

Quartz Hill 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	Quartz Hill High School
Street	6040 West Avenue L
City, State, Zip	Quartz Hill, CA 93536
Phone Number	661-718-3100
Principal	Laura Tweedy-Ferguson
Email Address	ltweedy-ferguson@avhsd.org
School Website	https://www.quartzhillhs.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

Quartz Hill High School (QHHS) is located in Quartz Hill, California, a small, unincorporated community located in the Antelope Valley's western portion. The Antelope Valley represents the northernmost area of Los Angeles County in Southern California. The community lies flanked between Lancaster's city to the east and the city of Palmdale to the south. Quartz Hill was settled in the 1880s, and three families—the Lanes, the Goddes, and the Stratmans—were responsible for the initial settlement. It was first known as Belleview, but the name was later changed to Quartz Hill. First opened in 1964, QHHS was the third school built in the Antelope Valley Union High School District (AVUHSD), which now encompasses eight comprehensive high schools, three continuation schools, and other alternative education sites including Adult Education, Community School, six site-specific

2024-25 School Description and Mission Statement

Independent Study programs and six on-site continuation programs. The district currently serves the educational needs of 23,000 students. QHHS began the 2022/2023 school year, servicing over 3000 students.

Once in the heart of a rural area in the western Antelope Valley, QHHS now draws students from an area of mostly residential single-family homes, with a smattering of multi-family complexes to the north and east. To the west of the school lies the vast, open spaces of the Antelope Valley. The aerospace industry remains the Antelope Valley's primary employer, with large employee bases at Lockheed, Rockwell, Northrup-Grumman, and Edwards Air Force Base. Major dependence on aerospace as an employment source has generated boom-bust employment cycles, but Palmdale and Lancaster cities continue to diversify economically. Many parents in the Quartz Hill area commute daily into the Los Angeles area, and most would be classified as middle income. Still, the entire strata of low to high-income families are represented in the attendance zone. The current attendance zone is three hundred square miles.

QHHS's eighty-acre permanent facility, located at Avenue L and 60th Street West, was originally built to house 1800 students. Extensive demographic growth necessitated the construction of additional facilities, including a second gymnasium, expanding the Library/Media Center, a stadium, and forty-five portable classrooms. The AVUHSD had an open-enrollment policy for schools in the district, allowing students to apply to schools outside their enrollment/attendance area. Under open-enrollment, QHHS was a preferred site. The District discontinued open-enrollment at the beginning of the 2006-2007 school year, and a yearly application system is now in place.

In 1998, QHHS became an International Baccalaureate (IB) school, and the first IB class graduated in the spring of 2001. As of the most current academic year (2024/2025), there are 51 total IB students with 30 anticipated year diploma candidates and 21 diploma year candidates. QHHS is the only school in the district offering IB courses and the IB Diploma in 2024/2025. Students who have met IB entry requirements in other district schools may apply for a transfer to QHHS upon entering 11th grade. Each year QHHS seniors receive scholarship awards. The monetary totals include school, local, military, state, and national scholarship awards.

QHHS Mission Statement: The mission of Quartz Hill High School is to provide a place to grow as unstoppable learners, deeply respecting one another and our communities, while wholeheartedly developing the communication and leadership skills to become truly Royal within the world today.

QHHS Vision Statement: Through a rigorous and relevant curriculum, QHHS will prepare students to be:

Respectful of everyone, Royals improve the overall culture of our school and community by showing courtesy, helpfulness, kindness, and responsibility.

Unstoppable in our efforts to learn, Royals work to analyze and evaluate information in order to build critical thinking skills that can be used to create innovative solutions to real-world problems despite the challenges they face.

Leading by example, Royals motivate each other by practicing good citizenship, showing our strong work ethics, and engaging in effective collaboration to build a strong learning community.

Engaged together in the learning process, Royals demonstrate our abilities to communicate ideas clearly and respond effectively to others through reading, writing, listening, and speaking.

AVUHS 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."

AVUHS District Vision Statement: "Our vision is that every student who graduates will be prepared to pursue college and any career to which he or she aspires."

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	794
Grade 10	783
Grade 11	775
Grade 12	818
Total Enrollment	3,170

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.7
Male	51.3
American Indian or Alaska Native	0.3
Asian	2.6
Black or African American	10.3
Filipino	1.4
Hispanic or Latino	51.6
Native Hawaiian or Pacific Islander	0.1
Two or More Races	7.1
White	26.6
English Learners	4.3
Foster Youth	1.1
Homeless	1.9
Migrant	0.1
Socioeconomically Disadvantaged	45.6
Students with Disabilities	13.7

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)	99.60	81.73	767.70	76.98	228366.10	83.12
Intern Credential Holders Properly Assigned	0.80	0.66	12.90	1.30	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	8.80	7.21	83.20	8.35	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.50	2.12	76.10	7.63	12115.80	4.41
Unknown/Incomplete/NA	10.00	8.27	57.30	5.74	18854.30	6.86
Total Teaching Positions	121.90	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)	104.10	84.68	758.20	76.16	234405.20	84.00
Intern Credential Holders Properly Assigned	0.80	0.72	21.10	2.12	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	5.90	4.82	76.60	7.70	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	4.90	4.00	73.00	7.34	11953.10	4.28
Unknown/Incomplete/NA	7.10	5.78	66.40	6.68	15831.90	5.67
Total Teaching Positions	122.90	100.00	995.50	100.00	279044.80	100.00

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

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	95.60	81.47	697.20	73.82	231142.40	100.00
Intern Credential Holders Properly Assigned	1.40	1.24	24.20	2.57	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	8.30	7.14	93.00	9.85	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	6.00	5.12	76.20	8.08	11746.90	4.23
Unknown/Incomplete/NA	5.80	5.02	53.60	5.68	14303.80	5.15
Total Teaching Positions	117.30	100.00	944.50	100.00	277698	100

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

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	0.8
Misassignments	8.80	5.90	7.5
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	8.80	5.90	8.3

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
Local Assignment Options	2.50	4.90	6
Total Out-of-Field Teachers	2.50	4.90	6

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)	10.80	5.3	7.8
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.50	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

Quartz Hill High School (QHHS) facilities are over 50 years old, and the school completed a \$15 million modernization program in the 2003/2004 school year. In 2007, the main school cafeteria was remodeled and expanded to accommodate the increase in student population. On QHHS's campus, 54 re-locatable buildings are used for classrooms, and two re-locatable office facilities have been installed. The original structures of QHHS were also renovated with new lighting systems, flooring, upgraded electrical capabilities, plumbing, restroom facilities, and heating/air conditioning systems. In 2014 the addition of a baseball field and softball field was completed. The 2015/2016 school year marked the beginning of a full library renovation project where the library was transformed into a 21st-century learning center. A major renovation of the exterior lighting (LED lighting) took place during the second semester of the 2016/2017 school year.

According to California Education Code section 35186, school facilities must be clean, safe, and maintained in good repair, and our faculty strives to maintain this standard daily. Facilities are thoroughly cleaned each evening and are checked throughout the day at regular intervals to ensure sanitary and healthful conditions are maintained.

The Antelope Valley Union High School District (AVUHSD) maintains educational facilities that are safe, clean, and provide an educational environment that exceeds the state's adequacy standards as outlined in the Williams vs. State of California educational lawsuit recently mandated for public schools in the state of California.

Students attend classes where rooms are properly heated and ventilated. All classrooms are appropriate for the learning environment, including the absence of noise levels, which would interfere with teachers' and students' communication. 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.

Year and month of the most recent FIT report

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
------------------	-----------	-----------	-----------	---

School Facility Conditions and Planned Improvements

Systems: Gas Leaks, Mechanical/HVAC, Sewer	X		
Interior: Interior Surfaces	X		Room 117: Storage room clutter-floor needs paint Room 118: Stained tiles Room 204: Raised area in concrete floor. 10" round hump. Room 206: Stained tiles Room 320: Stained ceiling tile Room 402: Stained tiles Room 404: Stained tile Room 410: Torn wall covering Room 413: Torn wall covering Room v3: 1 Ballast Small GYM: 2 led lights out after AC install Textbook Depot: Wall mounted toiled needs repair, work in progress. 1 ballast
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X		: 400 Portable Boys RR: Flooring worn 400 Portable GN RR(1): Flooring worn 400 Portable GN RR(2): Flooring worn Room 117: Storage room clutter-floor needs paint
Electrical	X		300 Café: Room 105: 2 Ballast Room 213: Ballast Room 307: 1 Ballast
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X		
Safety: Fire Safety, Hazardous Materials	X		200 Quad Boys RR New: Clogged toiled/drain Textbook Depot: Wall mounted toiled needs repair, work in progress. 1 ballast
Structural: Structural Damage, Roofs	X		
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		

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)	38	51	34	37	46	47
Mathematics (grades 3-8 and 11)	14	22	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	778	748	96.14	3.86	50.67
Female	369	358	97.02	2.98	50.56
Male	409	390	95.35	4.65	50.77
American Indian or Alaska Native	--	--	--	--	--
Asian	16	16	100.00	0.00	75.00
Black or African American	72	67	93.06	6.94	23.88
Filipino	--	--	--	--	--
Hispanic or Latino	401	391	97.51	2.49	50.38
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	59	56	94.92	5.08	51.79
White	218	206	94.50	5.50	57.28
English Learners	26	25	96.15	3.85	4.00
Foster Youth	--	--	--	--	--
Homeless	13	13	100.00	0.00	30.77
Military	11	10	90.91	9.09	--
Socioeconomically Disadvantaged	413	394	95.40	4.60	45.43
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	100	89	89.00	11.00	14.61

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	778	749	96.27	3.73	21.63
Female	369	359	97.29	2.71	15.88
Male	409	390	95.35	4.65	26.92
American Indian or Alaska Native	--	--	--	--	--
Asian	16	16	100.00	0.00	62.50
Black or African American	72	67	93.06	6.94	10.45
Filipino	--	--	--	--	--
Hispanic or Latino	401	392	97.76	2.24	18.37
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	59	56	94.92	5.08	26.79
White	218	206	94.50	5.50	25.73
English Learners	26	25	96.15	3.85	12.00
Foster Youth	--	--	--	--	--
Homeless	13	13	100.00	0.00	15.38
Military	11	10	90.91	9.09	--
Socioeconomically Disadvantaged	413	395	95.64	4.36	19.49
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	100	90	90.00	10.00	3.33

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)	20.78	19.37	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	1488	1480	99.46	0.54	19.66
Female	758	753	99.34	0.66	18.73
Male	730	727	99.59	0.41	20.63
American Indian or Alaska Native	--	--	--	--	--
Asian	48	48	100.00	0.00	47.92
Black or African American	157	155	98.73	1.27	6.45
Filipino	22	22	100.00	0.00	22.73
Hispanic or Latino	756	752	99.47	0.53	17.02
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	95	94	98.95	1.05	30.85
White	402	401	99.75	0.25	23.44
English Learners	60	59	98.33	1.67	1.69
Foster Youth	13	13	100.00	0.00	7.69
Homeless	27	27	100.00	0.00	14.81
Military	21	21	100.00	0.00	33.33
Socioeconomically Disadvantaged	906	901	99.45	0.55	16.76
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	190	186	97.89	2.11	8.06

2023-24 Career Technical Education Programs

Quartz Hill High School (QHHS) offers a wide variety of Career Technical Education (CTE) programs that include exploratory courses, a sequence of career-themed courses (pathway), and a career academy, all of which prepare students for both college and career.

Our school offers courses in the following industry sectors:

- Arts, Media, and Entertainment
 - o Multimedia Contemporary Design 1
 - o Visual Imagery
 - o Studio Art: 2-D Design AP
 - o Intro to Film and Video Theory
 - o Digital Video Prod and Broadcasting
 - o Adv Art of TV and Video Production
- Engineering & Architecture
 - o Digital Electronics Honors
 - o Intro to Engineering Honors
 - o Principles of Engineering Honors

2023-24 Career Technical Education Programs

- o Aerospace Engineering Honors
 - Information and Communication Technologies
- o Computer Science Principles (AP)
- o Cybersecurity
- o Computer Science A - AP

The QHHS Television and Video Academy (QHTV) provides a vibrant small learning community where students engage in CTE and academic courses. Through the lens of film and television, the program seamlessly integrates academic and technical content with a relevant career focus. Students benefit from enriched learning experiences such as field trips, guest speakers, hands-on work with industry-grade equipment, work-based learning opportunities, real-world projects, and after-school activities. These experiences connect students to every industry aspect, fostering academic and career readiness.

To meet the regional labor market demand, our school offers a four-course sequenced Project Lead the Way (PLTW) pathway in engineering, culminating with a course in aerospace. Students learn STEM content in a state-of-the-art lab environment replicating the aerospace industry.

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 QHHS develop and implement career pathways that align with regional labor market needs. They collaborate with school sites, industry, and community colleges to ensure CTE students at QHHS 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 QHHS 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	676
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	84.6
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	95.62
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	43.24

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	85.68%	89.57%	90.58%	88.94%	90.45%

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

Parent involvement and participation continues to be an important part of the Quartz Hill High School (QHHS) community. Parents are afforded multiple avenues of communicating their thoughts and concerns with the school. For example, parents have an anonymous tip line, the District app (for mobile phones), the annual District Survey, and direct access to administrators and teachers. Parents willingly volunteer their time and expertise to support our educational programs. Parent volunteers perform a variety of tasks, including but not limited to clerical assistance, classroom support, student registration, and many other opportunities when needed. .

Several of our academic and athletic teams have booster clubs composed of spirited and enthusiastic parents who help raise money to support our academic and athletic programs.

Parents are also actively involved in site decision making through their participation in the Principal's Parent Advisory Committee, the School Site Council, English Learner Advisory Committee, and a variety of other committees. The site also offers PIQE (Parent Institute for Quality Education) quarterly to educate parents and families about the educational system and preparing the students for college career. Parents that are interested in participating in these advisory committees should contact the Principal's Office at ext. 711.

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	3.9	10.2	9.1	9.8	13.8	17.4	7.8	8.2	8.9
Graduation Rate	93.0	88.5	90.5	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	817	739	90.5
Female	410	375	91.5
Male	407	364	89.4
Non-Binary			
American Indian or Alaska Native	--	--	--
Asian	22	22	100.0
Black or African American	76	59	77.6
Filipino	11	9	81.8
Hispanic or Latino	416	377	90.6
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	68	64	94.1
White	221	206	93.2
English Learners	48	37	77.1
Foster Youth	17	12	70.6
Homeless	24	19	79.2
Socioeconomically Disadvantaged	613	544	88.7
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	110	72	65.5

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	3387	3310	554	16.7
Female	1632	1605	253	15.8
Male	1755	1705	301	17.7
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	85	84	6	7.1
Black or African American	374	358	110	30.7
Filipino	44	44	2	4.5
Hispanic or Latino	1757	1716	276	16.1
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	237	229	36	15.7
White	877	866	122	14.1
English Learners	163	156	37	23.7
Foster Youth	56	47	26	55.3
Homeless	72	68	29	42.6
Socioeconomically Disadvantaged	2025	1971	410	20.8
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	495	480	157	32.7

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	3.03	5.61	7.12	7.19	8.27	8.29	3.17	3.60	3.28
Expulsions	0.09	0.06	0.15	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	7.12	0.15
Female	4.72	0.06
Male	9.34	0.23
Non-Binary		
American Indian or Alaska Native	0.00	0.00
Asian	1.18	0.00
Black or African American	17.91	0.53
Filipino	0.00	0.00
Hispanic or Latino	6.09	0.11
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	7.17	0.00
White	5.47	0.11
English Learners	9.82	0.61
Foster Youth	21.43	1.79
Homeless	13.89	0.00
Socioeconomically Disadvantaged	8.74	0.20
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	14.14	0.20

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

School safety is a top priority at Quartz Hill High School (QHHS). Antelope Valley Union High School District (AVUHSD) has hired a full-time Director of School Safety to oversee our district's safety program. QHHS has ten campus supervisors whose primary role is to provide a safe and secure learning environment for students and staff. AVUHSD requires that every staff member and student on our campus have a picture identification card presented upon entry to the campus. QHHS is a closed campus requiring all visitors to check in to the switchboard with current picture identification. A visitor background search system is in place to provide identification of adults attempting to enter the campus.

QHHS has installed a camera/video surveillance system and fencing to keep non-students off the campus during school hours. The school has limited the number of entry points to 4 and stations an administrator and security staff at each entry point before the school day. Also, QHHS has developed and implemented a Safe School Plan per Senate Bill 187. The following goals can be found in our safety plan:

- Goal #1: All students and staff members are provided a safe teaching and learning environment.
- Goal #2: All students are safe and secure while at school, when traveling to and from school, and when traveling to and from school-related activities.

The Site Safety Plan was last updated and reviewed in January 2024. A complete copy of QHHS's School Safety plan can be obtained at the AVUHSD website (<https://www.avdistrict.org>) or the QHHS website (<https://www.quartzhillhs.org>).

QHHS has both administration and security on campus during 0 period. To assist with the security in less visible areas, QHHS has closed a previous entry point, relocated teacher parking, and rerouted a neighboring school's entrance point to secure our Village and PE areas. A full upgrade to our phone and intercom systems was performed during the 19/20 school year. AVUHSD wants our community to be aware of our continued commitment to safety, including multiple, proactive approaches to fortifying security throughout our schools.

In April and June 2018, we conducted safety reviews of our campuses that resulted in enhanced safety measures. These measures vary by school and include enhanced fencing, additional security and counseling personnel, updated surveillance

2024-25 School Safety Plan

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.

Up to and including the 19/20 school year, we had a dedicated school deputy on campus each day. 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 can 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	19	91	32	49
Mathematics	21	55	42	26
Science	22	43	22	36
Social Science	18	69	21	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	85	35	40
Mathematics	21	56	32	34
Science	23	34	26	34
Social Science	20	61	14	43

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	18	98	26	52
Mathematics	20	57	35	38
Science	22	48	18	43
Social Science	18	71	21	40

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	452.86

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	7
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	5.4

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

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10,083.55	\$3,052.27	\$7,031.28	\$123,570.26
District	N/A	N/A	\$7,504.94	\$91,448
Percent Difference - School Site and District	N/A	N/A	-6.5	29.9
State	N/A	N/A	\$10,771	\$105,265
Percent Difference - School Site and State	N/A	N/A	-42.0	16.0

Fiscal Year 2023-24 Types of Services Funded

Additionally, Quartz Hill High School (QHHS) receives allocations over \$1.6 million, including categorical monies such as Title 1 and Targeted funds along with additional Principal Allocations. Categorical money is additional support provided to schools with specific guidelines for its use; examples of categorical monies include Title I and Targeted. Funds are used to support Quartz Hill High School's Single Plan for Student Achievement, along with the District's Local Control and Accountability Plan. Examples of the programs provided include English Learner programs, Special Education programs, Work Experience, Section 504 program, after school tutoring, online, live tutoring, socio-emotional support staff, and ROP/CTE programs.

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	25.1
--	------

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	10
Fine and Performing Arts	4
Foreign Language	4
Mathematics	8
Science	7
Social Science	14
Total AP Courses Offered Where there are student course enrollments of at least one student.	51

Professional Development

Quartz Hill High School (QHHS) uses a variety of categorical monies to support staff development opportunities. The district provides ample opportunity for staff to become involved in staff development, including workshops, seminars, and conferences, and established a Professional Resource Center with material and resources to improve learning in the classroom and support student and teacher standards.

The Antelope Valley Union High School District (AVUHSD) encourages the teaching staff to participate in in-service days that address a variety of educational topics, including but not limited to: implementation of curricular standards, test-taking strategies, technology training, racial and cultural diversity awareness training, sexual harassment training, college and career preparation, 21st-century learning, positive school culture, along with personal/professional growth topics, and requires teachers to attend California curriculum standards workshops. Federal categorical funding allows teachers and administrators to attend various conferences and workshops relating to the curriculum and student improvement. As part of their professional development, teachers regularly collaborate in planning lessons and analyzing student achievement data.

With the start of 22/23 school hours were adjusted to a later start by the state. The school schedule was adjusted and Tuesdays are a "flex" day ending an hour early. Students were dismissed early so that teachers could participate in professional development. On these Tuesdays, QHHS conducts staff meetings, department meetings, and subject teacher collaborative meetings. Over the last four years, core area teachers have met on average once per month as part of their ongoing professional development. Additionally, teachers have been giving training opportunities through research-based best practices such as AVID strategies and Lesson Studies. Teachers have the opportunity both departmentally and in cross-curricular settings to teach common lessons and/or thematic elements. After the lesson(s), students were given a common assessment to measure concept mastery, which mirrored the new SBA testing model. All teachers have had the professional development opportunity provided by "Catapult," called Literacy First. This specialized professional development was centered around Common Core and literacy strategies while breaking down the Anatomies of a Lesson. AP teachers also began a district-wide cadre where they received specialized AP professional development. Also, science teachers have participated in Next Generation Science Standards training and professional collaborations over the last three years. This year teachers have all been given hours for each month to collaborate and lesson plan within departments and across curriculum.

Professional Development

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

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