

Academies of the Antelope Valley 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	Academies of the Antelope Valley
Street	6300 West Ave L
City, State, Zip	Quartz Hill, CA 93536
Phone Number	(661)-943-2091
Principal	Matt Berryman
Email Address	mberryman@avhsd.org
Website	www.avvirtual.org
County-District-School (CDS) Code	19 64246 0126003

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)

Academies of the Antelope Valley (AAV) is a dependent charter school that consists of four satellite sites: One virtual/blended site and three brick and mortar sites. There are 116 full time students between grades 7-12, and 654 part time students between grades 9-12 who are enrolled with our online, blended school, Virtual Academy. There are 438 students between grades 7-8 who are enrolled in our brick and mortar junior high schools, SOAR Preparatory Academy, Knight Prep Academy and Palmdale Prep Academy. Our Junior High Schools have an online component where students utilize web-based textbooks with school issued Chromebooks. CANVAS is the primary Learning Management System (LMS) used by AAV teachers to deliver online instruction followed by Google Classroom .

Academies of the Antelope Valley (AAV) is a dependent, public charter school established by the Antelope Valley Union High School District (AVUHSD), designed to offer students alternative educational settings focusing on S.T.E.M. (Science, Technology, Engineering and Mathematics) and online/blended learning. AAV consists of four distinct academies: SOAR Preparatory Academy, Knight Preparatory Academy, Palmdale Preparatory Academy and Virtual Academy. All Academies are designed to meet the learning needs of the 21st century student.

Modeled after SOAR High School, AVUHSD's innovative and highly successful early college program designed to prepare students for the High School program of their choosing. SOAR Prep puts proven learning principles into the hands and minds of junior high school students. SOAR Prep Academy is a free, public charter school operated by the Antelope Valley Union High School District. This unique college readiness program is designed to help 7th and 8th graders with high potential get ready for the next step in their education. Students who successfully complete the two-year program will have the skills needed to take on elite high school classes including Antelope Valley High School Districts various academies, early college and advanced placement programs.

Knight Preparatory Academy is a unique educational opportunity for students entering the 7th and 8th grades. Patterned after the highly successful Digital Design and Engineering Program (DD&E) at Knight High School, Knight Prep engages students in a relevant and rewarding exploration of academics by providing students with hands-on, interactive project-based learning. Knight Prep takes concepts taught in the classroom and brings them alive through projects, field trips and experiments in the MakerSpace. This state-of-the-art science and engineering lab is equipped with the hardware, software and tools required to turn the theoretical into reality. Successful Knight Prep students may earn priority placement in Knight High School's Digital Design & Engineering program.

Palmdale Preparatory Academy is also a uniquely designed program modeled after Palmdale High School's Health Careers Academy. Though students explore learning through a S.T.E.M. lens, they additionally participate in experiences related to the medical field in preparation for Palmdale High School's Academy.

Highly qualified and motivated teachers lead students to explore engaging topics as they absorb new knowledge. The program is rigorous and demanding, but very rewarding. Utilizing Advancement Via Individual Determination (AVID) techniques and focusing on areas in science, technology, engineering and mathematics (STEM), SOAR Prep, Knight Prep and Palmdale Prep's goals are to challenge young minds to achieve more.

Virtual Academy offers students in grades 7 through 12 an innovative, blended approach to learning. Here, students leverage their native skills as citizens of a highly connected interactive world. The academy's rigorous curriculum meets and exceeds those found in classroom environments with advanced placement and honors programs available to all students.

The mission of the Academies of the Antelope Valley (AAV) is to prepare every student for 21st century college and career expectations by providing a rigorous curriculum relevant to local and global workforce and economic demands through blended virtual and community-based learning opportunities.

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

Grade Level	Number of Students
Grade 7	219
Grade 8	279
Grade 9	14
Grade 10	23
Grade 11	38
Grade 12	31
Total Enrollment	604

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

Student Group	Percent of Total Enrollment
Black or African American	15.4
American Indian or Alaska Native	0.2
Asian	1
Filipino	1.8
Hispanic or Latino	60.1
Native Hawaiian or Pacific Islander	0.2
White	15.2
Two or More Races	6.1
Socioeconomically Disadvantaged	64.1
English Learners	4.5
Students with Disabilities	7.6
Foster Youth	1.2
Homeless	0.3

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	28	29	32	841
Without Full Credential	1	1	0	33
Teaching Outside Subject Area of Competence (with full credential)	0	0	3	3

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	1
Total Teacher Misassignments*	0	0	4
Vacant Teacher Positions	2	2	0

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%
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%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
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

Students have access to facilities as needed. SOAR Prep Academy is comprised of 11 classrooms, 1 STEM room, 1 workroom, 2 Locker rooms, 2 classrooms for the Virtual Academy, 2 student restrooms, an administration building and 2 restroom facilities for both adults and students respectively. The construction of the facility was completed in June of 2012 and occupied in July 2012. All classrooms are in good operating condition. Classroom carpets were replaced in two classrooms during the summer of 2015 and two additional classrooms carpets were replaced in the winter of 2015.

Knight Prep Academy comprises of 8 classrooms, 1 MakerSpace room, 2 locker rooms, 2 student restrooms, an administration building and 2 restroom facilities for both adults and students respectively. Facility inspection report included with Knight High School facility report.

Palmdale Prep Academy currently consists of 5 classrooms, 1 MakerSpace, 1 ZSpace lab, 1 cafeteria, 2 locker rooms, 2 student restrooms, 2 faculty restrooms, an administration building and 1 restroom for both adults and students respectively. At the end of the 2020 school year, Palmdale Prep purchased a Crop Box which allows students to cultivate approximately 1/4 acre through the use of hydroponics. This container was placed in the PE area and will be utilized when students return to campus from Distance Learning.

During the 2019-20 school year, our SOAR Prep campus had gates installed to ensure the safety of students by limited access to the campus except through the front office.

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: 10/28/2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	SOAR Prep, 101: worn carpet SOAR Prep, 102: ceiling tile, mount storage cabinet SOAR Prep, 103: ceiling tiles SOAR Prep, 104: ceiling tiles SOAR Prep, 105: tile SOAR Prep, 106: ceiling tile SOAR Prep, 108: ceiling tiles SOAR Prep, 109: ceiling tiles SOAR Prep, 111: ceiling tile, tape residue stuck to carpet SOAR Prep, 115: stained carpet ,dirty vents SOAR Prep, Boys Bathroom: floor sun bleached, ceiling tiles SOAR Prep, Boys Locker Room: wall panels ripping, ceiling tile SOAR Prep, Girls Bathroom: floor sun damaged, ceiling tiles SOAR Prep, Girls Locker Room: wall panels ripping, ceiling tile SOAR Prep, Office A Virtual: ceiling tiles Palmdale Prep, Admin: ceiling tiles Palmdale Prep, 102: ceiling tiles Palmdale Prep, Boys Locker Rm: need placard "BOYS LOCKER ROOM" Palmdale Prep, Girls Locker Rm: need placard "GIRLS LOCKER ROOM", missing data cover Palmdale Prep, Girls Restroom: hole in handicap stall wall Repairs to be rectified.

System Inspected	Rating	Repair Needed and Action Taken or Planned
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	SOAR Prep, 105 Store Room: cluttered, earthquake hazard with clutter on cabinet tops SOAR Prep, 108: cabinet top clutter SOAR Prep, 109: wall covering over 20%, cabinet top clutter SOAR Prep, 110: clutter Palmdale Prep, lounge: small amount of clutter Palmdale Prep, cafeteria: dirty vents Palmdale Prep, 107: cabinet clutter Palmdale Prep, 108: glade air freshener needs to be removed Palmdale Prep, 109: cabinet clutter, exits need more space Palmdale Prep, Store Rm: clutter on cabinets Repairs to be rectified.
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Palmdale Prep, Mens Staff: exhaust fan vent missing Repairs to be rectified.
Safety: Fire Safety, Hazardous Materials	Good	SOAR Prep, 102: chemical lock up flammables SOAR Prep, 105: paper covering over 20% of the wall SOAR Prep, 109: wall covering over 20%, cabinet top clutter Palmdale Prep, 101: 3 ft. clearance needed for electrical panel Palmdale Prep, 103: oil burner is a fire hazard, remove asap, hanging lights, fire hazard, please remove asap Palmdale Prep, Store Rm: 3 ft. clearance needed for electrical panel Palmdale Prep, 110: 3 ft. clearance needed for electrical panel Repairs to be rectified.
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
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)	48	N/A	39	N/A	50	N/A
Mathematics (grades 3-8 and 11)	24	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)	27	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)

AAV provides a variety of Career Technical Education courses for our students to take. We offer CTE courses specific to health careers (Body Systems and Disorders), business (Contemporary Business, International Business Theory and Practicum), to computers (Intro to Computer Science), and photography and video (Visual Imagery 1-2, Multimedia Contemporary Design 1-2). Many students take these courses in addition to their regular school schedule although some use it to complete their minimum of 6 required classes. Students are expected to meet the rigor and demand of both core academic and CTE related courses. They are evaluated based on their academic success as well as their application of their learned skills. Students follow a particular pathway with the intent of utilizing their learned skills in a real world setting. For example, students taking our business CTE courses are required to attain and keep a job while taking International Business Practicum. Their instructor comes out to their job site to check in with their employer regularly. Students gain important knowledge that will serve them well as they continue their education and move out into the real world. By collaborating with their classmates on projects, students discover how teamwork and cooperation are essential to success. They also learn how to investigate, analyze and evaluate their options as they work their own way to a viable solution to the problems presented. Highly qualified and motivated teachers lead students through a challenging project-based curriculum which allows students to explore engaging topics and absorb new knowledge. With frequent guest speakers, occasional field trips, and a very hands-on approach to learning, students become enthused and engaged in their education.

As part of the Antelope Valley Union High School District there are several dedicated staff members focused on Career Tech Education. Betsy McKinstry (Director, CTE, College & Career), Diane Walker (Director of Industry Liaison Post-Secondary Partnerships) and Duane Robertson (CTE Coordinator). These individuals are on various committees throughout the valley which work to improve community partnerships district-wide.

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

Measure	CTE Program Participation
Number of Pupils Participating in CTE	854
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	100
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	50

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	81.12
2018-19 Graduates Who Completed All Courses Required for UC/CSU Admission	61.11

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)

School leadership has a comprehensive system of strategies which encourages parental and community involvement through the Parent Handbook and the use of the Blackboard school messenger system, which announces all AAV related events; parents also participate in the Parent Advisory Council. Parents are provided with opportunities to attend Parent University which discusses various methods for how parents can understand and support their student's academic success as well as develop a collaborative dialogue with teachers. Parents are encouraged to work with their students in the use of daily planners as a tool for time management and organization. Daily planners and email are often used as a means of communication between parent and teacher. Progress reports are provided every 5 weeks. Parents are encouraged to contact their child's teacher and/or counselor for a parent conference. Our websites and social media platforms links students, parents and community members to student instruction, school activities and important news.

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	--	0	15.8	11.5	10.9	11	9.1	9.6	9
Graduation Rate	--	92.9	84.2	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	11.7	4.5	8.8	7.9	3.5	3.5
Expulsions	0.0	0.0	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	1.61	5.89	unavailable
Expulsions	0	.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)

School safety is a top priority at SOAR Prep Academy, Knight Prep Academy, Palmdale Prep Academy and Virtual Academy. District staff along with site administration conduct annual safety walks of the campus to ensure a safe and secure environment. The Antelope Valley Union High School District has a full time Director of School Safety to oversee our district's safety program. during the 2019-20 school year, a Director of security was assigned to the alternative schools (including AAV) to be a resource for site security, administration and staff. SOAR Prep Academy, Knight Prep Academy and Palmdale Prep Academy each have a campus supervisor whose main role is to provide a safe learning environment for students. Each year, school safety is discussed at faculty meetings with staff where concerns are discussed and interventions are put into place. Our district and site web pages have a confidential student referral form where students and parents are able to submit safety concerns so they can be addressed by site administration. Additional staff members, including administration and counseling, are proactive in providing a safe learning environment as well. SOAR Prep Academy, Knight Prep Academy and Palmdale Prep Academy work with comprehensive site security and school deputies to developed and implement a Safe School Plan in accordance with Senate Bill 187. the safety plan is reviewed in the Spring of each year. Our last review was March 2020. A complete copy of the School Safety Plans can be obtained in the Administration Office.

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	22	11	13		23	13	11	3	22	13	14	3
Mathematics	18	18	11	1	15	31	6	3	18	19	16	3
Science	22	12	11	2	22	16	14	1	20	13	16	2
Social Science	25	9	11	4	23	11	13	3	19	21	14	2

*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*	302

*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)	2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	2.1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.2
Resource Specialist (non-teaching)	
Other	0.5

*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	\$19,387.20	\$4,537.04	\$14,850.16	\$74,533.10
District	N/A	N/A	\$6,519.47	\$82,528
Percent Difference - School Site and District	N/A	N/A	78.0	-10.2
State	N/A	N/A	\$7,750	\$90,287
Percent Difference - School Site and State	N/A	N/A	62.8	-19.1

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

Types of Services Funded (Fiscal Year 2019-2020)

Academies of the Antelope Valley is a school wide AVID school and all categorical funds support that program. In addition, SOAR Prep Academy, Palmdale Prep Academy and Knight Prep Academy offer Homework Hub, an after school tutoring program, for 1 hour per day, 2-3 days per week respectively for students to work on assignments with an instructor present. AAV works closely with AVHSD's Career Technology Education department and utilizes CTEIG funds to fund and train a Makerspace at each site. AAV also utilize the College Readiness Block Grant to promote a college culture.

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	4	N/A
Fine and Performing Arts		N/A
Foreign Language	1	N/A
Mathematics	6	N/A
Science	3	N/A
Social Science	8	N/A
All courses	22	21.3

*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	4	4	4

As AAV continues to develop with Common Core and NGSS Standards, one area of focus is with CAASPP state data. Teachers are using formative and summative assessments as well as student projects to drive instruction and debrief with colleagues to plan valuable lessons. The Common Core focus put teachers in the mindset of preparing all of their students for college or a career after high school. The leadership on campus has been the driving force of this objective. Using the Local Control and Accountability Plan (LCAP) that originated through student, staff and community input, is an additional driving force that helps determine professional development opportunities to better prepare students to meet the demands of college and career.

District funding through LCAP goals pays for all 8-11th grade students to take the PSAT. This information is used to modify instruction and address student needs. Results are regularly used to match students' ability and performance. All of this information is taken into consideration when monitoring and refining the Local Control Accountability Plan (LCAP).

AAV leadership provides opportunities for teachers to collaborate and share with one another. This meaningful collaboration is fruitful; it provides time for valuable discussion on content, students, and instructional strategies. The overall school wide learning results are always at the center of these collaboration meetings:

1. Collaboration,
2. Communication,
3. Critical Thinking and
4. Creativity.

AAV core content teachers are highly qualified and have met the requirements of the Elementary and Secondary Education Act. All new teachers within the AVUHSD must complete the AVTI (Antelope Valley Teacher Induction) program and are offered ongoing professional development (the main focus being Common Core Standards).

AVID teachers attend summer institutes and other AVID workshops throughout the year in order to provide quality AVID experiences in the classroom. They are supported by a site coordinator and district coach. Teachers with AVID elective experience provide support to teachers who are new to the AVID program.

AAV has monthly meetings, district instructional Partners, and teachers have opportunities to attend professional development workshops both on and off site. AAV has designated teachers that attend meetings focusing specifically on Common Core instruction, project based learning and AVID. In addition, there are 4 built-in Student Free Professional Development days (2017-18) for staff to meet and collaborate on current trends in education.

Teachers and staff are encouraged to attend relevant professional development events. A team of teachers regularly attend the AVID conferences to learn and refine AVID strategies. Virtual Academy teachers participated in Leading Edge Certification in the summer of 2014 and work to have newly hired teachers complete the certification within the first year of instruction. Teachers who began in 2014 have also attended the eLearning Symposium Conference as well as iNACOL and ISTE Conferences to be current with technologically educational trends. All staff attends professional development conferences, focus groups and workshops to improve student achievement. SOAR Prep, Palmdale Prep and Knight Prep Academy staff regularly attends district trainings and Ad Hoc Committee meetings.