Academies of the Antelope Valley
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	Academies of the Antelope Valley
Street	6300 West Avenue L
City, State, Zip	Lancaster, CA 93536
Phone Number	661-943-3031
Principal	Dr. Andy Glatfelter
Email Address	aglatfelter@avhsd.org
School Website	https://www.virtualacademyav.org
Grade Span	6-12
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

Academies of the Antelope Valley (AAV) is a dependent charter school of the Antelope Valley Union High School District consisting of three campuses, each with a distinct culture and identity. Knight Prep Academy is a 6th-8th grade middle school located adjacent to Knight High School and is home to 270 students. SOAR Prep Academy is a 7th-8th grade junior high located next to Quartz Hill High School with 220 students enrolled. Virtual Academy serves over 230 full time and over 500 part time students in grades 7-12 in an online, asynchronous learning environment. All three campuses offer a rigorous academic program in a small, safe environment.

2024-25 School Description and Mission Statement

Academies of the Antelope Valley was named a "Best School" by US News & World Report, a PLTW Distinguished School, and it was named a Gold Ribbon School by the California Department of Education. The mission of 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 virtual and community-based learning opportunities.

Knight Prep Academy engages students in a relevant and exciting exploration of academics by providing students with hands-on project-based learning. Knight Prep takes concepts taught in the classroom and brings them alive through field trips, projects, and the opportunity to design and build 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. As a capstone project, every 8th grader builds their own electric guitar from scratch, learning the use of a variety of tools along the way. Successful Knight Prep students may earn priority placement in the Digital Design and Engineering Academy at Knight High School.

SOAR Prep Academy puts proven learning principles into the hands and minds of junior high school students. 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 district pathways, academies, or middle college settings. Students have gone on from SOAR Prep to attend the country's most elite high schools and universities. One, Jalen Nailor, currently plays in the NFL for the Minnesota Vikings.

All students at Knight Prep and SOAR Prep take a Project Lead the Way (PLTW) engineering class every day, as well as AVID, which prepares students for college and career.

Virtual Academy offers students in grades 7 through 12 a rigorous program in a fully online environment, with the option for both in-person and online support. Thirteen Advanced Placement courses and eight honors courses are available, in addition to Career Technical Education (CTE) pathways including culinary arts, visual arts, business, and computers science. Students participate in a variety of clubs and in-person activities including Black Student Union, crochet club, video game club, sports club, and ASB. Students in Virtual Academy may participate in sports and JROTC at their home high school.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	90
Grade 7	211
Grade 8	216
Grade 9	37
Grade 10	45
Grade 11	63
Grade 12	34
Total Enrollment	696

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	58.4
Male	41.6
American Indian or Alaska Native	0.3
Asian	1.5
Black or African American	11.5
Filipino	1.3
Hispanic or Latino	66.2
Native Hawaiian or Pacific Islander	0.1
Two or More Races	5.4
White	13.6
English Learners	6
Foster Youth	0.4
Homeless	1
Migrant	0.9
Socioeconomically Disadvantaged	59
Students with Disabilities	8.2

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)	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/Incomplete/NA	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)	27.90	77.63	758.20	76.16	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	21.10	2.12	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	4.20	11.82	76.60	7.70	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	3.00	8.49	73.00	7.34	11953.10	4.28
Unknown/Incomplete/NA	0.70	2.03	66.40	6.68	15831.90	5.67
Total Teaching Positions	36.00	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)	22.20	70.39	697.20	73.82	231142.40	100.00
Intern Credential Holders Properly Assigned	1.00	3.16	24.20	2.57	5566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	4.30	13.78	93.00	9.85	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	3.90	12.32	76.20	8.08	11746.90	4.23
Unknown/Incomplete/NA	0.10	0.32	53.60	5.68	14303.80	5.15
Total Teaching Positions	31.60	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	1.00	1
Misassignments	3.60	3.20	3.3
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	3.60	4.20	4.3

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	0.00	0.00	0.7
Local Assignment Options	1.80	3.00	3.2
Total Out-of-Field Teachers	1.80	3.00	3.9

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)	8.60	8.5	8.6
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	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 2022

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

Knight Prep Academy is comprised of 9 classrooms, 1 makerspace, 2 student restrooms, a Student Support Center, an administration building, and 2 restroom facilities for both adults and students respectively. The physical education department has a large grass area for students to play field games including soccer.

SOAR Prep Academy is comprised of 11 classrooms, 1 makerspace, 1 workroom, 2 locker rooms, 2 student restrooms, a staff lounge, a technology work room, an administration building including a small private meeting room, 2 single-occupancy restrooms for adults which are shared with students, and extensive field space. In 2022 boys and girls student restrooms received new laminate flooring and two classrooms received new carpeting.

Virtual Academy has an office room and 1 connected room called "Club Virtual." In this open space, students drop in for support from teachers and for a quiet place to work. Students share restroom space with SOAR Prep Academy. Faculty share lounge space with SOAR Prep Academy. Culinary lab space and science lab space is shared with Quartz Hill High School.

Year and month of the most recent FIT report	11/13/2023

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			Girls locker room: Torn wall covering Room 111: tape stuck to carpet(residue)

School Facility Conditions and Planned Improvements

Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X		Custodial closet: Cluttered : Room 105 store room: Cluttered
Electrical	X		
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X		
Safety: Fire Safety, Hazardous Materials	X		Room 105: Wall coverage
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)	42	42	34	37	46	47
Mathematics (grades 3-8 and 11)	21	21	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	558	538	96.42	3.58	42.09
Female	318	305	95.91	4.09	47.87
Male	240	233	97.08	2.92	34.48
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	69	65	94.20	5.80	41.54
Filipino	--	--	--	--	--
Hispanic or Latino	366	353	96.45	3.55	37.68
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	32	32	100.00	0.00	53.13
White	78	75	96.15	3.85	52.70
English Learners	31	27	87.10	12.90	7.41
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	352	342	97.16	2.84	38.89
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	46	44	95.65	4.35	13.64

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	558	536	96.06	3.94	20.93
Female	318	304	95.60	4.40	18.75
Male	240	232	96.67	3.33	23.81
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	69	64	92.75	7.25	9.38
Filipino	--	--	--	--	--
Hispanic or Latino	366	353	96.45	3.55	20.96
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	32	32	100.00	0.00	18.75
White	78	74	94.87	5.13	30.14
English Learners	31	27	87.10	12.90	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	352	340	96.59	3.41	17.35
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	46	44	95.65	4.35	6.82

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)	23.31	24.26	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	348	338	97.13	2.87	24.26
Female	211	202	95.73	4.27	21.78
Male	137	136	99.27	0.73	27.94
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	52	52	100.00	0.00	9.62
Filipino	--	--	--	--	--
Hispanic or Latino	224	215	95.98	4.02	24.65
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	16	16	100.00	0.00	12.50
White	49	48	97.96	2.04	37.50
English Learners	18	14	77.78	22.22	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	234	228	97.44	2.56	21.05
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	29	28	96.55	3.45	21.43

2023-24 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 offered in the following industry sectors:

- Computer Science
- Arts, Media, and Entertainment
- Business
- Culinary Arts and Hospitality
- Body Systems & Disorders

Students can 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 who want to supplement their coursework at traditional school sites. Participation and involvement in SkillsUSA, a career technical student organization, is open to AAV students. SkillsUSA allows students 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.

2023-24 Career Technical Education Programs

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 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 at AAV 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 AAV 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	276
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	50
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	95.19
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	58.33

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 7	95.31%	95.31%	95.31%	95.31%	96.24%
Grade 9	45.65%	45.65%	45.65%	45.65%	45.65%

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

School leadership has a comprehensive system of strategies which encourage parent 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 children 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, and PowerSchool is available to parents every day, with grades updated at least every two weeks. Parents are encouraged to contact their child's teacher and/or counselor for a parent conference. Our websites link 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 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	2.9	8.3	0	9.8	13.8	17.4	7.8	8.2	8.9
Graduation Rate	97.1	91.7	100	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	36	36	100
Female	23	23	100
Male	13	13	100
Non-Binary			
American Indian or Alaska Native	0	0	0.00
Asian	--	--	--
Black or African American	8	8	100
Filipino	--	--	--
Hispanic or Latino	23	23	100
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	5	5	100
English Learners	--	--	--
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	19	19	100
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	3	3	100

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	774	757	85	11.2
Female	456	447	46	10.3
Male	318	310	39	12.6
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	11	11	1	9.1
Black or African American	98	94	9	9.6
Filipino	11	11	0	0.0
Hispanic or Latino	503	494	56	11.3
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	49	46	10	21.7
White	100	99	9	9.1
English Learners	47	46	4	8.7
Foster Youth	11	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	513	501	63	12.6
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	64	63	12	19.0

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	6.17	5.27	3.49	7.19	8.27	8.29	3.17	3.60	3.28
Expulsions	0.00	0.00	0.00	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	3.49	0.00
Female	1.97	0.00
Male	5.66	0.00
Non-Binary		
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	6.12	0.00
Filipino	9.09	0.00
Hispanic or Latino	3.58	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	2.04	0.00
White	1.00	0.00
English Learners	6.38	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	3.90	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	7.81	0.00

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

School safety is a top priority at Knight Prep Academy, SOAR 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. Lockdown drills and earthquake drills are held quarterly, and fire drills are held monthly. AAV employs a Director of Security to be a resource for site security, administration and staff. Knight Prep Academy and SOAR 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. AAV campuses work with comprehensive site security and school deputies to develop and implement a Safe School Plan in accordance with Senate Bill 187.

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. 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.

A school resource officer is nearby to respond to campus needs. 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 our phrase: "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	23	13	12	1
Mathematics	19	22	6	4
Science	21	14	12	2
Social Science	22	11	15	1

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	27	6	13	5
Mathematics	24	13	11	5
Science	27	4	17	3
Social Science	26	6	17	3

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	28	5	12	6
Mathematics	26	7	16	3
Science	26	6	15	3
Social Science	28	5	15	4

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	334

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)	2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	2.2
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.1
Resource Specialist (non-teaching)	
Other	2.3

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	$14,092.39	$2,062.93	$12,029.46	$91,556.18
District	N/A	N/A	$7,504.94	$91,448
Percent Difference - School Site and District	N/A	N/A	46.3	0.1
State	N/A	N/A	$10,771	$105,265
Percent Difference - School Site and State	N/A	N/A	11.0	-13.9

Fiscal Year 2023-24 Types of Services Funded

Academies of the Antelope Valley is a schoolwide AVID school and all categorical funds support that program. Knight Prep and SOAR Prep offer Homework Hub, a Title I-funded before and after school tutoring program, for students to work on assignments with an instructor present. AAV works closely with AVUHSD's Career Technical Education department and utilizes CTEIG funds to fund and train staff to utilize the makerspace at each site. AAV utilizes the College Readiness Block Grant to promote a college culture. AAV received temporary Educator Effectiveness Funds to ensure staff maintain professional

Fiscal Year 2023-24 Types of Services Funded

development. During June of 2024 AAV staff held a 2 day collaboration where they were able to reflect on last year's progress, discuss, and plan strategies for academic and social-emotional growth for the upcoming 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.

AAV is a 1:1 technology school. All students may check out a Chromebook from the school, and in 2024 new Chromebooks were purchased so that every classroom at Knight Prep and SOAR Prep has a charging station with a class set of Chromebooks for daily student use. Students who do not have internet connectivity at home can receive portable at no cost to the student or family.

AAV is using new grant funds to support expansion of Dual Enrollment, in which students receive college credit for passing a course without having to take an Advanced Placement test. This requires the teacher to hold a master's degree in the subject and for there to be an agreement in place with Antelope Valley College.

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	29.8

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

At AAV, instruction is tightly aligned to the Common Core State Standards, with the proper level of rigor measured by alignment with the Smarter Balanced Assessment, as assessed by SBA rubrics, SBA practice tests, Focused Interim Assessment Blocks (FIABs), and NWEA results. Teachers use formative and summative assessments as well as student projects to drive instruction and debrief with colleagues to plan. The Core Instructional Model (CIM) is used as the primary instructional model, and extensive professional development and coaching is used to support the implementation of CIM.

AAV leadership provides opportunities for teachers to collaborate and share with one another. This meaningful collaboration provides time for discussion on content, students, and instructional strategies. The overall school wide learning results are always at the center of these collaboration meetings, with a focus on the 4 C's of collaboration, communication, critical thinking, and 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.

AVID teachers attend AVID Summer Institute 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 teachers have opportunities to attend professional development workshops and conferences. AAV has designated teachers who attend district department meetings. In addition, there are three built-in Student Free Professional Development days for staff to meet and collaborate on current trends in education.

AVUHSD offers online professional development through a website called Alludo. Staff can sign up for district offered professional development throughout the year.

Staff are required each year to go through Targeted Solutions online training in state mandated areas such as mandated reporting, workplace diversity and sexual harassment. 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.

Professional Development

During June of 2024 certificated staff spent two 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.

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	5	5	5