

Palmdale 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	Palmdale High School
Street	2137 East Avenue R
City, State, Zip	Palmdale, CA 93550
Phone Number	(661) 273-3181
Principal	Dr. Robert Harris
Email Address	rharris@avhsd.org
Website	www.palmdalehs.org
County-District-School (CDS) Code	19 64246 1936624

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)

District Mission Statement

Our mission is to provide a safe and secure learning environment that promotes a rigorous curriculum and enables our students to develop the necessary academic, technical, and work-related skills of the 21st century. Every student who graduates will be prepared to pursue college or any career to which he/she aspires.

School Mission Statement

To foster the development of productive, creative, critical thinkers who have the ability to adapt and positively contribute to society.

School Description

PHS is one of eight comprehensive high schools serving students in the Antelope Valley. Established in 1957, PHS was originally built to serve 1,200 students and now serves approximately 2,500 students. Located in northern Los Angeles County, Palmdale High School covers 80 acres in central Palmdale. The city of Palmdale, with its diverse population of 200,000 residents, is home to the aerospace industry and a burgeoning home construction industry. Many new Palmdale residents have relocated from the Los Angeles area making Palmdale High School's student population economically, linguistically and ethnically diverse.

The school is currently staffed with 111 certificated teachers and over 100 classified employees whose responsibilities range from providing attendance monitoring to scheduling Individualized Education Program meetings. The school administration is comprised of 6 administrators (Principal, Assistant Principal, Vice Principal of Activities, Vice Principal of Athletics, Vice Principal of Special Education, and Vice Principal of Student Services), an Athletic Director, an Activities Director, eight School Counselors, three School Psychologists, and a Director of Security.

Creating and enhancing a positive atmosphere for learning is of primary importance to Palmdale High School. To that end, academics, co-curricular activities, extra-curricular activities and athletics are highly encouraged. The broad emphasis is premised on the notion that students who are involved in activities available at the school site are more successful in their academic studies.

Students at Palmdale High School are provided access to a multitude of specialized programs, which include:

- Health Careers Academy
- Engineering Academy
- Advancement Via Individual Determination (AVID)
- Agricultural Science
- World renown Band and Choir
- Visual and Performing Arts
- World Language Department
- Athletics Program
- English Learner Program
- Special Education Program
- Associate Student Body

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

Grade Level	Number of Students
Grade 9	700
Grade 10	629
Grade 11	573
Grade 12	628
Total Enrollment	2,530

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

Student Group	Percent of Total Enrollment
Black or African American	14.3
American Indian or Alaska Native	0.4
Asian	0.2
Filipino	0.6
Hispanic or Latino	78.6
White	3.2
Two or More Races	2.7
Socioeconomically Disadvantaged	87.3
English Learners	13.6
Students with Disabilities	18.1
Foster Youth	1.7
Homeless	1.1

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	102	99	100	841
Without Full Credential	3	5	6	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	0	0	1
Total Teacher Misassignments*	0	1	1
Vacant Teacher Positions	3	5	4

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

Palmdale High School (PHS) strives to provide students with a safe, clean learning environment. Our dedicated campus security and campus maintenance staff provide high quality care for the more than 78-acre school site. Our maintenance and operations personnel are supported by a central maintenance and operations crew including carpenters, painters, heating, ventilation, air conditioning personnel, and field mower. PHS students attend classes with properly heated and ventilated rooms appropriate for the learning environment including the absence of noise levels which would interfere with communication between teachers and students. Any interruption in this service becomes a top priority. PHS campus provides a sufficient number of clean, well-stocked, functioning restrooms kept in sanitary conditions. All drinking fountains are in working order. In addition, PHS' newly renovated campus library and cafeteria provide students and staff with an important space for internet exploration, large group meetings and presentations, and parent meetings. The space is furnished with equipment such as an LCD projector and drop-down presentation screens. The PHS library has been newly renovated and transformed to be a student union-type facility allowing for student and class collaboration, student work space (during and after school hours), and a place for students to access technology when needed. PHS AVID students and teachers now have access to an AVID work space as well, outfitted with resources that allow for the continued use of effective WICOR (Writing, Inquiry, Collaboration, Organization, and Reading) strategies. In addition, Palmdale High School has renovated three Special Education Conference rooms, Band Complex, English Language Arts Collaboration Space, Choir Room, Fitness Center, Audio Visual Studio, and College and Career Center. Moreover, PHS has added an augmented/virtual reality computer lab that will allow students to interact with simulated objects in virtual environments as if they are real. Phase II renovations are in progress for the Band Complex. Palmdale High School is currently installing Promethean interactive panels in all classrooms and student space to facilitate distance learning and improved learning outcomes. Finally, 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. Palmdale routinely takes part in a Williams' facilities visit, which allows the site to show compliance and make any necessary repairs.

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: 10/16/20

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	room 113: Science lab stations damaged WO# 34282 room 141: WO# 43642 Repairs to be rectified.
Interior: Interior Surfaces	Good	room 214: Blind repair room 351: Blind repair room 409: Drywall damage Repairs to be rectified.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	Admin: WO# 26690 & 43132 Café: Light repair WO# 21678 room 506: WO#41944 room 507: WO# 41945 room 508: WO# 40939 room 509: WO# 42038 room 510: WO# 35691 room 516: WO# 42039 room 519: WO# 42040 room 520: WO# 42041 room 521: WO# 40848 room 522: WO# 42042 room 541: WO# 37100 room 801: WO# 20889 Repairs to be rectified.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Admin: WO# 26690 & 43132 room 111: science lab stations damaged parts on order room 113: science lab stations damaged WO# 34282 room 221: science lab parts on order room 223: science lab parts on order. room 341: science lab parts on order room 342: science lab parts on order Repairs to be rectified.

System Inspected	Rating	Repair Needed and Action Taken or Planned
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	Library: WO# 44016 room 243: concrete damage room 814: WO# 42439 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)	28	N/A	39	N/A	50	N/A
Mathematics (grades 3-8 and 11)	5	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
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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
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)	7	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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
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)

Palmdale High School is proud to support the Health Careers Academy and the Palmdale Engineering Academy. These academies, made possible by the skilled staff who dedicate their time and energy to the development of young adults, offer state-of-the-art career development courses. Other courses not directly tied to an academy are offered to students and available at Palmdale High School. These courses are integrated in conjunction with other academy courses or as stand-alone master schedule classes.

Courses that fall into the Career Technical Education Programs include:

- Health Careers Courses
- Health Occupations Courses
- Computer Assisted Design
- Computer Science Principles
- Intro to Engineering and Design
- Principles of Engineering
- Computer Integrated Manufacturing
- Agriculture Biology and Agriculture Chemistry
- Visual Imagery/Photography 2
- Agriculture- Earth Science
- Agriculture Mechanics 1 & 2
- Solar Car Engineering
- Sound Engineering
- Drone Competition and Engineering

Students interested in exploring health-related careers can benefit from our Health Careers Academy. The coursework is designed to meet the requirements of a four-year college and also prepares students to enter a technically-oriented career field upon graduation. Students interested in STEM (Science, Technology, Engineering, and Mathematics), can benefit from our Engineering Academy as students focus on engineering and sustainable technologies and design. Our academies are evaluated through our district CTE and Linked Learning and work through three certification levels, each with high standards defined by top performers in the field. These programs provide students with opportunities to acquire the competencies required in today's workplace—such as critical thinking, collaboration, problem solving, innovation, teamwork, and communication. Using data and analytics, our district maintains a clear sight into pathways and utilizes the data to inform planning and decision making with the overall goal of helping students obtain the skills they need to find employment, advance in their careers, and create life goals. CTE pathways have the potential to engage many more students and increase high school graduation rates and post-secondary success.

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

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1563
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	76.9
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	31.4

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	92.1
2018-19 Graduates Who Completed All Courses Required for UC/CSU Admission	30.27

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)

Palmdale High School (PHS) parent volunteers are vital to our students' experience. They routinely provide in excess of 5,000 hours of support services each year. The requirements to serve as a volunteer are: (1) Pass a Tuberculosis test (2) Submit fingerprint cards (3) Supply two references (4) Complete an application & interview & (5) Receive approval from the Board of Trustees. In addition, PHS students benefit greatly from parental participation in academics, activities, and sports. Our parents frequently attend Parent/Teacher Conferences, financial aid workshops, college awareness events, musical performances, athletic contests and much more:

Additional Parent Driven Programs:

- English Language Advisory Council
- School Site Council
- College Information Nights for Parents
- Parent Project Program
- Back to School Nights
- Community Forums
- Athletic Booster Organizations
- Activities Booster Organizations
- Band Booster Organization

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	5.7	4.9	10.1	11.5	10.9	11	9.1	9.6	9
Graduation Rate	83.8	82.9	80.9	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	13.9	7.9	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	5.68	5.89	unavailable
Expulsions	.08	.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)

To help provide a safe and secure learning environment, Palmdale High School (PHS) security staff includes a Director of Security, a full time Los Angeles County Sheriff, Probation Officer, a Community Attendance Worker (Truancy Officer), and a team of eight Campus Security Officers. The school security staff works proactively with instructional staff to maintain a safe campus. Our campus supervisors are expected to: (1) provide supervision prior to and after the commencement of each school day (2) provide conflict resolution services (3) respond to classroom disruptions (4) assist with student misbehavior, (5) respond to school emergencies and (6) assist with attendance related issues.

Gang related activity, affiliation or dress, drug use and/or possession, and any violent behavior or acts of intimidation will not be tolerated on campus. Violations of school rules are dealt with according to CA ED Code 48900 with appropriate discipline. Under specific provisions, if CA ED Code Section 48915 is violated, recommendations may be made to expel a student from the Antelope Valley Union High School District. PHS updates the School Safety Plan yearly as required by Senate Bill 187. The PHS School Safety Plan was last reviewed and updated January 2020 and reviewed with staff in August 2020. Vital components of the plan include, disaster procedures (earthquakes, fire/explosion, lockdowns, active shooter, hostage, bomb threat, and suicide threat), emergency evacuations, emergency supplies, school crime assessment data, disciplinary statistics, and reporting procedures for incidences regarding child abuse and sexual harassment. A complete copy of the School Safety Plans can be obtained in the Administration Office.

At Palmdale High School, we have a controlled entry point at the front desk and IDs are checked at all entrances when students arrive in the morning. We have perimeter and gate checks throughout the course of the day, with an increased level of monitoring in the P.E. area, softball field, baseball field and practice fields. The vehicle access at the rear of the campus is no longer accessible to students. Campus supervisors, administrators and our school resource officer are highly visible throughout the day. Our Student Support Center is leveraged as a centralized location to implement a multi-tiered system of supports including the social and emotional well-being of our students.

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	19	88	23	41	19	80	30	37	18	99	22	41
Mathematics	21	44	27	31	24	37	21	37	22	49	16	41
Science	18	34	15	16	20	28	11	20	20	27	15	16
Social Science	20	52	9	42	19	55	7	41	18	62	9	35

*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*	361.4

*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)	7
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	3
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.9

Title	Number of FTE* Assigned to School
Resource Specialist (non-teaching)	
Other	1.9

*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	\$9,500.46	\$3,097.24	\$6,403.21	\$82,307.08
District	N/A	N/A	\$6,519.47	\$82,528
Percent Difference - School Site and District	N/A	N/A	196.0	-0.3
State	N/A	N/A	\$7,750	\$90,287
Percent Difference - School Site and State	N/A	N/A	195.2	-9.2

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

Types of Services Funded (Fiscal Year 2019-2020)

The allocation per student attending Palmdale High School (PHS) is approximately \$6,595 in expenditures. These funds are typically used in the general provision of academic services. In addition, PHS receives categorical money for support in areas of academic need from the following sources:

- Title I
- Targeted

All expenditures funded by categorical monies are closely reviewed by school administration. Moreover, it is imperative that all categorical funds address the goals listed in our School Plan for Student Achievement (SPSA) and when necessary, are directed towards targeted student populations (low income, foster youth, EL, or all students). For more detail on how school monies are spent please refer to the SPSA 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
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	8	N/A
Fine and Performing Arts	2	N/A
Foreign Language	2	N/A
Mathematics	6	N/A
Science	4	N/A
Social Science	15	N/A
All courses	37	22.5

*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	4	3

Administration, along with the Palmdale High School (PHS) Instructional Partner (IP) Team, perform classroom walk-throughs with whole departments as well as informal observations of teachers in order to gain a better understanding of what the staff needs in the way of professional development and instruction. Student achievement data on state, district, and site level exams is also used to determine gaps between students' content knowledge and state standards, and various programs used on campus also provide relevant data from which the IP Team and admin use to determine professional development needs. The IP Team and administration also creates staff surveys as an assessment tool to gather data from staff to determine areas of need for professional development. Those needs vary by teacher and department, but include topics such as literacy development, annotating a text, content specific knowledge and strategies, technology implementation, and classroom management.

Departments also conduct subject matter team meetings as well as whole department meetings in order to look at data and curricular instructional practices, which also drive professional development topic within specific departments.

Most of the professional development is held on campus and after school. The IP Team, staff, and administration often participate in presenting and attending professional development sessions, which has an average attendance of 25 participants from various subject matters. Individual professional development and mentoring is often done by the administration team, department chairs, and the instructional partner team and varies in length and frequency based on the needs of the teacher.

Current PD priorities are shifted toward supporting lesson development and facilitation in the distance learning environment. PD sessions include digital tools/programs, adapting lessons to synchronous and asynchronous modes, student engagement, and checking for understanding in the digital environment.

Teacher support varies depending on the program or task being implemented. The administrative and instructional partner teams provide ample support for the staff in any area requested or directed. Monetary and/or resource support is provided to supplement professional development.