

# Highland High School

## 2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)

### 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 <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page 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.

#### 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.

## 2022-23 School Contact Information

<b>School Name</b>	Highland High School
<b>Street</b>	39055 25th St. West
<b>City, State, Zip</b>	Palmdale, CA 93551
<b>Phone Number</b>	(661) 538-0304
<b>Principal</b>	Charles Dunn
<b>Email Address</b>	cdunn@avhsd.org
<b>School Website</b>	<a href="https://www.highlandhs.org">https://www.highlandhs.org</a>
<b>County-District-School (CDS) Code</b>	19 64246 1995398

## 2022-23 District Contact Information

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

## 2022-23 School Overview

The City of Palmdale encompasses forty-five square miles of the Antelope Valley and was the fastest-growing city in the United States during the 1990s. Highland High is one of eight comprehensive high school campuses in the Antelope Valley Union High School District (AVUHSD). The total student population includes students attending the main campus as well as students served through the Alternative Learning Center. Highland's student population is diverse in its make-up with students from many ethnic and racial groups: Asian/Pacific Islander, Filipino, Latino, African American, Native American, and White. Other than English, Spanish is the predominant primary language. The school site has 139 classrooms as well as a theater, student union, two gymnasiums, a football stadium, athletic fields, and a cafeteria. Highland High School had a WASC (Western Association of Schools and Colleges) visitation during the 2021-22 school year and received full accreditation. After the WASC process, the Highland High School staff had the opportunity to review State curriculum standards and update and create new Student Learning Outcomes (SLOs) which all students are expected to master upon graduation. Highland High School has an outstanding staff committed to the success of all students. They are diligent in their commitment to implementing the action plan revised and adopted through the WASC process.

The Highland High School SLOs are:

Students embody our BARK core values. At Highland High School:

- Brilliant students have multiple experiences and opportunities for academic, collegiate, professional, and personal growth.
- Accountable students are academically proficient and prepared for college and career readiness.
- Respectful students cultivate a safe and secure, positive school culture that supports all students' personal and academic growth.
- Kind students communicate effectively and continue to build relationships with all community members.

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

**VISION STATEMENT:** Highland High School students will own their learning

## 2022-23 School Overview

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

## About this School

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	745
Grade 10	854
Grade 11	612
Grade 12	633
<b>Total Enrollment</b>	<b>2,844</b>

### 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.7
Male	51.3
American Indian or Alaska Native	0.3
Asian	1.8
Black or African American	15.3
Filipino	2.3
Hispanic or Latino	68.0
Native Hawaiian or Pacific Islander	0.4
Two or More Races	3.8
White	8.0
English Learners	10.0
Foster Youth	2.2
Homeless	0.2
Migrant	0.4
Socioeconomically Disadvantaged	57.4
Students with Disabilities	19.9

## **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

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	93.20	76.87	767.70	76.98	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	12.90	1.30	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	14.10	11.64	83.20	8.35	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.70	2.26	76.10	7.63	12115.80	4.41
Unknown	11.20	9.23	57.30	5.74	18854.30	6.86
<b>Total Teaching Positions</b>	<b>121.30</b>	<b>100.00</b>	<b>997.30</b>	<b>100.00</b>	<b>274759.10</b>	<b>100.00</b>

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
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						
<b>Total Teaching Positions</b>						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	2.00	
Misassignments	12.10	
Vacant Positions	0.00	
<b>Total Teachers Without Credentials and Misassignments</b>	<b>14.10</b>	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	1.00	
Local Assignment Options	1.70	
<b>Total Out-of-Field Teachers</b>	<b>2.70</b>	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## 2021-22 Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	12.20	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	6.10	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

## 2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	December 2022
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	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%
<b>Mathematics</b>	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%
<b>Science</b>	Experience Chemistry/2022 Earth Science: Geology, the Environment, and the Universe/2003 Experience Biology/2022 Experience Physics/2022	Yes	0%
<b>History-Social Science</b>	IMPACT CALIFORNIA G12 STUDENT EDITION PRINCIPLES OF ECONOMICS/2021 IMPACT CALIFORNIA G12 STUDENT EDITION PRINCIPLES OF AMERICAN DEMOCRACY (CIVICS)/2021 IMPACT CALIFORNIA G10 STUDENT EDITION WORLD HISTORY CULTURE & GEOGRAPHY/2021 IMPACT CALIFORNIA G11 STUDENT EDITION UNITED STATES HISTORY & GEOGRAPHY/2021	Yes	0%
<b>Foreign Language</b>	WORLD LANGUAGES French/ EntreCultures Levels 1, 2, and 3/2020 Spanish/Senderos/CA Levels 1, 2, and 3/2022 Galeria (Heritage) Imagina (Honors)	Yes	0%
<b>Health</b>	Glencoe Health: A Guide to Wellness / 2001	Yes	0%
<b>Visual and Performing Arts</b>	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%
<b>Science Laboratory Equipment (grades 9-12)</b>	All labs are fully equipped with the appropriate materials	Yes	0%

## School Facility Conditions and Planned Improvements

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

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

During the 2022-2023 school year Highland High School relocated several department facilities to buildings on the border of campus to secure the main campus and prioritize school safety. Attendance, special education, and student support center rooms have all been relocated..

**Year and month of the most recent FIT report**

11/30/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			Rm 101: Drywall has damage Rm 115: Hole in wall Rm 118: Drywall has damage Rm 126: Back wall panel has a tear Rm 129: Rm 238: Missing floor tiles, light fixture out Rm 301/302 I.S.: wall can use a repaint Rm 401: wall peeling/ door needs help Rm 402: wall peeling Rm 405: wall has small tears Rm 407: wall peeling Rm 416: back wall has damaged or missing cove base Rm 420: wall paper is peeling Rm 512: wallpaper is peeling, cracked floor tiles Rm 513: cove base is damaged Rm 519: damaged cove base Rm 523: section of cove base is missing

## School Facility Conditions and Planned Improvements

			SM. Gym: Mirror has a crack, one of the rails is missing/broken, volleyball pole insert cover is missing lid/temp lid installed. Repairs to be rectified.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X		:
<b>Electrical</b>	X		Band Rm: Outlet has side cover Rm 132: 1 light fixture not working Rm 406: door needs adjustment / a couple of lights not working Rm 507: multiple light cover missing / a couple of light are not working / thermostate is missing / cove base is missing on back wall Rm 511: light not working, missing ceiling tile Repairs to be rectified.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X		Rm 223: Faucets missing Repairs to be rectified.
<b>Safety:</b> Fire Safety, Hazardous Materials	X		
<b>Structural:</b> Structural Damage, Roofs	X		Drama Rm: Changing room wall mirror is leaning on side wall/ stained ceiling tiles, missing ceiling tiles. Library: Back storage room needs some drywall repair Outback: ceiling tile stained Rm 219: Store room, cluttered, ceiling tiles stained Rm 229: Rm 412: stained ceiling tiles Rm 414: stained ceiling tiles Rm 422/423: stained ceiling tiles Rm 424: stained ceiling tiles Rm 426: stained ceiling tiles Rm 428: stained ceiling tiles Rm 506: stained ceiling tiles Rm 508: stained ceiling tiles Rm 511: light not working, missing ceiling tile Repairs to be rectified.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X		LRG. Gym: Missing a couple HVAC defusers, north east doors are rubbing each other, floor missing cove base in some areas Rm 106: Door closure is leaking oil Rm 202: Plaster around the windows can use new paint Rm 203: Plaster around the windows can use new paint Rm 406: door needs adjustment / a couple of lights not working Rm 417 Offices: Door hangs up from time to time Repairs to be rectified.

**Overall Facility Rate**

Exemplary	Good	Fair	Poor
	X		

### 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).
4. **College and Career Ready**  
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.

#### 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 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 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 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	34	N/A	33	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	8	N/A	8	N/A	33

## 2021-22 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.

ELA 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.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	523	496	94.84	5.16	33.87
<b>Female</b>	254	240	94.49	5.51	42.50
<b>Male</b>	269	256	95.17	4.83	25.78
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	13	13	100.00	0.00	76.92
<b>Black or African American</b>	79	72	91.14	8.86	12.50
<b>Filipino</b>	13	13	100.00	0.00	61.54
<b>Hispanic or Latino</b>	354	339	95.76	4.24	34.51
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	15	12	80.00	20.00	33.33
<b>White</b>	46	45	97.83	2.17	42.22
<b>English Learners</b>	37	32	86.49	13.51	0.00
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	318	298	93.71	6.29	29.53
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	109	96	88.07	11.93	9.38

## 2021-22 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.

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.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	523	496	94.84	5.16	8.47
<b>Female</b>	254	240	94.49	5.51	7.92
<b>Male</b>	269	256	95.17	4.83	8.98
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	13	13	100.00	0.00	15.38
<b>Black or African American</b>	79	73	92.41	7.59	1.37
<b>Filipino</b>	13	13	100.00	0.00	15.38
<b>Hispanic or Latino</b>	354	338	95.48	4.52	6.80
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	15	12	80.00	20.00	25.00
<b>White</b>	46	45	97.83	2.17	24.44
<b>English Learners</b>	37	32	86.49	13.51	0.00
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	318	298	93.71	6.29	6.71
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	109	96	88.07	11.93	1.04

## 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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Science</b> (grades 5, 8 and high school)	NT	12.29	NT	12.35	28.5	29.47

## 2021-22 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. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	1385	1311	94.66	5.34	12.29
<b>Female</b>	677	638	94.24	5.76	13.17
<b>Male</b>	708	673	95.06	4.94	11.46
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	30	28	93.33	6.67	39.29
<b>Black or African American</b>	199	180	90.45	9.55	6.11
<b>Filipino</b>	40	40	100	0	30
<b>Hispanic or Latino</b>	961	918	95.53	4.47	10.47
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	58	52	89.66	10.34	19.23
<b>White</b>	93	89	95.7	4.3	23.6
<b>English Learners</b>	115	108	93.91	6.09	0
<b>Foster Youth</b>	22	21	95.45	4.55	4.76
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	21	20	95.24	4.76	15
<b>Socioeconomically Disadvantaged</b>	890	839	94.27	5.73	9.67
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	214	196	91.59	8.41	4.1

## 2021-22 Career Technical Education Programs

Highland High School provides students with a wide range of Career Technical Education (CTE) opportunities to prepare them for both college and career paths. Courses are offered in the following industry sectors:

- Arts, Media, and Entertainment
  - Multimedia Contemporary Design 1
  - Digital Media and Graphic Design
  - Studio Art: 2-D Design AP

## 2021-22 Career Technical Education Programs

- Intro to Film and Video Theory
- Digital Video Prod and Broadcasting
  
- Education, Child Development, and Family Services
  - Foundations in Education
  
- Engineering & Architecture
  - Intro to Engineering Honors
  - Principles of Engineering Honors
  - Civil Engineering and Architecture Honors
  
- Health Science & Medical Technology
  - Principles of Biomedical Sciences Honors
  - Sports Medicine
  - Advanced Sports Medicine
  - Sports Medicine - Clinical
  
- Information and Communication Technologies
  - Computer Science A - AP
  - Computer Science Principles (AP)
  
- Public Service
  - Criminal Justice
  - Intro to Courtroom Debate Mock Trial
  - Mock Trial
  - Legal Practices Mock Trial 2
  - Adv Speech Debate Mock Trial
  - Intro to Public Safety
  - Health Science Emergency Medicine
  - Fire Science
  - Fire Technology
  - Emergency Medical Technician

Our Public Service Academy is a recognized California Partnership Academy through the California Department of Education. The academy allows students to learn content applicable to careers in the public service and health science fields within a small learning community of student cohorts who take the same academic and technical courses throughout their high school experience. It is one of a select few approved high school programs in Los Angeles County to offer EMT certification courses.

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

Each industry sector has an advisory committee that includes members representing the local/regional workforce, and K-16 partners specific to the content area.

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

## 2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1134
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	100
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

## 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
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	94.50
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	37.55

## 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.

## 2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	68.30%	75.37%	76.05%	72.93%	78.78%

## 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.

## 2022-23 Opportunities for Parental Involvement

Parental involvement is a vital part of creating a sense of community at Highland High School and greatly affects the success of the campus. Our goal is to assist in creating positive and productive home/school/community partnerships that will promote involvement in school planning and development. Highland offers numerous opportunities for parents to become involved and contribute to the educational program such as the opportunity to serve on the Principal's Advisory Committee or the English

## 2022-23 Opportunities for Parental Involvement

Learners Advisory Committee, African American Parent Advisory Committee, and Latino Parent Advisory Committee. These Advisory Committees address a broad variety of issues ranging from academic programs to parent and student concerns. The English Learners Advisory Committee (ELAC) has a direct impact on student achievement through opportunities to become directly involved in program decision-making.

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

Highland has active athletics and activities, as well as support through Booster Associations that provide hundreds of parents the opportunity to become involved in fund-raising, chaperoning, and other aspects of athletic and activity programs.

## 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 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
<b>Dropout Rate</b>	5.2	5.4	6.1	9.7	18.3	9.8	8.9	9.4	7.8
<b>Graduation Rate</b>	86.5	82.0	87.7	76.4	71.9	80.6	84.2	83.6	87.0

## 2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 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](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>	640	561	87.7
<b>Female</b>	309	276	89.3
<b>Male</b>	331	285	86.1
<b>American Indian or Alaska Native</b>	--	--	--
<b>Asian</b>	16	16	100.0
<b>Black or African American</b>	87	73	83.9
<b>Filipino</b>	23	21	91.3
<b>Hispanic or Latino</b>	441	391	88.7
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.0
<b>Two or More Races</b>	26	20	76.9
<b>White</b>	45	38	84.4
<b>English Learners</b>	62	47	75.8
<b>Foster Youth</b>	20	15	75.0
<b>Homeless</b>	--	--	--
<b>Socioeconomically Disadvantaged</b>	508	438	86.2
<b>Students Receiving Migrant Education Services</b>	--	--	--
<b>Students with Disabilities</b>	119	81	68.1

## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	3232	3058	951	31.1
Female	1577	1483	477	32.2
Male	1655	1575	474	30.1
American Indian or Alaska Native	9	9	5	55.6
Asian	53	53	7	13.2
Black or African American	529	474	188	39.7
Filipino	70	69	6	8.7
Hispanic or Latino	2194	2093	634	30.3
Native Hawaiian or Pacific Islander	10	10	7	70.0
Two or More Races	123	116	36	31.0
White	242	232	66	28.4
English Learners	330	307	100	32.6
Foster Youth	101	81	29	35.8
Homeless	17	14	7	50.0
Socioeconomically Disadvantaged	2154	2022	706	34.9
Students Receiving Migrant Education Services	12	12	5	41.7
Students with Disabilities	634	597	286	47.9

### 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 February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	4.41	5.43	2.45
Expulsions	0.30	0.12	0.05

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	5.11	0.07	7.19	0.20	3.17
Expulsions	0.00	0.50	0.00	0.17	0.00	0.07

## 2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	5.11	0.50
Female	3.61	0.51
Male	6.53	0.48
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	13.61	2.65
Filipino	0.00	0.00
Hispanic or Latino	3.51	0.05
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	4.88	0.00
White	2.48	0.00
English Learners	4.24	0.00
Foster Youth	18.81	0.99
Homeless	0.00	0.00
Socioeconomically Disadvantaged	6.59	0.70
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	9.31	0.95

## 2022-23 School Safety Plan

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

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

### District Statement:

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

At the beginning of the 2022-2023 school year, we conducted safety reviews of our campuses that resulted in the implementation of enhanced safety measures. These measures vary by school and include enhanced fencing, additional security and counseling personnel, updated surveillance cameras, front entrance modifications, and door-locking devices. We also incorporated additional training with the Lancaster Sheriff's Station and revised student, staff, and visitor identification processes.

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

## D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

## 2019-20 Elementary 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 class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
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## 2020-21 Elementary 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
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## 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
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## 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	22	57	24	49
Mathematics	23	47	28	34
Science	26	24	18	33
Social Science	25	30	8	50

## 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	23	60	14	53
Mathematics	23	44	17	47
Science	26	24	22	32
Social Science	25	25	18	36

## 2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 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	19	75	33	39
Mathematics	20	60	38	26
Science	23	31	32	21
Social Science	21	43	20	34

## 2021-22 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	406.29

## 2021-22 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)	7.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	3.0
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	
Other	7.4

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher 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
<b>School Site</b>	\$5,768.27	\$3,604.09	\$2,164.18	\$113,863.98
<b>District</b>	N/A	N/A	\$2,490.03	\$82,765
<b>Percent Difference - School Site and District</b>	N/A	N/A	-14.0	31.6
<b>State</b>	N/A	N/A	\$6,594	\$94,126
<b>Percent Difference - School Site and State</b>	N/A	N/A	-101.2	19.0

## 2021-22 Types of Services Funded

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

## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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
<b>Beginning Teacher Salary</b>	\$43,341	\$55,947
<b>Mid-Range Teacher Salary</b>	\$75,853	\$90,080
<b>Highest Teacher Salary</b>	\$111,782	\$117,121
<b>Average Principal Salary (Elementary)</b>		
<b>Average Principal Salary (Middle)</b>		\$146,364
<b>Average Principal Salary (High)</b>	\$143,196	\$164,633
<b>Superintendent Salary</b>	\$308,342	\$261,984
<b>Percent of Budget for Teacher Salaries</b>	27%	31%
<b>Percent of Budget for Administrative Salaries</b>	4%	5%

## 2021-22 Advanced Placement (AP) Courses

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

<b>Percent of Students in AP Courses</b>	14
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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	5
Fine and Performing Arts	1
Foreign Language	1
Mathematics	3
Science	3
Social Science	10
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	23

## Professional Development

In addition to district staff development opportunities, Highland High School uses monthly faculty, department, and site-leadership meetings to conduct staff development, review student data, generate common assessments, and examine curricular needs for the continued transition to Common Core and NGSS. Staff is also provided paid professional development opportunities based off of collaborative Instructional Coaching. Highland High School has 7 Instructional Coaches that specialize in 21st Century teaching, MTSS, SEL and academic improvement. These coaches are in place to support teachers, instruction, and learning in all core academic areas.

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

Subject	2020-21	2021-22	2022-23
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	7	7	5