

# Knight 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.

<b>Admission Requirements for the University of California (UC)</b>	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 <a href="https://admission.universityofcalifornia.edu/">https://admission.universityofcalifornia.edu/</a> .
<b>Admission Requirements for the California State University (CSU)</b>	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 <a href="https://www2.calstate.edu/">https://www2.calstate.edu/</a> .

### 2024-25 School Contact Information

<b>School Name</b>	Knight High School
<b>Street</b>	37423 70th Street East
<b>City, State, Zip</b>	Palmdale CA, 93552
<b>Phone Number</b>	661-533-9000
<b>Principal</b>	Tammie Nickols
<b>Email Address</b>	tnickols@avhsd.org
<b>School Website</b>	<a href="https://www.knightpalmdalehs.org">https://www.knightpalmdalehs.org</a>
<b>Grade Span</b>	9-12
<b>County-District-School (CDS) Code</b>	19 64246 1995398

### 2024-25 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</b>	www.avdistrict.org

### 2024-25 School Description and Mission Statement

William J. "Pete" Knight High School, home of the Hawks, opened its doors on September 2, 2003. The school was named in honor of the late California Senator William J. "Pete" Knight, a community leader who distinguished himself through his service in the U.S. Air Force, as a test pilot at Edwards Air Force Base, as the first mayor of the City of Palmdale, and as a California Senator.

Based on the ACS WASC full review, William J. Pete Knight High School (grades 9-12) has met the criteria for accreditation. This accreditation is granted for six years, through June 30, 2028, with a mid-cycle visit scheduled for the 2024-2025 school

## 2024-25 School Description and Mission Statement

year. This status reflects the school's progress report and the satisfactory completion of the full accreditation visit.

At William J. Pete Knight High School, all students select courses from a range of University of California a-g approved classes, which not only meet high school graduation requirements but also prepare students for university entrance. These rigorous courses, along with our support programs and qualified staff, help students develop critical thinking skills and prepare them for success in college.

William J. Pete Knight High School offers an academically rigorous environment that promotes both college and career readiness for all students. The school uses standards-driven curriculum and student-centered instruction to meet this goal. Our vision statement reads, "Every student at Knight High School will have the option of attending a four-year college or university."

In line with this vision, Pete Knight High School continues to strengthen its college-going culture. The master schedule, instructional minutes, and a highly qualified faculty support the preparation of all students for college or university entrance.

Instructional Partners are available to support both new and veteran teachers in enhancing their instructional strategies and teaching effectiveness. The master schedule is tailored to student requests and needs, offering numerous support classes as well as Advanced Placement and Honors courses.

A climate of collaboration and communication defines Knight High School. Regular community meetings and collaboration between staff and families strengthen the learning community. By maintaining positive relationships and working together, we are confident that Knight High School will continue to be regarded as an exemplary learning institution.

## About this School

### 2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	604
Grade 10	619
Grade 11	569
Grade 12	728
<b>Total Enrollment</b>	<b>2,520</b>

## 2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.2
Male	52.8
American Indian or Alaska Native	0.2
Asian	0.7
Black or African American	13.2
Filipino	1
Hispanic or Latino	79.2
Native Hawaiian or Pacific Islander	0.1
Two or More Races	2.5
White	3.1
English Learners	11.4
Foster Youth	2.3
Homeless	1.2
Migrant	0.8
Socioeconomically Disadvantaged	71.4
Students with Disabilities	18

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

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

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	95.40	78.77	758.20	76.16	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	3.80	3.19	21.10	2.12	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	9.90	8.24	76.60	7.70	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	4.40	3.70	73.00	7.34	11953.10	4.28
<b>Unknown/Incomplete/NA</b>	7.30	6.09	66.40	6.68	15831.90	5.67
<b>Total Teaching Positions</b>	121.20	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	96.10	79.67	697.20	73.82	231142.40	100.00
<b>Intern Credential Holders Properly Assigned</b>	3.00	2.53	24.20	2.57	5566.40	2.00
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	9.90	8.23	93.00	9.85	14938.30	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	5.10	4.29	76.20	8.08	11746.90	4.23
<b>Unknown/Incomplete/NA</b>	6.30	5.25	53.60	5.68	14303.80	5.15
<b>Total Teaching Positions</b>	120.70	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
<b>Permits and Waivers</b>	1.10	1.00	3
<b>Misassignments</b>	7.00	8.90	6.9
<b>Vacant Positions</b>	0.00	0.00	0
<b>Total Teachers Without Credentials and</b>	<b>8.20</b>	<b>9.90</b>	<b>9.9</b>

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

Indicator	2020-21	2021-22	2022-23
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	1.00	0.00	0.8
<b>Local Assignment Options</b>	3.00	4.40	4.3
<b>Total Out-of-Field Teachers</b>	<b>4.00</b>	<b>4.40</b>	<b>5.1</b>

## Class Assignments

Indicator	2020-21	2021-22	2022-23
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	6.80	7.9	6.4
<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)	2.80	0	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 2021

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 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		
<b>History-Social Science</b>	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%
<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>	N/A	N/A	0%

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

## School Facility Conditions and Planned Improvements

William J. "Pete" Knight High School is in its 21st year. Our maintenance, custodial, and grounds crews work year-round to ensure that the campus remains in top condition. The Antelope Valley Union High School District maintains educational facilities that are safe, clean, and provide an environment that exceeds adequacy standards established by the state as set forth in the Williams vs. State of California educational lawsuit mandated for public schools in the state of California. Students attend classes where rooms are properly heated and ventilated. Classrooms are appropriate for the learning environment including the absence of noise levels which would interfere with communication between teachers and students. There are sufficient numbers of clean, well-stocked, functioning restrooms on all campuses, and there exists no unsanitary or unhealthful condition that would impact a student's ability to learn.

The school district is staffed to provide each school with site-based maintenance and operational staff including custodial staff, grounds crews, and maintenance and repair personnel. These persons are based at each school site and report to school site administrators in rendering service to the District. Site-based maintenance and operations persons are supported by a central maintenance and operations crew including carpenters; painters; heating, ventilation, 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.

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

8/7/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
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## School Facility Conditions and Planned Improvements

<p><b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer</p>	X		<p>403:00:00 409:00:00 120a: 139: Needs new A/C unit installed Old Admin-Staff bathroom: Student store: IT: Hole in the ceiling from new A/C install</p>
<p><b>Interior:</b> Interior Surfaces</p>		X	<p>109:00:00 116:00:00 400:00:00 411:00:00 106: Cluttered 120a: 145 (ASB): Cluttered/ Bulb 205: Cluttered 206 (LAB): Cluttered 308: Bulbs 319: Torn wallpaper/ Bulbs 320: Bulbs / Ballast 324: Torn wallpaper 414: Cluttered Band Storage Room: Diffusers broken Commons Bathroom:</p>
<p><b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation</p>	X		<p>Big Gym Bathrooms: Bulbs Ballast Admin Office Bathrooms: Bulbs need to be replaced 102:00:00 109:00:00 400:00:00 101: Cluttered 103: Cluttered 107: Cluttered 120a: 145 (ASB): Cluttered / Bulb 149: Cluttered 197-198 (Band Room): 218-225 (Science Prep): Cluttered 219 (LAB): Ballast / Cluttered 222 (LAB): Cluttered 236: Cluttered 242 (Clay Room): 320: Bulbs / Ballast Band Storage Room: Diffusers broken, Room needs attention Weight Room: Missing outlet cover</p>
<p><b>Electrical</b></p>		X	<p>109:00:00 112:00:00 113:00:00 119:00:00 247:00:00 411:00:00 105: Bulb 106: Cluttered 121 (SECURITY): 143: Storage Room: Larger hazardous container/ Chemicals needed to be separated/Cluttered 147: Light sensor issue</p>

## School Facility Conditions and Planned Improvements

				148 (3D PRINTER LAB): Ballast/ bulb 212 (LAB): 214 (LAB): Cluttered 218-225 (LAB): Cluttered 219 (LAB): Ballast/ Cluttered 311: Bulbs 324: Torn Wallpaper
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			192 (CORAL ROOM): Drinking fountain needs attention 208(LAB): Bad jet 242 (CLAY ROOM): 300-301 (IS): Faucet missing
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			IT OFFICE: Ceiling has a hole 120a: 192 (CORAL ROOM): Drinking fountain needs attention 330: Railing missing from ramp
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			106: Cluttered 120a: Wrestling Room: Door leading on to the court is cracked

## 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
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	40	45	34	37	46	47
<b>Mathematics</b> (grades 3-8 and 11)	10	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
<b>All Students</b>	530	521	98.30	1.70	45.49
<b>Female</b>	260	255	98.08	1.92	54.12
<b>Male</b>	270	266	98.52	1.48	37.22
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	70	66	94.29	5.71	28.79
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	418	416	99.52	0.48	48.56
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	13	11	84.62	15.38	45.45
<b>White</b>	19	18	94.74	5.26	33.33
<b>English Learners</b>	40	40	100.00	0.00	5.00
<b>Foster Youth</b>	13	13	100.00	0.00	15.38
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	387	380	98.19	1.81	42.37
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	91	88	96.70	3.30	7.95

## 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
<b>All Students</b>	529	521	98.49	1.51	12.86
<b>Female</b>	259	255	98.46	1.54	10.20
<b>Male</b>	270	266	98.52	1.48	15.41
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	70	66	94.29	5.71	6.06
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	418	416	99.52	0.48	13.94
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	12	11	91.67	8.33	9.09
<b>White</b>	19	18	94.74	5.26	11.11
<b>English Learners</b>	40	40	100.00	0.00	0.00
<b>Foster Youth</b>	13	13	100.00	0.00	7.69
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	386	380	98.45	1.55	12.11
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	91	88	96.70	3.30	1.14

## 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
<b>Science</b> (grades 5, 8 and high school)	12.51	14.13	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
<b>All Students</b>	1372	1367	99.64	0.36	14.12
<b>Female</b>	623	622	99.84	0.16	13.18
<b>Male</b>	749	745	99.47	0.53	14.90
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	178	178	100.00	0.00	6.18
<b>Filipino</b>	18	18	100.00	0.00	33.33
<b>Hispanic or Latino</b>	1087	1083	99.63	0.37	13.94
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	34	34	100.00	0.00	14.71
<b>White</b>	43	43	100.00	0.00	34.88
<b>English Learners</b>	126	124	98.41	1.59	0.00
<b>Foster Youth</b>	21	20	95.24	4.76	10.00
<b>Homeless</b>	21	21	100.00	0.00	4.76
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	1011	1008	99.70	0.30	12.70
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	231	228	98.70	1.30	4.39

## 2023-24 Career Technical Education Programs

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

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

### Arts, Media and Entertainment:

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

### Engineering and Architecture:

- o Intro to Engineering Design Honors\*
- o Digital Electronics Honors\*



## 2023-24 Career Technical Education Programs

- o Principles of Engineering Honors\*
- o Aerospace Engineering Honors\*
- o Manufacturing and Prototyping Engineering Design and Practicum
- o Unmanned Aircraft Systems

\* courses in the engineering academy

Information and Communication Technologies:

- o Computer Science Principles (AP)
- o Intro to Unmanned Aircraft Systems
- o Unmanned Aircraft Systems Design and Production

The Digital Design & Engineering Academy is a California Partnership Academy (CPA) recognized by the California Department of Education. The academy allows students to learn content applicable to DDE careers within a small learning community of student cohorts who take the same academic and technical courses throughout their high school experience. Each industry sector has an advisory committee that includes members representing the local/regional workforce and K-16 partners specific to the content area. Work-based learning opportunities within these sectors include project-based learning, guest speakers, job shadowing, and internships. Students can also participate in regional, state, and national competitions, such as SkillsUSA, that enable them to demonstrate their leadership, knowledge, and technical skills through presentations and real-world projects.

The district's CTE Division supports KHS in developing and implementing high-quality career pathways that address regional labor market needs and emerging trends.

Data is pulled from the California Longitudinal Pupil Achievement Data System (CALPADS) to provide comparison data for KHS 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	778
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	98.2
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	95.12
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	37.87

## 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	90.20%	90.82%	89.11%	90.98%	89.58%

## 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

Knight High School welcomes and encourages parent/guardian involvement and participation. We invite parents/guardians to join us as cleared volunteers, attend Back to School Night (held twice a year), participate in school athletic and activity events, and meet with teachers and staff as needed throughout the school year.

Parents/guardians are encouraged to use the PowerSchool system to access their student's current grades, attendance, and other school information. We utilize Parent Link and Smore newsletters, along with messaging software, to communicate school information and announcements via phone, text, email, and social media. Staff is also accessible via email for communication. The school's website, [www.knightpalmdalehs.org](http://www.knightpalmdalehs.org), provides important information about the school, staff, and classrooms to parents/guardians, students, and the community.

Additionally, KHS continues to implement the PIQE (Parent Institute for Quality Education) program, which provides parents with valuable high school and post-secondary education information. This initiative aims to empower families with the knowledge and skills necessary to collaborate with schools and communities to ensure their children reach their full potential. The KHS Counseling Department works closely with parents and guardians throughout the year to assist students with financial aid and college applications, as well as to provide academic and social-emotional support.

For more information about the Parent Volunteer Program or school committees, please contact Ms. Karla Pacas at (661) 533-9000 ext. 356, or reach out to a school administrator.

## 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
<b>Dropout Rate</b>	6.2	14.4	8.3	9.8	13.8	17.4	7.8	8.2	8.9
<b>Graduation Rate</b>	88.8	85.0	91.7	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](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>	698	640	91.7
<b>Female</b>	331	312	94.3
<b>Male</b>	367	328	89.4
<b>Non-Binary</b>			
<b>American Indian or Alaska Native</b>	--	--	--
<b>Asian</b>	--	--	--
<b>Black or African American</b>	82	76	92.7
<b>Filipino</b>	11	11	100.0
<b>Hispanic or Latino</b>	565	517	91.5
<b>Native Hawaiian or Pacific Islander</b>	--	--	--
<b>Two or More Races</b>	14	13	92.9
<b>White</b>	19	17	89.5
<b>English Learners</b>	103	87	84.5
<b>Foster Youth</b>	20	14	70.0
<b>Homeless</b>	19	19	100.0
<b>Socioeconomically Disadvantaged</b>	567	518	91.4
<b>Students Receiving Migrant Education Services</b>	--	--	--
<b>Students with Disabilities</b>	108	84	77.8

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	2803	2704	668	24.7
Female	1313	1269	309	24.3
Male	1490	1435	359	25.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	19	19	1	5.3
Black or African American	380	367	118	32.2
Filipino	26	26	0	0.0
Hispanic or Latino	2210	2133	499	23.4
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	72	68	21	30.9
White	88	84	27	32.1
English Learners	337	320	91	28.4
Foster Youth	91	79	30	38.0
Homeless	39	38	11	28.9
Socioeconomically Disadvantaged	2068	1993	510	25.6
Students Receiving Migrant Education Services	23	23	2	8.7
Students with Disabilities	524	509	199	39.1

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	6.27	11.10	10.49	7.19	8.27	8.29	3.17	3.60	3.28
Expulsions	0.00	0.07	0.04	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	10.49	0.04
Female	7.69	0.00
Male	12.95	0.07
Non-Binary		
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	21.58	0.00
Filipino	0.00	0.00
Hispanic or Latino	8.60	0.05
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	13.89	0.00
White	13.64	0.00
English Learners	11.28	0.30
Foster Youth	31.87	1.10
Homeless	20.51	0.00
Socioeconomically Disadvantaged	11.32	0.05
Students Receiving Migrant Education Services	17.39	0.00
Students with Disabilities	15.27	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

Knight High School prioritizes maintaining a safe campus by implementing a consistent and fair discipline process that promotes a positive learning environment based on mutual respect. The school is supported by a full-time Los Angeles County Deputy Sheriff and a campus security team to ensure campus safety. Additionally, a probation officer and a community attendance worker are present to assist with safety concerns.

School safety is a top priority at Knight High School, addressing issues such as school climate, campus violence, crisis preparedness, school law enforcement relations, and substance abuse. The school's Safety Action Plan has been developed and is reviewed and updated annually. A complete copy of the Safety Plans is available in the Administration Office.

To enhance safety, the school has implemented additional security measures, including new locking mechanisms at the front and independent study entrances to limit visitor access to the offices.

We are committed to ensuring the safety of our students and staff through a variety of proactive security measures. For over 25 years, we have had a dedicated school deputy on campus each day. In addition to this, we focus on our students' social-emotional needs through counseling and outreach programs, provide safety training for students and staff, and encourage vigilance through our "See Something, Say Something" initiative. Our district and site websites feature confidential student referral forms, allowing students and parents to report safety concerns directly to administration for follow-up.

The KHS Safety Plan is reviewed each year by our Safety Committee along with our School Site Council. It is also provided schoolwide to school community stakeholders.

## 2024-25 School Safety Plan

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

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	19	88	49	28
Mathematics	20	67	43	25
Science	22	40	15	41
Social Science	20	64	18	41

### 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	19	87	30	40
Mathematics	18	69	39	30
Science	20	44	26	28
Social Science	20	61	16	39

### 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	17	92	26	36
Mathematics	21	49	31	28
Science	23	30	23	27
Social Science	21	42	21	33

## 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
<b>Pupils to Academic Counselor</b>	280

## 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
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	9
<b>Library Media Teacher (Librarian)</b>	
<b>Library Media Services Staff (Paraprofessional)</b>	
<b>Psychologist</b>	2.8
<b>Social Worker</b>	
<b>Nurse</b>	
<b>Speech/Language/Hearing Specialist</b>	1.5
<b>Resource Specialist (non-teaching)</b>	
<b>Other</b>	6.3

## 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
<b>School Site</b>	\$13,210.35	\$5,532.68	\$7,677.66	\$120,332.83
<b>District</b>	N/A	N/A	\$7,504.94	\$91,448
<b>Percent Difference - School Site and District</b>	N/A	N/A	2.3	27.3
<b>State</b>	N/A	N/A	\$10,771	\$105,265
<b>Percent Difference - School Site and State</b>	N/A	N/A	-33.5	13.4

## Fiscal Year 2023-24 Types of Services Funded

One measure contributing to the academic strength of a program is the amount of money the District spends for each student enrolled.

In addition, KHS receives categorical money for support in areas of academic need. KHS receives categorical monies from the following sources:



## Fiscal Year 2023-24 Types of Services Funded

- Title 1
- LCAP/Targeted
- Title IV

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

All expenditures funded by categorical monies are closely reviewed by school administration. Moreover, it is imperative that all categorical funds address the goals listed on our School Site Plan. For more detail on how school monies are spent please refer to the Single School Site Plan that is available in the office of the Principal.

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

## 2023-24 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>	25.9
--	------

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	2
English	7
Fine and Performing Arts	1
Foreign Language	5
Mathematics	9
Science	5
Social Science	14
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	45

## Professional Development

Every Tuesday, Knight High School follows a Flex Day Bell Schedule, providing dedicated time for staff meetings, site-specific professional development, and teacher collaboration. This time also allows for participation in district-wide professional development opportunities.

The main areas of focus for professional development are aligned with the school's four LCAP (Local Control and Accountability Plan) goals. Site and district administrators have determined that focusing on these goals will help Knight High School make progress toward meeting them. Specifically, the LCAP goals emphasize:

College and Career Readiness

21st Century Learning

Creating Safe and Supportive Schools

Fostering Communication, Community Involvement, and Partnerships

Professional development sessions are offered multiple times each semester, with much of the training led by Instructional Partners at the site. In addition, the district provides monthly professional development sessions and offers opportunities for staff to attend various workshops and conferences throughout the year.

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

Subject	2022-23	2023-24	2024-25
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	3	3	3