

SOAR HIGH SCHOOL

(STUDENTS ON ACADEMIC RISE)



2025 – 2026

STUDENT HANDBOOK/PLANNER

Lancaster Campus
3041 West Avenue K
Lancaster, CA
(661) 722-6509
www.soarhs.org

Palmdale Campus
2270 East Avenue Q
Palmdale, CA
(661) 274-4619
www.soarhs.org

Property of: _____

Address: _____

City: _____ State: _____ Zip: _____

Phone #: _____

Email: _____

ANTELOPE VALLEY UNION HIGH SCHOOL DISTRICT

176 Holston Drive, Lancaster, CA 93535, (661) 948-7655

BOARD OF TRUSTEES

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Mr. Miguel Sanchez IV, Vice President
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Dr. Chris Grado, Assistant Superintendent
Mrs. Kristina Ramos, Assistant Superintendent
Mr. Kevin Vensko, Assistant Superintendent
Ms. Shandelyn Williams, Deputy Assistant Superintendent

SOAR LANCASTER ADMINISTRATION

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ANTELOPE VALLEY COLLEGE LIAISONS

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"Let us remember: One book, one pen, one child, and one teacher can change the world."
Malala Yousafzai

PRINCIPAL'S MESSAGE

Welcome to SOAR High School

Dear SOAR Students and Parents/Guardians,

Welcome to a new and exciting school year! At SOAR High School, we are committed to providing students with the best Early College High School (ECHS) experience. Our dedicated faculty and staff have been working hard to support student success, grounded in the principles of Advancement Via Individual Determination (AVID). AVID provides essential tools and resources to help students stay organized, engaged, and prepared for the challenges of high school and college coursework.

One key resource is the SOAR Student Handbook & Planner – a valuable tool designed to help students understand school expectations, stay on track academically, and manage their time effectively. Parents are encouraged to utilize this resource to stay informed about student assignments, tests, activities, and important school events.

At SOAR, we are guided by our vision:

"SOAR Stars are lifelong learners and self-advocates who solve the most pressing challenges through an unwavering pursuit of knowledge, innovation, and collaboration, becoming engaged and productive leaders in their communities."

Achieving this vision requires the involvement of students, parents, and staff working together. Parents play a vital role in supporting their students' academic journey. We encourage families to review this handbook together and check in regularly to ensure students are meeting expectations and staying on track. If you ever have any questions or concerns, please do not hesitate to reach out.

On behalf of the entire SOAR faculty and staff, we look forward to a successful year ahead and are excited to support you on this journey!

Mrs. Wendi Johnston
Principal, SOAR High School

STUDENTS ON ACADEMIC RISE (SOAR)

A Brief History of SOAR High School

In December 2005, the California Community College Foundation invited Antelope Valley College (AVC) to become the fourteenth member of the Early College High School (ECHS) program in California. Planning for the new school began in January 2006, and by April, both the AVC and Antelope Valley Union High School District (AVUHSD) Boards of Trustees had approved the program. In June 2006, SOAR High School was officially recognized as an alternative high school and received its High School Code from the California Department of Education (CDE). That summer, student interviews were conducted, and by August, the school welcomed its first class of 50 students. SOAR High School officially opened its doors on August 14, 2006.

In 2022, SOAR expanded its program to serve the Palmdale community, opening a second campus to provide more students with access to the early college experience.

PURPOSE OF THE PROGRAM

The purpose of the program is to have students earn their college Associates Degree within four to five years while earning their high school diploma. One of the core principles of the Early College High School Program is to improve graduation rates by creating a flexible high school year, compressing the number of years to complete a college degree, and removing financial and other barriers to college. SOAR is an Advancement Via Individual Determination (AVID) school; every student takes AVID every year. SOAR has a math, science, and engineering focus, but allows students to explore other career options to reach their full potential. The ECHS program was initially funded by a grant supported by the Bill and Melinda Gates, Kellogg, Ford, and Carnegie Foundations to redesign public education.

GENERAL INFORMATION

The time spent in high school has been described by many as one of the most exciting and rewarding experiences an individual has. It is our desire that students attending our school will mature academically, socially, culturally, and physically. The friends you make in high school, the manner of conducting yourself as you go about your classes and extracurricular activities, and your attitude towards those with whom you make contact – casual as the contact may be – will affect life even more than you realize. These relationships and experiences will be enhanced by a businesslike attention to punctuality, attendance, orderliness and a considerate, courteous attitude that will build a good record that is sure to be to your advantage. An understanding of what SOAR expects of you and what you may expect from SOAR, thus creates an exciting and stimulating learning atmosphere.

This handbook is presented to familiarize you with expectations and responsibilities. You are encouraged to read and understand the contents of this handbook. **Failure to read this information is an unacceptable reason for not carrying out expectations and responsibilities.** Enjoy your days at SOAR High School!

VISION STATEMENT

SOAR Stars are life-long learners and self-advocates who solve the most pressing challenges through an unwavering pursuit of knowledge, innovation, and collaboration, becoming engaged and productive leaders in their communities.

MISSION STATEMENT

Students On the Academic Rise (SOAR) High School provides a supportive, flexible and academically enriched environment with an emphasis in mathematics, science and engineering for underrepresented students who may be high potential but low performing in the traditional educational system. SOAR High School is designed to promote academic achievement, social maturity, and enhanced economic opportunities through the completion of high school and success in college. SOAR High School embraces the Core Principles of the Early College High School (ECHS) Initiative, including improving the graduation rates by creating a flexible high school year, by compressing the number of years to complete a college degree, and removing financial and other barriers to college.

MOTTO AND VALUES

Dream high and SOAR higher!

Be a **STAR!**

S - Self Advocate

T - Teachable

A - Accountable

R - Respectful

STUDENT LEARNING OUTCOMES

Self-directed learners who

- Create an educational plan based on individual student goals
- Practice effective study and work habits including regular attendance and effective time management
- Overcome obstacles and become resilient through individual determination
- Use technology to research, evaluate, and synthesize information

Open-minded thinkers and problem solvers who

- Exhibit academic excellence by completing a combined high school and college curriculum
- Connect ideas across the curriculum to accomplish meaningful tasks
- Develop logic, reasoning, and inquiry-based skills
- Engage in high level critical thinking to solve problems and make decisions in school and real-life situations

Active communicators who

- Utilize self-advocacy to achieve goals to speak and write with clarity to diverse audiences
- Listen attentively and read critically to interpret the messages and ideas of others
- Utilize technology to communicate with other students and faculty

Respectful citizens who

- Exhibit AVUHSD character traits of respect, responsibility, caring, fairness, trustworthiness, and citizenship
- Demonstrate personal, academic, and social integrity
- Exhibit civic responsibility by participating in a democratic society
- Demonstrate community and global awareness through tolerance of diverse cultures and beliefs

ALL STUDENTS WILL

Follow the guidelines of the SOAR Honor System and the SOAR Behavioral Expectations.

ATTENDANCE

At SOAR High School, student success begins with being present and on time. Daily attendance is essential to fully engage in learning, contribute to a collaborative classroom environment, and develop strong habits that lead to academic and personal success.

Students are expected to attend all scheduled classes on time each day. Being late or absent not only affects individual progress, but also disrupts the learning experience for others. Consistent attendance allows students to participate in discussions, access support, and take full advantage of the early college opportunities offered at SOAR.

We understand that emergencies and unforeseen circumstances can arise. In these cases, communication with the school is vital. Parents and guardians must notify the school of absences, and students are responsible for making up missed work in a timely manner.

By committing to regular attendance and punctuality, students demonstrate respect for their education, their peers, and themselves.

ATTENDANCE REGULATIONS

California school law requires that a student attend school regularly and punctually. The only **legal** absences by the State of California are (a) illness; (b) quarantine; (c) doctor or dental appointment; (d) funeral in the immediate family (parents, siblings, and grandparents). Days allowed for missing school: local (1); out of area (3); out of state (5); (e) juvenile court appointments.

ATTENDANCE POLICY

In order to maintain enrollment and remain in good standing at SOAR High School, students are required to be present for a minimum of 85% of each academic semester. Regular attendance is critical to academic achievement, participation in the early college program, and long-term success.

Students who are absent from the learning environment for 15% or more of the semester—regardless of whether absences are excused or unexcused—may be subject to administrative review. This includes absences from in-person instruction, college classes, and required school-related activities.

Excessive absences may indicate that SOAR's accelerated and collaborative learning environment is not the best fit for the student. In such cases, students may be asked to return to their home high school, where a more traditional structure may better support their needs.

Parents and guardians will be notified when a student is approaching the attendance threshold. Exceptions due to documented medical issues, emergencies, or other extenuating circumstances may be reviewed on a case-by-case basis by administration.

Consistent communication, documentation, and engagement are key. We encourage students and families to work closely with the school to address any attendance concerns before they reach the critical threshold.

Therefore, the AVUHSD Board of Trustees requires the following attendance procedures:

ATTENDANCE PROCEDURES

1. Parents/18 year old students may clear, by note or phone call any non-suspension or non-truant absence during a period of time **not** to exceed five-school days after the occurrence of the absence. After the five-day window a doctor’s note indicating a diagnosis is required to clear an absence.
2. If a student is absent from school for a portion of the day for illness or a doctor’s visit, the parent or guardian must properly check the student out of school through the office. If this procedure is not followed, the student’s period absences may be marked as unexcused.
3. The Superintendent is directed to establish procedures to implement this policy. Annually, an evaluation of this policy shall be reported to the Board of Trustees. *REPORTING AND VERIFYING ABSENCES*

The procedure for reporting or verifying a student’s absence is as follows:

1. It is preferred that parents call the office by 12:30 p.m. the same day a student is absent to confirm the reason for the absence.
2. When a telephone confirmation is not possible, the student must bring an absence note to the office upon return or a parent email to the principal’s secretary. The note must be signed by a parent or guardian and must include a phone number where the parent or guardian can be reached.
3. If an absence is not cleared by the parent or guardian by phone or note upon the student’s return to school, the student will be considered truant. An absence not cleared will be recorded as an all-day truancy. **CLEARING A STUDENT’S ATTENDANCE IS A PARENTAL OBLIGATION AND MUST BE DONE WITHIN THREE DAYS OF THE ABSENCE.**

Please refer to the Absence Classification Chart below so that you will understand clearly the effect a student’s absences may have on his/her class make-up work.

Absence	Examples	Procedures for Parent	Make-up Work Allowances
EXCUSED	Illness, Court, Medical Appt., Funeral (immediate family), Approved School Activity, Quarantine	Note or Phone Call AT TIME OF/OR WITHIN 3 DAYS OF ABSENCE	Student allowed to complete work with full credit in accordance with teacher’s make-up schedules. (See course syllabus)
WARRANTED	Verified Family Emergency, Religious Activity, Essential Family Travel, Job Interview, Funeral (not family), Community Disaster, Mental Health Day	Note or Phone Call AT TIME OF/OR WITHIN 3 DAYS OF ABSENCE	Student allowed to complete work with full credit in accordance with teacher’s make-up schedules. (See course syllabus)
UNEXCUSED	Absence due to suspension or carelessness(i.e., oversleeping, out of gas, shopping, missed bus) Driving Test, Personal, Working, etc.	Note or Phone Call AT TIME OF/OR WITHIN 24 HOURS OF ABSENCE	Teacher discretion regarding make-up work.

TRUANT	Student intentionally and deliberately failed to report to class without reasonable cause. Student leaves campus when ill without permission from office.		NO MAKE-UP WORK WILL BE PERMITTED.
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Tardy and Truancy Policy

At SOAR High School, punctuality is a critical component of student success. Arriving to class on time allows students to fully engage in instruction, contribute to classroom learning, and uphold the expectations of our early college environment. Tardiness and truancy not only hinder a student’s own academic progress but also disrupt the learning of others.

TARDIES

Students are expected to be in class before the start of the class period. Any student arriving late to school must report directly to the attendance office to receive a **tardy slip**. Students will not be permitted to enter class without this slip.

- A student arriving **within the first 30 minutes** of class is considered **tardy**.
- A student arriving **more than 30 minutes late** will be marked **absent** for the period and may be subject to truancy procedures.
- Tardies are **unexcused** unless accompanied by official documentation (e.g., medical, dental, legal, or court notes) upon arrival.

Students should allow ample time to park and walk to class, understanding that our campus expects timely arrival to all scheduled classes – including college classes.

Tardy Interventions and Consequences

Tardiness is cumulative each semester and will result in progressive disciplinary action as outlined below:

1. **1-4 tardies:** Warning and detention may be assigned. Teachers will address tardy behavior and emphasize the importance of punctuality.
2. **5-9 tardies:** Loss of privileges, including extracurricular events and off-campus activities. Parent contact is required.
3. **10-14 tardies:** Student placed on **Attendance Probation** for two semesters with administrative review and an attendance contract.
4. **15 or more tardies:** Student may be **transferred back to their home high school**, as chronic tardiness indicates a lack of readiness for SOAR’s early college model.

Excessive tardiness may also result in the loss of the opportunity to turn in late assignments at the discretion of the teacher. More importantly, students miss critical instructional time that cannot be fully recovered through makeup work alone.

TRUANCIES

A student is considered **truant** if they are absent from class without a valid excuse or intentionally miss class without school approval. Under **Education Code §48260**, any student who is **more than 30 minutes late to class without a valid excuse** is considered truant.

Truancy includes:

- Skipping an assigned class or period
- Failing to attend required college classes while on the SOAR campus
- Being absent from class without prior parent/guardian notification or administrative clearance

Consequences for Truancy

Truancy is cumulative and will result in progressive disciplinary action as outlined below:

- 5 full day unexcused absences: Loss of privileges, including extracurricular events and off-campus activities. Parent contact is required.
- 10+ unexcused absences: Student placed on Attendance Probation for two semesters with administrative review and an attendance contract.
- 15 or more unexcused absences: Student may be transferred back to their home high school, as chronic absenteeism indicates a lack of readiness for SOAR’s early college model.

*Repeated truancy will lead to **parent meetings, attendance contracts, and may result in dismissal from SOAR High School.***

We believe in supporting students in developing strong, lifelong habits that lead to success in college and beyond. That starts with being **on time, every time.**

CLOSED CAMPUS POLICY

SOAR High School operates on a college campus, providing students with a unique level of independence. While we strongly encourage all students to remain on campus for their safety and security, parents/guardians should be aware that students have the ability to move freely between the high school, college campus, and surrounding community. It is imperative that students make responsible choices regarding their whereabouts during the school day. SOAR students are trusted to uphold high standards of responsibility and integrity. Making safe and informed choices is essential to maintaining that trust.

DROP / WITHDRAW FROM COLLEGE CLASS

If a student is dropped from a college class for non-attendance/discipline reasons or the student decides to drop/withdraw from a college class, there will be a **fifty dollar (\$50) charge.**

ACADEMIC PROGRESS/PROBATION

The goal is for all students to make progress toward academic success. Each student must maintain a C or better in all high school and college courses each semester. If a student falls below this requirement at either the high school or college level, they will be placed on academic probation. If the standard is not met at the high school level (1st quarter, 1st semester, or 3rd quarter grade reports) or at the college level (1st or 2nd semester), a letter notifying the student of academic probation will be issued. If the student does not meet the standard by the end of the semester, this could result in removal from the SOAR Program. A conference will be scheduled with the administrative team, the student, and their parent/guardian to discuss the student's status.

WITHDRAWAL PROCESS

The parent/guardian notifies the office of intention to withdraw the student.

The parent /guardian and student meet with the school counselor.

The student must meet with the Dean of Health and Wellness and withdraw from AVC.

The parent/guardian completes the high school withdrawal form.

The parent/student must return textbooks, library books, and pay all outstanding charges and fines owed to the school.

DRESS CODE

At SOAR High School, students are expected to dress and groom themselves in a way that reflects professionalism, modesty, and respect—for themselves, for others, and for the learning environment. As high school students engaging in a college setting, it is important to maintain an appearance that aligns with both personal responsibility and public health standards.

In short: Dress for Success.

In addition, students are expected to practice good personal hygiene to support a healthy and respectful campus community.

All SOAR High School students are required to follow the District-wide Dress Code.

EXPECTATIONS/DISCIPLINARY PROCEDURES

BEHAVIORAL EXPECTATIONS

Students are expected to conduct themselves with self-discipline, respect, and a commitment to learning. Maintaining a safe and orderly campus requires the cooperation of all students. While consequences alone may not prevent disruptive behavior, it is essential that students take responsibility for their actions and uphold a positive and respectful learning environment. Those who choose to violate school rules and procedures will face appropriate consequences in accordance with AVUHSD Regulation 5144.1 and California Education Code Sections 48900 and 48915, which may jeopardize their standing at SOAR.

PHILOSOPHY

The Board of Education has the responsibility to see that an appropriate education program is available to each student in our schools. Rules and regulations are established to ensure a proper climate in which students may pursue their studies. School personnel have been charged by the Board to carry out these rules in a friendly, firm and fair manner in order to safeguard each student's right to the finest education we can provide. The Board further feels that good discipline is a shared responsibility. Students, parents, teachers, and administrators all share in this endeavor and responsibility.

SUSPENSIONS

Suspension from school is counterproductive to the purpose of SOAR High School. Any actions by students that would qualify as a basis for suspension at a comprehensive school could constitute potential removal from the program and placement into a comprehensive high school.

CLASSROOM BEHAVIOR

District/School personnel are obligated to keep the classroom free from threats of harmful influence or disruptive behavior and to adopt rules that further this end. Teachers have the right to add expectations as is appropriate for their classroom setting.

LOST OR DAMAGED SCHOOL PROPERTY

Students are loaned books and other materials during the school year. These are to be returned in good order. Fines will be assessed for any misused books or materials and also for any lost books or materials.

SEXUAL HARASSMENT POLICY

The Board of Trustees prohibits unlawful sexual harassment of or by any student by anyone in or from the district. Teachers shall discuss this policy with their students in age-appropriate ways and should assure them that they need not endure any form of sexual harassment. Any student who engages in the sexual harassment of anyone in or from the district may be subject to disciplinary action up to and including expulsion. Any employee who permits or engages in sexual harassment may be subject to disciplinary action up to and including dismissal (BP5145.7, 4119.23).

The Board expects student and staff to immediately report incidents of sexual harassment to the principal or designee or to another district administrator. Any student who is being harassed should immediately contact the principal or designee or another district administrator in order to obtain a copy of AR1312.3 – Uniform Complaint Procedures. Complaints of harassment can be filed in accordance with these procedures. The district prohibits retaliatory behavior against any complainant or any participant in the complaint process. Each complaint of sexual harassment shall be promptly investigated in a way that respects the privacy of all parties concerned.

PUBLIC DISPLAY OF AFFECTION

Flagrant and/or provocative displays of affection do not have a place at any time in our school. This behavior may result in disciplinary action up to and including potential removal from the program.

ELECTRONIC DEVICES

Inappropriate use of electronic devices can result in disciplinary action (see SOAR Behavioral Expectations for more details). Student owned electronic devices of any kind are brought on campus at the student's own risk. SOAR will not investigate any thefts of these devices.

IDENTIFICATION CARDS

Each student will be issued an official SOAR High School photo I.D. badge at the beginning of the school year. Students are required to have their I.D. badge during at all times while on campus. Admission to all school events will be restricted to high school I.D. badge holders. A \$5.00 charge will be paid prior to the replacement of lost/stolen I.D. badges. Replacement I.D.'s will be available in the school office.

PARKING LOT

The parking lot is a place to keep the student's car during the school day. Neither AVUHSD nor AVC assume any responsibility for theft or damage. In an effort to protect the student's car and other possessions, we require that students: Not be in the parking lot during break/lunch or any class period.

Not loiter in the parking lot before or after school.

All vehicles must be parked legally and in designated areas only. Violators may be cited and towed away.

Students found in the parking lot during class time or break may receive disciplinary action. Parking passes may be purchased from the Antelope Valley College Cashier's office.

DISTRIBUTION OF LITERATURE

Any non-SOAR affiliated literature must be pre-approved by SOAR Administration. Restrictions can be placed on student speech when:

It is materially and substantially disruptive to the educational process.

It is pervasively vulgar in content or nature or it is harmful to students.

SOLICITATIONS

Individuals/Students are not allowed to sell **any** items on campus without prior approval of the Administration Office. In addition, students are not allowed to panhandle/beg for money, etc.

SKATEBOARDS/BICYCLES

Students may only skateboard or ride bicycles to and from campus or as a means of transportation on campus. If a student is under the age of 18, by CA law, they must wear a helmet when doing so.

TRESPASSING

Students leaving assigned school grounds and entering another school campus without the authorization of Administration is strictly prohibited. Violators will be reported to the Sheriff (Education Code Section 653G and 602). Any student who brings outsiders onto campus is subject to removal from SOAR and/or arrest. **Any individual or non-SOAR student who enters a classroom without the express permission of the SOAR Administration may be subject to a Sheriff's referral.**

STUDENT SEARCHES

To maintain order and discipline in the schools and to protect the safety and welfare of students and school personnel, school authorities may conduct a search of a student's person, personal property, school property, or vehicle when there are reasonable grounds for suspecting the student possesses illegal or unauthorized materials. School authorities may immediately take possession of any illegal, unauthorized, or contraband materials discovered in the search. As used in this policy, the term "unauthorized" means any item dangerous or detrimental to the health, safety or welfare of students or school personnel, disruptive of any lawful function, mission or process of the school or any described as unauthorized current school rules or District policies.

LAW ENFORCEMENT – REMOVING STUDENT FROM SCHOOL

Upon presentation of proper identification to the principal or designee, police officers have the authority to remove students from the school premises. The principal or designee shall take immediate steps to notify the parent, guardian, or responsible relative of the minor regarding the release of the minor to the officer, and regarding the place to which the minor is reportedly being taken, except when a minor has been taken into custody as a victim of suspected child abuse. In those cases, the school official shall provide the police officer with the address and telephone number of the minor's parent or guardian (Education Code 48906).

PERSONAL PROPERTY

SOAR High School shall not assume responsibility for the theft of, the loss of, or damage to personal property stored, installed, used, or brought to the school premises. **Do not bring valuables to school.** SOAR staff will not investigate the theft of electronic devices.

FREE OR REDUCED LUNCH

Application forms are available on www.avfood.org for students whose financial situation may indicate a reduction in lunch pricing. (Education Code 49510-49520).

WORK PERMITS

All students under the 18 years of age, who have a job, **MUST** have a work permit. The "Work Experience Coordinator" at comprehensive sites issue a "Permit to Employ" after the "Request for a Work Permit" is completed by the student, employer, and parent. See the SOAR Website, under the Students Tab, for work permit information.

GRADUATION REQUIREMENTS

The classes and credits listed below are the minimum required to receive a diploma from SOAR High School or any of the other high schools in the AVUHSD:

ENGLISH	40 CREDITS	4 YEARS
MATH (MUST COMPLETE ALGEBRA 1)	30 CREDITS	3 YEARS
SCIENCE (PHYSICAL AND LIFE)	20 CREDITS	2 YEARS
PHYSICAL EDUCATION	20 CREDITS	2 YEARS
WORLD HISTORY	10 CREDITS	1 YEAR
U.S. HISTORY	10 CREDITS	1 YEAR
HEALTHFUL LIVING	10 CREDITS	1 YEAR
CIVICS	5 CREDITS	1 SEMESTER
ECONOMICS	5 CREDITS	1 SEMESTER
FINE ARTS OR WORLD LANGUAGE	10 CREDITS	1 YEAR

The required classes listed above total 160 credits. You need a total of 230 to graduate from SOAR High School. This gives you 70 credits to use for senior seminar, electives, or additional science, world language, or math classes that may be required for college admission.

ADDITIONAL COLLEGE REQUIREMENTS

In order to prepare for a 4-year college or university directly after high school, you need to take some specific classes in addition to the basic graduation requirement. First-time freshman seeking admission for fall semesters or later terms will have the same preparatory requirements for admission to both the California State University and the University of California.

Two years of Lab Science from Life or Physical (3 yrs. recommended); one year of Visual or Performing Arts from the approved list; two years of the same World Language (3 yrs. recommended); one year of an additional approved elective. College grades must be a C or better.

HEALTH AND EMERGENCY POLICY

If a student is injured or becomes ill at school, every effort will be made to notify the parents. If the parents cannot be reached, then the "designated-to-be-called" person(s) will be notified in the case of an emergency. Parents and students are asked to inform the school of any changes regarding telephone numbers, places of work, or emergency contacts.

The office must also receive a written statement from the physician detailing the method, amount, and time schedules by which any medication is to be taken, and a written statement from the parent/guardian indicating that they desire the school district to assist their student in the matter set forth by the physician. Student must check all prescription medication into the office. Students are not allowed to carry medication of any kind while on campus (**Education Code: 49423**). **If your student has a chronic or acute health condition which may affect them at school, please contact the District Nurse.**

Lancaster Campus

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egarcia@avhsd.org

Palmdale Campus

Emma Garcia
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MESSAGES AND DELIVERY OF ITEMS TO STUDENTS

In an effort to avoid disrupting the classroom, **the high school office does not accept or deliver personal messages, personal items, or phone calls to students at any time during the school day. Please be sure to remind your student before they leave for school about any personal business they have that day. Also, please make all rides and other arrangements prior to departure for school each morning.**

"Integrity is doing the right thing, even when no one is watching." C.S. Lewis



Students On Academic Rise (SOAR) Honor System

Introduction and Philosophy

Trust is a necessary component for the healthy functioning of SOAR High School students. While we cannot change human nature, we will endeavor in the learning environment to promote, as best we can, the principles of trust, honesty, and integrity. Each student will be asked to sign this statement of academic honesty each year. Dishonesty has no place in the development of one's personal and intellectual potential.

Honor Violations

Including, but not limited to the following:

Academic Violations

1. Copying another student's homework or lending one's homework to be copied
2. Copying another student's work during a test or allowing a fellow student to copy work
3. Unauthorized use of technology and/or notes during a test
4. Resubmitting work that was used for another class without explicit permission
5. Obtaining and/or copying exams or quizzes without authorization
6. Plagiarism of another student's or author's ideas or words - i.e. passing off the ideas of another as one's own
7. Use of an author's work without proper citation and reference.
8. Misuse of AI-generated content - i.e., submitting AI-generated work as one's own without teacher permission or proper attribution.
9. Using AI to bypass the learning process - i.e., employing AI tools to complete assignments, essays, or problem sets in a manner that violates teacher guidelines or academic integrity expectations.

Behavioral Violations

1. Leaving SOAR and/or the AVC campus without following defined procedures
2. Violating the Antelope Valley Union High School District's rules and regulations, Antelope Valley College's Code of Conduct, and/or SOAR's Behavioral Rules and Expectations

Response and Actions

Academic Violations

- **First Offense** - Student receives a zero on the assignment and/or test; teacher contacts parent/guardian; teacher sends referral to administration, which is entered into student's permanent incident record.
- **Second Offense** - Student receives a zero on the assignment; student is removed from all after-school activities including clubs, class offices, ASB participation for the duration of the school year; teacher contacts parent/guardian; teacher sends referral to administration, which is entered into student's permanent incident record. Student and parents meet with administration to discuss the matter, and put a behavior contract in place.
- **Third Offense** - Student receives a zero on the assignment and/or test; teacher contacts parent/guardian; teacher sends referral to administration, which is entered into student's permanent incident record. Student and parents meet with administration and review for dismissal/consideration for reassignment to home school.

Behavioral Violations

Consequences will be consistent with Antelope Valley Union High School District, Antelope Valley College, and SOAR High School Behavioral Expectations.



Students On Academic Rise (SOAR) Behavioral Expectations

Classroom

- Speak with an awareness of the teacher, students, and activities
- Behave with academic integrity and honesty
- Do your best by prioritizing learning over earning a grade
- Limit distractions and focus on the tasks given in class – be present mentally and physically
- Come to class on time and prepared with necessary materials and completed homework

Common Areas

- Speak with a volume that does not disrupt classes in session
- Respect facilities, self, and each other
- Help maintain an environment that reflects our values and pride in SOAR
- Behave with integrity – do what is right even when no one is watching
- Behave safely, following laws, rules, and guidelines of California enforced by the LA County Sheriff's Department, Antelope Valley College (AVC), Antelope Valley Union High School District (AVUHSD), and SOAR

Community

- Speak with awareness of your audience and the impact your words have for others
- Act as an ambassador or representative of SOAR, establishing a positive impression of SOAR
- Exhibit individual determination and self-advocacy
- Seek opportunities to help others

Connected Online

- Use academic professionalism - cite sources, acknowledge others' opinions, etc.
- Use technology for educational purposes, respecting the school's equipment
- Maintain a digital footprint that reflects positively on your future and potential
- Interact with others with the same respect toward others that you would in person

Attendance and Tardy

At SOAR High School, student success begins with being present and on time. Daily attendance is essential for active engagement in learning, meaningful participation in a collaborative classroom environment, and the development of habits that support both academic and personal growth. Students are expected to attend all scheduled classes on time each day, as tardiness and absences impact not only their own progress but also the learning experience of others. While we understand that emergencies and unforeseen circumstances may arise, communication with the school is vital. Parents or guardians must notify the office by phone, written note, or email, including the parent's name, student's name, date of absence, and reason. Students are responsible for making up missed work in a timely manner. By committing to regular attendance and punctuality, students show respect for their education, their peers, and themselves.

Classroom/Campus Behaviors and Dress

SOAR students behave in a civil, mature, and ethical manner. Classroom/campus behaviors and dress should be consistent with the SOAR Behavioral Expectations and all AVC, AVUHSD, and SOAR rules (see the dress code policy in the SOAR Student Handbook for more details).

Use of Technology (including cell phones, tablets, and laptops)

SOAR students use technology to enhance their learning, not distract from it. Students are mindful of their technological devices, keeping them in their bags with the sound off while in classrooms. Students are only authorized to use their devices in the classroom if instructed by a faculty member.

Honor (includes cheating, dishonesty, and leaving class/campus without permission)

SOAR students uphold the SOAR Honor System (please refer to the SOAR Honor System for more details).

First Offense - Student receives a zero on the assignment and/or test; teacher contacts parent/guardian; teacher sends referral to administration, which is entered into student's permanent incident record.

Second Offense - Student receives a zero on the assignment; student is removed from all after-school activities including clubs, class offices, ASB participation for the duration of the school year; teacher contacts parent/guardian; teacher sends referral to administration, which is entered into student's permanent incident record. Student and parents meet with the SOAR Principal to discuss the matter, and put a behavior contract in place.

Third Offense - Student receives a zero on the assignment and/or test; teacher contacts Parent/guardian; teacher sends referral to administration, which is entered into student's permanent incident record. Student and parents meet with SOAR Administration and are considered for dismissal.

*"Education is for improving the lives of others
and for leaving your community and world
better than you found it."*

Marian Wright Edelman



SOAR Home/School Compact

District and SOAR High School Goals for Student Achievement:

1. Ensure that students are academically proficient and prepared for college and career.
2. Provide a 21st-century learning environment and rigorous curriculum that allows students to have multiple experiences and opportunities for academic, collegiate, professional and personal growth.
3. Cultivate a safe and secure, positive school culture that supports all students' personal and academic growth.
4. Communicate effectively with all stakeholders and continue to build relationships in the community that help provide our students with innovative educational opportunities.

21st Century Learning & Rigorous Curriculum

- Chromebooks in every classroom
- Digital Math curriculum by Big Ideas
- Digital/SAT preparatory English Language Arts Curriculum by College Board (Honors level for all 9th, 10th, and 11th-graders)
- Dual enrollment courses at AVC
- Google Classroom, Canvas, and Course Sites for online learning
- Rigorous Science offerings: Conceptual Physics (all 9th grade), *Articulated Chemistry (all 10th grade), Anatomy and Physiology, *Articulated Biology
- Relevant Social Studies offerings: Honors World History (10th grade), Honors US History (11th grade), Civics, Economics, Ethnic Studies, Contemporary Issues

College and Career Readiness

- All students enrolled in AVID for academic support and college readiness
- College Admissions and Career Guest Speakers
- CaliforniaColleges.edu
- College Field Trips
- Regularly updated scholarships list (see soarhs.org)
- Weekly AVID tutorials or Collaborative Study Groups
- College and Career Counselor, Ms. Rika Graves & Mrs. Keisha Como
- Pupil Services Technician, Mrs. Maria Galindo & Ms. Breanna De La Cruz

Building Partnerships

If you would like to volunteer, chaperone field trips or events, participate and/or observe in the classroom, please contact our office.

SOAR Vision Statement

SOAR STARs are life-long learners and self-advocates who solve the most pressing challenges through an unwavering pursuit of knowledge, innovation, and collaboration, becoming engaged and productive leaders of their communities.

SOAR Values Statement

SOAR STARs are self-advocates, teachable, accountable, and respectful.

How Families Can Help Students Succeed:

- Teach students to advocate for themselves. Students must learn to talk to teachers, professors, and tutors about their needs or questions.

- Help your student establish and maintain their organizational system. All students have planners to help them keep track of homework.
- Help your student manage their time. Students need to learn to balance their schoolwork, social life and family time/responsibilities so they can get adequate sleep and stay healthy.
- Encourage participation in clubs, community service, and extracurricular activities. Colleges don't just look at grades. A student showing participation in his/her community is important for university admissions!
- Check PowerSchool. Stay up to date on grades, missing work and attendance.
- Download the AV High School District app. Stay up to date on announcements and upcoming events.

Have a question or concern about your student?

See our staff directory at soarhs.org to contact the teacher directly via email. Call the main office for a teacher. Please relay a phone number and times when you can be reached.

For current announcements, bulletin and scholarship updates, visit our website at www.soarhs.org.



SOAR Parent/Family Engagement Policy

We understand that children learn from adults and that love, caring, encouragement, positive support, and a wholesome, nurturing environment are critical to the healthy development of every child. We are committed to working together, with each of us doing our best to promote your child's achievement.

As a student, I will:

- Share with my parents what I am learning in school.
- Attend class, come prepared, and do the best I can because I know that education is the key to my future.
- Work hard and practice, because I know that it takes time and hard work to do anything well. I will consistently complete and turn in homework.
- Face new tasks and experiences with a positive attitude. I will try to recognize my mistakes as opportunities for me to learn and improve.
- Be responsible for my own success by taking action to get what I want. I will not blame others when I don't. I will also take responsibility for my own actions and acknowledge my mistakes.
- Participate fully in whatever I do. **I understand that what I get out of any class or activity will depend on how much I put into it.**
- Initiate/reach out to faculty when I have questions or concerns about grades and assignments.

As a parent, I will:

- Talk with my child about his/her activities on a regular basis.
- Encourage my child to read and provide access to reading material.
- Make sure my child attends school daily. I will teach my child to value education and respect his/her teachers and classmates.
- Encourage my child to recognize, feel good about and build on his/her strengths.
- Get involved in my child's education. I will attend school events to show my interest and support.

Along with providing a quality education, SOAR High School is honored to:

- Provide opportunities for before, during and after school for tutoring in Math and Science.
- Provide clear guidelines for what the child is expected to accomplish in each class.
- Provide access to computers and other forms of technology.
- Provide access to counseling services on campus and referrals to community agencies as needed.
- Provide a safe and orderly learning environment.
- Provide appropriate in-service and training for teachers and for parents.
- Encourage parents to be involved in decisions that affect their child's education.
- Communicate with the home concerning the education of each student.

QUESTIONS FOR THE REVISED BLOOM'S TAXONOMY

(from Quick Flip Questions for the Revised Bloom's Taxonomy)

EDUPRESS EP 729 – www.edupressinc.com

LEVEL 1 - REMEMBERING		LEVEL 2 - UNDERSTANDING		LEVEL 3 - APPLYING	
<p>Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers.</p>		<p>Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas.</p>		<p>Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.</p>	
Key Words	Questions	Key Words	Questions	Key Words	Questions
choose define find how label list match name omit recall relate select show spell tell what when where which who why	What is ...? Where is ...? How did ___ happen? Why did ...? When did ...? How would you show ...? Who were the main ...? Which one ...? How is ...? When did ___ happen? How would you explain ...? How would you describe ...? Can you recall ...? Can you select ...? Can you list the three ...? Who was ...?	classify compare contrast demonstrate explain extend illustrate infer interpret outline relate rephrase show summarize translate	How would you classify ...? How would you compare ...? How would you contrast ...? State in your own words ...? Rephrase the meaning ...? What facts or ideas show ...? What is the main idea of ...? Which statements support ...? Explain what is happening ...? What is meant ...? What can you say about ...? Which is the best answer ...? How would you summarize ...?	apply build choose construct develop experiment with identify interview make use of model organize plan select solve utilize	How would you use ...? What examples can you find to ...? How would you solve ___ using what you've learned ...? How would you organize ___ to show ...? How would you show your understanding of ...? What approach would you use to ...? How would you apply what you learned to develop ...? What other way would you plan to ...? What would result if ...? Can you make use of the facts to ...? What elements would you choose to change ...? What facts would you select to show ...? What questions would you ask in an interview with ...?

LEVEL 4 - ANALYZING		LEVEL 5 - EVALUATING		LEVEL 6 - CREATING	
Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations.		Present and defend opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria.		Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions.	
Key Words	Questions	Key Words	Questions	Key Words	Questions
analyze assume categorize classify compare conclusion contrast discover dissect distinguish divide examine function inference inspect list motive relationships simplify survey take part in test for theme	What are the parts of ...? How is ___ related to ...? Why do you think ...? What is the theme ...? What motive is there ...? Can you list the parts ...? What inference can you make ...? What conclusions can you draw? How would you classify...? How would you categorize...? Can you identify ...? What evidence can you find ...? What is the relationship ...? Can you distinguish between ...? What is the function of ...? What ideas justify ...?	agree appraise assess award choose compare conclude criteria criticize decide deduct defend determine disprove dispute estimate evaluate explain importance influence interpret judge justify measure opinion perceive prioritize prove rate recommend select support value	Do you agree with the actions...? with the outcome...? What is your opinion of ...? How would you prove/disprove ? Assess the value /importance of? Would it be better if ...? Why did they (the character) choose ...? What would you recommend...? How would you rate the ...? What would you cite to defend the actions ...? How could you determine...? What choices ...? How would you prioritize ...? What judgment can you make ..? Based on what you know, how would you explain ...? What information would you use to support the view...? How would you justify ...? What data was used to make the conclusion...? What was it better that ...? How would you compare the ideas ...? people ...?	adapt build change choose combine compile compose construct create design develop discuss elaborate estimate formulate happen imagine improve invent make up maximize minimize modify original originate plan predict propose solution solve suppose test theory	What changes would you make to solve ...? How would you improve ...? What would happen if ...? Can you elaborate on the reason ...? Can you propose an alternative...? Can you invent ...? How would you adapt ___ to create a different ...? How could you change (modify) the plot (plan) ...? What could be done to minimize/max ...? What way would you design ...? What could be combined to improve (change) ...? Suppose you could__what would you do ...? How would you test ...? Can you formulate a theory for ...? Can you predict the outcome if ...? How would you estimate the results for ...? What facts can you compile ...? Construct a model that would change ...? Think of an original way for the ...?

Be a STAR!
 Self Advocate
 Teachable
 Accountable
 Respectful



2025-2026 Bell Schedule

Monday/Wednesday			
Period	Start	End	Minutes
1M	8:30 AM	10:05 AM	95
2M	10:15 AM	11:50 AM	95
Lunch	11:50 PM	12:20 PM	30
3M	12:30 PM	2:05 PM	95
4M	2:15 PM	3:50 PM	95

Tuesday/Thursday			
Period	Start	End	Minutes
5T	8:30 AM	10:05 AM	95
★ STAR Hour ★	10:05 AM	11:05 AM	60
Lunch	11:05 AM	11:45 AM	40
6T	11:55 AM	1:30 PM	95
7T	1:40 PM	3:25 PM	105

Friday*			
*Note: 9/6, 11/15, 1/24, 2/21, 5/30 will follow a M-W schedule			
Period	Start	End	Minutes
1M	8:30 AM	9:20 AM	50
2M	9:25 AM	10:15 AM	50
3M	10:20 AM	11:10 AM	50
4M	11:15 AM	12:05 PM	50
Lunch	12:05 PM	12:40 PM	35
5T	12:45 PM	1:35 PM	50
6T	1:40 PM	2:30 PM	50
7T	2:35 PM	3:25 PM	50

Important Dates	
First Day of School:	
SOAR HS	August 11, 2025
AVC	August 18, 2025
Last Day of School	June 4, 2026

Minimum Day			
Period	Start	End	Minutes
1M	8:30 AM	9:05 AM	35
2M	9:10 AM	9:45 AM	35
3M	9:50 AM	10:25 AM	35
4M	10:30 AM	11:05 AM	35
Lunch	11:05 AM	11:40 AM	35
5T	11:45 AM	12:20 PM	35
6T	12:25 PM	1:00 PM	35
7T	1:05 PM	1:40 PM	35

Minimum Days	
LANC Back to School Night BBQ	August 15, 2025
PALM Back to School Night BBQ	August 22, 2025
PSAT/Activity Day	October 10, 2025
Student Activity Day	December 19, 2025
Back to School Night	February 6, 2026
Student Activity Day	May 22, 2026

School Holidays	
Labor Day Holiday	September 1, 2025
Veterans' Day Holiday	November 11, 2025
SOAR Thanksgiving Break	Nov 24-28, 2025
AVC Thanksgiving Break	Nov 27-29, 2025
Winter Break	Dec 22 - Jan 9, 2026
Martin Luther King Jr.	January 19, 2026
Lincoln's Day	February 13, 2026
Presidents' Day	February 16, 2026
SOAR & AVC Spring Break	Apr 6-Apr 10, 2026
Memorial Day	May 25, 2026

Student Free Days (SFD)	
No school for students on these dates	October 24, 2025
	March 27, 2026
	June 4, 2026

Dream High and SOAR Higher!!

SOAR High School 2025-2026

Mo.	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
Jul	1	2	3	4	H	7	8	9	10	11	14	15	16	17	18
Aug				1		4	5	6	7	8	A	11	12	13	14
Sep	H	1	2	3	4	5	8	9	10	11	12	15	16	17	18
Oct		1	2	3			6	7	8	9	10	13	14	15	16
Nov	3	4	5	6	7		H	11	12	13	14	17	18	19	20
Dec	1	2	3	4	5		8	9	10	11	12	15	16	17	18
Jan		1	2	3	4	5	SOAR WINTER BREAK				A	12	13	14	15
Feb	2	3	4	5	6		B	9	10	11	12	H	16	17	18
Mar	2	3	4	5	6		S								
Apr		1	2	3			SOAR/AVC SPRING BREAK				13	14	15	16	17
May					1		4	5	6	7	8	11	12	13	14
Jun	1	2	3	4	S	5	8	9	10	11	12	15	16	17	18

IMPORTANT DATES

IMPORTANT DATES	Date	Day of Week
First Day of Student Attendance	August 11	Monday
Back to School Night/BBQ (Min. Day)-LANC	August 15	Friday
Back to School Night/BBQ (Min. Day)-PALM	August 22	Friday
First Day of Fall Term (AVC)	August 18	Monday
End of 1st Quarter	October 10	Friday
PSAT (Reg. Friday)	October 10	Friday
Student Free Day (SFD)	October 24	Friday
Last Day of Fall Term (AVC)	December 6	Saturday
Student Activity Day (Min day.)	December 19	Friday
End of 1st Semester	December 19	Friday
First Day of Spring Term (AVHSD)	January 12	Monday
Back to School Night (Both Campuses)	February 6	Friday
First Day of Spring Term (AVC)	February 9	Monday
Student Activity Day/SAT (Min. Day)	March 6	Friday
End of 3rd Quarter	March 20	Friday
Student Free Day (SFD)	March 27	Friday
Student Activity Day (Min day.)	May 22	Friday
Last Day of School Attendance	June 4	Thursday
Student Free Day (SFD)	June 4	Thursday
Last Day of Spring Term (AVC)	June 6	Saturday

HOLIDAYS

HOLIDAYS	Date	Day of Week
Independence Day	July 4	Friday
Labor Day	Sept. 1	Monday
Veteran's Day	Nov. 11	Tuesday
Thanksgiving	Nov. 27	Thursday
Christmas	Dec. 25	Thursday
New Year's	Jan. 1	Thursday
Martin Luther King, Jr.	Jan. 19	Monday
Lincoln's Birthday	Feb. 13	Friday
Presidents' Day	Feb. 16	Monday
Memorial Day	May 25	Monday
Juneteenth	June 19	Friday

BREAKS

SOAR Thanksgiving	November 24-28
AVC Thanksgiving	November 27-29
SOAR Winter Break	December 22-January 9
SOAR & AVC Spring Break	April 6-10



2025-2026 Academic Calendar

Important Dates	
8/18/2025	Fall Semester Start
9/1/2025	Labor Day
9/2/2025	Fall Census Day
9/23/2025	National Voter Registration Day
10/13/2025	Indigenous Peoples Day
10/19/2025	Voter Registration Deadline
10/24/2025	Early Voting Begins
11/4/2025	Election Day
11/11/2025	Veterans Day
11/27/2025	Thanksgiving Day
11/28 - 11/29	Local Holiday
12/6/2025	Fall Semester End
12/24 - 12/25	Christmas
12/26 - 12/31	Local Holiday
1/1/2026	New Year's Day
1/5/2026	Interession Term Start
1/19/2026	Martin Luther King Jr. Day
2/7/2026	Interession Term End
2/9/2026	Spring Semester Start
2/13/2026	Lincoln's Day
2/14/2026	Local Holiday
2/16/2026	Washington's Day
2/23/2026	Spring Census Day
3/31/2026	Cesar Chavez Day
4/6 - 4/11	Spring Break
5/25/2026	Memorial Day
6/5/2026	Commencement Ceremony
6/6/2026	Spring Semester End
6/15/2026	Summer Term Start
6/19/2026	Juneteenth
7/3/2026	Independence Day Observed
7/4/2026	Independence Day
8/8/2026	Summer Term End

August						
M	T	W	R	F	S	S
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September						
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October						
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9	30	31				

November						
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December						
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17	25	26	27	28	29	30
18	31					

January						
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5	29	30	31			

February						
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March						
M	T	W	R	F	S	S
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6	14	15	16	17	18	19
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8	26	27	28	29	30	31

April						
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11	24	25	26	27	28	29
12	30	31				

May						
M	T	W	R	F	S	S
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12	10	11	12	13	14	15
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15	28	29	30	31		

June						
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	01	02	03	04	05	06
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17	13	14	15	16	17	18
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20	31					

July						
M	T	W	R	F	S	S
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7	29	30	31			

August						
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9	15	16	17	18	19	20
10	21	22	23	24	25	26
11	27	28	29	30	31	

Format Guide	
	Fall semester
	Interession term
	Spring semester
	Summer term
11	Start/end term
 	PD Day
	Classes not in session
	College closed
	Notable date

Instructional days
 90 Fall
 29 Interession
 91 Spring
 45 Summer

AVC Board of Trustees approval date: 6/10/24

AREA EVACUATION MAP

NOTE: Evacuate your building via the shortest safest route to your building's evacuation assembly area.



LEGEND

- A Administration Bldg
- AL Auto Lab
- BBS Baseball Stadium
- CDC Child Development Center
- CSUB CSU Bakersfield–Antelope Valley
- DL Enterprise Lab
- EL Fine Arts (Art & Gallery)
- FA1 Fine Arts (Black Box)
- FA2 Fine Arts (Music & Offices)
- FA3 Fine Arts
- FA4 Facilities Services
- FS Greenhouses
- GHT-4 Gymnasium (PE & Offices)
- GYM Gymnasium
- HL Horticulture Lab
- L Library
- LC Learning Center
- LH Lecture Halls
- MCI-6 Marauder Complex
- MST-2 Marauder Stadium
- ME Math/Engineering
- MH Mesquite Hall
- MSS Marauder Stadium Ticket Booth
- MS4 Marauder Stadium Concessions/Restrooms
- NCP North Central Plant
- OF2 Offices: PE
- PA Performing Arts Theatre
- RW Receiving/Awarehouse
- S LASD-ANC Unit (Sheriff's Office, Lost & Found)
- SA Soar High School Administration
- SI-9 Soar High School
- SBS Softball Stadium
- SCT Student Center (Bookstore, Cafeteria)
- SH Sage Hall
- SR Soar High School Restrooms
- SSV Student Services & Information
- T100 Assessment/Office for Students with Disabilities
- T300-400 Classrooms
- T500-600 Classrooms/Services
- T700 Offices
- T701 Classrooms
- TE1 Photo Dark Room
- TE4 Equipment Building
- UH Uhazy Hall of Health & Sciences
- UH 001 Health & Sciences Greenhouse
- YH Yoshida Hall

- Construction Zone
- Automated External Defibrillator (AED)
- First Aid Supplies/Emergency Equipment
- Access and Exit Points
- Hazardous Waste
- Loading Areas
- Helicopter Landing Zone

REV 1/30/2023

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MAIN CAMPUS
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 Lancaster, CA 93536-5426
 (661) 722-6300 | www.avc.edu

- DRILL ZONES:** 1 A, SCT 2 S, FA1-FA4, PA, NO. & SO. ATHLETIC FIELDS, MC 1-6, MST-4, T700-1 3 MHI-1, LC, T100 4 LH, SH, GYM, T500, T600, SA, SI-9, SR, SBS, AL 5 MF, OF2, SSV, TE1 6 YH, CDC, CSUB, T300 7 UH, UH-001 8 FS, GHT-4, RW, T400, HL, TE4, ELD, L, NCP
- DRILL MONTH:** 1 NOVEMBER 2 FEBRUARY 3 NOVEMBER 4 FEBRUARY 5 APRIL 6 SEPTEMBER 7 APRIL 8 SEPTEMBER



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