

Academies of the Antelope Valley

2021-2022 School Accountability Report Card

(Published During the 2022-2023 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

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

2022-23 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

2022-23 District Contact Information

District Name	Academies of the Antelope Valley
Phone Number	661-948-7655
Superintendent	Greg Nehen
Email Address	gnehen@avhsd.org
District Website Address	www.avdistrict.org

2022-23 School Overview

Academies of the Antelope Valley (AAV) is a dependent charter school that consists of three satellite sites: One virtual/blended site and two brick and mortar sites. There are 227 full time students between grades 7-12, and 400 part time students between grades 9-12 who are enrolled with our online, blended school, Virtual Academy. There are 455 students between grades 6-8 who are enrolled in our brick and mortar junior high schools, SOAR Preparatory Academy and Knight 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 three distinct academies: SOAR Preparatory Academy, Knight 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

2022-23 School Overview

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

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 and Knight 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

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	60
Grade 7	192
Grade 8	228
Grade 9	53
Grade 10	31
Grade 11	43
Grade 12	31
Total Enrollment	638

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	58.3
Male	41.7
American Indian or Alaska Native	0.3
Asian	1.1
Black or African American	17.1
Filipino	1.7
Hispanic or Latino	60.5
Native Hawaiian or Pacific Islander	0.0
Two or More Races	5.2
White	14.1
English Learners	6.6
Foster Youth	2.0
Homeless	0.0
Migrant	0.3
Socioeconomically Disadvantaged	52.8
Students with Disabilities	8.3

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	30.60	84.79	767.70	76.98	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	12.90	1.30	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.60	10.15	83.20	8.35	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.80	5.01	76.10	7.63	12115.80	4.41
Unknown	0.00	0.00	57.30	5.74	18854.30	6.86
Total Teaching Positions	36.10	100.00	997.30	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
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						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	3.60	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	3.60	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	1.80	
Total Out-of-Field Teachers	1.80	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	8.60	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	2.60	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	December 2022
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	SpringBoard California English Language Arts Grade 9 Student Edition/2017 SpringBoard California English Language Arts Grade 10 Student Edition/2017 SpringBoard California English Language Arts Grade 11 Student Edition/2017 SpringBoard California English Language Arts Grade 12 Student Edition/2017 SpringBoard California English Language Development Grade 9 Student Edition/2017 SpringBoard California English Language Development Grade 10 Student Edition/2017 SpringBoard California English Language Development Grade 11 Student Edition/2017 SpringBoard California English Language Development Grade 12 Student Edition/2017	Yes	0%
Mathematics	Houghton Mifflin Harcourt Big Ideas Algebra/2016 Houghton Mifflin Harcourt Big Ideas Geometry/2016 Houghton Mifflin Harcourt Big Ideas Algebra 2/2016 Algebra & Trigonometry: Structure and Method-Book 2/2002 Trigonometry Calculus: A New Horizon / 2008	Yes	0%
Science	Experience Chemistry/2022 Earth Science: Geology, the Environment, and the Universe/2003 Experience Biology/2022 Experience Physics/2022	Yes	0%
History-Social Science	IMPACT CALIFORNIA G12 STUDENT EDITION PRINCIPLES OF ECONOMICS/2021 IMPACT CALIFORNIA G12 STUDENT EDITION PRINCIPLES OF AMERICAN DEMOCRACY (CIVICS)/2021 IMPACT CALIFORNIA G10 STUDENT EDITION WORLD HISTORY CULTURE & GEOGRAPHY/2021 IMPACT CALIFORNIA G11 STUDENT EDITION UNITED STATES HISTORY & GEOGRAPHY/2021	Yes	0%
Foreign Language	WORLD LANGUAGES French/ EntreCultures Levels 1, 2, and 3/2020 Spanish/Senderos/CA Levels 1, 2, and 3/2022 Galeria (Heritage) Imagina (Honors)	Yes	0%
Health	Glencoe Health: A Guide to Wellness /2001	Yes	0%
Visual and Performing Arts	Instrumental: Essential Elements / 2000 Music First / 2000 Exploring Photography / 2000 The Photographic Eye / 2000 Theatre: Art in Action / 2000 Music / 2000 Symphonic Band Technique / 2000	Yes	0%
Science Laboratory Equipment (grades 9-12)	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 2022 both student restrooms received new laminate flooring and two classrooms received new carpeting. During the summer of 2021 the Multi Purpose Room and room 105 received new laminate flooring and room 115 received new carpet. Staff also continuously work 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. During the start of the 22-23 school year the Multi-Purpose room and MakerSpace were swapped (including updated electrical) in order to allow for more instructional space. A gate was added in the field area to allow for a safer space for Physical Education classes and a play area during lunch.

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	12/5/2022
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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		boys locker room: ceiling tile girls locker room: ceiling tile room 106: ceiling tile room 107: ceiling tile room 111: ceiling tile, tape stuck to carpet(residue) Repairs to be rectified. admin (ofc.101-108): BALLAST 500 MPR (MULTIPURPOSE): CLUTTERED WORK AREA / CEILING TILE 507: CLUTTERED / CEILING TILE (NEED REPLACING) / BALLAST
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			: custodial closet: cluttered room 116: cluttered computer techs office Repairs to be rectified.
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			501 GIRLS LOCKER ROOM: CLUTTERED / CEILING TILE 502 BOYS LOCKER ROOM: CLUTTERED / CEILING TILE
Safety: Fire Safety, Hazardous Materials	X			room 105: wall coverage Repairs to be rectified.
Structural: Structural Damage, Roofs	X			

School Facility Conditions and Planned Improvements

External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
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Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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

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 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 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 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	44	N/A	33	N/A	47
Mathematics (grades 3-8 and 11)	N/A	16	N/A	8	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	568	541	95.25	4.75	44.36
Female	324	309	95.37	4.63	49.84
Male	244	232	95.08	4.92	37.07
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	89	82	92.13	7.87	47.56
Filipino	11	11	100.00	0.00	72.73
Hispanic or Latino	358	345	96.37	3.63	40.00
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	32	30	93.75	6.25	50.00
White	71	66	92.96	7.04	54.55
English Learners	41	40	97.56	2.44	5.00
Foster Youth	--	--	--	--	--
Homeless	0	0	0.00	0.00	0.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	334	316	94.61	5.39	38.29
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	54	50	92.59	7.41	20.00

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	569	540	94.90	5.10	15.80
Female	325	309	95.08	4.92	13.36
Male	244	231	94.67	5.33	19.05
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	89	82	92.13	7.87	12.20
Filipino	11	11	100.00	0.00	54.55
Hispanic or Latino	359	344	95.82	4.18	13.16
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	32	30	93.75	6.25	20.00
White	71	66	92.96	7.04	24.24
English Learners	41	40	97.56	2.44	0.00
Foster Youth	--	--	--	--	--
Homeless	0	0	0.00	0.00	0.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	335	315	94.03	5.97	10.19
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	54	50	92.59	7.41	4.00

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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	22.01	NT	12.35	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	334	310	92.81	7.19	22.01
Female	200	182	91	9	21.98
Male	134	128	95.52	4.48	22.05
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	59	55	93.22	6.78	14.81
Filipino	--	--	--	--	--
Hispanic or Latino	207	195	94.2	5.8	22.05
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	15	13	86.67	13.33	23.08
White	44	38	86.36	13.64	31.58
English Learners	15	15	100	0	0
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	183	172	93.99	6.01	16.28
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	30	26	86.67	13.33	15.38

2021-22 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
- Hospitality
- Fashion and Interior Design

Students can 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 competed in and won national competitions at SkillsUSA.

Each industry sector has an advisory committee that includes members representing the local/regional workforce, and K-16 partners specific to the content area.

The district's CTE division 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 can transition successfully after graduation, to post-secondary and the workforce.

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	169
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	33.3
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

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

UC/CSU Course Measure	Percent
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	93.57
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	65.22

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.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	93.72%	94.69%	94.20%	93.24%	94.69%
Grade 9	61.97%	63.38%	63.38%	61.97%	60.56%

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.

2022-23 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 AAV related events; parents also participate in the Parent Advisory Council. Several times throughout the year, 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. Two Back to School Nights (BTSN) are planned each year to allow opportunities for families to meet teachers, ask questions and see what students are doing on a daily basis. 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 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate	8.8	0.0	2.9	9.7	18.3	9.8	8.9	9.4	7.8
Graduation Rate	88.2	100.0	97.1	76.4	71.9	80.6	84.2	83.6	87.0

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 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	35	34	97.1
Female	27	26	96.3
Male	--	--	--
American Indian or Alaska Native	0	0	0.0
Asian	0	0	0.0
Black or African American	--	--	--
Filipino	0	0	0.0
Hispanic or Latino	19	19	100.0
Native Hawaiian or Pacific Islander	0	0	0.0
Two or More Races	--	--	--
White	--	--	--
English Learners	0	0	0.0
Foster Youth	--	--	--
Homeless	0	0	0.0
Socioeconomically Disadvantaged	28	27	96.4
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	--	--	--

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	810	783	181	23.1
Female	471	458	104	22.7
Male	339	325	77	23.7
American Indian or Alaska Native	2	2	0	0.0
Asian	7	7	0	0.0
Black or African American	139	131	33	25.2
Filipino	12	12	0	0.0
Hispanic or Latino	496	482	111	23.0
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	43	41	15	36.6
White	110	107	22	20.6
English Learners	57	56	20	35.7
Foster Youth	16	16	5	31.3
Homeless	1	1	1	100.0
Socioeconomically Disadvantaged	486	470	127	27.0
Students Receiving Migrant Education Services	3	3	0	0.0
Students with Disabilities	71	69	24	34.8

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 February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 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

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	6.17	0.07	7.19	0.20	3.17
Expulsions	0.00	0.00	0.00	0.17	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	6.17	0.00
Female	4.46	0.00
Male	8.55	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	13.67	0.00
Filipino	0.00	0.00
Hispanic or Latino	4.64	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	6.98	0.00
White	4.55	0.00
English Learners	5.26	0.00
Foster Youth	12.50	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	7.20	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	18.31	0.00

2022-23 School Safety Plan

School safety is a top priority at SOAR Prep Academy, Knight 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 and Knight 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 and Knight 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 2021. 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.

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	

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	23	13	12	1
Mathematics	19	22	6	4
Science	21	14	12	2
Social Science	22	11	15	1

2021-22 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	319

2021-22 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)	2.0
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	3.3

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$8,637.90	\$1,862.50	\$6,775.40	\$82,589.65
District	N/A	N/A	\$2,490.03	\$82,765
Percent Difference - School Site and District	N/A	N/A	92.5	-0.2
State	N/A	N/A	\$6,594	\$94,126
Percent Difference - School Site and State	N/A	N/A	2.7	-13.1

2021-22 Types of Services Funded

Academies of the Antelope Valley is a school wide AVID school and all categorical funds support that program. In addition, Knight Prep Academy offer Homework Hub, an after school tutoring program, for 1 hour per day week respectively for students to work on assignments with an instructor present. SOAR Pre Academy offers targeted support to struggling students during lunch, monitored by AVID tutors to ensure students receive support when needed. 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. AAV received temporary Educator Effectiveness Funds to ensure staff maintain professional development. During June of 2022 AAV certificated staff had a 2 day collaboration where they were able to reflect on last years progress and plan for the upcoming year to ensure for safe and effective programs.

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.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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	\$55,947
Mid-Range Teacher Salary	\$75,853	\$90,080
Highest Teacher Salary	\$111,782	\$117,121
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		\$146,364
Average Principal Salary (High)	\$143,196	\$164,633
Superintendent Salary	\$308,342	\$261,984
Percent of Budget for Teacher Salaries	27%	31%
Percent of Budget for Administrative Salaries	4%	5%

2021-22 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	27.3
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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 Where there are student course enrollments of at least one student.	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).

As needed, 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.

During June of 2022 all certificated staff spent 2 summer days reflecting on the previous year and planning for the upcoming year to ensure a collective mindset and consistency with students. Formative and summative data was reviewed by teachers and plans for improvement were put into place for the next school year.

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	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	4	3	5