

Antelope Valley High School

2023-2024 School Accountability Report Card

(Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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.

| | |
|---|---|
| Admission Requirements for the University of California (UC) | Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ . |
| Admission Requirements for the California State University (CSU) | Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ . |

2024-25 School Contact Information

| | |
|--|---|
| School Name | Antelope Valley High School |
| Street | 44900 N. Division Street |
| City, State, Zip | Lancaster, CA 93535 |
| Phone Number | (661) 948-8552 |
| Principal | Lisa Schmidt |
| Email Address | lschmidt@avhsd.org |
| School Website | https://www.antelopevalleyhs.org |
| Grade Span | 9-12 |
| County-District-School (CDS) Code | 19 64246 1995398 |

2024-25 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 | www.avdistrict.org |

2024-25 School Description and Mission Statement

Antelope Valley High School is a comprehensive secondary school educating approximately 1,600 students. The students are of all races, income levels, and ability levels. We educate each student at the level of support that they need and deserve. In addition to traditional sports and clubs, AVHS provides students many opportunities to be involved. We offer Naval JROTC, the AVID program, an Agriculture program, Dental Program, and Green Enterprise Academy.

We have become a part of the Community Schools Initiative, which will make our campus a community resource hub, helping meet the needs of students, our families, and other members of the community. The initial planning and assessment year was

2024-25 School Description and Mission Statement

2023-24, with a tiered implementation of all areas of support planned over the next 2-6 years.

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

Mission Statement:

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

AVHS Vision Statement:

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

Partnerships:

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

About this School

2023-24 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|------------------|--------------------|
| Grade 9 | 368 |
| Grade 10 | 397 |
| Grade 11 | 366 |
| Grade 12 | 381 |
| Total Enrollment | 1,512 |

2023-24 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Female | 46.8 |
| Male | 53.2 |
| American Indian or Alaska Native | 0.3 |
| Asian | 0.2 |
| Black or African American | 28.7 |
| Filipino | 0.5 |
| Hispanic or Latino | 63.9 |
| Native Hawaiian or Pacific Islander | 0.1 |
| Two or More Races | 3.2 |
| White | 3 |
| English Learners | 11.6 |
| Foster Youth | 3.5 |
| Homeless | 1.7 |
| Migrant | 0.7 |
| Socioeconomically Disadvantaged | 85.3 |
| Students with Disabilities | 26.2 |

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.

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) | 55.00 | 75.09 | 767.70 | 76.98 | 228366.10 | 83.12 |
| Intern Credential Holders Properly Assigned | 3.00 | 4.09 | 12.90 | 1.30 | 4205.90 | 1.53 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 6.20 | 8.54 | 83.20 | 8.35 | 11216.70 | 4.08 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 2.80 | 3.85 | 76.10 | 7.63 | 12115.80 | 4.41 |
| Unknown/Incomplete/NA | 6.10 | 8.43 | 57.30 | 5.74 | 18854.30 | 6.86 |
| Total Teaching Positions | 73.30 | 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) | 57.50 | 80.21 | 758.20 | 76.16 | 234405.20 | 84.00 |
| Intern Credential Holders Properly Assigned | 3.10 | 4.39 | 21.10 | 2.12 | 4853.00 | 1.74 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 3.50 | 4.97 | 76.60 | 7.70 | 12001.50 | 4.30 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 2.40 | 3.47 | 73.00 | 7.34 | 11953.10 | 4.28 |
| Unknown/Incomplete/NA | 4.90 | 6.92 | 66.40 | 6.68 | 15831.90 | 5.67 |
| Total Teaching Positions | 71.70 | 100.00 | 995.50 | 100.00 | 279044.80 | 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.

2022-23 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) | 54.70 | 76.83 | 697.20 | 73.82 | 231142.40 | 100.00 |
| Intern Credential Holders Properly Assigned | 2.20 | 3.21 | 24.20 | 2.57 | 5566.40 | 2.00 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 5.40 | 7.69 | 93.00 | 9.85 | 14938.30 | 5.38 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 2.80 | 3.94 | 76.20 | 8.08 | 11746.90 | 4.23 |
| Unknown/Incomplete/NA | 5.90 | 8.29 | 53.60 | 5.68 | 14303.80 | 5.15 |
| Total Teaching Positions | 71.20 | 100.00 | 944.50 | 100.00 | 277698 | 100 |

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 | 2022-23 |
|---|---------|---------|---------|
| Permits and Waivers | 0.00 | 0.00 | 1 |
| Misassignments | 6.20 | 3.50 | 4.4 |
| Vacant Positions | 0.00 | 0.00 | 0 |
| Total Teachers Without Credentials and | 6.20 | 3.50 | 5.4 |

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

| Indicator | 2020-21 | 2021-22 | 2022-23 |
|---|---------|---------|---------|
| Credentialed Teachers Authorized on a Permit or Waiver | 0.40 | 0.00 | 0 |
| Local Assignment Options | 2.40 | 2.40 | 2.8 |
| Total Out-of-Field Teachers | 2.80 | 2.40 | 2.8 |

Class Assignments

| Indicator | 2020-21 | 2021-22 | 2022-23 |
|--|---------|---------|---------|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | 8.50 | 5.1 | 6.5 |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 6.60 | 0 | 0 |

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

2024-25 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 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 CA Miller Levine Experience Biology Copyright 3/2020 Adopted 5/26/2022 CA Experience Chemistry 2020 Adopted 5/26/2022 | Yes | 0% |

| | | | |
|---|--|-----|----|
| | CA Experience Physics 2022 Adopted 5/26/2022 | | |
| History-Social Science | IMPACT CALIFORNIA G10 STUDENT EDITION WORLD HISTORY CULTURE & GEOGRAPHY/2021 IMPACT CALIFORNIA G11 STUDENT EDITION UNITED STATES HISTORY & GEOGRAPHY/2021 IMPACT CALIFORNIA G12 STUDENT EDITION PRINCIPLES OF ECONOMICS/2021 IMPACT CALIFORNIA G12 STUDENT EDITION PRINCIPLES OF AMERICAN DEMOCRACY (CIVICS)/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) | N/A | N/A | 0% |

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

School Facility Conditions and Planned Improvements

Ours is a “Historic” facility—the oldest within the District, dating back to 1912. The District continues to support us with school site improvement funds. Over the last five years, with District fiscal support, additional surveillance cameras were installed, resurfacing of the front parking lots, and a new stadium parking lot, with solar panels, was resurfaced. Library renovations were completed in the last couple of years and have provided opportunities for students to obtain the additional support they need in order to be successful. Wireless ports were put in every classroom to increase technology access. Through the District mini-grant application process, an additional \$240,000.00 of funding was approved to purchase Chromebooks, Chromebook carts, and Promethean boards, serving upwards of 70 classrooms. These purchases have enabled us to provide 1:1 technology for our students. Our 3 computer labs have been updated with new computers and technology. A Visual Imagery space was created to support our VAPA Program and Yearbook development. The school has complied with Williams Legislation in regard to facilities. School improvements are ongoing as evidenced by the recent remodeling of our Green Enterprise Maker Space Lab, which allows students to collaborate across the curriculum. An interactive lab was created to support multi-class student collaboration. The lab includes Chromebooks, an active panel, white boards, and mini-bits white boards. A new Student Support Center was designed to provide students with social/emotional, behavioral, and academic supports through PBIS (mentors, framework, and supplemental instruction). AVHS also renovated the Lope Center to provide an additional space for counseling, college and career readiness, guest speakers, and educational workshops. All AVID classroom have collaborative furniture and we created an AVID Collaboration room in room 523. Rooms 334 and 335 have been renovated in to a Sensory Room and Life Skills Cooking Room.

The attendance office has been renovated and moved to the North end of the admin building, allowing for outdoor window access for parents. The admin building has been reorganized to move the AP secretary and data tech offices across the hall from the Assistant Principal on the South end of the admin building, and the accountant was moved to a more central location in the admin building. AVHS created an E-Sports lab in room 721.

New renovations include the Associated Student Body classroom and store, and a brand new Alternative Education Center. AVHS has had major painting completed across the campus and new signage. AVHS has turned room 321 in to The Village - a place that supports students social emotional, behavioral, and academic needs - AVHS is planning to add a Wellness Center to The Village in 2024.

New A/C units were installed school wide in 2023.

An outside weight room was created in 2023 and will continue to see changes in 2024.

The Ag facility has been renovated and upgraded to include new fencing, barns, security cameras, classroom updates, and internet improvements. The Ag facility will continue to undergo new improvements for the next 2 years.

Future renovations include upgraded performance stage and area in the cafeteria.

Year and month of the most recent FIT report

11/20/2024

| 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 | | 108: SCT 110: Light fixture not working 111: Light fixture not working 120: Floor needs to be grind and floor tiles need replace 123: Light fixture not working 124: Light fixture not working 143: SCT 150: SCT 211: Light fixture not working 221: Light fixture not working 222: Light fixture not working 223: Light fixture not working 240: SCT 331: SCT 333: Light fixture not working 341: SCT 623: SCT 634: Light fixture not working |

School Facility Conditions and Planned Improvements

| | | | | |
|---|---|--|---|---|
| | | | | 732: SCT 733: SCT 734: SCT 735: SCT 823: Light fixture not working 834: SCT Admin Building: Light fixture not working Large Gym: SCT |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | X | | | 120 Man Restroom: Toilets need to be cleaned 120 Woman Restroom: Walls and floor needs to be scrub 220 Man Restroom: Toilets need to be cleaned 220 Woman Restroom: Toilets need to be cleaned 230 Man Restroom: Toilets need to be cleaned 230 Woman Restroom: Toilets need to be cleaned 240 Man Restroom: Toilets need to be cleaned 240 Woman Restroom: Toilets need to be cleaned 330 Man Restroom: Toilets need to be cleaned 330 Woman Restroom: Toilets need to be cleaned |
| Electrical | X | | | 110: Light fixture not working 312: Remove electrical from floor Cafeteria: Need swamp coolers electric fix |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | X | | | 120 Man Restroom: Toilets need to be cleaned 120 Woman Restroom: Walls and floor needs to be scrub 220 Man Restroom: Toilets need to be cleaned 220 Woman Restroom: Toilets need to be cleaned 230 Man Restroom: Toilets need to be cleaned 230 Woman Restroom: Toilets need to be cleaned 240 Man Restroom: Toilets need to be cleaned 240 Woman Restroom: Toilets need to be cleaned 330 Man Restroom: Toilets need to be cleaned 330 Woman Restroom: Toilets need to be cleaned |
| Safety: Fire Safety, Hazardous Materials | X | | | |
| 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).

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.

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23 | School 2023-24 | District 2022-23 | District 2023-24 | State 2022-23 | State 2023-24 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| English Language Arts/Literacy (grades 3-8 and 11) | 27 | 32 | 34 | 37 | 46 | 47 |
| Mathematics (grades 3-8 and 11) | 3 | 6 | 10 | 11 | 34 | 35 |

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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 | 328 | 317 | 96.65 | 3.35 | 32.49 |
| Female | 168 | 165 | 98.21 | 1.79 | 38.18 |
| Male | 160 | 152 | 95.00 | 5.00 | 26.32 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | 93 | 88 | 94.62 | 5.38 | 18.18 |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 217 | 212 | 97.70 | 2.30 | 39.15 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | -- | -- | -- | -- | -- |
| English Learners | 34 | 30 | 88.24 | 11.76 | 0.00 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 295 | 284 | 96.27 | 3.73 | 32.75 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- |
| Students with Disabilities | 77 | 74 | 96.10 | 3.90 | 9.46 |

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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 | 330 | 317 | 96.06 | 3.94 | 6.31 |
| Female | 169 | 165 | 97.63 | 2.37 | 7.27 |
| Male | 161 | 152 | 94.41 | 5.59 | 5.26 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | 94 | 88 | 93.62 | 6.38 | 2.27 |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 218 | 213 | 97.71 | 2.29 | 7.98 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | -- | -- | -- | -- | -- |
| English Learners | 34 | 30 | 88.24 | 11.76 | 0.00 |
| Foster Youth | 11 | 8 | 72.73 | 27.27 | -- |
| Homeless | -- | -- | -- | -- | -- |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 297 | 284 | 95.62 | 4.38 | 5.63 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- |
| Students with Disabilities | 77 | 73 | 94.81 | 5.19 | 1.37 |

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.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

| Subject | School 2022-23 | School 2023-24 | District 2022-23 | District 2023-24 | State 2022-23 | State 2023-24 |
|---|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| Science (grades 5, 8 and high school) | 5.49 | 6.44 | 12.35 | 13.23 | 30.29 | 30.73 |

2023-24 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 | 806 | 799 | 99.13 | 0.87 | 6.88 |
| Female | 355 | 352 | 99.15 | 0.85 | 3.69 |
| Male | 451 | 447 | 99.11 | 0.89 | 9.40 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | 221 | 219 | 99.10 | 0.90 | 2.28 |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 518 | 514 | 99.23 | 0.77 | 7.00 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 28 | 28 | 100.00 | 0.00 | 17.86 |
| White | 24 | 23 | 95.83 | 4.17 | 30.43 |
| English Learners | 72 | 71 | 98.61 | 1.39 | 0.00 |
| Foster Youth | 20 | 20 | 100.00 | 0.00 | 15.00 |
| Homeless | 27 | 27 | 100.00 | 0.00 | 7.41 |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 718 | 711 | 99.03 | 0.97 | 7.03 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- |
| Students with Disabilities | 219 | 217 | 99.09 | 0.91 | 6.45 |

2023-24 Career Technical Education Programs

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

- Agriculture and Natural Resources
 - o Biology and Sustainable Agriculture
 - o Agriculture Chemistry
 - o Environmental Horticulture Science
 - o The Art and History of Floral Design
- Arts, Media, and Entertainment
 - o Multimedia Contemporary Design 1
 - o Digital Media and Graphic Design
- Engineering & Architecture
 - o Intro to Engineering Honors
 - o Principles of Engineering Honors
 - o Digital Electronics Honors
 - o Aerospace Engineering Honors

2023-24 Career Technical Education Programs

- Health Science & Medical Technology
 - o Principles of Biomedical Sciences Honors
 - o Human Body Systems Honors
 - o Dental Assisting 1 & 2

- Information and Communication Technologies
 - o Cybersecurity
 - o Intro to Unmanned Aircraft Systems
 - o Unmanned Aircraft Systems Design and Production

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

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 AVHS in developing and implementing high-quality career pathways that address regional labor market needs. They work with school sites, industry, and community colleges to ensure students in the CTE programs can transition successfully after graduation to post-secondary and the workforce.

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

2023-24 Career Technical Education (CTE) Participation

| Measure | CTE Program Participation |
|---|---------------------------|
| Number of Pupils Participating in CTE | 890 |
| Percent of Pupils that Complete a CTE Program and Earn a High School Diploma | 34.2 |
| 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 |
|---|---------|
| 2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission | 92.14 |
| 2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission | 20.49 |

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.

2023-24 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. The administration of the PFT requires only participation results 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 9 | 64.83% | 74.88% | 72.73% | 75.12% | 71.29% |

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.

2024-25 Opportunities for Parental Involvement

AVHS provides parents with multiple opportunities to get involved. AVHS uses Blackboard and PowerSchool to communicate students' grades, attendance, behavioral interventions, and important school information to parents. AVHS conducts parent teacher conferences each semester so that parents have the opportunity to sit and meet with their students' teachers to develop a plan to support their child. The counseling department regularly runs workshops for parents about educational tips, tricks, and important information for helping children succeed in high school. AVHS has an EL department that holds ELAC meetings for parents on a quarterly basis so that EL parents can obtain critical information about their child and their academics. Title I holds quarterly parent meetings to discuss Title I expenditures. The AVID department meets with parents and students about college and career information. AVHS has a school site council which meets with students, parents, and staff regularly. AVHS has an active African American Parent Advisory Committee which meets with parents monthly to provide parents with valuable feedback, resources, and information to best support their child. At AVHS we send out the Principal's Newsletter to update parents and students on school events throughout the year. AVHS is a Community School which provides our students and parents access to The Village, a wellness center, food bank, and other resources. AVHS holds a Back to School Night event each semester so that parents can meet teachers and gather information about the school, programs, clubs, activities, and sports on campus. Each year, the school conducts a School Climate Survey so that parents can give valuable feedback to the school about the school's four main LCAP goals. Parents interested in volunteering at AVHS can contact the Activities Office at 661-948-8552 in order to obtain appropriate paperwork to become cleared to work with students. AVHS welcomes parents' assistance and presence on campus in various capacities. We try to place parent volunteers according to both their preferences and talents.

Parents have access to their child's Google Classroom so they can better support their child's academic success. AVHS has made a commitment to building and strengthening community events on campus.

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 2021-22 | School 2022-23 | School 2023-24 | District 2021-22 | District 2022-23 | District 2023-24 | State 2021-22 | State 2022-23 | State 2023-24 |
|------------------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| Dropout Rate | 9.0 | 12.1 | 17.4 | 9.8 | 13.8 | 17.4 | 7.8 | 8.2 | 8.9 |
| Graduation Rate | 83.8 | 82.0 | 82.1 | 80.6 | 75.9 | 78.5 | 87.0 | 86.2 | 86.4 |

2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 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 | 390 | 320 | 82.1 |
| Female | 177 | 160 | 90.4 |
| Male | 213 | 160 | 75.1 |
| Non-Binary | | | |
| American Indian or Alaska Native | -- | -- | -- |
| Asian | 0 | 0 | 0.00 |
| Black or African American | 99 | 77 | 77.8 |
| Filipino | -- | -- | -- |
| Hispanic or Latino | 253 | 217 | 85.8 |
| Native Hawaiian or Pacific Islander | -- | -- | -- |
| Two or More Races | 16 | 12 | 75.0 |
| White | 15 | 10 | 66.7 |
| English Learners | 77 | 61 | 79.2 |
| Foster Youth | 23 | 15 | 65.2 |
| Homeless | 24 | 20 | 83.3 |
| Socioeconomically Disadvantaged | 380 | 313 | 82.4 |
| Students Receiving Migrant Education Services | -- | -- | -- |
| Students with Disabilities | 109 | 71 | 65.1 |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2023-24 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | 1801 | 1696 | 542 | 32.0 |
| Female | 844 | 791 | 255 | 32.2 |
| Male | 957 | 905 | 287 | 31.7 |
| Non-Binary | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Black or African American | 547 | 506 | 196 | 38.7 |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 1124 | 1068 | 295 | 27.6 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| Two or More Races | 59 | 55 | 33 | 60.0 |
| White | 52 | 48 | 14 | 29.2 |
| English Learners | 219 | 204 | 55 | 27.0 |
| Foster Youth | 91 | 76 | 33 | 43.4 |
| Homeless | 52 | 47 | 25 | 53.2 |
| Socioeconomically Disadvantaged | 1601 | 1517 | 486 | 32.0 |
| Students Receiving Migrant Education Services | 13 | 13 | 2 | 15.4 |
| Students with Disabilities | 465 | 442 | 192 | 43.4 |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

| Rate | School 2021-22 | School 2022-23 | School 2023-24 | District 2021-22 | District 2022-23 | District 2023-24 | State 2021-22 | State 2022-23 | State 2023-24 |
|-------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| Suspensions | 13.92 | 17.98 | 16.94 | 7.19 | 8.27 | 8.29 | 3.17 | 3.60 | 3.28 |
| Expulsions | 0.45 | 0.22 | 0.28 | 0.17 | 0.21 | 0.17 | 0.07 | 0.08 | 0.07 |

2023-24 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|------------------|-----------------|
| All Students | 16.94 | 0.28 |
| Female | 13.74 | 0.36 |
| Male | 19.75 | 0.21 |
| Non-Binary | | |
| American Indian or Alaska Native | 0.00 | 0.00 |
| Asian | 0.00 | 0.00 |
| Black or African American | 29.98 | 0.55 |
| Filipino | 0.00 | 0.00 |
| Hispanic or Latino | 10.23 | 0.18 |
| Native Hawaiian or Pacific Islander | 0.00 | 0.00 |
| Two or More Races | 25.42 | 0.00 |
| White | 15.38 | 0.00 |
| English Learners | 10.96 | 0.00 |
| Foster Youth | 31.87 | 0.00 |
| Homeless | 25.00 | 0.00 |
| Socioeconomically Disadvantaged | 17.49 | 0.31 |
| Students Receiving Migrant Education Services | 0.00 | 0.00 |
| Students with Disabilities | 23.44 | 0.22 |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

The School Safety Plan was updated in February 2024. It was discussed and approved by the School Site Council at the February 22, 2024 SSC meeting. It was Board approved on March 7, 2024. The school safety/disaster plans are reviewed and updated each December by the Director of School Site Safety. The plan is then reviewed by site educational partners and updated as needed. AVHS regularly implements safety/disaster training and drills for staff and students. Activities are planned on an ongoing basis encouraging community support of AVHS and its efforts to improve school safety. At Antelope Valley High School, we reduced the number of entrance points, and student IDs are checked at entrances, and throughout the day. We also are following a new visitor check-in procedure using Secure Check-In. AVHS School Safety Plan- A complete copy of the School Safety Plan can be obtained in the Administration Office or viewed on the school website at www.avhs.org.

Brief Outline:

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

2024-25 School Safety Plan

- e. Dress Code Policies
- f. Safe and Orderly Environment
- g. Hate Crime Reporting
- 5. Disaster Preparedness
 - a. Emergency Preparedness Plan
 - b. Disaster Plan
 - c. Disaster Forms
- 6. Support Groups
- 7. Maps

At Antelope Valley High School, we reduced the number of entrance points, and student IDs are checked at entrances, and throughout the day. We have a visitor check-in procedure using Secure Check-In.

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.

Safety walks are conducted regularly. Recently 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.

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 | 13 | 91 | 19 | 12 |
| Mathematics | 14 | 62 | 20 | 8 |
| Science | 12 | 44 | 9 | 5 |
| Social Science | 12 | 67 | 10 | 12 |

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 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 | 17 | 68 | 13 | 22 |
| Mathematics | 16 | 52 | 21 | 11 |
| Science | 16 | 28 | 9 | 7 |
| Social Science | 17 | 43 | 7 | 19 |

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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 | 18 | 50 | 18 | 18 |
| Mathematics | 18 | 41 | 21 | 8 |
| Science | 19 | 19 | 8 | 6 |
| Social Science | 20 | 29 | 14 | 16 |

2023-24 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 | 252 |

2023-24 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. The “Other” category is for all other student support services staff positions not listed.

| Title | Number of FTE Assigned to School |
|--|----------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | 6 |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | 2 |
| Social Worker | |
| Nurse | |
| Speech/Language/Hearing Specialist | 0.5 |
| Resource Specialist (non-teaching) | |
| Other | 4.8 |

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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 | \$15,273.93 | \$6,838.15 | \$8,435.78 | \$102,221.27 |
| District | N/A | N/A | \$7,504.94 | \$91,448 |
| Percent Difference - School Site and District | N/A | N/A | 11.7 | 11.1 |
| State | N/A | N/A | \$10,771 | \$105,265 |
| Percent Difference - School Site and State | N/A | N/A | -24.3 | -2.9 |

Fiscal Year 2023-24 Types of Services Funded

AVHS has leveraged its Title I and Local Control funding to provide a vast amount of professional development to teachers and after school tutoring for our students. It also has paid for various technologies to be updated and utilized within the classroom. Active Expression, or “clicker,” technology has been purchased for all math and science classrooms to be used by students in conjunction with Promethean Boards in each of these classrooms. All classrooms have Chromebooks to help students with research and instruction. Promethean Boards were purchased for each classroom in 2020 and extensive professional development has been provided to support effective staff use of the Promethean Boards since they were first installed in 2020. All students wish to do so may check out a Chromebook and/or hotspot for the entirety of the academic year.

AVHS has multiple programs in order to assist students such as AAMI (African American Male Initiative), AAFI (African American Female Initiative), AVEA (Antelope Valley Education Alliance), Foster Youth Support, Probation Program, AAPAC, ELAC, Exceptional Student Program, and Counseling Services.

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

Professional Development and Programs:

Fiscal Year 2023-24 Types of Services Funded

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

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

DigiCoach - AVHS has contracted with DigiCoach to provide a data tool which is used to improve instruction for all students.

PSAT - AVHS administered the PSAT school-wide to all 10th and 11th grade students in order to be able to gather data and improve SAT scores. 9th grade students were provided with the opportunity to take the PSAT 8/9.

SAT - AVHS administered the SAT to Juniors.

AP Exams were offered to students in May 2024

MTSS - the AVUHSD has moved towards supporting all students' social emotional, behavioral, and academic needs using a data driven tiered system of supports.

The Village - AVHS has a room that supports students' social emotional, behavioral, and academic needs on a daily basis

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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 | \$47,998 | \$62,635 |
| Mid-Range Teacher Salary | \$84,003 | \$101,698 |
| Highest Teacher Salary | \$123,793 | \$128,982 |
| Average Principal Salary (Elementary) | \$0 | |
| Average Principal Salary (Middle) | \$0 | \$162,013 |
| Average Principal Salary (High) | \$167,168 | \$182,697 |
| Superintendent Salary | \$280,000 | \$298,748 |
| Percent of Budget for Teacher Salaries | 28% | 30% |
| Percent of Budget for Administrative Salaries | 5% | 5% |

2023-24 Advanced Placement (AP) Courses

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

| | |
|--|------|
| Percent of Students in AP Courses | 22.4 |
|--|------|

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 | 2 |
| English | 6 |
| Fine and Performing Arts | 0 |
| Foreign Language | 3 |
| Mathematics | 6 |
| Science | 1 |
| Social Science | 9 |
| Total AP Courses Offered Where there are student course enrollments of at least one student. | 27 |

Professional Development

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

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

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

1. Mandatory monthly faculty meetings
2. Mandatory monthly department meetings
3. Monthly optional paid professional development
4. District offered professional development
5. Hours are available for individuals or departments to use
6. Student-free days
7. Half-day or full-day release to work with PD consultants.

Teachers are supported after professional development is offered, through:

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

Professional Development

9. Staff who provide evidence of implementation of strategies learned in professional development are paid and additional hour for lesson development and reflection.

In 2024-25, we have added additional support and professional development specifically for new teachers. New teachers have all been provided with a full day of observations of experienced teachers, accompanied by an Instructional Partner. The observations focus on areas where the new teacher has expressed a need to grow, and the instructional partners use the observations and teacher's goals to develop an individualized professional development plan for each new teacher.

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

| Subject | 2022-23 | 2023-24 | 2024-25 |
|--|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 20+ | 20+ | 20+ |