

William J. (Pete) Knight High

2021 School Accountability Report Card

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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) www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2021-22 School 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
School Website	https://www.knightpalmdalehs.org
County-District-School (CDS) Code	19 64246 0100081

2021-22 District Contact Information

District Name	Antelope Valley Union High School District
Phone Number	661-948-7655
Superintendent	Greg Nehen
Email Address	gnehen@avhsd.org
District Website Address	www.avdistrict.org

2021-22 School Overview

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 (extended to November 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

2021-22 School Overview

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.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	846
Grade 10	794
Grade 11	665
Grade 12	730
Total Enrollment	3,035

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	0.4
Asian	0.9
Black or African American	12.7
Filipino	0.8
Hispanic or Latino	80.1
Native Hawaiian or Pacific Islander	0.1
Two or More Races	2.1
White	2.9
English Learners	11.7
Foster Youth	1.6
Homeless	0
Socioeconomically Disadvantaged	75.9
Students with Disabilities	15.9

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

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	
Unknown	
Total Teaching Positions	

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		December 2021	
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/2017 SpringBoard California English Language Arts Grade 10 Student Edition/2017 SpringBoard California English Language Arts Grade 11 Student Edition/2017 SpringBoard California English Language Arts Grade 12 Student Edition/2017 SpringBoard California English Language Development Grade 9 Student Edition/2017 SpringBoard California English Language Development Grade 10 Student Edition/2017 SpringBoard California English Language Development Grade 11 Student Edition/2017 SpringBoard California English Language Development Grade 12 Student Edition/2017	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%

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%

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.

Year and month of the most recent FIT report	December2021
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System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Room 310: HVAC door doesn't latch Repairs to be rectified.
Interior: Interior Surfaces	X			Room114: excessive paper on walls Room 127: tare in carpet Room 128: tare in carpet, wallpaper torn Large gym: plastic seats missing in stands Room 302: wallpaper torn Room 408: wallpaper torn Admin & Staff RR: stained ceiling tiles Repairs to be rectified.

School Facility Conditions and Planned Improvements

Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X		Room 107: clutter Room 145: cluttered/messy Room 195: cluttered Room 206: cluttered Room 207: cluttered Room 212: cluttered Band Storage Room: cluttered Repairs to be rectified.
Electrical	X		Room 103: lamps/ballasts Room 123: lamps/ballasts Room 143: lamps/ballasts Room 204: one light out Room 209: lights with bad covers Room 219: lamps/ballasts Room 244: 2 accent lights Room 307: lamps/ballasts Room 317: T-12 lamps Room 318: lamps/ballasts Room 319: lamps/ballasts Room 402: lamps/ballasts Room Library: lamps/ballasts PE Classroom: data connection cover missing Repairs to be rectified.
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X	Main Admin: Health Office: sloan valves filled with sand Commons RR: one hand dryer needs replaced Repairs to be rectified.
Safety: Fire Safety, Hazardous Materials	X		Room 250: exit door clocked by computers/tables Repairs to be rectified.
Structural: Structural Damage, Roofs	X		
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		Room 110: door closer adjust Cafeteria: roll up door mail line damaged Repairs to be rectified.

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	635	NT	NT	NT	NT
Female	326	NT	NT	NT	NT
Male	309	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	80	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	506	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	20	NT	NT	NT	NT
White	16	NT	NT	NT	NT
English Learners	63	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	485	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	91	NT	NT	NT	NT

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	634	NT	NT	NT	NT
Female	325	NT	NT	NT	NT
Male	309	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	80	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	505	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	20	NT	NT	NT	NT
White	16	NT	NT	NT	NT
English Learners	63	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	484	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	91	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

NWEA MAP Math Student Groups	NWEA MAP Math Total Enrollment	NWEA MAP Math Number Tested	NWEA MAP Math Percent Tested	NWEA MAP Math Percent Not Tested	NWEA MAP Math Percent At or Above Grade Level
All Students	604	361	60%	40%	61%
Female	307	189	62%	38%	63%
Male	297	172	58%	42%	59%
American Indian or Alaska Native	3	2	67%	33%	50%

Asian	2	2	100%	0%	50%
Black or African American	74	31	42%	58%	42%
Filipino	6	5	83%	17%	100%
Hispanic or Latino	459	289	63%	37%	62%
Native Hawaiian or Pacific Islander	0	0	NA	NA	NA
Two or More Races	45	22	49%	51%	64%
White	15	10	67%	33%	80%
English Learners	61	35	57%	43%	11%
Foster Youth	6	3	50%	50%	0%
Homeless	2	2	100%	0%	50%
Military	7	3	43%	57%	33%
Socioeconomically Disadvantaged	430	258	60%	40%	58%
Students Receiving Migrant Education Services	6	6	100%	0%	33%
Students with Disabilities	91	39	43%	57%	15%

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

NWEA MAP Math Student Groups	NWEA MAP Math Total Enrollment	NWEA MAP Math Number Tested	NWEA MAP Math Percent Tested	NWEA MAP Math Percent Not Tested	NWEA MAP Math Percent At or Above Grade Level
All Students	604	361	60%	40%	51%
Female	307	186	61%	39%	52%
Male	297	175	59%	41%	50%
American Indian or Alaska Native	3	2	67%	33%	0%
Asian	2	1	50%	50%	0%
Black or African American	74	30	41%	59%	37%
Filipino	6	5	83%	17%	80%
Hispanic or Latino	459	288	63%	37%	52%
Native Hawaiian or Pacific Islander	0	0	NA	NA	NA
Two or More Races	45	26	58%	42%	54%
White	15	9	60%	40%	44%
English Learners	61	34	56%	44%	6%
Foster Youth	6	3	50%	50%	0%
Homeless	2	1	50%	50%	100%
Military	7	4	57%	43%	75%
Socioeconomically Disadvantaged	430	255	59%	41%	51%

Students Receiving Migrant Education Services	6	7	117%	-17%	43%
Students with Disabilities	91	36	40%	60%	3%

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	53	NT	NT	NT	NT
Female	28	NT	NT		
Male	25	NT	NT		
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	14	NT	NT	NT	NT
Filipino	0	0	0	0	0
Hispanic or Latino	36	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	11	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	0	0	0	0	0
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	38	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	NT	NT	NT	NT

2020-21 Career Technical Education Programs

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.

2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1,121
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	98
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	10.5

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	96.62
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	15.64

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

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

2021-22 Opportunities for Parental Involvement

Program, or to ask questions regarding school committees.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

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

Indicator	School 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
Dropout Rate	5.8	6.8	19.2	11.0	9.7	18.3	9.0	8.9	9.4
Graduation Rate	90.6	84.7	80.6	78.9	76.4	71.9	84.5	84.2	83.6

2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	681	549	80.6
Female	350	303	86.6
Male	331	246	74.3
American Indian or Alaska Native	0	0	0.00
Asian	--	--	--
Black or African American	92	65	70.7
Filipino	--	--	--
Hispanic or Latino	528	436	82.6
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	16	12	75.0
White	27	20	74.1
English Learners	86	48	55.8
Foster Youth	19	12	63.2
Homeless	12	6	50.0
Socioeconomically Disadvantaged	602	482	80.1
Students Receiving Migrant Education Services	--	--	--

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	3188	3119	556	17.8
Female	1530	1502	222	14.8
Male	1658	1617	334	20.7
American Indian or Alaska Native	13	13	4	30.8
Asian	28	27	2	7.4
Black or African American	421	411	124	30.2
Filipino	24	24	0	0.0
Hispanic or Latino	2531	2477	390	15.7
Native Hawaiian or Pacific Islander	4	4	0	0.0
Two or More Races	70	68	16	23.5
White	97	95	20	21.1
English Learners	389	381	81	21.3
Foster Youth	66	63	17	27.0
Homeless	1	1	1	100.0
Socioeconomically Disadvantaged	2469	2420	461	19.0
Students Receiving Migrant Education Services	22	22	3	13.6
Students with Disabilities	528	516	133	25.8

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	5.34	0.00	7.95	0.07	3.47	0.20
Expulsions	0.16	0.00	0.24	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other 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 other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	4.84	5.43	2.45
Expulsions	0.03	0.12	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities		

2021-22 School Safety Plan

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.

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	23	52	28	53
Mathematics	23	44	29	42
Science	24	31	21	41
Social Science	22	44	9	49

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	20	73	34	49
Mathematics	23	46	32	38
Science	25	29	11	47
Social Science	21	49	13	42

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	20	79	26	52
Mathematics	24	46	26	46
Science	25	31	18	43
Social Science	21	52	7	48

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	337.2

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	9
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	1.9
Social Worker	0
Speech/Language/Hearing Specialist	1.5
Resource Specialist (non-teaching)	0
Other	2.2

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$8,608.82	\$2,614.48	\$5,994.33	\$122,203.23
District	N/A	N/A	\$6,327.41	\$82,536
Percent Difference - School Site and District	N/A	N/A	-5.4	38.7
State			\$8,444	\$92,222
Percent Difference - School Site and State	N/A	N/A	-33.9	28.0

2020-21 Types of Services Funded

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.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$43,341	\$54,687
Mid-Range Teacher Salary	\$78,888	\$92,222
Highest Teacher Salary	\$111,782	\$114,208
Average Principal Salary (Elementary)	\$0	\$143,647
Average Principal Salary (Middle)	\$0	\$145,785
Average Principal Salary (High)	\$137,990	\$162,322
Superintendent Salary	\$308,342	\$258,950
Percent of Budget for Teacher Salaries	30%	32%
Percent of Budget for Administrative Salaries	5%	5%

2020-21 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	22.1
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	7
Fine and Performing Arts	0
Foreign Language	7
Mathematics	4
Science	4
Social Science	16
Total AP Courses Offered	40

Professional Development

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.

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

Antelope Valley Union High School District 2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	Antelope Valley Union High School District
Phone Number	661-948-7655
Superintendent	Greg Nehen
Email Address	gnehen@avhsd.org
District Website Address	www.avdistrict.org

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	5010	NT	NT	NT	NT
Female	2507	NT	NT	NT	NT
Male	2503	NT	NT	NT	NT
American Indian or Alaska Native	14	NT	NT	NT	NT
Asian	71	NT	NT	NT	NT
Black or African American	805	NT	NT	NT	NT
Filipino	80	NT	NT	NT	NT
Hispanic or Latino	3235	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	265	NT	NT	NT	NT
White	536	NT	NT	NT	NT
English Learners	398	NT	NT	NT	NT
Foster Youth	98	NT	NT	NT	NT
Homeless	68	NT	NT	NT	NT
Military	83	NT	NT	NT	NT
Socioeconomically Disadvantaged	3630	NT	NT	NT	NT
Students Receiving Migrant Education Services	28	NT	NT	NT	NT
Students with Disabilities	766	NT	NT	NT	NT

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	5010	NT	NT	NT	NT
Female	2507	NT	NT	NT	NT
Male	2503	NT	NT	NT	NT
American Indian or Alaska Native	14	NT	NT	NT	NT
Asian	71	NT	NT	NT	NT
Black or African American	806	NT	NT	NT	NT
Filipino	80	NT	NT	NT	NT
Hispanic or Latino	3234	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	265	NT	NT	NT	NT
White	536	NT	NT		NT
English Learners	398	NT	NT	NT	NT
Foster Youth	97	NT	NT	NT	NT
Homeless	68	NT	NT	NT	NT
Military	83	NT	NT	NT	NT
Socioeconomically Disadvantaged	3630	NT	NT	NT	NT
Students Receiving Migrant Education Services	28	NT	NT	NT	NT
Students with Disabilities	766	NT	NT	NT	NT