

# Academies of the Antelope Valley School Accountability Report Card Reported Using Data from the 2016-17 School Year Published During 2017-18

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 2017-18)**

<b>School Contact Information</b>	
<b>School Name</b>	Academies of the Antelope Valley
<b>Street</b>	6300 West Ave L
<b>City, State, Zip</b>	Quartz Hill, CA 93536
<b>Phone Number</b>	661-943-2091
<b>Principal</b>	Steve Ford
<b>E-mail Address</b>	sford@avhsd.org
<b>Web Site</b>	www.avvirtual.org
<b>CDS Code</b>	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 2017-18)

Academies of the Antelope Valley (AAV) is a dependent charter school that consists of four satellite sites: one virtual/blended site and three brick and mortar sites. There are 65 full time students between grades 7-12, and 690 part time students between grades 9-12 who are enrolled with our online, blended school, Virtual Academy. There are 428 students between grades 7-8 who are enrolled in our brick and mortar junior high schools, SOAR Preparatory Academy, Knight Prep Academy and Palmdale Prep Academy. SOAR Prep, Knight Prep and Palmdale 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 four distinct academies: SOAR Preparatory Academy, Knight Preparatory Academy, Palmdale 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 junior high 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.

Palmdale Preparatory Academy is also a uniquely designed program modeled after Palmdale High School's Health Careers Academy. Though students explore learning through a S.T.E.M. lens, they additionally participate in experiences related to the medical field in preparation for Palmdale High School's Academy.

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) as well as coding, SOAR Prep, Knight Prep and Palmdale 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 2016-17)**

Grade Level	Number of Students
Grade 7	213
Grade 8	191
Grade 9	6
Grade 10	7
Grade 11	13
Grade 12	10
<b>Total Enrollment</b>	<b>440</b>

**Student Enrollment by Group (School Year 2016-17)**

Student Group	Percent of Total Enrollment
Black or African American	12.3
American Indian or Alaska Native	0
Asian	2.3
Filipino	2.5
Hispanic or Latino	57.7
Native Hawaiian or Pacific Islander	0
White	19.1
Two or More Races	6.1
Socioeconomically Disadvantaged	56.4
English Learners	3.6
Students with Disabilities	3
Foster Youth	0

**A. Conditions of Learning**

**State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

**Teacher Credentials**

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	21	24	28	849
Without Full Credential	0	0	1	26
Teaching Outside Subject Area of Competence (with full credential)	0	0	1	2

**Teacher Misassignments and Vacant Teacher Positions**

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	1	0	0
Total Teacher Misassignments *	1	0	1
Vacant Teacher Positions	0	2	1

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.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)**

Year and month in which data were collected: December 2017

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	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%
<b>Mathematics</b>	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%
<b>Science</b>	World of Chemistry / 2002 Earth Science: Geology, the Environment, and the Universe / 2003 Biology / 2002 Physics: Principles and Problems / 2002	Yes	0%
<b>History-Social Science</b>	United States History Modern America / 2005 Modern Era World History / 2004 Magruder's American Government / 2007 Economics--A Contemporary Introduction / 1997	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Foreign Language</b>	French/ Allez Viens! Levels 1, 2, and 3 / 2007 Spanish / ¡Avancemos! 1 / 2008 Spanish / ¡Avancemos! 2 / 2008 Spanish / ¡Avancemos! 3 / 2008	Yes	0%
<b>Health</b>	Glencoe Health: A Guide to Wellness / 2001	Yes	0%
<b>Visual and Performing Arts</b>	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%
<b>Science Laboratory Equipment (grades 9-12)</b>	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.

Palmdale Prep Academy currently consists of 3 classrooms, 1 computer lab, 1 cafeteria, 2 locker rooms, 2 student restrooms, 2 faculty restrooms, an administration building and 1 restroom for both adults and students respectively. In October 2017, construction began to add additional facilities consisting of 1 science lab, 1 maker space, and 2 classrooms.

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)**

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 10/5/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces			X	BOY'S LOCKER ROOM: DIRTY VENT, STAINED CARPET, RIPPED BASEBOARD, LIFTED CEILING TILES GIRL'S LOCKER ROOM: DIRTY VENT ROOM 102: BROKEN CEILING TILES ROOM 105: BROKEN "T" BAR, DIRTY FLOORS ROOM 106: DIRTY FLOORS, HOLES IN CEILING TILES ROOM 109: DIRTY VENT ROOM 114: DIRTY VENT, BASEBOARD COMING OFF WALL ROOM 115: STAINED CARPET ROOM 117: STAINED CEILING TILES, DIRTY VENT VIRTUAL ACADEMY: BROKEN CEILING TILES REPAIRS TO BE RECTIFIED. REPAIRS TO BE RECTIFIED.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			ROOM 105:DIRTY FLOORS ROOM 105-106 STORE ROOM: DIRTY FLOORS ROOM 106: DIRTY FLOORS REPAIRS TO BE RECTIFIED.

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 10/5/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Electrical:</b> Electrical			X	ADMIN. RESTROOM EAST: 2 BAD BULBS ADMIN: BROKEN THREE GANG SWITCH PLATE, 9 BAD BULBS BOY'S LOCKER ROOM: 13 BAD BULBS GIRL'S LOCKER ROOM: 9 BAD BULBS ROOM 102: 15 BAD BULBS ROOM 105: 15 BAD BULBS,BLOCKED ELECTRICAL PANEL ROOM 105-106 STORE ROOM: 3 BAD BULBS ROOM 106: 6 BAD BULBS ROOM 107: 33 BAD BULBS, BROKEN SINGLE GANG OUTLET COVER ROOM 108: 6 BAD BULBS ROOM 109: 11 BAD BULBS, OUTLET COVER FALLING OFF ROOM 110: 6 BAD BULBS ROOM 111: 1 BAD BULB, BROKEN SINGLE GANG OUTLET COVER ROOM 114: 21 BAD BULBS ROOM 115: 10 BAD BULBS, BROKEN FIVE GANG SWITCH PLATE ROOM 116: SPEAKER FALLING FROM CEILING, BLOCKED ELECTRICAL PANEL, 6 BAD BULBS ROOM 117: 2 BAD BULBS SERVER ROOM: BLOCKED ELECTRICAL PANEL STAFF LOUNGE: 2 BAD BULBS STUDENT BOY'S RESTROOM: 5 BAD BULBS STUDENT GIRL'S RESTROOM: 4 BAD BULBS VIRTUAL ACADEMY: 13 BAD BULBS, BLOCKED ELECTRICAL PANEL REPAIRS TO BE RECTIFIED.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			STUDENT BOY'S RESTROOM: DIRTY VENT, BAD CEILING TILES, SINK WONT SHUT OFF STUDENT GIRL'S RESTROOM: DIRTY WALLS, MISSING CEILING TILES, STAINED CEILING TILES REPAIRS TO BE RECTIFIED.
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

**Overall Facility Rating (Most Recent Year)**

Year and month of the most recent FIT report: 10/5/2017				
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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); 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 Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	63	60	42	43	48	48
Mathematics (grades 3-8 and 11)	31	38	14	14	36	37

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 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	411	410	99.76	60.49
Male	176	175	99.43	54.29
Female	235	235	100	65.11
Black or African American	49	49	100	40.82
Filipino	11	11	100	100
Hispanic or Latino	243	242	99.59	56.2
White	73	73	100	73.97
Two or More Races	25	25	100	72
Socioeconomically Disadvantaged	242	241	99.59	53.11
English Learners	39	39	100	30.77
Students with Disabilities	11	11	100	36.36

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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	411	409	99.51	37.9
Male	176	174	98.86	40.8
Female	235	235	100	35.74
Black or African American	49	49	100	28.57
Filipino	11	11	100	63.64
Hispanic or Latino	243	242	99.59	33.47
White	73	72	98.63	44.44
Two or More Races	25	25	100	48
Socioeconomically Disadvantaged	242	241	99.59	28.22
English Learners	39	39	100	12.82
Students with Disabilities	11	11	100	9.09

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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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  
Grades Five, Eight, and Ten**

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	71	71	34	30	60	56

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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

## Career Technical Education Programs (School Year 2016-17)

AAV provides a variety of Career Technical Education courses for our students to take. We offer CTE courses specific to health careers (Body Systems and Disorders), business (Contemporary Business, International Business Theory and Practicum), to computers (Intro to Computer Science), 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. Their instructor comes out to their job site to check in with their employer regularly. 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 2016-17)

Measure	CTE Program Participation
Number of pupils participating in CTE	164
% of pupils completing a CTE program and earning a high school diploma	83.50%
% 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
2016–17 Pupils Enrolled in Courses Required for UC/CSU Admission	37.72
2015–16 Graduates Who Completed All Courses Required for UC/CSU Admission	0

### State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

### California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	22.2	19.2	37.9

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 State priority: Parental Involvement (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 2017-18)

School leadership has a comprehensive system of strategies which encourages parental and community involvement through the Parent Handbook 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 State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	18.2	46.7	66.7	10.1	9.2	8.8	11.5	10.7	9.7
Graduation Rate	81.82	53.33	33.33	79.79	81.19	81.62	80.95	82.27	83.77

#### Completion of High School Graduation Requirements - Graduating Class of 2016 (One-Year Rate)

Group	Graduating Class of 2016		
	School	District	State
All Students	100	69.93	87.11
Black or African American	0	64.6	79.19
American Indian or Alaska Native	0	58.82	80.17
Asian	0	87.62	94.42
Filipino	0	91.59	93.76
Hispanic or Latino	0	69.64	84.58
Native Hawaiian/Pacific Islander	0	30	86.57
White	0	73.49	90.99
Two or More Races	0	64.71	90.59
Socioeconomically Disadvantaged	0	48.38	63.9
English Learners	0	39.41	55.44
Students with Disabilities	0	69.26	85.45
Foster Youth	0	55.4	68.19

## State Priority: School Climate

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

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

### Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
<b>Suspensions</b>	6.7	6.8	4.9	9.1	8.0	8.6	3.8	3.7	3.6
<b>Expulsions</b>	0.0	0.0	0.0	0.5	0.4	0.4	0.1	0.1	0.1

### School Safety Plan (School Year 2017-18)

School safety is a top priority at SOAR Prep Academy, Knight Prep Academy, Palmdale 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, Knight Prep Academy and Palmdale 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, Knight Prep Academy and Palmdale 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 2017-18)

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

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

### Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15				2015-16				2016-17			
	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+
<b>English</b>	18	10	4	2	21	9	5	3	20	12	11	1
<b>Mathematics</b>	16	10	4	2	16	15	3	3	19	10	13	
<b>Science</b>	19	8	3	2	16	7	2	2	20	10	10	2
<b>Social Science</b>	21	6	3	3	23	5	6	4	22	11	10	2

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 2016-17)**

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2	227
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 2015-16)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$18,752.26	\$819.92	\$17,932.34	\$83,135
District	N/A	N/A	\$5,812.88	\$77,627
Percent Difference: School Site and District	N/A	N/A	208.5	7.1
State	N/A	N/A	\$6,574	\$82,770
Percent Difference: School Site and State	N/A	N/A	172.8	0.4

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

**Types of Services Funded (Fiscal Year 2016-17)**

Academies of the Antelope Valley are a school wide AVID school and all categorical funds support that program. In addition, SOAR Prep Academy, Palmdale 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 2015-16)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$40,847	\$50,221
Mid-Range Teacher Salary	\$74,345	\$83,072
Highest Teacher Salary	\$102,365	\$104,882
Average Principal Salary (Middle)		\$128,094
Average Principal Salary (High)	\$132,769	\$146,114
Superintendent Salary	\$274,357	\$226,121
Percent of Budget for Teacher Salaries	34%	34%
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 2016-17)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
English	2	N/A
Fine and Performing Arts	1	N/A
Foreign Language	1	N/A
Mathematics	1	N/A
Science	2	N/A
Social Science	3	N/A
All courses	10	11.7

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 and NGSS Standards, one area of focus is with CAASPP state data. Teachers are using formative and summative assessments as well as student projects 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 in 2015-2016. In 2016-2017 and 2017-2018, students in grades 8-11 were able to take the PSAT Exam paid for by district funding based on the LCAP goals. 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 Plan for School Achievement (SPSA).

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. Collaboration, 2. Communication, 3. Critical Thinking and 4. Creativity with an emphasis on coding.

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. In addition, there are 4 built-in Student Free Professional Development days (2017-18) for staff to meet and collaborate on current trends in education.

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, Palmdale Prep and Knight Prep Academy staff regularly attends district trainings and Ad Hoc Committee meetings.