

Academies of the Antelope Valley School Accountability Report Card Reported Using Data from the 2015-16 School Year Published During 2016-17

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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://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).

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.

About This School

Contact Information (School Year 2016-17)

School Contact Information	
School Name	Academies of the Antelope Valley
Street	6300 West Ave L
City, State, Zip	Quartz Hill, CA 93536
Phone Number	661-943-2091
Principal	Dr. Chris Grado
E-mail Address	cgrado@avhsd.org
Web Site	www.avvirtual.org
CDS Code	19642460126003

District Contact Information	
District Name	Antelope Valley Union High School District
Phone Number	661-948-7655
Superintendent	David Vierra
E-mail Address	dvierra@avhsd.org
Web Site	www.avdistrict.org

School Description and Mission Statement (School Year 2016-17)

Academies of the Antelope Valley (AAV) is a dependent charter school that consists of three sites: one virtual/blended site and two brick and mortar sites. There are 65 full time students between grades 7-12, and 455 part time students between grades 9-12 who are enrolled with our online, blended school, Virtual Academy. There are 286 students between grades 7-8 who are enrolled in our brick and mortar middle schools, SOAR Preparatory Academy and Knight Prep Academy. SOAR Prep and Knight Prep have an online component where students utilize web-based textbooks with school issued Chromebooks. CANVAS is the primary Learning Management System (LMS) used by AAV teachers to deliver online instruction followed by Google Classroom .

Academies of the Antelope Valley (AAV) is a dependent, public charter school established by the Antelope Valley Union High School District (AVUHSD), designed to offer students alternative educational settings focusing on S.T.E.M. (Science, Technology, Engineering and Mathematics) and online/blended learning. AAV consists of three distinct academies: SOAR Preparatory Academy, Knight Preparatory Academy and Virtual Academy. All Academies are designed to meet the learning needs of the 21st century student.

Modeled after SOAR High School, AVUHSD’s innovative and highly successful early college program, SOAR Prep puts proven learning principles into the hands and minds of middle school students. SOAR Prep Academy is a free, public charter school operated by the Antelope Valley Union High School District. This unique college readiness program is designed to help 7th and 8th graders with high potential get ready for the next step in their education. Students who successfully complete the two-year program will have the skills needed to take on elite high school classes including early college and advanced placement programs.

Knight Preparatory Academy is a unique educational opportunity for students entering the 7th and 8th grades. Patterned after the highly successful Digital Design and Engineering Program (DD&E) at Knight High School, Knight Prep engages students in a relevant and rewarding exploration of academics by providing students with hands-on, interactive project-based learning. Knight Prep takes concepts taught in the classroom and brings them alive through projects, field trips and experiments in the MakerSpace. This state-of-the-art science and engineering lab is equipped with the hardware, software and tools required to turn the theoretical into reality. Successful Knight Prep students may earn priority placement in Knight High School's Digital Design & Engineering program.

Highly qualified and motivated teachers lead students to explore engaging topics as they absorb new knowledge. The program is rigorous and demanding, but very rewarding. Utilizing Advancement Via Individual Determination (AVID) techniques and focusing on areas in science, technology, engineering and mathematics (STEM), SOAR Prep and Knight Prep’s goals are to challenge young minds to achieve more.

Virtual Academy offers students in grades 7 through 12 an innovative, blended approach to learning. Here, students leverage their native skills as citizens of a highly connected interactive world. The academy’s rigorous curriculum meets and exceeds those found in classroom environments with advanced placement and honors programs available to those that qualify.

The mission of the Academies of the Antelope Valley (AAV) is to prepare every student for 21st century college and career expectations by providing a rigorous curriculum relevant to local and global workforce and economic demands through blended virtual and community-based learning opportunities.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 7	195
Grade 8	93
Grade 9	12
Grade 10	14
Grade 11	16
Grade 12	1
Total Enrollment	331

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	15.1
American Indian or Alaska Native	0.9
Asian	2.7
Filipino	3.9
Hispanic or Latino	51.4
Native Hawaiian or Pacific Islander	0
White	22.4
Two or More Races	3
Socioeconomically Disadvantaged	58.6
English Learners	2.1
Students with Disabilities	3.3
Foster Youth	1.8

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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.

Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	16	21	24	847
Without Full Credential	0	0	0	22
Teaching Outside Subject Area of Competence (with full credential)	1	0	0	2

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	1	0
Total Teacher Misassignments *	1	1	0
Vacant Teacher Positions	0	0	2

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	94.9	5.1
High-Poverty Schools in District	94.6	5.4
Low-Poverty Schools in District	97.1	2.9

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: December 2016

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	SpringBoard California English Language Arts Grade 9 Student Edition/2016 SpringBoard California English Language Arts Grade 10 Student Edition/2016 SpringBoard California English Language Arts Grade 11 Student Edition/2016 SpringBoard California English Language Arts Grade 12 Student Edition/2016 SpringBoard California English Language Development Grade 9 Student Edition/2016 SpringBoard California English Language Development Grade 10 Student Edition/2016 SpringBoard California English Language Development Grade 11 Student Edition/2016 SpringBoard California English Language Development Grade 12 Student Edition/2016	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%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science	World of Chemistry / 2002 Earth Science: Geology, the Environment, and the Universe / 2003 Biology / 2002 Physics: Principles and Problems / 2002	Yes	0%
History-Social Science	United States History Modern America / 2005 Modern Era World History / 2004 Magruder's American Government / 2007 Economics--A Contemporary Introduction / 1997	Yes	0%
Foreign Language	French/ Allez Viens! Levels 1, 2, and 3 / 2007 Spanish / ¡Avancemos! 1 / 2008 Spanish / ¡Avancemos! 2 / 2008 Spanish / ¡Avancemos! 3 / 2008	Yes	0%
Health	Glencoe Health: A Guide to Wellness / 2001	Yes	0%
Visual and Performing Arts	Instrumental: Essential Elements / 2000 Music First / 2000 Exploring Photography / 2000 The Photographic Eye / 2000 Theatre: Art in Action / 2000 Music / 2000 Symphonic Band Technique / 2000	Yes	0%
Science Laboratory Equipment (grades 9-12)	All labs are fully equipped with the appropriate materials.	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Students have access to facilities as needed. SOAR Prep Academy is comprised of 11 classrooms, 1 STEM room, 1 workroom, 2 Locker rooms, 2 classrooms for the Virtual Academy, 2 student restrooms, an administration building and 2 restroom facilities for both adults and students respectively. The construction of the facility was completed in June of 2012 and occupied in July 2012. All classrooms are in good operating condition. Classroom carpets were replaced in two classrooms during the summer of 2015 and two additional classrooms carpets were replaced in the winter of 2015.

Knight Prep Academy comprises of 8 classrooms, 1 MakerSpace room, 2 locker rooms, 2 student restrooms, an administration building and 2 restroom facilities for both adults and students respectively.

Additional improvements to the AAV Quartz Hill campus were completed during the 14-15 school year in August 2014. We had an additional storage container placed on campus grounds to contain PE equipment. As well, in the Quartz Hill Virtual facility, two offices were built to allow for a counselor and another meeting room. A secretarial desk was also installed near the front door of the facility. On the SOAR Prep Academy grounds, two security cameras with recording capabilities were installed to ensure a secure and safe environment.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 1/3/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	102: broken ceiling tiles 104: hole in ceiling tile 105: dirty floor 106: floor has stains 108: dirty vent 109: stained ceiling tiles 111: dirty vent, cracked face plate, stained ceiling tile, wall dirty 112: stained carpet, dirty vent 113: carpet rolling, dirty vent 114: dirty vent, stained carpet, baseboard falling 117: dirty vent ADMIN: missing black plate, wall sticky Repairs to be rectified.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical			X	102: 13 bad bulbs 103: 3 bad bulbs 104: 3 bad bulbs 105: 9 bad bulbs 107: 13 bad bulbs 108: 5 bad bulbs 109: 3 bad bulbs 111: 3 bad bulbs 112: 26 bad bulbs 113: 18 bad bulbs 114: 5 bad bulbs, broken outlet and cover 115: 4 bad bulbs, broken outlet and cover 116: 1 bad bulb 117: 7 bad bulbs ADMIN: 7 bad bulbs CONFERENCE ROOM: 4 bad bulbs Repairs to be rectified.
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			STUDENT MALE: dirty vent, dirty walls, faucet loose, missing ceiling tiles STUDENT FEMALE: missing ceiling tiles, dirty vent, dirty walls Repairs to be rectified.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			112: bad door closer Repairs to be rectified.

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 1/3/2017				
Overall Rating	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, which 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- 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

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	63	63	45	42	44	48
Mathematics	36	31	15	14	34	36

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	7	191	189	99.0	60.3
	8	95	94	99.0	64.9
	11	15	13	86.7	84.6
Male	7	83	83	100.0	60.2
	8	39	38	97.4	50.0
	11	--	--	--	--
Female	7	108	106	98.2	60.4
	8	56	56	100.0	75.0
	11	--	--	--	--
Black or African American	7	23	21	91.3	47.6
	8	19	19	100.0	52.6
American Indian or Alaska Native	8	--	--	--	--
Asian	7	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	8	--	--	--	--
Filipino	7	--	--	--	--
	8	--	--	--	--
Hispanic or Latino	7	114	114	100.0	54.4
	8	42	42	100.0	69.0
	11	--	--	--	--
White	7	33	33	100.0	81.8
	8	23	22	95.7	63.6
	11	--	--	--	--
Two or More Races	7	12	12	100.0	66.7
	8	--	--	--	--
Socioeconomically Disadvantaged	7	129	129	100.0	51.2
	8	60	60	100.0	58.3
	11	--	--	--	--
English Learners	7	--	--	--	--
	8	--	--	--	--
Students with Disabilities	7	--	--	--	--
	8	--	--	--	--
Foster Youth	7	--	--	--	--
	8	--	--	--	--
	11	--	--	--	--

Note: 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 on the CAAs divided by the total number of students who participated in both assessments.

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

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 Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	7	191	189	99.0	33.3
	8	95	94	99.0	29.8
	11	15	13	86.7	7.7
Male	7	83	83	100.0	44.6
	8	39	38	97.4	23.7

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	11	--	--	--	--
Female	7	108	106	98.2	24.5
	8	56	56	100.0	33.9
	11	--	--	--	--
Black or African American	7	23	21	91.3	23.8
	8	19	19	100.0	15.8
American Indian or Alaska Native	8	--	--	--	--
Asian	7	--	--	--	--
	8	--	--	--	--
Filipino	7	--	--	--	--
	8	--	--	--	--
Hispanic or Latino	7	114	114	100.0	28.9
	8	42	42	100.0	23.8
	11	--	--	--	--
White	7	33	33	100.0	45.5
	8	23	22	95.7	36.4
	11	--	--	--	--
Two or More Races	7	12	12	100.0	41.7
	8	--	--	--	--
Socioeconomically Disadvantaged	7	129	129	100.0	23.3
	8	60	60	100.0	18.3
	11	--	--	--	--
English Learners	7	--	--	--	--
	8	--	--	--	--
Students with Disabilities	7	--	--	--	--
	8	--	--	--	--
Foster Youth	7	--	--	--	--
	8	--	--	--	--
	11	--	--	--	--

Note: 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 on the CAAs divided by the total number of students who participated in both assessments.

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

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 Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	76	71	71	42	34	30	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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.

CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	116	111	95.7	71.2
Male	46	43	93.5	58.1
Female	70	68	97.1	79.4
Black or African American	20	20	100.0	60.0
Hispanic or Latino	51	49	96.1	77.6
White	29	27	93.1	70.4
Socioeconomically Disadvantaged	61	61	100.0	70.5

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown 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.

Career Technical Education Programs (School Year 2015-16)

AAV provides a variety of Career Technical Education pathway courses for our students to take. We offer CTE courses specific to health careers (Body Systems and Disorders, Emergency Medical Technician and Nursing Careers), business (Contemporary Business, International Business Theory and Practicum), to computers (Intro to Computer Science, Video Game Design-Intro and Advanced), law and government (Intro to Law and Government and Criminal Justice) and photography and video (Visual Imagery 1-2, Multimedia Contemporary Design 1-2). Many students take these courses in addition to their regular school schedule although some use it to complete their minimum of 6 required classes. Students are expected to meet the rigor and demand of both core academic and CTE related courses. They are evaluated based on their academic success as well as their application of their learned skills. Students follow a particular pathway with the intent of utilizing their learned skills in a real world setting. For example, students taking our business CTE courses are required to attain and keep a job while taking International Business Practicum. Students who take our EMT course are required to work on-the-job volunteer hours as well as take the EMT exam for their certificate. Their instructor comes out to their job site to check in with their employer regularly. Students who complete the EMT course will be able to take the state of California EMT exam to be certified to work in that field. Students gain important knowledge that will serve them well as they continue their education and move out into the real world. By collaborating with their classmates on projects, students discover how teamwork and cooperation are essential to success. They also learn how to investigate, analyze and evaluate their options as they work their own way to a viable solution to the problems presented. Highly qualified and motivated teachers lead students through a challenging project-based curriculum which allows students to explore engaging topics and absorb new knowledge. With frequent guest speakers, occasional field trips, and a very hands-on approach to learning, students become enthused and engaged in their education.

Career Technical Education Participation (School Year 2015-16)

Measure	CTE Program Participation
Number of pupils participating in CTE	126
% of pupils completing a CTE program and earning a high school diploma	81.25%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	50%

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	53.24
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	50.0

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	20.1	22.3	41.9
9	14.3	28.6	23.8

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2016-17)

School leadership has a comprehensive system of strategies which encourages parental and community involvement through the Parent Handbook, summer mailers and the use of the ParentLink school messenger system, which announces all AAV related events; parents also participate in the School Site Council. Early in the school year, parents are provided with 3 opportunities to attend Parent University which discusses various methods for how parents can understand and support their student's academic success as well as develop a collaborative dialogue with teachers. Parents are encouraged to work with their students in the use of daily planners as a tool for time management and organization. Daily planners and email are often used as a means of communication between parent and teacher. Progress reports are provided every 5 weeks. Parents are encouraged to contact their child's teacher and/or counselor for a parent conference. Parents are also actively involved in site decision making through School Site Council as well as a variety of committees that come up as needs arise. Parent volunteers offer support in both office and classroom venues.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	18.20	18.20	46.70	10.40	10.10	9.20	11.40	11.50	10.70
Graduation Rate	63.64	81.82	53.33	77.69	79.79	81.19	80.44	80.95	82.27

Completion of High School Graduation Requirements - Graduating Class of 2015 (One-Year Rate)

Group	Graduating Class of 2015		
	School	District	State
All Students	67	67	86
Black or African American	50	59	78
American Indian or Alaska Native	0	50	78
Asian	0	73	93
Filipino	0	87	93
Hispanic or Latino	100	67	83
Native Hawaiian/Pacific Islander	0	64	85
White	50	73	91
Two or More Races	0	76	89
Socioeconomically Disadvantaged	100	44	66
English Learners	0	38	54
Students with Disabilities	100	67	78

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	3.2	2.1	2.5	10.5	8.6	7.8	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.6	0.5	0.4	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

School safety is a top priority at SOAR Prep Academy, Knight Prep Academy and Virtual Academy. The Antelope Valley Union High School District has a full time Director of School Safety to oversee our district's safety program. SOAR Prep Academy and Knight Prep Academy each have a campus supervisor whose main role is to provide a safe learning environment for students. Additional staff members, including administration and counseling, are proactive in providing a safe learning environment as well. SOAR Prep Academy and Knight Prep Academy have developed and implemented a Safe School Plan in accordance with Senate Bill 187. A complete copy of the School Safety Plans can be obtained in the Administration Office.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	11
Percent of Schools Currently in Program Improvement	N/A	84.6

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14			2014-15			2015-16					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	13.94	17			18.14	14			19.47	17		
Mathematics	15.8	15			18.14	14			18.22	18		
Science	15.8	15			19.54	13			21.67	15		
Social Science	12.47	19			16.93	15			16.68	19		

Note: Number of classes indicates how many classrooms 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.

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2	176
Counselor (Social/Behavioral or Career Development)	N/A	N/A
Library Media Teacher (Librarian)	N/A	N/A
Library Media Services Staff (Paraprofessional)	N/A	N/A
Psychologist	1.0	N/A
Social Worker	N/A	N/A
Nurse	1.0	N/A
Speech/Language/Hearing Specialist	N/A	N/A
Resource Specialist	N/A	N/A
Other	1.0	N/A

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

*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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$19,196.00	\$917.18	\$18,278.82	\$72,934
District	N/A	N/A	\$5,168.06	\$72,934
Percent Difference: School Site and District	N/A	N/A	253.7	0.0
State	N/A	N/A	\$5,677	\$77,824
Percent Difference: School Site and State	N/A	N/A	222.0	-6.3

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

Types of Services Funded (Fiscal Year 2015-16)

Academies of the Antelope Valley are a school wide AVID school and all categorical funds support that program. In addition, SOAR Prep Academy and Knight Prep Academy offer Homework Hub, an after school tutoring program, for 1 hour per day, 3 and 4 days per week respectively for students to work on assignments with an instructor present.

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$38,681	\$46,184
Mid-Range Teacher Salary	\$70,402	\$75,179
Highest Teacher Salary	\$96,937	\$96,169
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		\$124,243
Average Principal Salary (High)	\$121,569	\$137,939
Superintendent Salary	\$252,750	\$217,637
Percent of Budget for Teacher Salaries	35%	35%
Percent of Budget for Administrative Salaries	5%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Advanced Placement (AP) Courses (School Year 2015-16)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	2	N/A
Fine and Performing Arts	2	N/A
Foreign Language	3	N/A
Mathematics	3	N/A
Science	4	N/A
Social Science	3	N/A
All courses	17	1.77

Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Professional Development (Most Recent Three Years)

As AAV continues to develop with Common Core Standards, the focus is not on the previous summative state data. Teachers are using formative assessments to drive instruction and debrief with colleagues to plan valuable lessons. The Common Core focus put teachers in the mindset of preparing all of their students for college or a career after high school. The leadership on campus has been the driving force of this objective. Using the Local Control and Accountability Plan (LCAP) that originated through student, staff and community input, is an additional driving force that helps determine professional development opportunities to better prepare students to meet the demands of college and career.

A fall interim assessment was given to evaluate student progress. This information is used to modify instruction and address student needs. Results are regularly used to match students' ability and performance. All of this information is taken into consideration when monitoring and refining the single school wide plan.

AAV leadership provides opportunities for teachers to collaborate and share with one another. This meaningful collaboration is fruitful; it provides time for valuable discussion on content, students, and instructional strategies. The overall school wide learning results are always at the center of these collaboration meetings: 1. Self-directed learners, 2. Open-minded thinkers and problem solvers, and 3. Active communicators.

AAV teachers are highly qualified and have met the requirements of the Elementary and Secondary Education Act. All new teachers within the AVUHSD must complete the AVTI (Antelope Valley Teacher Induction) program and are offered ongoing professional development (the main focus being Common Core Standards).

AVID teachers attend summer institutes and other AVID workshops throughout the year in order to provide quality AVID experiences in the classroom. They are supported by a site coordinator and district coach. Teachers with AVID elective experience provide support to teachers who are new to the AVID program.

AAV has monthly meetings, district instructional Partners, and teachers have opportunities to attend professional development workshops both on and off site. AAV has designated teachers that attend meetings focusing specifically on Common Core instruction, project based learning and AVID.

Teachers and staff are encouraged to attend relevant professional development events. A team of teachers regularly attend the AVID conferences to learn and refine AVID strategies. Virtual Academy teachers participated in Leading Edge Certification in the summer of 2014 as do any newly hired teachers. They have also attended the eLearning Symposium Conference as well as iNACOL and ISTE Conferences to be current with technologically educational trends. All staff attends professional development conferences, focus groups and workshops to improve student achievement. SOAR Prep and Knight Prep Academy staff regularly attends district trainings and Ad Hoc Committee meetings.