred ceiling from pan heaters Library: damaged ceiling from plumbing leak Maint. Shop: ceiling damage from frozen pipe break Cafeteria: ceiling tiles Staff Lounge: ceiling tile Rm 108: ceiling damage Rm 109: ceiling damage Rm 110: torn wallpaper Rm 118: water damage in corner Rm 139: damaged ceiling tiles Rm 124: carpet Rm 235: cabinets, ballast Rm 237: counter tops Rm 238: cracked tile Rm 245: counter tops Rm 246: counter tops and ceiling tiles Rm 301: ceiling tiles Rm 404: wall paper Rm 421: tile floor is worn, wall panel damage Rm 502: entry tile Rm 507: ceiling damage from swing, walls Rm 516: baseboards Rm 519: base boards Repairs to be rectified.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Electrical: Electrical	Fair	Band Rm: floor outlets Boys locker Rm: exit lighting Cafeteria: ballast Rm 119: ballast Rm 123: ballast Rm 146: ballast on emergency lighting Rm 206: ballast Rm 207: ballast Rm 211: bench outlets Rm 214: ballast Rm 235: cabinets, ballast Rm 413: ballast Rm 414: ballast. Rm 415: ballast Rm 425: ballast Rm 426: ballast Rm 427: ballast Rm 507: ballast Rm 508: ballast Small gym: damaged scoreboard from roof leak, doors are tired Repairs to be rectified.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	Theater: rear fire door Repairs to be rectified.
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Large gym: doors in poor condition Small gym: damaged scoreboard from roof leak, doors are tired Weight Rm: door is in poor condition Wrestling Rm: door in poor condition Rm 110: door is tired torn wallpaper Rm 111: door Rm 112: door is tired Rm 128: door is tired Rm 130: door Rm 131: door is tired Rm 132: door is tired Rm 144: door is splitting on hinge side Rm 201: door Rm 203: door is tired Rm 227: door is tired Rm 240: door is tired Repairs to be rectified.
Overall Rating	Good	

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, which 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); and
- 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

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	36	N/A	39	N/A	50	N/A
Mathematics (grades 3-8 and 11)	12	N/A	12	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: 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.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	11	N/A	12	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Career Technical Education Programs (School Year 2019-2020)

Highland High School provides students with a wide range of Career Technical Education (CTE) opportunities to prepare them for both college and career paths. That includes course offerings in the Engineering, Arts, Media and Entertainment, Education/Child Development, Public Service, Health Science, and Information Technology industry sectors. Our Public Service Academy is a recognized California Partnership Academy through the California Department of Education. The academy allows students to learn content applicable to careers in the public service and health science fields within a small learning community of student cohorts who take the same courses throughout their high school experience. It is one of a select few approved high school programs in Los Angeles County to offer the EMT certification courses.

Students in the academy partake in field trips to industry and higher education institutions, work-based learning opportunities, and leadership training and experiences. Highland High School has an active Career Technical Student Organization (CTSO), SkillsUSA Chapter, that all CTE students have the opportunity to be enrolled in to develop and build on their leadership, knowledge, and skill level through competitions and additional activities. HHS offers STEM and law/government courses outside the school day to extend college and career offerings for students. Our site receives support, works collaboratively with the Career Technical Education office to provide CTE opportunities to ensure students have access to the technology, curriculum, and partnerships, and teachers have the professional development that supports a high-quality CTE program.

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

Career Technical Education (CTE) Participation (School Year 2019-2020)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1060
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	100
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	34.8

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2019-20 Pupils Enrolled in Courses Required for UC/CSU Admission	94.21
2018-19 Graduates Who Completed All Courses Required for UC/CSU Admission	38.12

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 areas of physical education.

California Physical Fitness Test Results (School Year 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A

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

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

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 2020-2021)

Parental involvement is a vital part of creating a sense of community at Highland High School and greatly affects the success of the campus. Our goal is to assist in creating positive and productive home / school / community partnerships that will promote involvement in school planning and development. Highland offers numerous opportunities for parents to become involved and contribute to the educational program such as the opportunity to serve on the Principal’s Advisory Committee or the English Learners Advisory Committee. These Advisory Committees address a broad variety of issues ranging from academic programs to parent and student concerns. The English Learners Advisory Committee has a direct impact on student achievement through opportunities to become directly involved in program decision-making.

Highland administrators and guidance department maintain an open-door policy in order to provide an inviting atmosphere for parents who may need assistance. Parents are also welcome to visit their child’s classes. Each year, many parents observe their children in the classroom in order to monitor progress and also gain a better understanding of Highland’s educational program.

Highland has an active Sports and Clubs as well as some have support through Booster Associations that provide hundreds of parents the opportunity to become involved in fund-raising, chaperoning and other aspects of athletic and activity programs. At this time sports and activities are limited due to distance learning as a result of Covid-19

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.

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

Indicator	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Dropout Rate	2.4	2.3	4.1	11.5	10.9	11	9.1	9.6	9
Graduation Rate	92.2	90.6	89.4	73.7	77.5	78.9	82.7	83	84.5

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 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	7.9	8.5	8.8	7.9	3.5	3.5
Expulsions	0.5	0.2	0.3	0.2	0.1	0.1

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 2019-20	District 2019-20	State 2019-20
Suspensions	4.23	5.89	unavailable
Expulsions	.04	.0014	unavailable

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior 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 prior years.

School Safety Plan (School Year 2020-2021)

Highland High School has developed and implemented a Safe School Plan based on the concept that comprehensive school safety is fundamental to students' school success and achievement. A complete copy of the School Safety Plans can be obtained in the Administration Office. The administrators, teachers, and classified staff members share in the responsibility of creating and maintaining a safe educational environment for each and every student. Safety is central to the daily operation of any school campus. Before students can learn or improve they must first feel safe at school. The classrooms and school campus environment as a whole must be free from disruptive behavior, discipline problems, and other unnecessary distractions that interrupt the learning process. California Education Code, District policies, and school rules are enforced to ensure a positive climate in which students may pursue their education. Students are informed of the California Education Codes relating to student conduct, District policies, and school rules at the beginning of each school year through meetings with Vice Principals, School Counselors and Classroom Teachers. All staff undertook ALICE training during the 2019-2020 school year in order to be prepared for school safety incidents that require this type of training.

In addition to safety enhancements across the District (see below), at Highland High School students MUST have IDs when entering campus. Large bags and cases of any type are subject to being searched. We have also eliminated various entrances, and now provide two main student entrances at the north gates and 400s. All visitors MUST enter through the front office and adhere to a new identification process. We also have increased the number of lockdown drills. Since March 2018, we conduct ongoing safety committee meetings that include parents, students, teachers, administrators and neighboring schools. These meetings focus on assessing safety needs and proposing solutions.

District Statement:

We want our community to be aware of our continued commitment to safety which includes multiple, proactive approaches to fortifying security throughout our schools.

In April and June 2018, we conducted safety reviews of our campuses that resulted in the implementation of enhanced safety measures. These measures vary by school and include enhanced fencing, additional security and counseling personnel, updated surveillance cameras, front entrance modifications, and door locking devices. We also incorporated additional training with the Lancaster Sheriff's Station and revised student, staff and visitor identification processes.

For more than 25 years, we have had a dedicated school deputy on campus each day. In addition to this, we continue to focus on our students' social emotional needs through various programs and counseling outreach, provide safety training to our students and staff, and underscore the importance of vigilance through "See Something, Say Something." Our district and site websites have links to confidential student referral forms, where students and parents are able to submit safety concerns for administration to address.

Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
English Language Arts	23	48	38	38	22	55	18	52	22	57	24	49
Mathematics	25	25	43	31	27	21	35	35	23	47	28	34
Science	23	32	37	20	23	35	24	32	26	24	18	33
Social Science	24	35	12	46	25	31	8	46	25	30	8	50

*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 2019-2020)

Title	Ratio
Academic Counselors*	341.6

*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 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	8
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	3
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	2
Resource Specialist (non-teaching)	
Other	1.3

*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 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9,310.85	\$3,284.85	\$6,026.00	\$86,185.96
District	N/A	N/A	\$6,519.47	\$82,528
Percent Difference - School Site and District	N/A	N/A	-7.9	4.3
State	N/A	N/A	\$7,750	\$90,287
Percent Difference - School Site and State	N/A	N/A	-25.0	-4.6

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

Types of Services Funded (Fiscal Year 2019-2020)

Highland High School receives funding through a variety of funding sources: Title I, Targeted, Title IV, CSI, and California Lottery. Students are provided opportunities of support towards student progress through supplemental instruction such as Opportunity, On-Site continuation, credit retrieval, and independent study. Also provided to HHS students are course of day classes such as Math and Literacy support, support for math and English as well as services for Special Education and English Learners populations. Through the Site SPSA and LCAP, HHS provides funding and services to support low socio-economic and foster and homeless youth.

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,144	\$52,670
Mid-Range Teacher Salary	\$78,529	\$89,660
Highest Teacher Salary	\$111,273	\$112,761
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		\$142,638
Average Principal Salary (High)	\$136,590	\$158,074
Superintendent Salary	\$299,361	\$250,285
Percent of Budget for Teacher Salaries	31.0	32.0
Percent of Budget for Administrative Salaries	5.0	5.0

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

Advanced Placement (AP) Courses (School Year 2019-2020)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	6	N/A
Fine and Performing Arts	2	N/A
Foreign Language	1	N/A
Mathematics	4	N/A
Science	5	N/A
Social Science	14	N/A

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
All courses	32	19.9

*Where there are student course enrollments of at least one student.

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	7	7	7

In addition to district staff development opportunities, Highland High School uses monthly faculty, department, and department chair meetings to conduct staff development, review student data, generate common assessments and examine curricular needs for the continued transition to Common Core and NGSS. Staff are also provided paid professional development opportunities based off of collaborative Instructional Coaching. Highland High School has 5 Instructional Coaches that specialize in 21st Century teaching and learning. These coaches are in place to support teachers, instruction, and learning.