

# Palmdale 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>	Palmdale High School
<b>Street</b>	2137 East Avenue R
<b>City, State, Zip</b>	Palmdale, CA 93550
<b>Phone Number</b>	(661) 273-3181
<b>Principal</b>	Eric Stanford
<b>Email Address</b>	estanford@avhsd.org
<b>School Website</b>	<a href="https://www.palmdalehs.org">https://www.palmdalehs.org</a>
<b>County-District-School (CDS) Code</b>	19 64246 1936624

## 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

### District Mission Statement

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

### School Mission Statement

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

### School Description

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

The school is currently staffed with 113 certificated staff and over 100 classified employees whose responsibilities range from providing attendance monitoring to scheduling Individualized Education Program meetings. The school administration is comprised of 6 administrators (Principal, Assistant Principal, Vice Principal of Activities, Vice Principal of Athletics, Vice Principal of Special Education, and Vice Principal of Student Services), an Athletic Director, an Activities Director, eight School Counselors, three School Psychologists, and a Director of Security.

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

## 2022-23 School Overview

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

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

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	553
Grade 10	694
Grade 11	642
Grade 12	616
<b>Total Enrollment</b>	<b>2,505</b>

## 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.0
Male	50.0
American Indian or Alaska Native	0.2
Asian	0.2
Black or African American	13.3
Filipino	0.4
Hispanic or Latino	80.4
Native Hawaiian or Pacific Islander	0.0
Two or More Races	1.9
White	3.5
English Learners	15.8
Foster Youth	2.4
Homeless	0.3
Migrant	0.5
Socioeconomically Disadvantaged	72.5
Students with Disabilities	20.8

### 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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	96.10	80.27	767.70	76.98	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	1.80	1.50	12.90	1.30	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	13.30	11.15	83.20	8.35	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	3.60	3.01	76.10	7.63	12115.80	4.41
<b>Unknown</b>	4.80	4.04	57.30	5.74	18854.30	6.86
<b>Total Teaching Positions</b>	119.70	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>						
<b>Intern Credential Holders Properly Assigned</b>						
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>						
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>						
<b>Unknown</b>						
<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	2.90	
Misassignments	10.30	
Vacant Positions	0.00	
<b>Total Teachers Without Credentials and Misassignments</b>	<b>13.30</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	0.00	
Local Assignment Options	3.60	
<b>Total Out-of-Field Teachers</b>	<b>3.60</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)	7.70	
<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)	4.40	

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
<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

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

**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				
<b>Interior:</b> Interior Surfaces	X			room 214: Blind repair room 242: tile back wall needs replacing wo#45125 room 351: Blind repair room 388: ROOF INSULATION ON CEILING FALLING room 409: Drywall damage Repairs to be rectified.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation				
<b>Electrical</b>	X			Admin: ELECTRICAL PLUG room 142: ELECTRICAL PLUG room 361: OUTLET room 400: wo#43680 plug not working room 801: WO 20889 Repairs to be rectified.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			room 111: Science lab stations damaged parts on order room 221: science lab parts on order room 223: science lab parts on order. room 342: Science lab parts on order Repairs to be rectified.



### School Facility Conditions and Planned Improvements

<b>Safety:</b> Fire Safety, Hazardous Materials				
<b>Structural:</b> Structural Damage, Roofs				
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			room 243: concrete damage 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	24	N/A	33	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	3	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>	603	574	95.19	4.81	23.56
<b>Female</b>	336	321	95.54	4.46	29.38
<b>Male</b>	267	253	94.76	5.24	16.21
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	0	0	0.00	0.00	0.00
<b>Black or African American</b>	70	64	91.43	8.57	21.88
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	501	479	95.61	4.39	23.22
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00	0.00	0.00
<b>Two or More Races</b>	12	12	100.00	0.00	41.67
<b>White</b>	17	16	94.12	5.88	25.00
<b>English Learners</b>	74	67	90.54	9.46	1.49
<b>Foster Youth</b>	14	13	92.86	7.14	15.38
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	456	435	95.39	4.61	21.89
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	97	90	92.78	7.22	4.44

## 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>	603	575	95.36	4.64	2.78
<b>Female</b>	337	322	95.55	4.45	1.55
<b>Male</b>	266	253	95.11	4.89	4.35
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	0	0	0.00	0.00	0.00
<b>Black or African American</b>	69	64	92.75	7.25	1.56
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	502	480	95.62	4.38	2.50
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00	0.00	0.00
<b>Two or More Races</b>	12	12	100.00	0.00	8.33
<b>White</b>	17	16	94.12	5.88	6.25
<b>English Learners</b>	75	68	90.67	9.33	0.00
<b>Foster Youth</b>	14	13	92.86	7.14	0.00
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	456	436	95.61	4.39	1.83
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	96	90	93.75	6.25	0.00

## 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	6.36	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>	1207	1149	95.19	4.81	6.36
<b>Female</b>	610	585	95.9	4.1	5.3
<b>Male</b>	597	564	94.47	5.53	7.46
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	148	135	91.22	8.78	2.22
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	972	928	95.47	4.53	6.15
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	32	31	96.88	3.12	9.68
<b>White</b>	47	47	100	0	17.02
<b>English Learners</b>	175	161	92	8	0
<b>Foster Youth</b>	22	19	86.36	13.64	0
<b>Homeless</b>	11	10	90.91	9.09	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	959	917	95.62	4.38	5.57
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	203	190	93.6	6.4	2.63

## 2021-22 Career Technical Education Programs

Palmdale High School has a strong commitment to Career Technical Education (CTE) programs that offer students a range of courses and programs that prepare them for both college and career/workforce opportunities. Our Health Careers Academy, which focuses on health-related careers, has received recognition from the California Department of Education as a Distinguished California Partnership Academy. Our Engineering Academy, for students interested in science, technology, engineering, and math (STEM), has developed students who have received national awards for their engineering knowledge and projects. Students in these academies learn within grade-level cohorts that allow them to take courses together throughout their high school experience. Technical and career content is applied throughout the programs to make learning relevant and rigorous. The sequence of courses in both academies meets the requirements for students to enter postsecondary education in two or four-year degree programs and/or directly to the workforce. Due to the strong work-based learning component, students also have the opportunity to obtain industry certifications and enter the workforce. Students in the academies go on field trips to industry and higher education institutions to further their career and education goals.

Palmdale High School also offers various courses in industry sectors not tied to the academies. The students have access to courses in the following industries:

- Agriculture and Natural Resources
  - o Agriculture Earth Science
  - o Agriculture Biology
  - o Agriculture Chemistry
  - o Environmental Horticulture Science
  
- Arts, Media, and Entertainment
  - o Multimedia Contemporary Design 1
  - o Visual Imagery
  - o Digital Media and Graphic Design
  - o Adv Digital Media Arts and Communications
  - o Sound Engineering 1 & 2
  
- Information and Communication Technologies
  - o Computer Science Principles (AP)
  - o Intro to Unmanned Aircraft Systems
  - o Unmanned Aircraft Systems Design and Production

Our CTE students have the opportunity to participate in career technical student organizations, HOSA (Health Occupations Students of America) and SkillsUSA, where they learn and apply leadership skills and compete in CTE areas to demonstrate their knowledge and proficiency. Additional CTE STEM programs are offered outside the school day that includes Solar Car and Drone teams and internships in local industry to enhance students' CTE coursework and further develop their critical thinking, collaboration, problem-solving, innovation, and teamwork.

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

Our site receives support and works collaboratively with the Career Technical Education office to provide CTE opportunities for all PHS students. Using data analytics from data collected from the California Longitudinal Pupil Achievement Data System (CALPADS), CTE, and the site coordinate to address the College and Career Indicator for CTE pathways. Supplemental data on work-based learning, college coursework and acceptance rates, graduation rates and attendance aids in making informed decisions with the goal of ensuring PHS students obtain the skills they need to enter the workforce, enter postsecondary, advance in their careers and create and achieve their life goals.

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

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1500
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	75.4
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	93.19
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	43.51

## 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	63.00%	66.79%	68.41%	65.88%	75.09%

## 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

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



## 2022-23 Opportunities for Parental Involvement

frequently attend Parent/Teacher Conferences, financial aid workshops, college awareness events, musical performances, athletic contests and much more:

Additional Parent-Driven Programs:

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

## 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>	5.5	11.8	12.1	9.7	18.3	9.8	8.9	9.4	7.8
<b>Graduation Rate</b>	78.6	71.0	80.4	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
All Students	577	464	80.4
Female	284	244	85.9
Male	293	220	75.1
American Indian or Alaska Native	--	--	--
Asian	0	0	0.0
Black or African American	75	58	77.3
Filipino	--	--	--
Hispanic or Latino	457	374	81.8
Native Hawaiian or Pacific Islander	0	0	0.0
Two or More Races	16	12	75.0
White	22	14	63.6
English Learners	117	78	66.7
Foster Youth	24	16	66.7
Homeless	20	15	75.0
Socioeconomically Disadvantaged	544	441	81.1
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	117	80	68.4

## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
<b>All Students</b>	2860	2713	1049	38.7
<b>Female</b>	1435	1354	508	37.5
<b>Male</b>	1425	1359	541	39.8
<b>American Indian or Alaska Native</b>	4	4	1	25.0
<b>Asian</b>	5	5	1	20.0
<b>Black or African American</b>	398	362	212	58.6
<b>Filipino</b>	12	11	2	18.2
<b>Hispanic or Latino</b>	2275	2177	780	35.8
<b>Native Hawaiian or Pacific Islander</b>	4	2	1	50.0
<b>Two or More Races</b>	58	53	18	34.0
<b>White</b>	102	98	33	33.7
<b>English Learners</b>	479	459	176	38.3
<b>Foster Youth</b>	109	88	40	45.5
<b>Homeless</b>	19	19	10	52.6
<b>Socioeconomically Disadvantaged</b>	2278	2167	891	41.1
<b>Students Receiving Migrant Education Services</b>	18	18	9	50.0
<b>Students with Disabilities</b>	573	548	289	52.7

### 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	6.28	5.43	2.45
Expulsions	0.21	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	0.22	9.27	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	9.27	0.00
Female	6.83	0.00
Male	11.72	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	22.61	0.00
Filipino	0.00	0.00
Hispanic or Latino	6.95	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	10.34	0.00
White	9.80	0.00
English Learners	11.27	0.00
Foster Youth	18.35	0.00
Homeless	5.26	0.00
Socioeconomically Disadvantaged	9.75	0.00
Students Receiving Migrant Education Services	11.11	0.00
Students with Disabilities	16.58	0.00

## 2022-23 School Safety Plan

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

Gang related activity, affiliation or dress, drug use and/or possession, and any violent behavior or acts of intimidation will not be tolerated on campus. Violations of school rules are dealt with according to CA ED Code 48900 with appropriate discipline. Under specific provisions, if CA ED Code Section 48915 is violated, recommendations may be made to expel a student from the Antelope Valley Union High School District. PHS updates the School Safety Plan yearly as required by Senate Bill 187. The PHS School Safety Plan was last reviewed and updated April 2022 and reviewed with staff in August 2022. Vital components of the plan include, disaster procedures (earthquakes, fire/explosion, lockdowns, active shooter, hostage, bomb threat, and suicide threat), emergency evacuations, emergency supplies, school crime assessment data, disciplinary statistics, and reporting procedures for incidences regarding child abuse and sexual harassment. A complete copy of the School Safety Plans can be obtained in the Administration Office.

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

### District Statement:

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

In April and June 2018, we conducted safety reviews of our campuses that resulted in the implementation of enhanced safety measures. These measures vary by school and include enhanced fencing, additional security and counseling personnel, updated surveillance cameras, front entrance modifications, and door locking devices. We also incorporated additional training with the Lancaster Sheriff's Station and revised student, staff and visitor identification processes.

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

## 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	18	99	22	41
Mathematics	22	49	16	41
Science	20	27	15	16
Social Science	18	62	9	35

## 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	17	104	34	39
Mathematics	23	44	20	38
Science	24	18	14	19
Social Science	19	55	11	37

## 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	14	160	32	25
Mathematics	18	67	29	23
Science	17	34	19	12
Social Science	14	93	13	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	357.86

## 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	2.0
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.9
Resource Specialist (non-teaching)	
Other	12.2

## 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	\$5,880.63	\$3,538.07	\$2,342.56	\$127,255.86
District	N/A	N/A	\$2,490.03	\$82,765
Percent Difference - School Site and District	N/A	N/A	-6.1	42.4
State	N/A	N/A	\$6,594	\$94,126
Percent Difference - School Site and State	N/A	N/A	-95.1	29.9

## 2021-22 Types of Services Funded

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

- Title I
- Title IV
- Targeted

All expenditures funded by categorical monies are closely reviewed by school administration. Moreover, it is imperative that all categorical funds address the goals listed in our School Plan for Student Achievement (SPSA) and when necessary, are directed towards targeted student populations (low income, foster youth, EL, or all students). For more detail on how school monies are spent please refer to the SPSA available in the office of the Principal.

## 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>	17.5
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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
<b>Computer Science</b>	0
<b>English</b>	6
<b>Fine and Performing Arts</b>	1
<b>Foreign Language</b>	3
<b>Mathematics</b>	5
<b>Science</b>	4
<b>Social Science</b>	11
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	30



## Professional Development

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

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

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

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

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

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>	3	3	3