

Academies of the Antelope Valley

2021 School Accountability Report Card

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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) www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2021-22 School 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
School Website	https://www.avvirtualschool.org
County-District-School (CDS) Code	19 64246 0126003

2021-22 District Contact Information

District Name	Antelope Valley Union High School District
Phone Number	661-948-7655
Superintendent	Greg Nehen
Email Address	gnehen@avhsd.org
District Website Address	www.avdistrict.org

2021-22 School Overview

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 191 full time students between grades 7-12, and 450 part time students between grades 9-12 who are enrolled with our online, blended school, Virtual Academy. There are 469 students between grades 6-8 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 6th thru 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. 6th grade was adding during the 2021-2022 school year as a means to better support student

2021-22 School Overview

academic growth and increase the time with students to increase engineering knowledge while providing additional academic supports.

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.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	175
Grade 8	261
Grade 9	18
Grade 10	25
Grade 11	29
Grade 12	24
Total Enrollment	532

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Asian	1.1
Black or African American	15.6
Filipino	1.7
Hispanic or Latino	57
Native Hawaiian or Pacific Islander	0.2
Two or More Races	7.1
White	17.1
English Learners	4.9
Foster Youth	1.5
Homeless	0.2
Socioeconomically Disadvantaged	57.1
Students with Disabilities	6.2

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

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	
Unknown	
Total Teaching Positions	

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

2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		December 2021	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	SpringBoard California English Language Arts Grade 9 Student Edition/2017	Yes	0%
	SpringBoard California English Language Arts Grade 10 Student Edition/2017		
	SpringBoard California English Language Arts Grade 11 Student Edition/2017		
	SpringBoard California English Language Arts Grade 12 Student Edition/2017		
	SpringBoard California English Language Development Grade 9 Student Edition/2017		
	SpringBoard California English Language Development Grade 10 Student Edition/2017		
	SpringBoard California English Language Development Grade 11 Student Edition/2017		
	SpringBoard California English Language Development Grade 12 Student Edition/2017		

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%

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. In 2019 both staff restroom received new laminate flooring, during the summer of 2021 the Multi Purpose Room and room 105 received new laminate flooring and room 115 received new carpet. Staff also worked to replace stained/missing ceiling tiles throughout campus.

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.

School Facility Conditions and Planned Improvements

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.

Year and month of the most recent FIT report

11/8/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		SOAR Prep 101: worn carpet, ceiling tiles, top of cabinet clutter SOAR Prep 102: ceiling tile, chemical lock up flammables or keep supply room closed and locked SOAR Prep 109: wall covering over 20%, cabinet top clutter, ceiling tiles SOAR Prep, 111: ceiling tile, tape residue stuck to carpet 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 Palmdale Prep 101: ceiling tiles Palmdale Prep Boys Locker Room: blank plate Palmdale Prep Cafeteria: dirty vents Repairs to be rectified.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			SOAR Prep 105 Store Room: cluttered, earthquake hazard with clutter on cabinet tops SOAR Prep 108: cabinet top clutter, dirty vents SOAR Prep 109: wall covering over 20%, cabinet top clutter, ceiling tiles Palmdale Prep Lounge: small amount of clutter Palmdale Prep 107: cabinet clutter Palmdale Pre store room: clutter on cabinets Palmdale Prep 110: room cluttered Knight Prep 500: stained ceiling tiles, electrical room cluttered, inadequate working space in front of electrical panels Repairs to be rectified.

School Facility Conditions and Planned Improvements

Electrical	X		<p>Knight Prep 504: gas valve needs new solenoid, no leaks Repairs to be rectified.</p>
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X		<p>Palmdale Prep Boys RR: deep cleaning needed Palmdale Prep Girls RR: missing data cover Repairs to be rectified.</p>
Safety: Fire Safety, Hazardous Materials		X	<p>SOAR Prep 102: ceiling tile, chemical lock up flammables or keep supply room closed and locked SOAR Prep 105: paper covering over 20% of the wall SOAR Prep 106: electrical panel blocked SOAR Prep 109: wall covering over 20%, cabinet top clutter, ceiling tiles Palmdale Prep 101: 3ft clearance needed for electrical panel Palmdale Prep 102: move table away from electrical panel Palmdale Prep 103: oi; burner is a fire hazard, remove asap Palmdale Prep 107: walls over 20% covered Palmdale Prep 110: 3ft clearance for electrical panel Repairs to be rectified.</p>
Structural: Structural Damage, Roofs	X		
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	472	NT	NT	NT	NT
Female	261	NT	NT	NT	NT
Male	211	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	77	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	270	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	33	NT	NT	NT	NT
White	75	NT	NT	NT	NT
English Learners	21	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	284	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	31	NT	NT	NT	NT

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	472	NT	NT	NT	NT
Female	261	NT	NT	NT	NT
Male	211	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	77	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	270	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	33	NT	NT	NT	NT
White	75	NT	NT	NT	NT
English Learners	21	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	284	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	31	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

NWEA MAP Math Student Groups	NWEA MAP Math Total Enrollment	NWEA MAP Math Number Tested	NWEA MAP Math Percent Tested	NWEA MAP Math Percent Not Tested	NWEA MAP Math Percent At or Above Grade Level
All Students	470	381	81%	19%	64%
Female	260	218	84%	16%	69%
Male	210	163	78%	22%	57%
American Indian or Alaska Native	0	0	NA	NA	NA

Asian	6	6	100%	0%	83%
Black or African American	72	54	75%	25%	56%
Filipino	9	7	78%	22%	86%
Hispanic or Latino	173	138	80%	20%	65%
Native Hawaiian or Pacific Islander	0	0	NA	NA	NA
Two or More Races	138	115	83%	17%	63%
White	72	61	85%	15%	67%
English Learners	21	14	67%	33%	21%
Foster Youth	7	5	71%	29%	40%
Homeless	1	0	0%	100%	NA
Military	7	6	86%	14%	83%
Socioeconomically Disadvantaged	263	214	81%	19%	57%
Students Receiving Migrant Education Services	2	2	100%	0%	50%
Students with Disabilities	32	25	78%	22%	28%

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

NWEA MAP Math Student Groups	NWEA MAP Math Total Enrollment	NWEA MAP Math Number Tested	NWEA MAP Math Percent Tested	NWEA MAP Math Percent Not Tested	NWEA MAP Math Percent At or Above Grade Level
All Students	470	408	87%	13%	51%
Female	260	224	86%	14%	49%
Male	210	184	88%	12%	53%
American Indian or Alaska Native	0	0	NA	NA	NA
Asian	6	6	100%	0%	67%
Black or African American	72	60	83%	17%	32%
Filipino	9	8	89%	11%	75%
Hispanic or Latino	173	151	87%	13%	51%
Native Hawaiian or Pacific Islander	0	0	NA	NA	NA
Two or More Races	138	121	88%	12%	52%
White	72	62	86%	14%	61%
English Learners	21	15	71%	29%	0%
Foster Youth	7	6	86%	14%	17%
Homeless	1	0	0%	100%	NA
Military	7	7	100%	0%	71%
Socioeconomically Disadvantaged	263	234	89%	11%	41%

Students Receiving Migrant Education Services	2	2	100%	0%	0%
Students with Disabilities	32	26	81%	19%	19%

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

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

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	270	NT	NT	NT	NT
Female	144	NT	NT		
Male	126	NT	NT		
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	47	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	155	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	22	NT	NT	NT	NT
White	38	NT	NT	NT	NT
English Learners	14	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	172	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	16	NT	NT	NT	NT

2020-21 Career Technical Education Programs

Academies of the Antelope Valley (AAV) provide a range of Career Technical Education (CTE) courses for students that prepare them to pursue college and career opportunities. Courses are offered in the following industry sectors: Arts, Media and Entertainment, Business, Health Science and Medical Technology, and Information and Communication Technology. Students are able to learn to apply technical and academic knowledge through relevant instruction within a career theme. The high-quality CTE courses allow students to develop employability skills, take field trips, obtain certifications, learn from guest speakers, and have work-based learning opportunities. Some CTE courses in AAV allow students to gain community college credit through articulation. The option to take CTE courses to explore and gain knowledge in specific career fields is available to students that want to supplement their coursework at the traditional school sites. Participation and involvement in SkillsUSA, a career technical student organization is open to AAV students. SkillsUSA provides students the opportunity to learn leadership skills and compete at the regional, state, and national levels where they can demonstrate their knowledge with real-world projects, presentations, and examinations. AAV students have won national competitions at SkillsUSA in the past.

The district's CTE division supports AAV in the development and implementation of high-quality career pathways that address regional labor market needs. They work in conjunction with school sites, industry, and the community college to ensure students in the CTE programs at AAV are able to transition successfully after graduation.

2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	245
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	66.7
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	35.7

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	88.89
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	48.15

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

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
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

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.

C. Engagement

State Priority: Pupil Engagement

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

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

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

Indicator	School 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
Dropout Rate	15.8	8.8	0.0	11.0	9.7	18.3	9.0	8.9	9.4
Graduation Rate	84.2	88.2	100.0	78.9	76.4	71.9	84.5	84.2	83.6

2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	23	23	100.0
Female	16	16	100.0
Male	--	--	--
American Indian or Alaska Native	0	0	0.00
Asian	0	0	0.00
Black or African American	0	0	0.00
Filipino	0	0	0.00
Hispanic or Latino	14	14	100.0
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	--	--	--
English Learners	--	--	--
Foster Youth	0.0	0.0	0.0
Homeless	0.0	0.0	0.0
Socioeconomically Disadvantaged	13	13	100.0
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	0.0	0.0	0.0

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	563	554	64	11.6
Female	312	307	38	12.4
Male	251	247	26	10.5
American Indian or Alaska Native	1	1	0	0.0
Asian	6	6	0	0.0
Black or African American	88	87	13	14.9
Filipino	9	9	0	0.0
Hispanic or Latino	319	313	34	10.9
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	44	44	7	15.9
White	95	93	10	10.8
English Learners	26	26	8	30.8
Foster Youth	8	8	2	25.0
Homeless	1	1	1	100.0
Socioeconomically Disadvantaged	328	325	48	14.8
Students Receiving Migrant Education Services	2	2	0	0.0
Students with Disabilities	38	38	10	26.3

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	4.55	0.00	7.95	0.07	3.47	0.20
Expulsions	0.00	0.00	0.24	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other 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 other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	3.41	5.43	2.45
Expulsions	0.00	0.12	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities		

2021-22 School Safety Plan

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 develop 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.

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	23	13	11	3
Mathematics	15	31	6	3
Science	22	16	14	1
Social Science	23	11	13	3

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	22	13	14	3
Mathematics	18	19	16	3
Science	20	13	16	2
Social Science	19	21	14	2

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	25	10	12	1
Mathematics	18	20	10	1
Science	21	15	11	1
Social Science	21	12	16	

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	266

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	2.1
Social Worker	0
Speech/Language/Hearing Specialist	0.3
Resource Specialist (non-teaching)	0
Other	0.3

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10,763.64	\$969.00	\$9,794.64	\$79,584.36
District	N/A	N/A	\$6,327.41	\$82,536
Percent Difference - School Site and District	N/A	N/A	43.0	-3.6
State			\$8,444	\$92,222
Percent Difference - School Site and State	N/A	N/A	14.8	-14.7

2020-21 Types of Services Funded

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 staff to utilize the Makerspace at each site. AAV also utilize the College Readiness Block Grant to promote a college culture.

During the 2021-22 school year students and staff were trained in, All It Takes SEL strategies. Staff work to create trusted spaces where they can equip youth and those who serve them with essential emotional intelligence skills to successfully navigate their lives and support their communities.

Academies of the Antelope Valley is a 1:1 technology school. Students are provided with a Chromebook which is used at home and school. Students who do not have connectivity at home can receive portable Wifi free of charge.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$43,341	\$54,687
Mid-Range Teacher Salary	\$78,888	\$92,222
Highest Teacher Salary	\$111,782	\$114,208
Average Principal Salary (Elementary)	\$0	\$143,647
Average Principal Salary (Middle)	\$0	\$145,785
Average Principal Salary (High)	\$137,990	\$162,322
Superintendent Salary	\$308,342	\$258,950
Percent of Budget for Teacher Salaries	30%	32%
Percent of Budget for Administrative Salaries	5%	5%

2020-21 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	27.6
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	2
Fine and Performing Arts	0
Foreign Language	1
Mathematics	3
Science	3
Social Science	4
Total AP Courses Offered	13

Professional Development

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 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 3 built-in Student Free Professional Development days 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.

During at-home instruction the AVUHSD created an online professional development site called EdCentral. Staff can sign up for district offered professional development throughout the year and schedule to meet with individual Instructional Partners to receive individualized support.

Staff are required each year to go through Targeted Solutions online training in state mandates areas such as mandated reporting, workplace diversity and sexual harassment. During the 2021-22 school year AAV partnered with All It Takes to equip youth and those who serve them with essential emotional intelligence skills to successfully navigate their lives and support their communities. Staff are given professional development hours every year to encourage collaboration amongst staff at each site.

Every year, 3 non student PD days are provided to staff. Students are given the day off and sites work collaboratively with the district office to support teachers professional growth and allow for site collaboration time.

AP teachers are sent to AP training each summer as needed to make sure teachers maintain appropriate AP training.

Staff are encouraged to identify conferences they would like to attend and work with their site administration to attend. District support staff provide opportunities for subject specific conferences and send staff to trainings annually. Some of these trainings include, CMC South, CMC North, AMTE, CMC Central, Teachers Teaching with Technology, NCSM and NCTM.

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	3

Antelope Valley Union High School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	Antelope Valley Union High School District
Phone Number	661-948-7655
Superintendent	Greg Nehen
Email Address	gnehen@avhsd.org
District Website Address	www.avdistrict.org

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	5010	NT	NT	NT	NT
Female	2507	NT	NT	NT	NT
Male	2503	NT	NT	NT	NT
American Indian or Alaska Native	14	NT	NT	NT	NT
Asian	71	NT	NT	NT	NT
Black or African American	805	NT	NT	NT	NT
Filipino	80	NT	NT	NT	NT
Hispanic or Latino	3235	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	265	NT	NT	NT	NT
White	536	NT	NT	NT	NT
English Learners	398	NT	NT	NT	NT
Foster Youth	98	NT	NT	NT	NT
Homeless	68	NT	NT	NT	NT
Military	83	NT	NT	NT	NT
Socioeconomically Disadvantaged	3630	NT	NT	NT	NT
Students Receiving Migrant Education Services	28	NT	NT	NT	NT
Students with Disabilities	766	NT	NT	NT	NT

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	5010	NT	NT	NT	NT
Female	2507	NT	NT	NT	NT
Male	2503	NT	NT	NT	NT
American Indian or Alaska Native	14	NT	NT	NT	NT
Asian	71	NT	NT	NT	NT
Black or African American	806	NT	NT	NT	NT
Filipino	80	NT	NT	NT	NT
Hispanic or Latino	3234	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	265	NT	NT	NT	NT
White	536	NT	NT		NT
English Learners	398	NT	NT	NT	NT
Foster Youth	97	NT	NT	NT	NT
Homeless	68	NT	NT	NT	NT
Military	83	NT	NT	NT	NT
Socioeconomically Disadvantaged	3630	NT	NT	NT	NT
Students Receiving Migrant Education Services	28	NT	NT	NT	NT
Students with Disabilities	766	NT	NT	NT	NT