

William J. (Pete) Knight High

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

School Name	William J. (Pete) Knight High
Street	37423 70th St. East
City, State, Zip	Palmdale, CA, 93552
Phone Number	(661) 533-9000
Principal	Tammie Nickols
Email Address	tnickols@avhsd.org
School Website	https://www.knightpalmdalehs.org
County-District-School (CDS) Code	19 64246 0100081

2022-23 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

2022-23 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 full 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 full cycle accreditation visit.

William J. Pete Knight High School's accreditation as determined by the WASC Commission is a six-year accreditation status through June 30, 2028 with a mid-cycle visit during the 2024-2025 school year.

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.

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.

2022-23 School Overview

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

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	656
Grade 10	836
Grade 11	739
Grade 12	696
Total Enrollment	2,927

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.9
Male	52.1
American Indian or Alaska Native	0.4
Asian	0.6
Black or African American	13.6
Filipino	0.7
Hispanic or Latino	79.5
Native Hawaiian or Pacific Islander	0.1
Two or More Races	1.9
White	3.1
English Learners	12.2
Foster Youth	2.1
Homeless	0.1
Migrant	0.6
Socioeconomically Disadvantaged	62.0
Students with Disabilities	16.8

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)	101.60	83.95	767.70	76.98	228366.10	83.12
Intern Credential Holders Properly Assigned	1.70	1.40	12.90	1.30	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	8.20	6.85	83.20	8.35	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	4.00	3.36	76.10	7.63	12115.80	4.41
Unknown	5.30	4.43	57.30	5.74	18854.30	6.86
Total Teaching Positions	121.00	100.00	997.30	100.00	274759.10	100.00

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						
Total Teaching Positions						

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	1.10	
Misassignments	7.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	8.20	

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	3.00	
Total Out-of-Field Teachers	4.00	

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
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	6.80	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	2.80	

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 2021
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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	Experience Chemistry/2022 Earth Science: Geology, the Environment, and the Universe/2003 Experience Biology/2022 Experience Physics/2022	Yes	0%
History-Social Science	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%
Foreign Language	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%
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 18th 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

12/12/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		500 MPR (MULTIPURPOSE): CLUTTERED WORK AREA / CEILING TILE 501 GIRLS LOCKER ROOM: CLUTTERED / CEILING TILE 502 BOYS LOCKER ROOM: CLUTTERED / CEILING TILE 507: CLUTTERED / CEILING TILE (NEED REPLACING) / BALLAST
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			507: CLUTTERED / CEILING TILE (NEED REPLACING) / BALLAST
Electrical		X		507: CLUTTERED / CEILING TILE (NEED REPLACING) / BALLAST admin (ofc.101-108): BALLAST GIRLS BATHROOM: BALLAST
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

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
English Language Arts/Literacy (grades 3-8 and 11)	N/A	36	N/A	33	N/A	47
Mathematics (grades 3-8 and 11)	N/A	11	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
All Students	644	610	94.72	5.28	36.23
Female	306	293	95.75	4.25	43.69
Male	338	317	93.79	6.21	29.34
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	89	79	88.76	11.24	24.05
Filipino	--	--	--	--	--
Hispanic or Latino	505	488	96.63	3.37	36.68
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	16	12	75.00	25.00	41.67
White	20	17	85.00	15.00	58.82
English Learners	59	56	94.92	5.08	5.36
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	406	382	94.09	5.91	30.37
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	113	102	90.27	9.73	4.90

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
All Students	644	608	94.41	5.59	11.04
Female	306	291	95.10	4.90	12.07
Male	338	317	93.79	6.21	10.09
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	89	79	88.76	11.24	6.33
Filipino	--	--	--	--	--
Hispanic or Latino	505	486	96.24	3.76	11.13
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	16	12	75.00	25.00	8.33
White	20	17	85.00	15.00	17.65
English Learners	59	56	94.92	5.08	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	406	381	93.84	6.16	10.00
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	113	102	90.27	9.73	0.99

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
Science (grades 5, 8 and high school)	NT	14.03	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
All Students	1435	1361	94.84	5.16	14.03
Female	692	655	94.65	5.35	13.44
Male	743	706	95.02	4.98	14.59
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	176	161	91.48	8.52	8.07
Filipino	15	15	100	0	26.67
Hispanic or Latino	1163	1112	95.61	4.39	13.76
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	30	29	96.67	3.33	24.14
White	37	34	91.89	8.11	29.41
English Learners	161	150	93.17	6.83	0
Foster Youth	15	12	80	20	8.33
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	954	894	93.71	6.29	11.3
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	189	170	89.95	10.05	1.76

2021-22 Career Technical Education Programs

Knight High School Career Technical Education (CTE) academies and pathways reflect an integrated approach to college and career preparation that includes the state and nationally recognized Digital Design and Engineering Academy. In addition, CTE courses allow students to explore a range of paths and/or pursue a sequence of courses through a sequenced career-themed pathway. This includes courses during and outside the regular school day.

The industry sectors and aligned pathways offered at Knight High School are listed below

Arts, Media and Entertainment:

Visual Imagery
 Multimedia Contemporary Design
 Digital Media and Graphic Design
 Advanced Digital Media Arts and Communications
 Intro to Film and Video
 Digital Video and Broadcasting
 Studio Art: 2-D Design AP

Engineering and Architecture:

Intro to Engineering Design Honors*
 Digital Electronics Honors*
 Principles of Engineering Honors*
 Aerospace Engineering Honors*
 Manufacturing and Prototyping
 Engineering Design and Practicum*
 Unmanned Aircraft Systems

* courses in the engineering academy

Information and Communication Technologies:

Computer Science Principles (AP)

Work-based learning opportunities are available within these sectors that include project-based learning, guest speakers, job shadowing and internships. Students are also offered the opportunity to participate in regional, state and national competitions, such as SkillsUSA, that allows them to demonstrate their leadership, knowledge and technical skills through presentations and real-world projects.

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

The district's CTE Division supports KHS in the development and implementation of high quality career pathways that address regional labor market needs and emerging trends.

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1077
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	94.7
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	96.48
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	39.30

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	79.39%	81.37%	78.63%	79.85%	79.08%

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

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

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

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
Dropout Rate	6.8	19.2	6.2	9.7	18.3	9.8	8.9	9.4	7.8
Graduation Rate	84.7	80.6	88.8	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.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	663	589	88.8
Female	337	314	93.2
Male	326	275	84.4
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	84	73	86.9
Filipino	--	--	--
Hispanic or Latino	531	470	88.5
Native Hawaiian or Pacific Islander	0	0	0.0
Two or More Races	16	16	100.0
White	17	15	88.2
English Learners	91	66	72.5
Foster Youth	13	10	76.9
Homeless	14	7	50.0
Socioeconomically Disadvantaged	583	512	87.8
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	96	69	71.9

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	3251	3106	822	26.5
Female	1544	1481	398	26.9
Male	1707	1625	424	26.1
American Indian or Alaska Native	11	11	5	45.5
Asian	17	17	1	5.9
Black or African American	449	413	155	37.5
Filipino	23	22	2	9.1
Hispanic or Latino	2582	2482	621	25.0
Native Hawaiian or Pacific Islander	3	3	0	0.0
Two or More Races	68	65	11	16.9
White	98	93	27	29.0
English Learners	406	388	107	27.6
Foster Youth	95	80	21	26.3
Homeless	5	5	2	40.0
Socioeconomically Disadvantaged	2203	2098	623	29.7
Students Receiving Migrant Education Services	22	22	3	13.6
Students with Disabilities	556	525	205	39.0

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	4.84	5.43	2.45
Expulsions	0.03	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	6.27	0.07	7.19	0.20	3.17
Expulsions	0.00	0.00	0.00	0.17	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	6.27	0.00
Female	5.38	0.00
Male	7.09	0.00
American Indian or Alaska Native	9.09	0.00
Asian	0.00	0.00
Black or African American	16.70	0.00
Filipino	4.35	0.00
Hispanic or Latino	4.38	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	13.24	0.00
White	4.08	0.00
English Learners	6.40	0.00
Foster Youth	13.68	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	6.54	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	12.95	0.00

2022-23 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.

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.

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

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	88	49	28
Mathematics	20	67	43	25
Science	22	40	15	41
Social Science	20	64	18	41

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	292.7

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)	10.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.9
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	2.5
Resource Specialist (non-teaching)	
Other	7.8

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
School Site	\$4,828.49	\$2,828.98	\$1,999.51	\$123,684.67
District	N/A	N/A	\$2,490.03	\$82,765
Percent Difference - School Site and District	N/A	N/A	-21.9	39.6
State	N/A	N/A	\$6,594	\$94,126
Percent Difference - School Site and State	N/A	N/A	-106.9	27.1

2021-22 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 the following sources:

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

These funding sources help us provide quality education to all of our students and especially students in specific subgroups.

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.

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

2021-22 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	17.9
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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	6
Fine and Performing Arts	0
Foreign Language	6
Mathematics	5
Science	5
Social Science	11
Total AP Courses Offered Where there are student course enrollments of at least one student.	35

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	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3