

William J. (Pete) Knight High
School Accountability Report Card
Reported Using Data from the 2013-14 School Year
Published During 2014-15

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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 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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

About This School

Contact Information (Most Recent Year)

| School Contact Information | |
|----------------------------|-------------------------------|
| School Name | William J. (Pete) Knight High |
| Street | 37423 70th St. East |
| City, State, Zip | Palmdale, CA, 93552- |
| Phone Number | (661) 533-9000 |
| Principal | Will Laird |
| E-mail Address | wlaird@avhsd.org |
| Web Site | www.khshawks.org |
| CDS Code | 19642460100081 |

| District Contact Information | |
|------------------------------|--|
| District Name | Antelope Valley Union High School District |
| Phone Number | 661.948.7655 225 |
| Superintendent | David J. Vierra |
| E-mail Address | dvierra@avhsd.org |
| Web Site | www.avdistrict.org |

School Description and Mission Statement (Most Recent Year)

William J. "Pete" Knight High School, home of the Hawks, opened its doors on September 2, 2003.

The school was named for the late California Senator, William J. "Pete" Knight, who was a community leader and role model through his work over the years of distinguished service in the U. S. Air Force, as a test pilot at Edwards Air Force Base, as the first mayor in the City of Palmdale and as a California Senator.

Knight High School has established the theme of excellence. During the 2007-2008 school year Knight High School was accredited by the Western Association of Schools and Colleges (WASC) and received the highest accreditation school: accreditation of six years. In the 2010-2011 school year, Knight High School was given the task of improving its API scores by 5 points. Instead, this school's scores increased 17 points.

All students select courses from a variety of University of California a-g approved classes that not only fulfill high school graduation requirements but university entrance as well. These rigorous courses, our support programs and qualified staff support students to complete requirements that prepare them for college and encourage critical thinking skills.

William J. "Pete" Knight High School is an academically rigorous learning environment that promotes college and/or career goals for all students through standards driven curriculum and student centered instructions.

In accordance with this statement our Vision statement reads, "Every student at Knight High School will have the option of attending a four-year college or university."

In accordance with our vision statement, Pete Knight High School strives to continue and strengthen the College-going Culture. The master schedule, instructional minutes, a modified schedule and a highly qualified faculty support the vision that all students will be prepared for college or university entrance.

The modified bell schedule includes a homeroom period and a weekly reduced, or "flex" Wednesday schedule. The homeroom period is designed to promote personalized learning through small learning communities with teacher advocates and peer study groups to provide support for each student. Reduced Wednesdays are designed for teachers to participate in a collaborative team staff development model to create lessons, common assessments, common vocabulary, and syllabi, as well as professional development opportunities. In addition, school-wide initiatives such as Classroom Walk Throughs, AVID and Marzano instructional strategies exist throughout all subject areas.

Instructional Coaches are in place to provide support to new and veteran teachers in instructional strategies and teaching skills that enhance teacher efficacy. The master schedule is built in accordance to student requests and needs. Numerous support classes are offered, as well as Advanced Placement and Honors courses.

A climate of collaboration and communication drives Knight High. Community meetings and collaboration among staff and with families enhances the learning community. By maintaining positive relationships and continuing to work together, we are confident that Knight High School will continue to be viewed as an exemplary learning institution.

Student Enrollment by Grade Level (School Year 2013-14)

| Grade Level | Number of Students |
|------------------|--------------------|
| Grade 9 | 836 |
| Grade 10 | 760 |
| Grade 11 | 730 |
| Grade 12 | 833 |
| Total Enrollment | 3,159 |

Student Enrollment by Group (School Year 2013-14)

| Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 16.0 |
| American Indian or Alaska Native | 0.4 |
| Asian | 0.9 |
| Filipino | 1.2 |
| Hispanic or Latino | 73.2 |
| Native Hawaiian or Pacific Islander | 0.2 |
| White | 6.5 |
| Two or More Races | 1.6 |
| Socioeconomically Disadvantaged | 75.4 |
| English Learners | 13.9 |
| Students with Disabilities | 14.3 |

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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.

Teacher Credentials

| Teachers | School | | | District |
|--|---------|---------|---------|----------|
| | 2012-13 | 2013-14 | 2014-15 | 2014-15 |
| With Full Credential | 124 | 122 | 116 | 846 |
| Without Full Credential | 9 | 1 | 2 | 26 |
| Teaching Outside Subject Area of Competence (with full credential) | 3 | 0 | 0 | |

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2012-13 | 2013-14 | 2014-15 |
|--|---------|---------|---------|
| Misassignments of Teachers of English Learners | 3 | 3 | 3 |
| Total Teacher Misassignments * | 3 | 3 | 3 |
| Vacant Teacher Positions | 1 | 0 | 2 |

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)

| Location of Classes | Percent of Classes In Core Academic Subjects | |
|---|--|---|
| | Taught by Highly Qualified Teachers | Not Taught by Highly Qualified Teachers |
| This School | 95.91 | 4.09 |
| All Schools in District | 94.86 | 5.14 |
| High-Poverty Schools in District | 94.82 | 5.18 |
| Low-Poverty Schools in District | 95.21 | 4.79 |

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

Year and month in which data were collected: January 2015

| Core Curriculum Area | Textbooks and Instructional Materials/ Year of Adoption | From Most Recent Adoption? | Percent of Students Lacking Own Assigned Copy |
|-------------------------------|---|----------------------------|---|
| Reading/Language Arts | Holt Literature and Language Arts 3rd Course (9th Grade) / 2003 Holt Literature and Language Arts 4th Course (10th Grade) / 2004 Holt Literature and Language Arts 5th Course (11th Grade) / 2004 Holt Literature and Language Arts 6th Course (12th Grade) / 2008 | Yes | 0 |
| Mathematics | Smith Algebra 1: CA Edition 2001 /2004 Algebra & Trigonometry: Structure and Method-Book 2/ 2002 Geometry: Reasoning, Measuring, and Applying / 2000 Trigonometry Calculus: A New Horizon / 2008 | Yes | 0 |
| Science | World of Chemistry / 2002 Earth Science: Geology, the Environment, and the Universe / 2003 Biology / 2002 Physics: Principles and Problems / 2002 | Yes | 0 |
| History-Social Science | United States History Modern America / 2005 Modern Era World History / 2004 Magruder's American Government / 2007 Economics--A Contemporary Introduction / 1997 | Yes | 0 |
| Foreign Language | French/ Allez Viens! Levels 1, 2, and 3 / 2007 Spanish / ¡Avancemos! 1 / 2008 Spanish / ¡Avancemos! 2 / 2008 Spanish / ¡Avancemos! 3 / 2008 | Yes | 0 |
| Health | Glencoe Health: A Guide to Wellness / 2001 | Yes | 0 |

| Core Curriculum Area | Textbooks and Instructional Materials/ Year of Adoption | From Most Recent Adoption? | Percent of Students Lacking Own Assigned Copy |
|---|--|----------------------------------|---|
| 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) | All labs are fully equipped with the appropriate materials | Yes | 0 |

School Facility Conditions and Planned Improvements (Most Recent Year)

William J. "Pete" Knight High School is a relatively new school site completing its 10th year. Our maintenance, custodial, and grounds crews work year round to ensure that the campus remains in top condition. The Antelope Valley Union High School District maintains educational facilities that are safe, clean, and provide an educational environment that exceeds adequacy standards established by the state as set forth in the Williams vs. State of California educational lawsuit mandated for public schools in the state of California. Students attend classes where rooms are properly heated and ventilated. Classrooms are appropriate for the learning environment including the absence of noise levels which would interfere with communication between teachers and students. There are sufficient numbers of clean, well-stocked, functioning restrooms on all campuses, and there exists no unsanitary or unhealthy condition that would impact a student's ability to learn.

The school district is staffed to provide each school with site-based maintenance and operational staff including custodial staff, grounds crews, and maintenance and repair personnel. These persons are based at each school site and report to school site administrators in rendering service to the District. Site-based maintenance and operations persons are supported by a central maintenance and operations crew including carpenters; painters; heating, ventilation, air conditioning personnel; and one individual who operates the District's field mower. All sites receive operating funds for maintenance and operations from restricted funds identified for maintaining each campus.

In addition, the District takes full advantage of the state's deferred maintenance funding program whereby a five year deferred maintenance plan is submitted and updated to reflect major repair/reconstruction projects in the District. This includes appropriate upgrades and repairs to roofing, asphalt, electrical, and plumbing on District owned facilities.

School Facility Good Repair Status (Most Recent Year)

| School Facility Good Repair Status (Most Recent Year) | | | | |
|--|---------------|------|------|--|
| Year and month in which data were collected: 12/11/14 | | | | |
| System Inspected | Repair Status | | | Repair Needed and Action Taken or Planned |
| | Good | Fair | Poor | |
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | [X] | [] | [] | |
| Interior: Interior Surfaces | [X] | [] | [] | |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | [X] | [] | [] | |
| Electrical: Electrical | [X] | [] | [] | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | [X] | [] | [] | |
| Safety: Fire Safety, Hazardous Materials | [X] | [] | [] | |

| School Facility Good Repair Status (Most Recent Year) | | | | |
|---|---------------|------|------|---|
| Year and month in which data were collected: 12/11/14 | | | | |
| System Inspected | Repair Status | | | Repair Needed and Action Taken or Planned |
| | Good | Fair | Poor | |
| Structural: Structural Damage, Roofs | [X] | [] | [] | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | [X] | [] | [] | |

Overall Facility Rating (Most Recent Year)

| Overall Rating | Exemplary | Good | Fair | Poor |
|----------------|-----------|------|------|------|
| | [X] | [] | [] | [] |

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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.

California Assessment of Student Performance and Progress / Standardized Testing and Reporting Results for All Students in Science (Three-Year Comparison)

| Subject | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | | | | |
|--------------------------------------|---|---------|---------|----------|---------|---------|---------|---------|---------|
| | School | | | District | | | State | | |
| | 2011-12 | 2012-13 | 2013-14 | 2011-12 | 2012-13 | 2013-14 | 2011-12 | 2012-13 | 2013-14 |
| Science (grades 5, 8, and 10) | 37 | 44 | 45 | 38 | 40 | 42 | 60 | 59 | 60 |

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). Scores are not shown 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.

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

| Group | Percent of Students Scoring at Proficient or Advanced |
|---|---|
| All Students in the LEA | 42 |
| All Student at the School | 45 |
| Male | 48 |
| Female | 41 |
| Black or African American | 42 |
| American Indian or Alaska Native | |
| Asian | |
| Filipino | |
| Hispanic or Latino | 42 |
| Native Hawaiian or Pacific Islander | |
| White | 59 |
| Two or More Races | 100 |
| Socioeconomically Disadvantaged | 45 |
| English Learners | 9 |
| Students with Disabilities | 21 |
| Students Receiving Migrant Education Services | |

Note: CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. Scores are not shown 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.

Standardized Testing and Reporting Results for All Students (Three-Year Comparison)

| Subject | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | | | | |
|------------------------|---|---------|---------|----------|---------|---------|---------|---------|---------|
| | School | | | District | | | State | | |
| | 2010-11 | 2011-12 | 2012-13 | 2010-11 | 2011-12 | 2012-13 | 2010-11 | 2011-12 | 2012-13 |
| English-Language Arts | 39 | 39 | 41 | 38 | 40 | 42 | 54 | 56 | 55 |
| Mathematics | 19 | 20 | 17 | 14 | 15 | 16 | 49 | 50 | 50 |
| History-Social Science | 40 | 33 | 38 | 35 | 32 | 33 | 48 | 49 | 49 |

Note: STAR Program was last administered in 2012-13. Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Academic Performance Index Ranks (Three-Year Comparison)

| API Rank | 2010-11 | 2011-12 | 2012-13 |
|-----------------|---------|---------|---------|
| Statewide | 4 | 3 | 3 |
| Similar Schools | 7 | 5 | 7 |

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Academic Performance Index Growth by Student Group (Three-Year Comparison)

| Group | Actual API Change | | |
|----------------------------------|-------------------|---------|---------|
| | 2010-11 | 2011-12 | 2012-13 |
| All Students at the School | 17 | -12 | 7 |
| Black or African American | 16 | 5 | -28 |
| American Indian or Alaska Native | | | |
| Asian | | | |
| Filipino | | | |
| Hispanic or Latino | 20 | -16 | 18 |
| Native Hawaiian/Pacific Islander | | | |
| White | 9 | -3 | -26 |
| Two or More Races | | | |
| Socioeconomically Disadvantaged | 17 | -23 | 23 |
| English Learners | 30 | -17 | 20 |
| Students with Disabilities | -10 | 22 | 14 |

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Career Technical Education Programs (School Year 2013-14)

Pete Knight High School students begin preparing for the world of work from the moment they enter 9th grade. At each grade level they explore the connections between what they learn and the "real world." Students in the AVUHSD are instructed in the value of work ethics including responsibility, respect, trustworthiness and fairness.

Expected School-wide Learning Results (ESLRs) were developed as a foundation of all instruction in order to prepare students for the careers of their choosing. By the time students graduate they will:

- Possess and demonstrate grade level literacy skills-
- Possess and demonstrate grade level math skills-
- Work collaboratively-
- Use computers to solve problems-
- Possess and demonstrate effective communication skills-

Pete Knight High School is proud to support the Digital Design & Engineering Academy. This academy, made possible by the countless, skilled staff who dedicate their time and energy to the development of young adults, offer state of the art career development courses such as:

- Digital Design: Engineering
- Multimedia 1, 2 - Introduction to Engineering
- Web Design 1, 2, 3, 4 - Digital Electronics
- Yearbook 1, 2, 3, 4 - Principles of Engineering
- Video Game Design - Aerospace Engineering
- AP Computer Science

Our counselors do an excellent job explaining the numerous academic and career opportunities available to our students. The College Career Center opened and is fully staffed. The ninth grade students completed the career interest inventory. Tenth grade students explored career and college options via district and site events, classroom visitations and evening events sponsored by the Guidance Department and AVID program. Eleventh graders were given the opportunity to take the ASVAB test in September 2009. Twelfth grade students received an individual academic review and plans were finalized for post-secondary education or career choices.

The library offers a Career and College corner for students. Work ethics are taught through classroom assignments and the Character Counts program. Curriculum is rigorous, relevant and reality based. The Regional Occupation Program (ROP) prepares students for the workforce and is offered to students 16 years of age or older. A variety of ROP courses were offered such as Video Production and Video Imagery, Video Game Development and Project Lead the Way was in its third year with a full engineering pathway culminating Aerospace Engineering class. During the 2009-2010 school year, an on-site Work Experience Coordinator assisted students with work permits.

Career Technical Education Participation (School Year 2013-14)

| Measure | CTE Program Participation |
|--|---------------------------|
| Number of pupils participating in CTE | 999 |
| % of pupils completing a CTE program and earning a high school diploma | 93.20% |
| % of CTE courses sequenced or articulated between the school and institutions of postsecondary education | 38.46% |

Courses for University of California and/or California State University Admission

| UC/CSU Course Measure | Percent |
|---|---------|
| 2013-14 Students Enrolled in Courses Required for UC/CSU Admission | 72.64 |
| 2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission | 32.55 |

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California High School Exit Examination Results for All Grade Ten Students (Three-Year Comparison)

| Subject | Percent of Students Scoring at Proficient or Advanced | | | | | | | | |
|-----------------------|---|---------|---------|----------|---------|---------|---------|---------|---------|
| | School | | | District | | | State | | |
| | 2011-12 | 2012-13 | 2013-14 | 2011-12 | 2012-13 | 2013-14 | 2011-12 | 2012-13 | 2013-14 |
| English-Language Arts | 44 | 46 | 46 | 45 | 47 | 42 | 56 | 57 | 56 |
| Mathematics | 46 | 45 | 48 | 44 | 46 | 42 | 58 | 60 | 62 |

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California High School Exit Examination Grade Ten Results by Student Group (School Year 2013-14)

| Group | English-Language Arts | | | Mathematics | | |
|---|-----------------------|------------|----------|----------------|------------|----------|
| | Not Proficient | Proficient | Advanced | Not Proficient | Proficient | Advanced |
| All Students in the LEA | 54 | 23 | 23 | 54 | 32 | 14 |
| All Students at the School | 54 | 22 | 24 | 52 | 33 | 14 |
| Male | 59 | 21 | 20 | 52 | 32 | 15 |
| Female | 49 | 24 | 27 | 52 | 35 | 13 |
| Black or African American | 68 | 18 | 13 | 65 | 26 | 8 |
| American Indian or Alaska Native | | | | | | |
| Asian | | | | | | |
| Filipino | | | | | | |
| Hispanic or Latino | 53 | 23 | 24 | 52 | 34 | 14 |
| Native Hawaiian or Pacific Islander | | | | | | |
| White | 38 | 18 | 44 | 33 | 39 | 27 |
| Two or More Races | | | | | | |
| Socioeconomically Disadvantaged | 56 | 21 | 22 | 54 | 33 | 13 |
| English Learners | 95 | 4 | 1 | 92 | 7 | 1 |
| Students with Disabilities | 96 | 3 | 1 | 95 | 4 | 1 |
| Students Receiving Migrant Education Services | 67 | 25 | 8 | 58 | 25 | 17 |

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Physical Fitness Test Results (School Year 2013-14)

| Grade Level | Percent of Students Meeting Fitness Standards | | |
|-------------|---|-----------------------|----------------------|
| | Four of Six Standards | Five of Six Standards | Six of Six Standards |
| 9 | 21.1 | 23.5 | 29.0 |

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (Most Recent Year)

Knight High School welcomes parent involvement and participation. We encourage our parents to become involved and invite them to join our Parent Volunteer Program during Back to School Night and throughout the school year.

Parents are encouraged to use the Powerschool system to access their student’s current grades, attendance and school information. TeleParent, a phone messaging software, is utilized to relay school information and announcements of events, as an effort to reach all students, parents and staff. Parents also communicate with staff via email. The website, www.khshawks.org, provides school, staff and classroom information to parents, students and community.

Please contact Mrs. Shepherd, at (661) 533-9000 x-356 or a school administrator, to obtain information on the Parent Volunteer Program, or to ask questions regarding school committees.

State Priority: Pupil Engagement

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

- High school dropout rates; and
- High school graduation rates.

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

| Indicator | School | | | District | | | State | | |
|-----------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2010-11 | 2011-12 | 2012-13 | 2010-11 | 2011-12 | 2012-13 | 2010-11 | 2011-12 | 2012-13 |
| Dropout Rate | 6.7 | 6.0 | 1.3 | 12.7 | 11.0 | 10.4 | 14.7 | 13.1 | 11.4 |
| Graduation Rate | 86.18 | 86.63 | 81.62 | 77.27 | 78.08 | 77.69 | 77.14 | 78.87 | 80.44 |

Completion of High School Graduation Requirements (Graduating Class of 2013)

| Group | Graduating Class of 2013 | | |
|----------------------------------|--------------------------|----------|-------|
| | School | District | State |
| All Students | 80.30 | 71.32 | 84.56 |
| Black or African American | 72.93 | 64.04 | 75.90 |
| American Indian or Alaska Native | 0.00 | 36.36 | 77.82 |
| Asian | 71.43 | 90.53 | 92.94 |
| Filipino | 88.89 | 90.52 | 92.20 |
| Hispanic or Latino | 82.32 | 69.83 | 80.83 |
| Native Hawaiian/Pacific Islander | 100.00 | 69.23 | 84.06 |
| White | 80.28 | 77.12 | 90.15 |
| Two or More Races | 37.50 | 66.67 | 89.03 |
| Socioeconomically Disadvantaged | 87.91 | 77.01 | 82.58 |
| English Learners | 41.49 | 33.18 | 53.68 |
| Students with Disabilities | 53.33 | 50.33 | 60.31 |

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

| Rate | School | | | District | | | State | | |
|-------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2011-12 | 2012-13 | 2013-14 | 2011-12 | 2012-13 | 2013-14 | 2011-12 | 2012-13 | 2013-14 |
| Suspensions | 13.6 | 12.4 | 11.8 | 14.5 | 12.5 | 10.5 | 5.7 | 5.1 | 4.4 |
| Expulsions | 0.0 | 0.0 | 0.6 | 0.1 | 0.0 | 0.5 | 0.1 | 0.1 | 0.1 |

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

School Safety Plan (Most Recent Year)

Knight High School established and maintains a safe campus by following a consistent and fair discipline process that promotes a positive learning environment and emphasizes respect. A full time Los Angeles County Deputy Sheriff and a campus security team serve to keep the campus secure for optimum safety and learning. The campus also benefits from the presence of a probation officer and community attendance worker who assists in this area. School safety is a priority. Issues that revolve around safety include, but are not limited to, school climate, violence on campus, crisis preparedness, school law enforcement relations and alcohol/drug use. Knight High School School's Safety Action Plan has been developed. The plan is reviewed and updated yearly.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

| AYP Criteria | School | District |
|---|--------|----------|
| Made AYP Overall | No | |
| Met Participation Rate: English-Language Arts | Yes | |
| Met Participation Rate: Mathematics | Yes | |
| Met Percent Proficient: English-Language Arts | No | |
| Met Percent Proficient: Mathematics | No | |
| Met Graduation Rate (if applicable) | Yes | |

Federal Intervention Program (School Year 2014-15)

| Indicator | School | District |
|---|-----------|-----------|
| Program Improvement Status | In PI | In PI |
| First Year of Program Improvement | 2010-2011 | 2004-2005 |
| Year in Program Improvement* | Year 5 | Year 3 |
| Number of Schools Currently in Program Improvement | --- | 11 |
| Percent of Schools Currently in Program Improvement | --- | 84.6 |

Note: Cells with "---" do not require data.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Average Class Size and Class Size Distribution (Secondary)

| Subject | 2011-12 | | | 2012-13 | | | 2013-14 | | | | | |
|----------------|-----------------|----------------------|-------|---------|-----------------|----------------------|---------|-----|-----------------|----------------------|-------|-----|
| | Avg. Class Size | Number of Classrooms | | | Avg. Class Size | Number of Classrooms | | | Avg. Class Size | Number of Classrooms | | |
| | | 1-22 | 23-32 | 33+ | | 1-22 | 23-32 | 33+ | | 1-22 | 23-32 | 33+ |
| English | 29.9 | 35 | 11 | 70 | 21 | 88 | 22 | 61 | 22 | 73 | 12 | 66 |
| Mathematics | 31.1 | 15 | 32 | 66 | 25 | 45 | 37 | 49 | 27 | 33 | 26 | 59 |
| Science | 32.6 | 8 | 13 | 53 | 26 | 25 | 21 | 50 | 29 | 17 | 12 | 54 |
| Social Science | 32.3 | 12 | 8 | 47 | 22 | 59 | 11 | 56 | 24 | 42 | 8 | 55 |

Note: Number of classes indicates how many classrooms 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.

Academic Counselors and Other Support Staff (School Year 2013-14)

| Title | Number of FTE Assigned to School | Average Number of Students per Academic Counselor |
|---|----------------------------------|---|
| Academic Counselor | 5 | 660 |
| Counselor (Social/Behavioral or Career Development) | 2 | --- |
| Library Media Teacher (Librarian) | 1 | --- |
| Library Media Services Staff (Paraprofessional) | 0 | --- |
| Psychologist | 2.4 | --- |
| Social Worker | 0 | --- |
| Nurse | 1 | --- |
| Speech/Language/Hearing Specialist | .4 | --- |
| Resource Specialist | 1 | --- |
| Other | 0 | --- |

Note: Cells with "---" do not require data. 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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)

| Level | Expenditures Per Pupil | | | Average Teacher Salary |
|--|------------------------|-------------------------|--------------------|------------------------|
| | Total | Supplemental/Restricted | Basic/Unrestricted | |
| School Site | \$4,606.39 | \$1,599.37 | \$3,007.02 | \$68,250 |
| District | --- | --- | \$3,098.74 | \$68,250 |
| Percent Difference: School Site and District | --- | --- | -3.0 | 0.0 |
| State | --- | --- | \$4,690 | \$72,276 |
| Percent Difference: School Site and State | --- | --- | -35.9 | -5.6 |

Note: Cells with "---" do not require data.

Types of Services Funded (Fiscal Year 2013-14)

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

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

- Title 1
- Economic Impact Aid – EIA/SCE
- Title III

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 Site Plan. For more detail on how school monies are spent please refer to the Single School Site Plan that is available in the office of the Principal.

Teacher and Administrative Salaries (Fiscal Year 2012-13)

| Category | District Amount | State Average for Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$36,720 | \$42,957 |
| Mid-Range Teacher Salary | \$66,834 | \$69,613 |
| Highest Teacher Salary | \$92,023 | \$89,407 |
| Average Principal Salary (Elementary) | \$0 | |
| Average Principal Salary (Middle) | \$0 | \$120,526 |
| Average Principal Salary (High) | \$120,194 | \$129,506 |
| Superintendent Salary | \$243,976 | \$207,044 |
| Percent of Budget for Teacher Salaries | 37 | 37 |
| Percent of Budget for Administrative Salaries | 5 | 5 |

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Advanced Placement Courses (School Year 2013-14)

| Subject | Number of AP Courses Offered* | Percent of Students In AP Courses |
|--------------------------|-------------------------------|-----------------------------------|
| Computer Science | 1 | --- |
| English | 7 | --- |
| Fine and Performing Arts | | --- |
| Foreign Language | 6 | --- |
| Mathematics | 7 | --- |
| Science | 2 | --- |
| Social Science | 18 | --- |
| All courses | 41 | 0.8 |

Note: Cells with "----" do not require data.

* Where there are student course enrollments.

Professional Development

In addition to district staff development opportunities, Knight High School has a flex day bell schedule every Wednesday. This time is reserved for staff meetings, site professional development opportunities and teacher collaboration.