

Quartz Hill 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	Quartz Hill High School
Street	6040 West Avenue L
City, State, Zip	Quartz Hill, CA 93536
Phone Number	(661) 718-3100
Principal	Zach Mercier
Email Address	zmercier@avhsd.org
Website	www.qhhs.org
County-District-School (CDS) Code	19 64246 1937051

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)

Quartz Hill High School (QHHS) is located in Quartz Hill, California, a small, unincorporated community located in the Antelope Valley's western portion. The Antelope Valley represents the northernmost area of Los Angeles County in Southern California. The community lies flanked between Lancaster's city to the east and the city of Palmdale to the south. Quartz Hill was settled in the 1880s, and three families—the Lanes, the Goddes, and the Stratmans—were responsible for the initial settlement. It was first known as Belleview, but the name was later changed to Quartz Hill. First opened in 1964, QHHS was the third school built in the Antelope Valley Union High School District (AVUHSD), which now encompasses eight comprehensive high schools, three continuation schools, and other alternative education sites including Adult Education, Community School, six site-specific Independent Study programs and six on-site continuation programs. The district currently serves the educational needs of 23,000 students. QHHS began the 2020/2021 school year, servicing over 3000 students.

Once in the heart of a rural area in the western Antelope Valley, QHHS now draws students from an area of mostly residential single-family homes, with a smattering of multi-family complexes to the north and east. To the west of the school lies the vast, open spaces of the Antelope Valley. The aerospace industry remains the Antelope Valley's primary employer, with large employee bases at Lockheed, Rockwell, Northrup-Grumman, and Edwards Air Force Base. Major dependence on aerospace as an employment source has generated boom-bust employment cycles, but Palmdale and Lancaster cities continue to diversify economically. Many parents in the Quartz Hill area commute daily into the Los Angeles area, and most would be classified as middle income. Still, the entire strata of low to high-income families are represented in the attendance zone. The current attendance zone is three hundred square miles.

QHHS's eighty-acre permanent facility, located at Avenue L and 60th Street West, was originally built to house 1800 students. Extensive demographic growth necessitated the construction of additional facilities, including a second gymnasium, expanding the Library/Media Center, a stadium, and forty-five portable classrooms. The AVUHSD had an open-enrollment policy for schools in the district, allowing students to apply to schools outside their enrollment/attendance area. Under open-enrollment, QHHS was a preferred site. The District discontinued open-enrollment at the beginning of the 2006-2007 school year, and a yearly application system is now in place.

In 1998, QHHS became an International Baccalaureate (IB) school, and the first IB class graduated in the spring of 2001. As of the most current academic year (2020/2021), there are 51 total IB students with 30 anticipated year diploma candidates and 21 diploma year candidates. QHHS is the only school in the district offering IB courses and the IB Diploma in 2020/2021. Students who have met IB entry requirements in other district schools may apply for a transfer to QHHS upon entering 11th grade.

In the 19/20 school year, QHHS seniors received upwards of \$4,576,650 in scholarship awards. The monetary total included school, local, military, state, and national scholarship awards. Scholarships were greatly reduced to the COVID-19 pandemic during the 19/20 school year.

QHHS Mission Statement: The mission of QHHS is to produce responsible citizens who can communicate effectively, to set and achieve realistic goals, and who become lifelong learners.

QHHS Vision Statement: Through a rigorous and relevant curriculum, QHHS will prepare students to be:

Responsible Citizens - Students will improve the quality of life in our school and community by displaying tolerance, respect for others, poise, and self-control, and by participating in the democratic process.

Effective Communicators - Students will demonstrate the ability to communicate ideas clearly and respond appropriately to others' messages through reading, writing, listening, and speaking.

Bold Problem Solvers - Students will analyze and evaluate information to build critical thinking skills that can be used to create innovative solutions to real-world problems.

Self-Directed Learners - Students will demonstrate a positive work ethic by practicing organizational strategies, planning, and independently using effective study skills.

AVUHS 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."

AVUHS District Vision Statement: "Our vision is that every student who graduates will be prepared to pursue college and any career to which he or she aspires."

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

Grade Level	Number of Students
Grade 9	803
Grade 10	754
Grade 11	712
Grade 12	744
Total Enrollment	3,013

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

Student Group	Percent of Total Enrollment
Black or African American	9.3
American Indian or Alaska Native	0.1
Asian	3.3
Filipino	1.8
Hispanic or Latino	43.8
Native Hawaiian or Pacific Islander	0.1
White	33.4
Two or More Races	8.1
Socioeconomically Disadvantaged	43.3
English Learners	2.1
Students with Disabilities	12.1
Foster Youth	1
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	108	108	109	841
Without Full Credential	1	4	1	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	0	0	0
Total Teacher Misassignments*	0	1	0
Vacant Teacher Positions	2	0	0

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%

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

Quartz Hill High School (QHHS) facilities are over 40 years old, and the school completed a \$15 million modernization program in the 2003/2004 school year. In 2007, the main school cafeteria was remodeled and expanded to accommodate the increase in student population. On QHHS's campus, 54 re-locatable buildings are used for classrooms, and two re-locatable office facilities have been installed. The original structures of QHHS were also renovated with new lighting systems, flooring, upgraded electrical capabilities, plumbing, restroom facilities, and heating/air conditioning systems. In 2014 the addition of a baseball field and softball field was completed. The 2015/2016 school year marked the beginning of a full library renovation project where the library was transformed into a 21st-century learning center. A major renovation of the exterior lighting (LED lighting) took place during the second semester of the 2016/2017 school year. According to California Education Code section 35186, school facilities must be clean, safe, and maintained in good repair, and our faculty strives to maintain this standard daily. Facilities are thoroughly cleaned each evening and are checked throughout the day at regular intervals to ensure sanitary and healthful conditions are maintained. During the COVID-19 pandemic, extra cleaning and sanitizing protocols have been established.

The Antelope Valley Union High School District (AVUHSD) maintains educational facilities that are safe, clean, and provide an educational environment that exceeds the state's adequacy standards as outlined 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 teachers' and students' communication. 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.

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: 10/23/2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Interior: Interior Surfaces	Fair	Ag: Ceiling tiles damaged Room 114: Blue paint by door and West wall Room 116: Paint West wall Room 117: Paint walls, damage by South doorway Room 120: Torn wall covering, stained ceiling tile Room 122: Cove base needs repair, stained ceiling tile Room 204: Wall repair South wall, stained ceiling tile Room 206: Wall damage needs paint Room 207: nail holes in walls, needs painting Room 213: Paint East and West walls Room 214: Patch and paint, West wall Room 220: Cove base needs repair. Room 230: Stained ceiling tile, missing Room 232: Paint on door Room 235: Torn wall covering Room 238: Torn wall covering Room 239: Ceiling tile damage Room 323: Torn wall covering Room 401: stained ceiling tile Room 413: torn wall panels Room 415: torn wall panels Room 420: torn wall panels Room 421: torn wall panels Room 430: torn wall panels, cove base Room 433: torn wall panels, Room 443: Torn wall cover, stained ceiling tile Room 605: torn wall covering Room v1: torn wall panel Room v11: torn wall panel Room v6: torn wall panel Repairs to be rectified.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Electrical: Electrical	Good	Career Center: 1- Ballast not working Room 113: 1 - Ballast not working Room 208: 1 - Ballast not working Room 211: 1- Ballast not working Room 215: 1- Ballast not working Room 309: 1-Ballast not working Room 316: 1-Ballast not working Room 401: Ballasts out Room 431: Ballasts out Room 433: missing light lens cover Room 444: 1-Ballast not working Room 605: missing light lens covers Room v8: Missing light lens covers Repairs to be rectified.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Room 210: Some faucets not working, missing parts Repairs to be rectified.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	Room 606: condemned room , needs to be removed Repairs to be rectified.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Room 603: Cabinets damaged Room 604: Cabinets damaged 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)	54	N/A	39	N/A	50	N/A
Mathematics (grades 3-8 and 11)	21	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)	19	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)

Quartz Hill High School (QHHS) offers a wide variety of career-technical courses and educational opportunities for students to participate in. Industrial technology programs at QHHS typically use project-based instruction to deliver content and engage students in applying what they have learned. This knowledge application often requires individuals to use skills learned in core classes such as English, Mathematics, and Science. The educational settings are typically collaborative. Often “real world” situations are simulated, and assessment is a combination of performance-based and written examination, which mirrors business and industry. Our programs are structured to be successful, including students receiving special education services, English learners, socio-economically disadvantaged, and homeless and foster students. Each spring, just before registration for the fall, the Industrial Tech (IT) department invites all site administration, counselors, and students to a recruitment session to promote our programs and allow the touring of our facilities. QHHS began Project Lead The Way (PLTW) program in Fall 2009 with Introduction to Engineering Design. Since then, the program has grown to include Aerospace Engineering, Digital Electronics, Principles of Engineering, Computer Science Principles, and Computer Science A.

In the 2019/2020 school year, QHHS formally opened the QHHS Television and Video Academy. Organized under the Linked Learning model for academies, our academy cohorts students in core classes and provides industry links and collaboration through the Linked Learning model.

Guest speakers and student field trips are an integral part of programs within our department. Due to COVID-19, field trips and facility tours have been temporarily suspended. IT department members meet annually with a local advisory committee specific to each subject area consisting of local business, industry, and AV College technical education instructors to solicit improvements in course content and facility equipment.

QHHS articulates with tech schools & some branches of the military annually. Our Multi-media department regularly works with both the district and school site to complete real-life projects. QHHS participates in the district STEM Expo, boasting over 300 entries during the 2016/2017 school year. Beginning in 2017/2018, our Robotics teams enter multiple tournaments and contests. The COVID-19 pandemic has greatly impacted competitions and tournaments.

In recent years Carl Perkins funding for automotive and computer illustration/digital imaging programs has played a significant role by updating tools and equipment, allowing student field trips and instructor attendance at professional workshops. Also, a 2+2 articulation agreement currently in place with AV College for most IT courses has further strengthened our programs. Many students receive a 2+2 certificate after each year, which provides them elective credit if they continue their education at AVC.

Through the PLTW pathway to engineering, the curriculum is designed as a four-year high school sequence taught in conjunction with traditional math and science courses. The program is divided into rigorous, relevant, reality-based courses, including Introduction to Engineering Design, Digital Electronics, and Principles of Engineering, plus a capstone course (e.g., Aerospace Engineering, Civil Engineering, and Architecture, or Biotechnical Engineering). Antelope Valley Union High School District Director of Industry Liaison and Post-Secondary Partnerships is Diane Walker. She may be contacted at 661-575-1025 or DWalker@avhsd.org.

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

Measure	CTE Program Participation
Number of Pupils Participating in CTE	758
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	55.8
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	23.5

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	96.59
2018-19 Graduates Who Completed All Courses Required for UC/CSU Admission	47.99

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)

Parent involvement and participation continues to be an important part of the Quartz Hill High School (QHHS) community. Parents are afforded multiple avenues of communicating their thoughts and concerns with the school. For example, parents have an anonymous tip line, the District app (for mobile phones), the annual Campus Climate Survey, and direct access to administrators and teachers. Parents willingly volunteer their time and expertise to support our educational program. Parent volunteers perform a variety of tasks, including but not limited to clerical assistance, classroom support, student registration, and many other opportunities when needed. During the 19/20 school year, QHHS parents volunteered a total of 1,500 hours. QHHS was closed to the public during the first quarter of the 20/21 school year, severely limiting the opportunity for parental involvement.

Several of our academic and athletic teams have booster clubs composed of spirited and enthusiastic parents who help raise money to support our academic and athletic programs.

Parents are also actively involved in site decision making through their participation in the Principal's Parent Advisory Committee, the School Site Council, English Learner Advisory Committee, and a variety of other committees. Parents that are interested in participating in these advisory committees should contact the Principal's office at ext. 711.

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	3	1.2	2.2	11.5	10.9	11	9.1	9.6	9
Graduation Rate	93.3	93.5	96	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	5.1	5.4	8.8	7.9	3.5	3.5
Expulsions	0.2	0.3	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	1.5	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)

School safety is a top priority at Quartz Hill High School (QHHS). Antelope Valley Union High School District (AVUHSD) has hired a full-time Director of School Safety to oversee our district's safety program. QHHS has nine campus supervisors whose primary role is to provide a safe and secure learning environment for students and staff. AVUHSD requires that every staff member and student on our campus have a picture identification card presented upon entry to the campus. QHHS is a closed campus requiring all visitors to check in to the switchboard with current picture identification. A visitor background search system is in place to provide identification of adults attempting to enter the campus.

QHHS has installed a camera/video surveillance system and fencing to keep non-students off the campus during school hours. The school has limited the number of entry points to 4 and stations an administrator and security staff at each entry point before the school day. Also, QHHS has developed and implemented a Safe School Plan per Senate Bill 187. The following goals can be found in our safety plan:

- Goal #1: All students and staff members are provided a safe teaching and learning environment.

- Goal #2: All students are safe and secure while at school, when traveling to and from school, and when traveling to and from school-related activities.

The Site Safety Plan was last updated and reviewed in January 2020. A complete copy of QHHS’s School Safety plan can be obtained at the AVUSHD website (<https://www.avdistrict.org>) or the QHHS website (<https://www.quartzhillhs.org>). QHHS has both administration and security on campus during 0 period. Due to COVID-19, 0 period was suspended during the 20/21 school year. To assist with the security in less visible areas, QHHS has closed a previous entry point, relocated teacher parking, and rerouted a neighboring school’s entrance point to secure our Village and PE areas. A full upgrade to our phone and intercom systems was performed during the 19/20 school year.

AVUHSD wants our community to be aware of our continued commitment to safety, including multiple, proactive approaches to fortifying security throughout our schools.

In April and June 2018, we conducted safety reviews of our campuses that resulted in 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.

Up to and including the 19/20 school year, we had a dedicated school deputy on campus each day. Due to the COVID-19 pandemic, QHHS has been on distance learning, eliminating the need for an on-campus school deputy. 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 can 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	22	59	24	61	21	70	21	63	18	94	30	55
Mathematics	25	33	35	39	24	43	20	49	22	49	20	50
Science	25	28	15	42	23	39	13	44	23	39	17	41
Social Science	20	58	12	54	21	56	18	47	18	69	20	43

*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*	376.6

*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)	

Title	Number of FTE* Assigned to School
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.8
Resource Specialist (non-teaching)	
Other	1.5

*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	\$8,671,96	\$2,221.68	\$6,450.28	\$86,805.74
District	N/A	N/A	\$6,519.47	\$82,528
Percent Difference - School Site and District	N/A	N/A	-1.1	5.1
State	N/A	N/A	\$7,750	\$90,287
Percent Difference - School Site and State	N/A	N/A	-18.3	-3.9

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 is the amount of money the district spends for each student enrolled. The Antelope Valley Union High School District (AVUHSD) spent an average of \$7,328 per registered pupil during the 2007-2008 school year. In the 2012-2013 school year, the per-pupil spending average raised to \$9,042. Additionally, Quartz Hill High School (QHHS) receives allocations over \$500,000, including categorical monies such as Title 1 (including 10% Program Improvement and 1% Parent Involvement) and Targeted funds along with additional Principal Allocations. Categorical money is additional support provided to schools with specific guidelines for its use; examples of categorical monies include Title I and Targeted. Funds are used to support Quartz Hill High School's School Plan for Student Achievement, along with the District's Local Control and Accountability Plan. Examples of the programs provided include English Learner programs, Special Education programs, Work Experience, Section 504 program, after school tutoring, online, live tutoring, socio-emotional support staff, and ROP/CTE programs.

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

Category	District Amount	State Average For Districts In Same Category
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	9	N/A
Fine and Performing Arts	5	N/A
Foreign Language	4	N/A
Mathematics	12	N/A
Science	4	N/A
Social Science	16	N/A
All courses	53	25.2

*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	4

Quartz Hill High School (QHHS) uses a variety of categorical monies to support staff development opportunities. The district provides ample opportunity for staff to become involved in staff development, including workshops, seminars, and conferences, and established a Professional Resource Center with material and resources to improve learning in the classroom and support the shift to Common Core.

During the start of the 20/21 school year, COVID-19 greatly impacted in-person professional development opportunities. However, AVUHSD worked diligently to provide asynchronous and synchronous professional development that teachers and staff had access to 24/7.

The Antelope Valley Union High School District (AVUHSD) encourages the teaching staff to participate in in-service days that address a variety of educational topics, including but not limited to: implementation of curricular standards, test-taking strategies, technology training, racial and cultural diversity awareness training, sexual harassment training, college and career preparation, 21st-century learning, positive school culture, along with personal/professional growth topics, and requires teachers to attend California curriculum standards workshops. Federal categorical funding allows teachers and administrators to attend various conferences and workshops relating to the curriculum and student improvement. Due to COVID-19, in-person PD was greatly reduced. However, it was replaced by several virtual options. As part of their professional development, teachers regularly collaborate in planning lessons and analyzing student achievement data.

Before starting the 20/21 school year, QHHS had “flex” days each Wednesday, when students were dismissed early so that teachers could participate in professional development. On the 1st and 3rd Wednesdays each month, QHHS conducts staff meetings, department meetings, and subject teacher collaborative meetings while reserving the 2nd and 4th Wednesdays for professional development. Over the last three years, core area teachers have met on average once per month as part of their ongoing professional development. Additionally, teachers have been giving training opportunities through research-based best practices such as AVID strategies and Lesson Studies.

During the 2019/20 school year, a key focus of professional development training is centered around critical thinking, assessment, and writing across the curriculum. An emphasis on technology for learning also drove professional development. Teachers have the opportunity both departmentally and in cross-curricular settings to teach common lessons and/or thematic elements. After the lesson(s), students were given a common assessment to measure concept mastery, which mirrored the new SBA testing model. Science and History teachers have had the professional development opportunity provided by "Catapult," called Literacy First. This specialized professional development was centered around Common Core and literacy strategies while breaking down the Anatomies of a Lesson. AP teachers also began a district-wide cadre where they received specialized AP professional development. Also, science teachers have participated in Next Generation Science Standards training and professional collaborations over the last three years.