

Palmdale 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	Palmdale High School
Street	2137 East Avenue R
City, State, Zip	Palmdale, CA 93550
Phone Number	661-273-3181
Principal	Eric Stanford
Email Address	estanford@avhsd.org
School Website	https://www.palmdalehs.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

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

School Mission Statement
 To foster the development of productive, creative, critical thinkers who have the ability to adapt and positively contribute to

2024-25 School Description and Mission Statement

society.

School Description

PHS is one of eight comprehensive high schools serving students in the Antelope Valley. Established in 1957, PHS was originally built to serve 1,200 students and now serves approximately 2,220 students. Located in northern Los Angeles County, Palmdale High School covers 80 acres in central Palmdale. The city of Palmdale, with its diverse population of 200,000 residents, is home to the aerospace industry and a burgeoning home construction industry. Many new Palmdale residents have relocated from the Los Angeles area making Palmdale High School's student population economically, linguistically and ethnically diverse.

The school is currently staffed with 106 certificated staff and over 100 classified employees whose responsibilities range from providing attendance monitoring to scheduling Individualized Education Program meetings. The school administration is comprised of 6 administrators (Principal, Assistant Principal, Vice Principal of Activities, Vice Principal of Athletics, Vice Principal of Special Education, and Vice Principal of Student Services), an Athletic Director, an Activities Director, seven School Counselors, three School Psychologists, two school social workers, and a Director of Security.

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

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

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

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	553
Grade 10	588
Grade 11	553
Grade 12	664
Total Enrollment	2,358

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.8
Male	52.2
American Indian or Alaska Native	0
Asian	0.3
Black or African American	14
Filipino	0.5
Hispanic or Latino	79.9
Native Hawaiian or Pacific Islander	0.1
Two or More Races	2.1
White	3.1
English Learners	17.2
Foster Youth	1.7
Homeless	2
Migrant	0.9
Socioeconomically Disadvantaged	80.3
Students with Disabilities	19.8

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

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	96.10	80.27	767.70	76.98	228366.10	83.12
Intern Credential Holders Properly Assigned	1.80	1.50	12.90	1.30	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	13.30	11.15	83.20	8.35	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	3.60	3.01	76.10	7.63	12115.80	4.41
Unknown/Incomplete/NA	4.80	4.04	57.30	5.74	18854.30	6.86
Total Teaching Positions	119.70	100.00	997.30	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	92.40	76.85	758.20	76.16	234405.20	84.00
Intern Credential Holders Properly Assigned	1.00	0.83	21.10	2.12	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	12.80	10.64	76.60	7.70	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	5.70	4.81	73.00	7.34	11953.10	4.28
Unknown/Incomplete/NA	8.20	6.86	66.40	6.68	15831.90	5.67
Total Teaching Positions	120.30	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)	79.70	73.07	697.20	73.82	231142.40	100.00
Intern Credential Holders Properly Assigned	2.80	2.58	24.20	2.57	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	14.40	13.27	93.00	9.85	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	6.30	5.85	76.20	8.08	11746.90	4.23
Unknown/Incomplete/NA	5.60	5.21	53.60	5.68	14303.80	5.15
Total Teaching Positions	109.20	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	2.90	3.50	4.6
Misassignments	10.30	9.20	9.8
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	13.30	12.80	14.4

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	0.00	0.00	0.9
Local Assignment Options	3.60	5.70	5.3
Total Out-of-Field Teachers	3.60	5.70	6.3

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)	7.70	9.1	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)	4.40	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
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

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

Year and month of the most recent FIT report

7/30/2024

School Facility Conditions and Planned Improvements

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			214: Blinds repair 388: Insulation falling down 409: Drywall damage 501: Light fixture frame bent 512: 1 ceiling tile needs to be replaced Admin.: Missing canister light, outlet plate cover Boys locker room: light bulbs need replaced Café: one light cover missing
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			372: 1 ballast out 401: Ballast 404: Ballast 508: Ballast out 523: 1 ballast 814: Replace exterior light , not working Girls locker room: 2 ballast Small gym: light need to be replaced
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			342: Science lab parts
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			115: Concrete outside of room damaged

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)	30	30	34	37	46	47
Mathematics (grades 3-8 and 11)	3	5	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	499	492	98.60	1.40	30.49
Female	226	225	99.56	0.44	34.22
Male	273	267	97.80	2.20	27.34
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	63	62	98.41	1.59	12.90
Filipino	--	--	--	--	--
Hispanic or Latino	409	403	98.53	1.47	33.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	11	11	100.00	0.00	36.36
English Learners	59	58	98.31	1.69	1.72
Foster Youth	--	--	--	--	--
Homeless	12	12	100.00	0.00	8.33
Military	--	--	--	--	--
Socioeconomically Disadvantaged	443	437	98.65	1.35	29.52
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	104	101	97.12	2.88	6.93

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	501	493	98.40	1.60	5.07
Female	226	225	99.56	0.44	4.44
Male	275	268	97.45	2.55	5.60
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	63	62	98.41	1.59	4.84
Filipino	--	--	--	--	--
Hispanic or Latino	411	404	98.30	1.70	5.20
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	11	11	100.00	0.00	0.00
English Learners	59	58	98.31	1.69	1.72
Foster Youth	--	--	--	--	--
Homeless	12	12	100.00	0.00	8.33
Military	--	--	--	--	--
Socioeconomically Disadvantaged	444	437	98.42	1.58	4.81
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	104	101	97.12	2.88	0.00

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

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)	6.54	8.29	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	1216	1213	99.75	0.25	8.82
Female	592	591	99.83	0.17	7.78
Male	623	621	99.68	0.32	9.82
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	159	157	98.74	1.26	4.46
Filipino	--	--	--	--	--
Hispanic or Latino	978	978	100.00	0.00	8.38
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	30	30	100.00	0.00	6.67
White	39	38	97.44	2.56	26.32
English Learners	164	164	100.00	0.00	0.61
Foster Youth	20	20	100.00	0.00	10.00
Homeless	26	25	96.15	3.85	12.00
Military	11	11	100.00	0.00	18.18
Socioeconomically Disadvantaged	1028	1026	99.81	0.19	8.19
Students Receiving Migrant Education Services	11	11	100.00	0.00	18.18
Students with Disabilities	218	218	100.00	0.00	5.96

2023-24 Career Technical Education Programs

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

Palmdale High School also offers courses in industry sectors unrelated to the academies. The students have access to courses in the following industries:

- Agriculture and Natural Resources
 - o Agriculture Earth Science
 - o Agriculture Biology

2023-24 Career Technical Education Programs

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

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

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

The district's CTE division helps PHS develop and implement career pathways that are aligned with regional labor market needs. They collaborate with schools, industry, and community colleges to ensure CTE students at PHS 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 PHS 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	1518
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	68
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	93.65
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	33.64

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	67.56%	66.22%	62.52%	65.71%	63.19%

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

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

Additional Parent-Driven Programs:

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

C. Engagement

State Priority: Pupil Engagement

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

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

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

Indicator	School 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	12.1	11.6	22.1	9.8	13.8	17.4	7.8	8.2	8.9
Graduation Rate	80.4	75.7	77.2	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	662	511	77.2
Female	341	280	82.1
Male	321	231	72.0
Non-Binary			
American Indian or Alaska Native	0	0	0.00
Asian	0	0	0.00
Black or African American	85	60	70.6
Filipino	--	--	--
Hispanic or Latino	535	415	77.6
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	16	15	93.8
White	24	19	79.2
English Learners	142	97	68.3
Foster Youth	19	13	68.4
Homeless	22	14	63.6
Socioeconomically Disadvantaged	639	494	77.3
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	126	72	57.1

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.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2683	2577	852	33.1
Female	1280	1231	418	34.0
Male	1403	1346	434	32.2
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	400	378	187	49.5
Filipino	14	14	2	14.3
Hispanic or Latino	2125	2048	609	29.7
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	55	54	26	48.1
White	79	74	27	36.5
English Learners	481	455	125	27.5
Foster Youth	70	56	17	30.4
Homeless	75	71	43	60.6
Socioeconomically Disadvantaged	2307	2225	752	33.8
Students Receiving Migrant Education Services	29	29	5	17.2
Students with Disabilities	543	520	231	44.4

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	9.27	8.16	8.68	7.19	8.27	8.29	3.17	3.60	3.28
Expulsions	0.00	0.04	0.07	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	8.68	0.07
Female	8.28	0.16
Male	9.05	0.00
Non-Binary		
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	19.00	0.25
Filipino	0.00	0.00
Hispanic or Latino	6.73	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	14.55	0.00
White	6.33	1.27
English Learners	8.32	0.00
Foster Youth	10.00	0.00
Homeless	16.00	0.00
Socioeconomically Disadvantaged	8.80	0.04
Students Receiving Migrant Education Services	3.45	0.00
Students with Disabilities	12.34	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

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

Gang related activity, affiliation or dress, drug use and/or possession, and any violent behavior or acts of intimidation will not be tolerated on campus. Violations of school rules are dealt with according to CA ED Code 48900 with appropriate discipline. Under specific provisions, if CA ED Code Section 48915 is violated, recommendations may be made to expel a student from the Antelope Valley Union High School District. PHS updates the School Safety Plan yearly as required by Senate Bill 187. The PHS School Safety Plan was last reviewed and updated February 2024 and reviewed with staff in February 2024. Vital components of the plan include, disaster procedures (earthquakes, fire/explosion, lockdowns, active shooter, hostage, bomb threat, and suicide threat), emergency evacuations, emergency supplies, school crime assessment data, disciplinary statistics, and reporting procedures for incidences regarding child abuse and sexual harassment. A complete copy of the School Safety Plans can be obtained in the Administration Office.

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

2024-25 School Safety Plan

system of supports including the social and emotional well-being of our students.

District Statement:

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

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

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

2021-22 Secondary Average Class Size and Class Size Distribution

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	14	160	32	25
Mathematics	18	67	29	23
Science	17	34	19	12
Social Science	14	93	13	34

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	16	110	30	31
Mathematics	20	54	19	29
Science	17	33	9	15
Social Science	19	60	8	38

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	97	27	28
Mathematics	22	41	15	33
Science	20	24	12	13
Social Science	19	54	15	30

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	393

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)	6
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	2
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.9
Resource Specialist (non-teaching)	
Other	8.3

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
School Site	\$11,727.70	\$4,184.27	\$7,543.44	\$119,216.36
District	N/A	N/A	\$7,504.94	\$91,448
Percent Difference - School Site and District	N/A	N/A	0.5	26.4
State	N/A	N/A	\$10,771	\$105,265
Percent Difference - School Site and State	N/A	N/A	-35.2	12.4

Fiscal Year 2023-24 Types of Services Funded

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

- Title I
- Title IV
- Targeted

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

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	22.2
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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	1
English	7
Fine and Performing Arts	1
Foreign Language	3
Mathematics	7
Science	5
Social Science	11
Total AP Courses Offered Where there are student course enrollments of at least one student.	35

Professional Development

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

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

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

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

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

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

Subject	2022-23	2023-24	2024-25
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Professional Development

Number of school days dedicated to Staff Development and Continuous Improvement	3	4	5
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