

William J. (Pete) Knight High
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	William J. (Pete) Knight High
Street	37423 70th St. East
City, State, Zip	Palmdale, CA, 93552
Phone Number	(661) 533-9000
Principal	Dr. Will Laird
Email Address	wlaird@avhsd.org
Website	www.khshawks.org
County-District-School (CDS) Code	19 64246 0100081

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)

William J. "Pete" Knight High School, home of the Hawks, opened its doors on September 2, 2003.

The school was named for the late California Senator, William J. "Pete" Knight, who was a community leader and role model through his work over the years of distinguished service in the U. S. Air Force, as a test pilot at Edwards Air Force Base, as the first mayor in the City of Palmdale and as a California Senator.

Based on the ACS WASC mid-cycle review, it has been determined that William J. Pete Knight High School (grades 9 -12) meets the ACS WASC criteria for accreditation. This accreditation status is based on all of the information provided by the school, including the school's progress report, and the satisfactory completion of the on-site mid-cycle accreditation visit. William J. Pete Knight High School's accreditation is now reaffirmed through the end of the six year cycle ending in June 2021

All students select courses from a variety of University of California a-g approved classes that not only fulfill high school graduation requirements but university entrance as well. These rigorous courses, our support programs and qualified staff support students to complete requirements that prepare them for college and encourage critical thinking skills.

William J. "Pete" Knight High School is an academically rigorous learning environment that promotes college and/or career goals for all students through standards driven curriculum and student centered instructions.

In accordance with this statement our Vision statement reads, "Every student at Knight High School will have the option of attending a four-year college or university."

In accordance with our vision statement, Pete Knight High School strives to continue and strengthen the College-going Culture. The master schedule, instructional minutes, a modified schedule and a highly qualified faculty support the vision that all students will be prepared for college or university entrance.

KHS has instituted a distance learning bell schedule that includes a counseling homeroom google classroom and a weekly reduced, or “flex” Wednesday schedule. The homeroom google classroom is designed to promote personalized communication through small learning communities with counselor advocates and peer study groups to provide support for each student. Reduced Wednesdays are designed for teachers to participate in a collaborative team staff development model to create lessons, common assessments, common vocabulary, and syllabi, as well as professional development opportunities. In addition, school-wide initiatives such as virtual classroom walk throughs, AVID and Marzano instructional strategies exist throughout all subject areas.

Instructional Partners are in place to provide support to new and veteran teachers in instructional strategies and teaching skills that enhance teacher efficacy. The master schedule is built in accordance to student requests and needs. Numerous support classes are offered, as well as Advanced Placement and Honors courses.

A climate of collaboration and communication drives Knight High School. Community meetings and collaboration among staff and with families enhances the learning community. By maintaining positive relationships and continuing to work together, we are confident that Knight High School will continue to be viewed as an exemplary learning institution.

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

Grade Level	Number of Students
Grade 9	814
Grade 10	725
Grade 11	708
Grade 12	672
Total Enrollment	2,919

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

Student Group	Percent of Total Enrollment
Black or African American	13
American Indian or Alaska Native	0.3
Asian	1
Filipino	0.5
Hispanic or Latino	79.4
Native Hawaiian or Pacific Islander	0.1
White	3.2
Two or More Races	2.4
Socioeconomically Disadvantaged	79.7
English Learners	11.3
Students with Disabilities	15.2
Foster Youth	1.8
Homeless	0.3

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	114	112	108	841
Without Full Credential	2	2	4	33
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	3

Teacher Misassignments and Vacant Teacher Positions

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

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%
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%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
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

William J. "Pete" Knight High School is in its 17th year. Our maintenance, custodial, and grounds crews work year round to ensure that the campus remains in top condition. The Antelope Valley Union High School District maintains educational facilities that are safe, clean, and provide an environment that exceeds adequacy standards established by the state as set forth in the Williams vs. State of California educational lawsuit mandated for public schools in the state of California. Students attend classes where rooms are properly heated and ventilated. Classrooms are appropriate for the learning environment including the absence of noise levels which would interfere with communication between teachers and students. There are sufficient numbers of clean, well-stocked, functioning restrooms on all campuses, and there exists no unsanitary or unhealthful condition that would impact a student's ability to learn.

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

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

School 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: 11/3/2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Room 310: HVAC door doesn't latch Repairs to be rectified.
Interior: Interior Surfaces	Good	Room 114: excessive paper on walls Room 122: replace clock Room 128: wallpaper torn Room 204: stained ceiling tile Room 206 (Lab): cluttered Room 207 (Lab): cluttered Room 210 (Lab Storage): cluttered Room 212 (Lab): cluttered Room 242 (Clay Room): messy/cluttered Room 300: cluttered Room 302: wall paper torn Room 305/305: broken tile in kitchen Room 408: wallpaper torn Band Storage Room: cluttered Repairs to be rectified.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	Room 107: clutter Room 145 (ASB): cluttered/messy Room 149 (Makers Shop): cords on floor/Tools left plugged-in Room 195 (Drama): cluttered Theater: stage very cluttered Repairs to be rectified.

System Inspected	Rating	Repair Needed and Action Taken or Planned
Electrical: Electrical	Good	Library: lamps/ballasts Room 149 (Makers Shop): cords on floor/tools left plugged-in Room 204: one light out Room 209 (Band Storage): lights with bad covers Room 312: lamps/ballasts Room 317: T-12 lamps Room 318: lamps/ballasts Room 319: lamps/ballasts Room 402: lamps/ballasts Room 405: lamps/ballasts Room 409: lamps/ballasts PE Classroom: data connection cover missing Repairs to be rectified.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	Commons restroom: One hand dryer needs replacing Repairs to be rectified.
Safety: Fire Safety, Hazardous Materials	Good	Room 250 (Comp Lab): Exit Door blocked by computers/tables Room 319: Fire Ext. Hook Repairs to be rectified.
Structural: Structural Damage, Roofs	Good	Room 324: stairs need some wood replaced Repairs to be rectified.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Room 110: door hinge/latch 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)	48	N/A	39	N/A	50	N/A
Mathematics (grades 3-8 and 11)	15	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
White	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
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)	13	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)

Pete Knight High School students begin preparing for careers in current and emerging trends within the dynamic world of work from the moment they enter 9th grade. At each grade level, they explore the connections between what they learn and the “real world.” Students in the AVUHSD are instructed in the value of work ethics including responsibility, respect, trustworthiness, and fairness.

Student Learning Outcomes (SLO"s) were developed as a foundation of all instruction in order to prepare students for the college/careers of their choosing. By the time students graduate they will:

- Demonstrate subject area proficiency in all content areas.
- Demonstrate effective literacy skills across content areas.
- Demonstrate digital literacy and critical thinking when solving relevant problems.
- Demonstrate responsible citizenship and community involvement.

Pete Knight High School is proud to support the Career Technical Education (CTE) Digital Design & Engineering Academy, a state and nationally recognized STEM academy, made possible by the countless, skilled staff who dedicate their time and energy to the development of young adults, offering state of the art career development courses. Courses listed below are part of DDE or help support career readiness:

- Multimedia 1
- Digital Media and Graphic Design
- Introduction to Engineering
- Digital Electronics
- Yearbook
- Principles of Engineering
- Aerospace Engineering
- AP Computer Science Principles
- Digital Video Production and Broadcasting
- AFJROTC

Our counselors do an excellent job explaining the numerous academic and career opportunities available to our students. The College Career Center opened and is fully staffed. The ninth grade students completed the career interest inventory, through our district's college and career readiness platform. Tenth grade students explored career and college options via district and site events, classroom visitations, and evening events sponsored by the Guidance Department and AVID (Advancement Via Individual Determination) program.

Pete Knight High School is also staffed with a Work Experience Coordinator to help students apply for work permits to then eventually get placed in jobs as early as 16 years of age.

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

Measure	CTE Program Participation
Number of Pupils Participating in CTE	909
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	97.6
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	22.7

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	95.66
2018-19 Graduates Who Completed All Courses Required for UC/CSU Admission	49.6

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
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)

Knight High School welcomes parent/guardian involvement and participation. We encourage our parents/guardians to become involved and invite them to join us as a cleared volunteers, come visit us at Back to School Night (twice a year), join as at school athletic and activity events as well as meet teachers and staff as needed throughout the school year.

Parents/guardians are encouraged to use the Powerschool system to access their student's current grades, attendance and school information. Parent Link, a messaging software, is utilized to relay school information and announcements of events, as an effort to reach all students, parents/guardians and staff via phone, text, email, and social media. Parents/guardians also communicate with staff via email. The website, www.knightpalmdalehs.org, provides school, staff and classroom information to parents/guardians, students and community. Finally, KHS has implemented a KHS Parent Academy in lieu of a previous parent program PIQUE (Parent Institute for Quality Education). KHS's Parent Academy is ran through it's Guidance Department and provides parents with high school information as well as post secondary information. This initiative was implemented with a mission of providing families with the knowledge and skills to partner with schools and communities to ensure their children achieve their full potential.

Please contact Mrs. Duran, at (661) 533-9000 x-356 or a school administrator, to obtain information on the Parent Volunteer Program, or to ask questions regarding school committees.

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	4.9	4.4	5.8	11.5	10.9	11	9.1	9.6	9
Graduation Rate	89.5	89.3	90.6	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	8.0	5.3	8.8	7.9	3.5	3.5
Expulsions	0.1	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	5.10	5.89	unavailable
Expulsions	0	.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)

Knight High School established and maintains a safe campus by following a consistent and fair discipline process that promotes a positive learning environment and emphasizes respect. A full time Los Angeles County Deputy Sheriff and a campus security team serve to keep the campus secure for optimum safety and learning. The campus also benefits from the presence of a probation officer and community attendance worker who assists in this area. School safety is a priority. Issues that revolve around safety include, but are not limited to, school climate, violence on campus, crisis preparedness, school law enforcement relations and alcohol/drug use. Knight High's School's Safety Action Plan has been developed. The plan is reviewed and updated yearly. A complete copy of the School Safety Plans can be obtained in the Administration Office.

In addition to safety enhancements across the District (see below), at Knight High School the front and independent study entrances now have an additional locking mechanism that allows for "buzzing" visitors in to the offices.

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.

School year 20-21 in September, 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, over the course of a typical school year, 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	20	67	41	44	23	52	28	53	20	73	34	49
Mathematics	23	47	34	42	23	44	29	42	23	46	32	38
Science	24	28	38	27	24	31	21	41	25	29	11	47
Social Science	20	56	18	43	22	44	9	49	21	49	13	42

*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*	324.3

*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.

Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	9
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.9
Social Worker	

Title	Number of FTE* Assigned to School
Nurse	
Speech/Language/Hearing Specialist	0.5
Resource Specialist (non-teaching)	
Other	2.7

*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	\$8,596.64	\$2,478.37	\$6,118.27	\$82,604.19
District	N/A	N/A	\$6,519.47	\$82,528
Percent Difference - School Site and District	N/A	N/A	-6.3	0.1
State	N/A	N/A	\$7,750	\$90,287
Percent Difference - School Site and State	N/A	N/A	-23.5	-8.9

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

Types of Services Funded (Fiscal Year 2019-2020)

One measure contributing to the academic strength of a program is the amount of money the District spends for each student enrolled.

In addition, KHS receives categorical money for support in areas of academic need. KHS receives categorical monies from among the following sources:

- Title 1
- LCAP/Targeted
- Title III
- Title IV

All expenditures funded by categorical monies are closely reviewed by school administration. Moreover, it is imperative that all categorical funds address the goals listed on our School Site Plan. For more detail on how school monies are spent please refer to the Single School Site Plan that is available in the office of the Principal.

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

Category	District Amount	State Average For Districts In Same Category
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	7	N/A
Fine and Performing Arts	1	N/A
Foreign Language	8	N/A
Mathematics	5	N/A
Science	5	N/A
Social Science	16	N/A
All courses	44	24

*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	4	3	3

In addition to district staff development opportunities, Knight High School has a flex day bell schedule every Wednesday. This time is reserved for staff meetings, site professional development opportunities and teacher collaboration.

Currently the primary/major areas of focus revolve around the school's four LCAP goals. It was determined by site and district administrators that focusing on the LCAP goals ensures that Knight High School is meeting these goals and/or making progress. Specifically, the LCAP goals revolve around College/Career Readiness, 21st Century Learning Opportunities, Safe and Supportive Schools, and Communication/Community Involvement and Partnerships. Professional Development opportunities are provided several times per semester for staff. These are driven primarily by Instructional Partners at the site level. The District also provides multiple monthly professional development offerings as well as opportunities to attend workshops and conferences throughout the year.