

SOAR 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	SOAR High School
Street	3041 West Avenue K // 2270 East Avenue Q
City, State, Zip	Lancaster, CA 93536 // Palmdale, CA 93550
Phone Number	661-722-6509
Principal	Wendi Johnston
Email Address	wjohnston@avhsd.org
School Website	https://www.soarhs.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

SOAR (Students On Academic Rise) High School is an early college high school in the Antelope Valley Union High School District, with campuses in Lancaster and Palmdale, serving the students of the Antelope Valley. Supported by both the high school and Antelope Valley College Districts, SOAR High School provides a unique opportunity for students to earn both a high school diploma and college credits simultaneously. Through its mission of offering a supportive, flexible, and academically enriched environment, SOAR focuses on underrepresented students, particularly those who are high potential but may not thrive in traditional educational settings. With an emphasis on mathematics, science, and engineering, SOAR fosters both academic achievement and social maturity, helping students succeed in high school and beyond.

2024-25 School Description and Mission Statement

Established in 2005, SOAR was created through a collaborative partnership between the California Community College Foundation, the Antelope Valley College District, and the Antelope Valley Union High School District. Embracing the Core Principles of the Early College High School (ECHS) Initiative, SOAR is dedicated to improving graduation rates by compressing the time needed to complete both high school and college degrees while removing financial barriers to higher education. SOAR's vision is to develop life-long learners and self-advocates who tackle society's most pressing challenges through knowledge, innovation, and collaboration. Graduates of SOAR are poised to become engaged and productive leaders in their communities, fully embodying the school's motto: "Dream High and SOAR Higher!"

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	245
Grade 10	183
Grade 11	108
Grade 12	110
Total Enrollment	646

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	58.7
Male	41.3
American Indian or Alaska Native	0.3
Asian	3.7
Black or African American	11.9
Filipino	3.6
Hispanic or Latino	62.8
Native Hawaiian or Pacific Islander	0.2
Two or More Races	6.7
White	10.8
English Learners	1.2
Foster Youth	0.5
Homeless	0.2
Migrant	0.9
Socioeconomically Disadvantaged	57.4
Students with Disabilities	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)	14.70	98.66	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)	0.00	0.00	83.20	8.35	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.20	1.34	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	14.90	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)	13.30	92.81	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)	0.80	5.79	76.60	7.70	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.20	1.40	73.00	7.34	11953.10	4.28
Unknown/Incomplete/NA	0.00	0.00	66.40	6.68	15831.90	5.67
Total Teaching Positions	14.30	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)	16.70	96.15	697.20	73.82	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	24.20	2.57	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.20	1.15	93.00	9.85	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.40	2.70	76.20	8.08	11746.90	4.23
Unknown/Incomplete/NA	0.00	0.00	53.60	5.68	14303.80	5.15
Total Teaching Positions	17.40	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	0
Misassignments	0.00	0.80	0.2
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.00	0.80	0.2

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
Local Assignment Options	0.20	0.20	0.4
Total Out-of-Field Teachers	0.20	0.20	0.4

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)	0.00	8.3	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)	0.00	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

Students at SOAR Lancaster have access to college facilities as needed. SOAR High School Lancaster consists of nine classrooms, an administration building, and restrooms designated for both adults and students. Additionally, AVC provides six more classroom spaces on its campus for SOAR use. The construction of the SOAR Lancaster facility was completed in December 2008 and occupied in January 2009. All classrooms are well-maintained, with preventive safety measures in place to ensure ongoing campus upkeep.

SOAR Palmdale operates as a standalone site with six classrooms, a multipurpose room (or maker space), a commons/café area, two locker rooms, and an administrative building. Like SOAR Lancaster, all classrooms are in good condition, with preventive safety measures in place to maintain campus facilities.

Year and month of the most recent FIT report

8/8/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer				
Interior: Interior Surfaces				
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation				
Electrical		X		T500A/S10: Electrical panel blocked T500B/S11: Electrical panel blocked

School Facility Conditions and Planned Improvements

Restrooms/Fountains: Restrooms, Sinks/ Fountains				
Safety: Fire Safety, Hazardous Materials				
Structural: Structural Damage, Roofs				
External: Playground/School Grounds, Windows/ Doors/Gates/Fences				

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)	91	86	34	37	46	47
Mathematics (grades 3-8 and 11)	68	64	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	104	104	100.00	0.00	85.58
Female	59	59	100.00	0.00	84.75
Male	45	45	100.00	0.00	86.67
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	13	13	100.00	0.00	100.00
Filipino	--	--	--	--	--
Hispanic or Latino	57	57	100.00	0.00	75.44
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	12	12	100.00	0.00	91.67
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	76	76	100.00	0.00	82.89
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	0	0	0	0	0

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	104	104	100.00	0.00	64.42
Female	59	59	100.00	0.00	54.24
Male	45	45	100.00	0.00	77.78
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	13	13	100.00	0.00	61.54
Filipino	--	--	--	--	--
Hispanic or Latino	57	57	100.00	0.00	61.40
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	12	12	100.00	0.00	75.00
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	76	76	100.00	0.00	63.16
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	0	0	0	0	0

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)	61.64	53.68	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	285	285	100.00	0.00	53.68
Female	173	173	100.00	0.00	46.82
Male	112	112	100.00	0.00	64.29
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	39	39	100.00	0.00	51.28
Filipino	11	11	100.00	0.00	90.91
Hispanic or Latino	180	180	100.00	0.00	50.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	15	15	100.00	0.00	53.33
White	30	30	100.00	0.00	70.00
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	186	186	100.00	0.00	52.69
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

2023-24 Career Technical Education Programs

All of our students are on target for graduation, and many will earn their AA degrees within their four years in our school. Many will be venturing into Career Technical Education majors as our program focuses on math, science, engineering, and technology. SOAR Seniors take advantage of attending other schools in order to participate in CTE coursework: Health Careers Academy, Emergency Medical Technician, and International Business.

2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	28
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
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	100
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	92.73

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	98.07%	98.07%	98.07%	97.58%	98.07%

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

Parents play an essential role in the success of SOAR High School, contributing to the unique environment that makes SOAR a school of choice. Parent and guardian engagement is facilitated through various platforms and opportunities. One key tool is PowerSchool, our online student information system, which allows parents to stay informed and actively engage with both the school and teachers. Additionally, parents are instrumental in supporting and monitoring compliance with our school-wide AVID certification, Title I program, and accreditation efforts through periodic parent meetings. Several parents also participate in the school site council, providing valuable input on school decisions. SOAR's administration and leadership team remains easily accessible to parents, ensuring open lines of communication and support.

In addition to these involvement opportunities, SOAR offers a communication in ways parents/guardians can support their students' journey at SOAR, workshops facilitated by our counseling team that is designed to empower parents with insights into the SOAR experience. Events such as *Coffee with the Stars* provide a space for parents and educational partners to receive updates on the program and ask questions regarding student success. Major family events like the SOAR Family BBQ and the 2nd Semester Back to School Night encourage further engagement and build a supportive community. Parents are also invited to participate in committees and volunteer opportunities, fostering an active and collaborative environment dedicated to student achievement and school success.

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	0.0	0.0	0.0	9.8	13.8	17.4	7.8	8.2	8.9
Graduation Rate	100.0	100.0	99.1	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	111	110	99.1
Female	72	71	98.6
Male	39	39	100.0
Non-Binary			
American Indian or Alaska Native	0	0	0.00
Asian	--	--	--
Black or African American	14	14	100.0
Filipino	--	--	--
Hispanic or Latino	72	71	98.6
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	--	--	--
English Learners	--	--	--
Foster Youth	--	--	--
Homeless	0.0	0.0	0.0
Socioeconomically Disadvantaged	89	89	100.0
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	--	--	--

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	653	647	22	3.4
Female	384	379	14	3.7
Male	269	268	8	3.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	24	24	0	0.0
Black or African American	77	77	3	3.9
Filipino	24	23	0	0.0
Hispanic or Latino	410	406	12	3.0
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	44	44	5	11.4
White	71	70	2	2.9
English Learners	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	441	439	18	4.1
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	15	15	3	20.0

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	0.00	0.00	0.31	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	0.31	0.00
Female	0.52	0.00
Male	0.00	0.00
Non-Binary		
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.49	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.45	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	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

SOAR Lancaster is located on the Antelope Valley College (AVC) campus and adheres to AVC's safety protocols, which can be found at <http://www.avc.edu/information/emergency> or on the SOAR High School website. SOAR Palmdale operates as a standalone campus, and its safety plan is accessible via our website.

As part of district-wide safety measures (see below), SOAR students must carry two forms of ID at all times: their SOAR High School ID and AVC ID. While on the broader campus, students are expected to stay together and be familiar with emergency procedures. Large bags may be subject to search. SOAR utilizes a visitor check-in system; please always check in at the front office with a valid ID, and we will guide you through the process. For any safety or security concerns, the AVC Sheriff's Department is available, and counseling staff can provide additional support.

District Statement:

We want our community to be aware of our continued commitment to safety which includes multiple, proactive approaches to fortifying security throughout our schools.

In April and June 2018, we conducted safety reviews of our campuses that resulted in the implementation of enhanced safety measures. These measures vary by school and include enhanced fencing, additional security and counseling personnel, updated surveillance cameras, front entrance modifications, and door locking devices. We also incorporated additional training with the Lancaster Sheriff's Station and revised student, staff and visitor identification processes.

For more than 25 years, we have had a dedicated school deputy on campus each day. In addition to this, we continue to focus on our students' social emotional needs through various programs and counseling outreach, provide safety training to our

2024-25 School Safety Plan

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	29	1	10	3
Mathematics	26	4	7	2
Science	26	2	13	1
Social Science	29		8	4

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	25	7	8	2
Mathematics	21	9	10	
Science	25	6	17	
Social Science	26	3	10	1

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	27	6	11	5
Mathematics	22	12	12	1
Science	27	5	16	2
Social Science	25	3	9	2

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	323

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	0.2
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.1
Resource Specialist (non-teaching)	
Other	0.1

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	\$8,846.53	\$1,552.21	\$7,294.32	\$143,325.09
District	N/A	N/A	\$7,504.94	\$91,448
Percent Difference - School Site and District	N/A	N/A	-2.8	44.2
State	N/A	N/A	\$10,771	\$105,265
Percent Difference - School Site and State	N/A	N/A	-38.5	30.6

Fiscal Year 2023-24 Types of Services Funded

SOAR is a school-wide AVID program, supported by both state and federal categorical funds. These funds are directed toward specific goals and activities to ensure student success.

Goal 1: Ensure students are academically proficient, college-ready, and career-prepared.

Fiscal Year 2023-24 Types of Services Funded

****Fully Implement the AVID Program and Enhance Academic/College-Career Counseling****

SOAR's low-income (LI), foster youth (FY), and English learner (EL) students face barriers to early learning opportunities and academic support, which may impact their perception of success and put them at a disadvantage for college and career readiness. EL students, in particular, need additional literacy instruction and interventions to access the core curriculum and college classes. Through the AVID elective, these students receive academic, literacy, behavioral, and organizational support, building their confidence and enhancing their understanding in core and college courses, preparing them for college and career success.

AVID is a required course at all grade levels at SOAR High School. Counselors collaborate with AVID site teams and administrators each semester to review student profiles and performance data, ensuring equitable access to AVID. Students receive small group tutoring and grade monitoring by college AVID tutors, and AVID teachers meet monthly to collaborate with core content teachers, address student needs, and improve outcomes in areas like GPA, graduation rates, and A-G/CCI performance.

****Enhance Academic/College-Career Counseling for Students and Parents****

Parent and student feedback highlighted the need for increased college and career support. In response, staffing was increased to provide additional counseling services, parent workshops, and events, ensuring both English-speaking and non-English-speaking parents have access to resources that support their students.

Goal 2: Provide a 21st-century learning environment and rigorous curriculum that fosters academic, collegiate, professional, and personal growth.

****Increase Professional Development Opportunities for AVID Site Team Members****

To build capacity among AVID Site Team members (both classified and certificated personnel), SOAR provides professional development, observation, and collaboration opportunities. These efforts help team members improve instructional practices and deepen their knowledge of LI, FY, and EL student needs. The aim is to enhance their ability to select and implement pedagogical practices that align with state standards, curriculum, and assessments, increasing academic outcomes in areas like NWEA growth, CAASPP proficiency, A-G completion, and graduation rates.

****Enhance Student Exposure to STEAM (Science, Technology, Engineering, Art, and Math)****

SOAR High School's mission is to provide a supportive, flexible, and academically enriched environment, with a focus on math, science, and engineering for underrepresented students. By integrating STEAM into the curriculum, SOAR fosters inquiry, creativity, and problem-solving, helping students connect their learning to real-world solutions.

****Enhance Core and Elective Offerings with Technology, Supplemental Curriculum, and Supplies****

SOAR supports the use of supplemental materials and technology to address gaps in instructional materials, motivate students, and meet diverse learning needs. When used effectively, these tools can transform learning, enhance student engagement, and provide additional assistance to those who need it.

Goal 3: Cultivate a safe, positive school culture that supports students' personal and academic growth.

****Enhance Student Wellness and Social-Emotional Learning (SEL)****

SEL increases self-awareness, academic achievement, and positive behavior both in and out of the classroom. Students involved in SEL programs tend to have better grades and attendance. At SOAR, integrating SEL into daily routines helps students develop the skills they need for a successful transition to college and beyond. This aligns with the AVID program's approach, which encourages critical thinking, collaboration, and student ownership of learning.

****Support the SOAR Stakeholder Ambassador Program****

Research shows that students perform better academically when parents are involved. The SOAR Stakeholder Ambassador Program promotes parental involvement, which positively impacts grades, test scores, self-esteem, and motivation.

****Support the SOAR Ambassador Program****

This transition program helps freshmen acclimate to their first year of Early College High School. Led by junior and senior mentors, the SOAR Ambassador Program provides freshmen with guidance and support, helping them navigate the challenges of SOAR and setting them up for success.

Goal 4: Communicate effectively with all stakeholders and build relationships in the community to provide innovative educational opportunities for students.

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	7.7
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	2
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	2

Professional Development

Teachers at SOAR High School have access to numerous professional development opportunities that minimally impact classroom instruction time. This year, SOAR revamped its Professional Development (PD) calendar, integrating two dedicated hours each week for teacher collaboration within the bell schedule. From the first day of teachers' return, the focus has been on the Continuous Cycle of Improvement. Each week, staff meet in different formats: as a full staff, in departments, AVID Site Teams, grade-level "Houses" (cross-curricular teams), or for professional development sessions.

Professional Development

The purpose of this framework is to build capacity within the AVID Site Team, which includes both classified and certificated personnel, with the overarching goal of improving student achievement through instructional growth. Throughout the year, AVID Site Team members participate in professional development, observation, and collaboration. These opportunities enable team members to collaborate and access internal and external expertise to deepen their knowledge of English Learner (EL), Foster Youth (FY), and Low-Income (LI) students.

This development allows AVID Site Team members to build extensive subject matter expertise, thoughtfully select pedagogical practices aligned with state standards, and increase their effectiveness in providing differentiated, high-quality instruction. Additionally, formative assessments and intervention strategies are used to enhance academic outcomes for EL, FY, and LI students, as reflected in growth on NWEA assessments, proficiency scores in CAASPP, A-G completion rates, and graduation rates.

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