

Highland High School

2023-2024 School Accountability Report Card (Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2024-25 School Contact Information

School Name	Highland High School
Street	39055 25th St West
City, State, Zip	Palmdale, CA 93551
Phone Number	(661) 538-0304
Principal	Charles Dunn
Email Address	cdunn@avhsd.org
School Website	https://www.highlandhs.org
Grade Span	9-12
County-District-School (CDS) Code	19 64246 1995398

2024-25 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	www.avdistrict.org

2024-25 School Description and Mission Statement

The City of Palmdale encompasses forty-five square miles of the Antelope Valley and was the fastest-growing city in the United States during the 1990s. Highland High is one of eight comprehensive high school campuses in the Antelope Valley Union High School District (AVUHSD). The total student population is 2752 and includes students attending the main campus as well as students served through the Alternative Learning Center. Highland's student population is diverse in its make-up with students from many ethnic and racial groups: Asian/Pacific Islander, Filipino, Latino, African American, Native American, and White. Other than English, Spanish is the predominant primary language. Over 63% of students qualify for free or reduced lunch. The school site has 139 classrooms as well as a theater, student union, two gymnasiums, a football stadium, athletic

2024-25 School Description and Mission Statement

fields, and a cafeteria. Highland High School had a WASC (Western Association of Schools and Colleges) visitation during the 2021-22 school year and received full accreditation. After the WASC process, the Highland High School staff had the opportunity to review State curriculum standards and update and create new Student Learning Outcomes (SLOs) which all students are expected to master upon graduation. HHS offers a variety of academic and career pathways, including a Public Service Academy, AVID program, Computer Science Pathway, Criminal Justice Pathway, and the targets Special Education program in the AVHSD. Highland High School has an outstanding staff committed to the success of all students. They are diligent in their commitment to implementing the action plan revised and adopted through the WASC process.

The Highland High School SLOs are:

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

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

MISSION STATEMENT: At Highland High School, we aim to provide students with the necessary tools and skills to achieve self-actualization and become productive citizens. Through our curriculum and educational programs, we strive to empower students to utilize their learned knowledge and skills in pursuit of their personal goals and aspirations. We believe that by equipping our students with the right resources and support, they can achieve success both in and outside the classroom.

VISION STATEMENT: Highland High School aims to create a supportive and inclusive environment for students to achieve interdependence, confidence, and academic success while developing the necessary and self-assurance for future success.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	675
Grade 10	703
Grade 11	636
Grade 12	764
Total Enrollment	2,778

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.1
Male	51.9
American Indian or Alaska Native	0.3
Asian	1.3
Black or African American	15.4
Filipino	2.2
Hispanic or Latino	69
Native Hawaiian or Pacific Islander	0.4
Two or More Races	4.1
White	7.2
English Learners	9.6
Foster Youth	2.1
Homeless	2
Migrant	0.6
Socioeconomically Disadvantaged	65.2
Students with Disabilities	20.6

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	93.20	76.87	767.70	76.98	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	12.90	1.30	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	14.10	11.64	83.20	8.35	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.70	2.26	76.10	7.63	12115.80	4.41
Unknown/Incomplete/NA	11.20	9.23	57.30	5.74	18854.30	6.86
Total Teaching Positions	121.30	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)	86.40	72.09	758.20	76.16	234405.20	84.00
Intern Credential Holders Properly Assigned	2.00	1.67	21.10	2.12	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	14.20	11.92	76.60	7.70	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	4.80	4.02	73.00	7.34	11953.10	4.28
Unknown/Incomplete/NA	12.30	10.29	66.40	6.68	15831.90	5.67
Total Teaching Positions	119.90	100.00	995.50	100.00	279044.80	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.

2022-23 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)	82.30	73.91	697.20	73.82	231142.40	100.00
Intern Credential Holders Properly Assigned	3.70	3.35	24.20	2.57	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	11.80	10.62	93.00	9.85	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	3.50	3.19	76.20	8.08	11746.90	4.23
Unknown/Incomplete/NA	9.90	8.91	53.60	5.68	14303.80	5.15
Total Teaching Positions	111.30	100.00	944.50	100.00	277698	100

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	2022-23
Permits and Waivers	2.00	1.00	3.8
Misassignments	12.10	13.20	8
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	14.10	14.20	11.8

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	1.00	1.00	0.6
Local Assignment Options	1.70	3.80	2.8
Total Out-of-Field Teachers	2.70	4.80	3.5

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	12.20	12.9	8
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	6.10	0.9	0

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected: December 2022

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 CA Miller Levine Experience Biology Copyright 3/2020 Adopted 5/26/2022 CA Experience Chemistry 2020 Adopted 5/26/2022	Yes	0%

	CA Experience Physics 2022 Adopted 5/26/2022		
History-Social Science	IMPACT CALIFORNIA G10 STUDENT EDITION WORLD HISTORY CULTURE & GEOGRAPHY/2021 IMPACT CALIFORNIA G11 STUDENT EDITION UNITED STATES HISTORY & GEOGRAPHY/2021 IMPACT CALIFORNIA G12 STUDENT EDITION PRINCIPLES OF ECONOMICS/2021 IMPACT CALIFORNIA G12 STUDENT EDITION PRINCIPLES OF AMERICAN DEMOCRACY (CIVICS)/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)	N/A	N/A	0%

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

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

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

During the 2022-2023 school year Highland High School relocated several department facilities to buildings on the border of campus to secure the main campus and prioritize school safety. Attendance, special education, and student support center rooms have all been relocated. During the 2023-2024 school year the security offices and on campus student intervention room were relocated to a centralized location on campus.

Year and month of the most recent FIT report

8/15/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer		X		Rm 220: One sink is not fixable Rm 224: Gas valves have were removed do to vandalism
Interior: Interior Surfaces	X			Drama Rm: stained ceiling tiles, missing ceiling tiles. Rm 126: Paint panel Rm 129: Rm 138:Lots of clutter in room Rm 217A: Small office Rm 221:Could use a new faucet Rm 224: Gas valves were removed due to vandalism Rm 226: Small office Rm 232: Small office Rm 233: Small office Rm 234: Small office Rm 238: Floors have broken pieces Rm 403: Cove base is damaged Rm 405: Wall has small tears

School Facility Conditions and Planned Improvements

				Rm 407: Wall needs repainting Rm 416: Back wall has damaged or missing cove base Rm 420: Wall needs repainting Rm 502, 512: Wallpaper is peeling, broken & cracked floor tiles SM. Gym: Mirror has a crack.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			:
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Rm 220: One sink is not fixable Rm 223: Faucets missing due to vandalism
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Library: Back storage room needs some drywall repair Rm 229: Rm 412: stained ceiling tiles Rm 414: stained ceiling tiles Rm 428: stained ceiling tiles Rm 511:
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			LRG. Gym: Missing covebase

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

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.

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	37	41	34	37	46	47
Mathematics (grades 3-8 and 11)	12	13	10	11	34	35

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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	599	577	96.33	3.67	41.42
Female	294	283	96.26	3.74	46.29
Male	305	294	96.39	3.61	36.73
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	90	83	92.22	7.78	33.73
Filipino	14	14	100.00	0.00	71.43
Hispanic or Latino	409	396	96.82	3.18	38.13
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	29	29	100.00	0.00	48.28
White	48	47	97.92	2.08	68.09
English Learners	39	38	97.44	2.56	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	416	400	96.15	3.85	39.00
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	117	108	92.31	7.69	9.26

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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	600	577	96.17	3.83	13.00
Female	295	286	96.95	3.05	15.03
Male	305	291	95.41	4.59	11.00
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	90	83	92.22	7.78	12.05
Filipino	14	14	100.00	0.00	57.14
Hispanic or Latino	409	395	96.58	3.42	10.13
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	30	30	100.00	0.00	16.67
White	48	47	97.92	2.08	23.40
English Learners	39	37	94.87	5.13	0.00
Foster Youth	11	11	100.00	0.00	0.00
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	417	401	96.16	3.84	10.97
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	118	109	92.37	7.63	2.75

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.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	11.68	12.30	12.35	13.23	30.29	30.73

2023-24 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	1447	1434	99.10	0.90	12.35
Female	680	671	98.68	1.32	13.86
Male	767	763	99.48	0.52	11.02
American Indian or Alaska Native	--	--	--	--	--
Asian	21	21	100.00	0.00	28.57
Black or African American	228	223	97.81	2.19	7.17
Filipino	32	31	96.88	3.12	35.48
Hispanic or Latino	1006	1001	99.50	0.50	11.60
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	57	56	98.25	1.75	17.86
White	100	99	99.00	1.00	18.18
English Learners	115	114	99.13	0.87	0.00
Foster Youth	30	30	100.00	0.00	3.33
Homeless	27	27	100.00	0.00	7.69
Military	21	21	100.00	0.00	19.05
Socioeconomically Disadvantaged	1042	1035	99.33	0.67	10.54
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	256	251	98.05	1.95	2.80

2023-24 Career Technical Education Programs

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

- Arts, Media, and Entertainment
 - o Multimedia Contemporary Design 1
 - o Digital Media and Graphic Design
 - o Studio Art: 2-D Design AP
 - o Intro to Film and Video Theory
 - o Digital Video Prod and Broadcasting
- Education, Child Development, and Family Services
 - o Foundations in Education
- Engineering & Architecture
 - o Principles of Engineering Honors
- Health Science & Medical Technology
 - o Principles of Biomedical Sciences Honors
 - o Sports Medicine

2023-24 Career Technical Education Programs

- o Advanced Sports Medicine
 - Public Service
- o Criminal Justice
- o Intro to Courtroom Debate Mock Trial
- o Mock Trial
- o Legal Practices Mock Trial 2
- o Adv Speech Debate Mock Trial
- o Intro to Public Safety
- o Health Science Emergency Medicine
- o Fire Science
- o Forensic Criminal Justice Investigations
- o Fire Technology
- o Emergency Medical Technician

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

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

Each industry sector has an advisory committee that includes members representing the local/regional workforce and K-16 partners specific to the content area. The district's CTE division helps HHS develop and implement career pathways aligned with regional labor market needs. They collaborate with schools, industry, and community colleges to ensure CTE students at HHS can transition smoothly to college or the workforce after graduation.

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

2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1110
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	100
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

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

UC/CSU Course Measure	Percent
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	94
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	36.18

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.

2023-24 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. The administration of the PFT requires only participation results 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	67.40%	68.14%	70.34%	69.16%	65.49%

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.

2024-25 Opportunities for Parental Involvement

Parental involvement is a vital part of creating a sense of community at Highland High School and greatly affects the success of the campus. Our goal is to assist in creating positive and productive home/school/community partnerships that will promote involvement in school planning and development. Highland offers numerous opportunities for parents to become involved and contribute to the educational program such as the opportunity to serve on the Principal's Advisory Committee or the English Learners Advisory Committee, African American Parent Advisory Committee, and Latino Parent Advisory Committee. These Advisory Committees address a broad variety of issues ranging from academic programs to parent and student concerns. The English Learners Advisory Committee (ELAC) has a direct impact on student achievement through opportunities to become directly involved in program decision-making.

Highland administrators and the counseling department maintain an open-door policy in order to provide an inviting atmosphere for parents who may need assistance. Parents are also welcome to visit their child's classes. Each year, many parents observe their children in the classroom in order to monitor progress and also gain a better understanding of Highland's educational program. Teachers communicate regularly with parents and showcase their classroom during Back to School Night which occurs at the start of first semester, and our schoolwide Showcase which occurs at the start of second semester.

Highland has active athletics and activities, as well as support through Booster Associations that provide hundreds of parents

2024-25 Opportunities for Parental Involvement

the opportunity to become involved in fund-raising, chaperoning, and other aspects of athletic and activity programs.

C. Engagement

State Priority: Pupil Engagement

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

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

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

Indicator	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Dropout Rate	6.1	14.3	8.5	9.8	13.8	17.4	7.8	8.2	8.9
Graduation Rate	87.7	85.6	91.1	80.6	75.9	78.5	87.0	86.2	86.4

2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 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	730	665	91.1
Female	355	326	91.8
Male	375	339	90.4
Non-Binary			
American Indian or Alaska Native	--	--	--
Asian	13	13	100.0
Black or African American	120	106	88.3
Filipino	19	19	100.0
Hispanic or Latino	501	458	91.4
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	26	23	88.5
White	48	44	91.7
English Learners	94	78	83.0
Foster Youth	18	14	77.8
Homeless	20	16	80.0
Socioeconomically Disadvantaged	609	552	90.6
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	133	100	75.2

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	3045	2973	693	23.3
Female	1470	1430	358	25.0
Male	1575	1543	335	21.7
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	37	37	7	18.9
Black or African American	497	482	135	28.0
Filipino	62	62	5	8.1
Hispanic or Latino	2091	2041	469	23.0
Native Hawaiian or Pacific Islander	11	11	2	18.2
Two or More Races	123	120	23	19.2
White	215	211	48	22.7
English Learners	310	301	82	27.2
Foster Youth	88	75	18	24.0
Homeless	78	77	27	35.1
Socioeconomically Disadvantaged	2229	2174	566	26.0
Students Receiving Migrant Education Services	21	19	3	15.8
Students with Disabilities	630	620	224	36.1

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Rate	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Suspensions	5.11	4.94	5.06	7.19	8.27	8.29	3.17	3.60	3.28
Expulsions	0.50	0.03	0.00	0.17	0.21	0.17	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	5.06	0.00
Female	4.22	0.00
Male	5.84	0.00
Non-Binary		
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	12.07	0.00
Filipino	0.00	0.00
Hispanic or Latino	3.73	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	8.13	0.00
White	1.40	0.00
English Learners	4.52	0.00
Foster Youth	13.64	0.00
Homeless	3.85	0.00
Socioeconomically Disadvantaged	5.79	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	9.37	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

Highland High School has developed and implemented a Safe School Plan based on the concept that comprehensive school safety is fundamental to students' school success and achievement. A complete copy of the School Safety Plans can be obtained in the Administration Office. The administrators, teachers, and classified staff members share in the responsibility of creating and maintaining a safe educational environment for each and every student. Safety is central to the daily operation of any school campus. Before students can learn or improve they must first feel safe at school. The classrooms and school campus environment as a whole must be free from disruptive behavior, discipline problems, and other unnecessary distractions that interrupt the learning process. California Education Code, District policies, and school rules are enforced to ensure a positive climate in which students may pursue their education. Students are informed of the California Education Codes relating to student conduct, District policies, and school rules at the beginning of each school year through meetings with Vice Principals, School Counselors, and Classroom Teachers. All staff undertook Active Shooter and Other Acts of Targeted Violence training and Workplace Violence training during the 2024-2025 school year in order to be prepared for school safety incidents that require this type of training.

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

District Statement:

2024-25 School Safety Plan

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

At the beginning of the 2024-2025 school year, we conducted safety reviews of our campuses that resulted in the implementation of enhanced safety measures. These measures vary by school and include enhanced fencing, additional security and counseling personnel, updated surveillance cameras, front entrance modifications, and door-locking devices. We also incorporated additional training with the Lancaster Sheriff's Station and revised student, staff, and visitor identification processes.

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

The current Comprehensive School Safety Plan was updated, reviewed, and approved by the board and the Principal's Advisory Committee during the spring semester of 2024.

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	19	75	33	39
Mathematics	20	60	38	26
Science	23	31	32	21
Social Science	21	43	20	34

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	69	34	36
Mathematics	20	60	22	37
Science	23	27	19	27
Social Science	23	38	7	45

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	21	69	12	54
Mathematics	21	57	14	44
Science	23	28	19	28
Social Science	24	40	5	43

2023-24 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	396.86

2023-24 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. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	7
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	3
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	2.8

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	\$10,714.35	\$4,175.87	\$6,538.49	\$112,169.85
District	N/A	N/A	\$7,504.94	\$91,448
Percent Difference - School Site and District	N/A	N/A	-13.8	20.4
State	N/A	N/A	\$10,771	\$105,265
Percent Difference - School Site and State	N/A	N/A	-48.9	6.4

Fiscal Year 2023-24 Types of Services Funded

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

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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	\$47,998	\$62,635
Mid-Range Teacher Salary	\$84,003	\$101,698
Highest Teacher Salary	\$123,793	\$128,982
Average Principal Salary (Elementary)	\$0	
Average Principal Salary (Middle)	\$0	\$162,013
Average Principal Salary (High)	\$167,168	\$182,697
Superintendent Salary	\$280,000	\$298,748
Percent of Budget for Teacher Salaries	28%	30%
Percent of Budget for Administrative Salaries	5%	5%

2023-24 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	23.3
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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	4
English	8
Fine and Performing Arts	1
Foreign Language	2
Mathematics	6
Science	5
Social Science	15
Total AP Courses Offered Where there are student course enrollments of at least one student.	41

Professional Development

In addition to district staff development opportunities, Highland High School uses monthly faculty, department, and site-leadership meetings to conduct staff development, review student data, generate common assessments, and examine curricular needs for the continued transition to Common Core and NGSS. Staff is also provided paid professional development opportunities based off of collaborative Instructional Coaching.

Highland High School has 7 Instructional Coaches that specialize in MTSS, SEL, and academic instructional support. These coaches are in place to support teachers, instruction, and learning in all core academic areas. Optional professional development opportunities are offered to teachers along with school wide professional development that occurs during faculty meetings and during contracted non student days.

There are five teacher contract days dedicated to staff development and continuous improvement for all teachers and an additional two days per year for Special Education Instructors.

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5