

Antelope Valley High School

School Accountability Report Card

Reported Using Data from the 2019-2020 School Year

Published During 2020-2021

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 webpage 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.

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.

About This School

School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Antelope Valley High School
Street	44900 North Division St.
City, State, Zip	Lancaster, CA 93535
Phone Number	(661) 948-8552
Principal	Eric Stanford
Email Address	estanford@avhsd.org
Website	www.avhs.org
County-District-School (CDS) Code	19 64246 1930213

District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Antelope Valley Union High School District
Phone Number	661-948-7655
Superintendent	David J. Vierra, Ph.D.
Email Address	dvierra@avhsd.org
Website	www.avdistrict.org

School Description and Mission Statement (School Year 2020-2021)

Antelope Valley High School is a comprehensive secondary school educating approximately 1,520 students. The students are of all races, income level, and ability level. We educate each student at the level of support that they need and deserve. In addition to traditional sports and clubs, AVHS provides students many opportunities to be involved. We offer Naval JROTC, the AVID program, an Agriculture program, Dental Program and Green Enterprise Academy.

Antelope Valley High School (AVHS) has a long, proud history as an academic institution serving the educational needs of all students. AVHS first opened in 1912, serving an area of more than 2,000 square miles. Through the years, the student population has reflected the community in which it is located. Originally a rich agricultural area, the community has evolved into one primarily supported by aerospace development companies. The population is currently in transition from one based in aerospace to one supported by a number of small companies engaged in light industry.

Mission Statement:

AVHS provides an academically rigorous learning environment that promotes creativity and builds meaningful relationships in order to develop complex critical thinking skills necessary to be successful in the 21st century.

AVHS Vision Statement:

Students at AVHS recognize their capacity to contribute to their community and are prepared to pursue a clear post-secondary plan developed and supported throughout their high school experience.

Partnerships:

In an effort to increase student engagement in rigorous instruction and positively impact academic learning time, AVHS has partnered with multiple companies such as, Catapult Learning, Google, and DigiCoach to provide and strengthen teaching, coaching and leadership skills.

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Grade 9	407
Grade 10	351
Grade 11	356
Grade 12	392
Total Enrollment	1,506

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	29.5
American Indian or Alaska Native	0.3
Asian	0.2
Filipino	0.4
Hispanic or Latino	60.9
Native Hawaiian or Pacific Islander	0.1
White	4.6
Two or More Races	4
Socioeconomically Disadvantaged	88.3
English Learners	13.5
Students with Disabilities	20.9
Foster Youth	2.2
Homeless	0.7

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

Teacher Credentials

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	67	68	63	841
Without Full Credential	1	4	4	33
Teaching Outside Subject Area of Competence (with full credential)	1	0	0	3

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	3	1	1
Total Teacher Misassignments*	0	1	1
Vacant Teacher Positions	7	4	4

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.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: December 2020

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/2016 SpringBoard California English Language Arts Grade 10 Student Edition/2016 SpringBoard California English Language Arts Grade 11 Student Edition/2016 SpringBoard California English Language Arts Grade 12 Student Edition/2016 SpringBoard California English Language Development Grade 9 Student Edition/2016 SpringBoard California English Language Development Grade 10 Student Edition/2016 SpringBoard California English Language Development Grade 11 Student Edition/2016 SpringBoard California English Language Development Grade 12 Student Edition/2016	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
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	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	Economics: Principles of Economics & Principles of American Democracy/2019 Civics: Principles of American Democracy/2019 World History: Democracy/World History, Culture, & Geography: The Modern World/2019 US History: United States History & Geography: Continuity & Change/2019	Yes	0%
Foreign Language	French/ EntreCultures Levels 1, 2, and 3 / 2020 Spanish / ¡Avancemos! 1 / 2008 Spanish / ¡Avancemos! 2 / 2008 Spanish / ¡Avancemos! 3 / 2008	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)	All labs are fully equipped with the appropriate materials	Yes	0%

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

School Facility Conditions and Planned Improvements

Ours is a “Historic” facility—the oldest within the District, dating back to 1912. The District continues to support us with school site improvement funds. Over the last five years, with District fiscal support, additional surveillance cameras were installed (with more anticipated for 2020), resurfacing of the front parking lots, and a new stadium parking lot, with solar panels, was resurfaced. Library renovations were made in 2016 and have provided opportunities for students to obtain the additional support they need in order to be successful. Wireless ports were put in every classroom to increase technology access. Through the District mini-grant application process, an additional \$240,000.00 of funding was approved to purchase Chromebooks, Chromebook carts, and Promethean boards, serving upwards of 60 classrooms. These purchases have enabled us to provide 1:1 technology for our students. Our 3 computer labs have been updated with new computers and technology. A Visual Imagery space was created to support our VAPA Program and Yearbook development. The school has complied with Williams Legislation in regard to facilities. School improvements are ongoing as evidenced by the recent remodeling of our Green Enterprise Maker Space Lab, which allows students to collaborate across the curriculum. An interactive lab was created to support multi-class student collaboration. The lab includes Chromebooks, an active panel, white boards, and mini-bits white boards. A new Student Support Center was designed to provide students with social/emotional, behavioral, and academic supports through PBIS (mentors, framework, and supplemental instruction). AVHS also renovated the Lope Center to provide an additional space for counseling, college and career readiness, guest speakers, and educational workshops.

The attendance office has been renovated and moved to the North end of the admin building, allowing for outdoor window access for parents. The admin building has been reorganized to move the AP secretary and data tech offices across the hall from the Assistant Principal on the South end of the admin building, and the accountant was moved to a more central location in the admin building.

Current renovations include the Associated Student Body classroom and store, and a brand new Alternative Education Center. AVHS has had major painting completed across the campus and new signage.

Future renovations include a drama room location 234.

School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: 10/26-30/20

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	rm 142: #4 hole-west wall rm 210: #4 floor tiles rm 220: #4 floor tiles rm 310: #4 floor tiles rm 311: #4 floor has lots of lumps (Recommend to have all floor tiles removed, seal concrete) Repairs to be rectified.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Electrical: Electrical	Good	rm 110: #7 two lights out rm 525: #7 single box blank cover rm 821: #7 light out Repairs to be rectified.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	restrms 520: #8 first stall in girls restrm not flushing properly Repairs to be rectified.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	rm 143: #15 interior door- lock missing rm 222: #14 patch outside concrete rm 334: #15 cracked door window rm 733: #14 wood on ramp needs replacement Small Gym: #14 south side patch concrete Repairs to be rectified.
Overall Rating	Good	

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, which 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); and
- 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.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	29	N/A	39	N/A	50	N/A
Mathematics (grades 3-8 and 11)	6	N/A	12	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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.

Note: 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.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	3	N/A	12	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

**CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Career Technical Education Programs (School Year 2019-2020)

Antelope Valley High School works to ensure our students are prepared for both college and career/workforce. This results in AVHS students having a broad range of Career Technical Education (CTE) courses within the following industry sectors:

Engineering, Health Science, Agriculture, and Natural Resources, Information Technology and Arts, Media and Entertainment.

Our academy/pathway teachers attend regular professional development at the site, district, state, and national level to ensure they are meeting the indicators of a high-quality CTE program. This includes having a strong connection to regional industry partners and that this instruction and curriculum align to current content and career prep standards. As a result of a quality, evaluative process from the California Department of Education our Green Enterprise Academy received its recognition as a Distinguished California Partnership Academy. Our site receives support and works collaboratively with the Career Technical Education office to provide CTE opportunities for all of our AVHS students such as field trips to industry and universities, real-world projects, and after school programs that include STEM activities and instruction.

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

Career Technical Education (CTE) Participation (School Year 2019-2020)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	741
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	59.3
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	30.4

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2019-20 Pupils Enrolled in Courses Required for UC/CSU Admission	91.24
2018-19 Graduates Who Completed All Courses Required for UC/CSU Admission	25.81

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 areas of physical education.

California Physical Fitness Test Results (School Year 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

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 for the school district and each school site

Opportunities for Parental Involvement (School Year 2020-2021)

AVHS provides parents with multiple opportunities to get involved. AVHS uses blackboard and powerschool to communicate students' grades, attendance, behavioral interventions, and important school information to parents. AVHS conducts parent teacher conferences each semester so that parents have the opportunity to sit and meet with their students' teachers to develop a plan to support their child. The counseling department runs monthly workshops for parents about educational tips, tricks, and important information for helping children succeed in high school. AVHS has an EL department that holds ELAC meetings for parents on a quarterly basis so that EL parents can obtain critical information about their child and their academics. Title I holds quarterly parents meetings to discuss Title I expenditures. The AVID department meets with parents and students about college and career information. AVHS holds a Back to School Night event each semester so that parents can meet teachers and gather information about the school, programs, clubs, activities, and sports on campus. Each year the school conducts a School Climate Survey so that parents can give valuable feedback to the school about the school's 4 main LCAP goals. Parents interested in volunteering at AVHS can contact the Activities Office at 661-948-8552 in order to obtain appropriate paperwork to become cleared to work with students. AVHS welcomes parents' assistance and presence on campus in various capacities. We try to place parent volunteers according to both their preferences and talents.

Parents have access to their child's Google Classroom so they can better support their child's academic success.

State Priority: Pupil Engagement

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

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

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

Indicator	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Dropout Rate	6.2	8.3	6.7	11.5	10.9	11	9.1	9.6	9
Graduation Rate	84.8	82.4	87.3	73.7	77.5	78.9	82.7	83	84.5

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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	14.9	12.2	8.8	7.9	3.5	3.5
Expulsions	1.2	1.0	0.3	0.2	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	9.75	5.89	unavailable
Expulsions	.07	.0014	unavailable

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

The School Safety Plan was updated in February 2020. It was discussed and approved by the staff at the February 2020 school site council meeting. The school safety/disaster plans are reviewed and updated each December by the director of security. The plan is then reviewed by site stakeholders and updated as needed. AVHS regularly implements safety/disaster training and drills for staff and students. Activities are planned on an ongoing basis encouraging community support of AVHS and its efforts to improve school safety. At Antelope Valley High School, we reduced the number of entrance points, and student IDs are checked at entrances, and throughout the day. We also are following a new visitor check-in procedure using Secure Check-In. Additionally, we have added an advisory period twice a week which enables school administrators and counselors to have classroom conversations regarding safety and a positive campus climate. AVHS School Safety Plan- A complete copy of the School Safety Plans can be obtained in the Administration Office.

Brief Outline:

1. Crisis Intervention Information
2. School Expectations
3. Discipline
 - a. Discipline Expectations
 - b. Discipline Chart
 - c. Infraction Definitions
4. Policy and Procedures
 - a. Child Abuse Reporting
 - b. Dangerous student notifications
 - c. Safe Ingress and Egress
 - d. Discrimination/Sexual Harassment Policies
 - e. Dress Code Policies
 - f. Safe and Orderly Environment

- g. Hate Crime Reporting
- 5. Disaster Preparedness
 - a. Emergency Preparedness Plan
 - b. Disaster Plan
 - c. Disaster Forms
- 6. Support Groups
- 7. Maps

At Antelope Valley High School, we reduced the number of entrance points, and student IDs are checked at entrances, and throughout the day. We also are following a new visitor check-in procedure using Secure Check-In. Additionally, we have added an advisory period twice a week which enables school administrators and counselors to have classroom conversations regarding safety and a positive campus climate.

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.

Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
English Language Arts	20	44	29	21	18	57	19	22	18	53	23	17
Mathematics	23	25	25	18	21	31	22	16	17	44	26	8
Science	24	17	17	21	23	20	19	12	19	23	11	12
Social Science	19	34	9	24	22	27	11	22	19	33	13	13

*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.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	251

*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.

Student Support Services Staff (School Year 2019-2020)

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	0.5
Resource Specialist (non-teaching)	
Other	1.9

*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 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10,267.71	\$3,175.92	\$7,091.79	\$77,706.03
District	N/A	N/A	\$6,519.47	\$82,528
Percent Difference - School Site and District	N/A	N/A	8.4	-6.0
State	N/A	N/A	\$7,750	\$90,287
Percent Difference - School Site and State	N/A	N/A	-8.9	-15.0

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

Types of Services Funded (Fiscal Year 2019-2020)

AVHS has leveraged its Title I and Local Control funding to provide a vast amount of professional development to teachers and after school tutoring for our students. It also has paid for various technologies to be updated and utilized within the classroom. Active Expression, or “clicker,” technology has been purchased for all math and science classrooms to be used by students in conjunction with Promethean Boards in each of these classrooms. Four classroom sets of chrome books were order to help students with research and instruction. Additionally, district allocated funding through mini-grants will be used to increase available technology and student access. Promethean Boards have been purchased for each classroom in 2020. Students have been given a chromebook, headset, and hotspot to support distance learning 2020.

AVHS has multiple programs in order to assist students such as AAMI (African American Male Initiative), AAFI (African American Female Initiative), AVEA (Antelope Valley Education Alliance), Why Try through our Opportunity Classes, Foster Youth Support, Probation Program, and Counseling Services.

AVHS received Silver Recognition for PBIS (Positive Behavioral Intervention Support) and has been recognized for the successful implementation of the new Student Support Center (SSC) on campus. AVHS uses the SSC room to support students social-emotional well being, behaviors, and academics. Mentors are located in the SSC room and they provide support to students who are at risk.

Professional Development and Programs:

PBIS - Funding and training has been provided to encourage positive supports for students both in and out of the classroom.

Catapult - AVHS has contracted with Catapult to provide professional development to the instructional leadership on campus to better support teachers. Teachers have been trained on using the Core Instructional Model which guides teachers through an efficient and effective lesson plan. Teachers know the importance of activating relevant knowledge, teacher input, student active participation, and identifying student success. Instructional partners utilize coaching conversations to support teachers and help teachers provide meaningful and powerful lessons to their students.

DigiCoach - AVHS has contracted with DigiCoach to provide a data tool which is used to improve instruction for all students. PSAT - AVHS administered the PSAT school-wide to all 9th, 10th, and 11th grade students in order to be able to gather data and improve SAT scores.

SAT - AVHS administered the SAT to Juniors.

AP Exams were offered to students in May 2020

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,144	\$52,670
Mid-Range Teacher Salary	\$78,529	\$89,660
Highest Teacher Salary	\$111,273	\$112,761
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		\$142,638
Average Principal Salary (High)	\$136,590	\$158,074
Superintendent Salary	\$299,361	\$250,285
Percent of Budget for Teacher Salaries	31.0	32.0
Percent of Budget for Administrative Salaries	5.0	5.0

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

Advanced Placement (AP) Courses (School Year 2019-2020)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	6	N/A
Fine and Performing Arts		N/A
Foreign Language	3	N/A
Mathematics	4	N/A
Science	4	N/A
Social Science	7	N/A
All courses	24	22.2

*Where there are student course enrollments of at least one student.

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	20+	20+	20+

Antelope Valley High School uses multiple measures when developing plans for site professional development:

1. Information gathered from LCAP derived from community/parent input
2. Technology surveys given to staff
3. Input from Instructional coaches, department chairs and administration based on interaction/observation of staff.
4. Information gathered from site data. (ie. grade distribution, district interim assessment, etc.)
5. Information gathered from staff attended conferences.
6. Information gathered through California Healthy Kids Survey

The delivery of site professional development is also done through multiple measures:

1. Mandatory monthly faculty meetings
2. Mandatory monthly department meetings
3. Monthly optional paid professional development
4. District offered professional development
5. Hours are available for individuals or departments to use.

Teachers are supported after professional development is offered, through:

1. Classroom walkthroughs
2. Support from site instructional partners
3. Formal and informal observations conducted by administration
4. Plan for professional growth meetings scheduled at the beginning of the year and reviewed throughout the school year.
5. Support from peers
6. Starting 2nd semester of the 2014-15 school year we began using software (DigiCoach) to help gather information through class visits to help gauge the effectiveness of professional development and provide feedback to staff.
7. Focus on sending teachers to AP training as needed.
8. Instructional Partners who conduct class visits, meet with teachers and make themselves available to assist teachers where needed. (Lesson development, classroom management, technology use, etc.)