



# Antelope Valley Learning Academy

## 2019-2020 School Accountability Report Card

Published in the 2020-2021 School Year

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### Principal

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Grades

Kindergarten through  
Twelve

Area

Superintendent

Taera Childers

### SARC Information

Every school in California is required by state law to publish a School Accountability Report Card (SARC) by February 1st of each year. 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 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 a 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 webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Webpage at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents 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, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### California School Dashboard

The California School Dashboard (Dashboard) reflects California's new accountability and continuous improvement system and provides information about how districts and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of districts, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement. Senate Bill 98 suspended the reporting of state and local indicators on the 2020 California School Dashboard and only limited data and information will be posted for the 2020-21 school year. The Dashboard can be accessed at <https://www.caschooldashboard.org>.

### School Mission Statement

The school's mission is to provide students seeking an alternative school setting with a personalized approach to learning that empowers them to take responsibility for their education and to graduate with the skills they need to become responsible citizens and lifelong learners.

In order to carry out this mission, the school strives to equip the surrounding area students with the educational skills necessary in the 21st century – the ability to read, write, speak, and calculate with clarity and precision and the ability to participate intelligently and responsibly in a global society. The school offers alternative choices through site-based learning, independent study, and distance learning to enable students to acquire the knowledge necessary to make a difference in their lives.

The school provides a diverse, student-centered environment in which all students are held to high academic and behavioral standards. Students work in collaborative relationships, both within and outside the school, and perform service to the community. Through a personalized learning approach to education, the school strives to develop students who are competent, self-motivated, life-long learners. In order to accomplish this, the school emphasizes increased parental involvement, more one-on-one teacher and student interaction, attention to differences in learning styles, student-driven participation in developing the learning process, technology access, varied learning environments, teacher and parent development programs, and choices in curriculum programs.

The school places a strong emphasis on parental involvement within the learning process. Parents are viewed as an essential link in improving education; therefore, parents are encouraged to take part in their children's education through frequent communication with the teachers, participation in school related functions, and attendance in school sponsored parent development workshops. By providing a vehicle for meaningful parental involvement, the school strives to bridge the gap between school and home. It is the hope of the school that students will observe first-hand their parents and teachers working together to make a difference in their education and future.

## School Profile (School Year 2020-21)

Antelope Valley Learning Academy (AVLA) is a public charter school that offers a personalized educational program for high school students. The educational model is focused on relationship building and tailoring the curriculum and instruction to meet the students learning disposition and modality. Students enroll at AVLA for a variety of reasons. They were unsuccessful in the traditional high school setting, or they needed a more personalized approach to education. Other students need the flexibility of an independent study model to meet family obligations such as work or child care needs. Regardless of the reason, the school offers a uniquely structured academic program, rigorously guided by the California Subject Area Content Standards that provides a challenging, yet highly individualized, education for students.

AVLA is one school with two programs: Principal Victor Contreras oversees the K-12 home school program in Lancaster, and Principal Marcello Palacios heads the 9 -12 Independent Study program in east Palmdale.

## School Enrollment

The charts display school enrollment broken down by grade or student group.

### Enrollment Trend by Grade Level

|       | 2017-18 | 2018-19 | 2019-20 |
|-------|---------|---------|---------|
| K     | 16      | 9       | 8       |
| 1st   | 11      | 21      | 9       |
| 2nd   | 19      | 13      | 10      |
| 3rd   | 23      | 20      | 11      |
| 4th   | 25      | 18      | 16      |
| 5th   | 26      | 29      | 17      |
| 6th   | 38      | 38      | 31      |
| 7th   | 55      | 44      | 40      |
| 8th   | 72      | 76      | 55      |
| 9th   | 377     | 391     | 447     |
| 10th  | 400     | 426     | 460     |
| 11th  | 379     | 426     | 339     |
| 12th  | 139     | 235     | 143     |
| Total | 1,580   | 1,746   | 1,586   |

### Enrollment by Student Group

| 2019-20                             |            |
|-------------------------------------|------------|
|                                     | Percentage |
| Black or African American           | 13.1       |
| American Indian or Alaska Native    | 0.2        |
| Asian                               | 0.1        |
| Filipino                            | 0.2        |
| Hispanic or Latino                  | 69.9       |
| Native Hawaiian or Pacific Islander | 0.2        |
| White                               | 11.8       |
| Two or More Races                   | 4.5        |
| EL Students                         | 10.5       |
| Socioeconomically Disadvantaged     | 86.6       |
| Students with Disabilities          | 16.5       |
| Foster Youth                        | 1.5        |
| Homeless                            | 3.3        |

## 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
- School facilities are maintained in good repair

### Teacher Assignment

The school recruits and employs qualified credentialed teachers who meet all credential requirements in accordance with State of California guidelines. This chart displays information about teacher credentials at the school.

*Note: As an independent charter school, the school's program, resources, and administration are run independently from the host district, so there is no district data to report for comparison in this section.*

### Teacher Credential Status

|  | School |       |       |
|--|--------|-------|-------|
|  | 18-19  | 19-20 | 20-21 |
| Fully Credentialed   | 58     | 52    | 92    |
| Without Full Credentials   | 0      | 13    | 1     |
| Teaching Outside Subject Area of Competence (with full credential) | 0      | 0     | 0     |

### Teacher Misassignments & Vacancies

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

Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire semester or year.

### Misassignments/Vacancies

|  | 18-19    | 19-20    | 20-21    |
|--|----------|----------|----------|
| Misassignments of Teachers of English Learners | 0        | 0        | 1        |
| Misassignments of Teachers (other)             | 0        | 0        | 0        |
| <b>Total Misassignments of Teachers</b>        | <b>0</b> | <b>0</b> | <b>1</b> |
| <b>Vacant Teacher Positions</b>                | <b>0</b> | <b>6</b> | <b>5</b> |

### Textbooks & Instructional Materials (School Year 2020-21)

The school determined that each student has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of *Williams vs. the State of California*.

All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects, health, foreign languages, and visual and performing arts for use in the classroom and to take home.

The table displays information collected in January 2021 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

| District-Adopted Textbooks |                          |                           |          |            |           |  |
|----------------------------|--------------------------|---------------------------|----------|------------|-----------|--|
| Grade                      | Subject                  | Publisher                 | Adoption | Sufficient | % Lacking |  |
| Levels                     |                          |                           | Year     |            |           |  |
| K                          | English/Language Arts    | Pearson                   | 2006     | Yes        | 0.0%      |  |
| 1st-2nd                    | English/Language Arts    | Houghton Mifflin          | 2006     | Yes        | 0.0%      |  |
| 3rd-5th                    | English/Language Arts    | Houghton Mifflin          | 2015     | Yes        | 0.0%      |  |
| 6th                        | English/Language Arts    | Houghton Mifflin          | 2006     | Yes        | 0.0%      |  |
| 7th-8th                    | English/Language Arts    | McDougal Littell          | 2006     | Yes        | 0.0%      |  |
| 9th-12th                   | English/Language Arts    | Houghton Mifflin/Harcourt | 2014     | Yes        | 0.0%      |  |
| K-5th                      | Math                     | Pearson                   | 2015     | Yes        | 0.0%      |  |
| 6th-8th                    | Math                     | Pearson                   | 2015     | Yes        | 0.0%      |  |
| 9th                        | Algebra I                | Houghton Mifflin/Harcourt | 2016     | Yes        | 0.0%      |  |
| 11th                       | Algebra II               | Houghton Mifflin/Harcourt | 2016     | Yes        | 0.0%      |  |
| 9th                        | Earth Science            | Prentice Hall             | 2006     | Yes        | 0.0%      |  |
| 12th                       | Economics                | McGraw-Hill               | 2018     | Yes        | 0.0%      |  |
| 9th-10th                   | Foreign Language         | Glencoe                   | 2005     | Yes        | 0.0%      |  |
| 10th                       | Geometry                 | Prentice Hall             | 2007     | Yes        | 0.0%      |  |
| 10th-12th                  | Health                   | Pearson                   | 2006     | Yes        | 0.0%      |  |
| 9th-10th                   | Integrated Science I     | Houghton Mifflin/Harcourt | 2012     | Yes        | 0.0%      |  |
| 11th-12th                  | Integrated Science II    | Houghton Mifflin/Harcourt | 2012     | Yes        | 0.0%      |  |
| 9th-10th                   | Earth Science            | Houghton Mifflin/Harcourt | 2012     | Yes        | 0.0%      |  |
| 9th-10th                   | Physics                  | Houghton Mifflin/Harcourt | 2012     | Yes        | 0.0%      |  |
| 10th                       | Biology                  | Houghton Mifflin/Harcourt | 2012     | Yes        | 0.0%      |  |
| 11th                       | Chemistry                | Houghton Mifflin/Harcourt | 2012     | Yes        | 0.0%      |  |
| 12th                       | United States Government | McGraw-Hill               | 2018     | Yes        | 0.0%      |  |
| 11th                       | United States History    | Houghton Mifflin          | 2014     | Yes        | 0.0%      |  |
| 9th                        | World Geography          | Pearson                   | 2013     | Yes        | 0.0%      |  |
| 10th                       | World History            | Houghton Mifflin          | 2014     | Yes        | 0.0%      |  |

### School Facilities (School Year 2020-21)

Antelope Valley Learning Academy (AVLA) takes great efforts to ensure that all of its resource centers are clean, safe, and fully functional with all necessary repairs being attended to with urgency. AVLA has established cleaning standards for all school facilities, and an outside vendor routinely cleans the school and makes sure that all necessary toiletries are restocked on a daily basis to ensure the health and safety of students and staff. The chart displays the results of the most recent facilities inspection at the school. Facilities information was collected in January 2021.

| School Facility Conditions                                 |                                  |      |      |  |
|--|----------------------------------|------|------|--|
| Date of Last Inspection: 12/20/2020                        |                                  |      |      |  |
| Overall Summary of School Facility Conditions: Exemplary   |                                  |      |      |  |
| Data Collected: January, 2021                              |                                  |      |      |  |
| Items Inspected  | Facility Component System Status |      |      | Deficiency & Remedial Actions Taken or Planned |
|  | Good                             | Fair | Poor |  |
| Systems (Gas Leaks, Mech/HVAC, Sewer)                      | X                                |      |      |  |
| Interior   | X                                |      |      |  |
| Cleanliness (Overall Cleanliness, Pest/Vermin Infestation) | X                                |      |      |  |
| Electrical   | X                                |      |      |  |
| Restrooms/Fountains  | X                                |      |      |  |
| Safety (Fire Safety, Hazardous Materials)                  | X                                |      |      |  |
| Structural (Structural Damage, Roofs)                      | X                                |      |      |  |
| External (Grounds, Windows, Doors, Gates, Fences)          | X                                |      |      |  |

# 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

## California Assessment of Student Performance and Progress (CAASPP)

The California Assessment of Student Performance and Progress (CAASPP) includes computer-based and paper-pencil assessments. The computer-based assessments are the Smarter Balanced English Language Arts/Literacy (ELA) and Mathematics tests, administered to grades three through eight and eleven. There is also an optional Standards-based Test in Spanish (STS) for Reading/Language Arts (RLA). Additionally, the new California Science Test (CAST) based on the Next Generation Science Standards for California Public Schools (CA NGSS) was first administered operationally in the 2018–2019 school year.

The Smarter Balanced Assessment System utilizes computer-adaptive tests and performance tasks that allow students to show what they know and are able to do. Smarter Balanced summative assessment results include student scores, achievement levels, and descriptors that describe performance. These assessment results are only one of several tools used to measure a student's academic performance in ELA/Literacy and mathematics. Smarter Balanced assessment results are most appropriately interpreted alongside other available information about a student's academic achievement, including such measures as District assessments, classroom assignments and grades, classrooms tests, report cards, and teacher feedback.

Due to the COVID-19 pandemic, Executive Order N-30-20 was issued in the spring of 2020. This order waived the requirement for statewide academic testing of Mathematics, English Language Arts, and Science for the 2019–2020 school year. The most current data available to report is from the 2018-19 school year and is reflected in the tables.

The first table displays the percent of students who met or exceeded state standards in English Language Arts/Literacy (grades 3-8 and 11), Mathematics (grades 3-8 and 11), and Science (Grades 5, 8, and high school).

| California Assessment of Student Performance and Progress    |        |      |      |       |      |      |
|--|--------|------|------|-------|------|------|
| Percent of Students Meeting or Exceeding the State Standards |        |      |      |       |      |      |
| Subject  | School |      |      | State |      |      |
|  | 2017   | 2018 | 2019 | 2017  | 2018 | 2019 |
| English Language Arts/Literacy (Grades 3-8 and 11)           | 29     | 22   | 32   | 48    | 50   | 50   |
| Mathematics (Grades 3-8 and 11)                              | 5      | 5    | 6    | 37    | 38   | 39   |
| Science (Grades 5, 8, and 10)                                | --     | --   | 8.4  | --    | --   | 29   |

The second table displays information on overall student achievement of the school by subject for student groups with all grade levels combined.

| California Assessment of Student Performance and Progress |                  |               |                       |                    |                               |               |                |                    |                               |
|---|------------------|---------------|-----------------------|--------------------|-------------------------------|---------------|----------------|--------------------|-------------------------------|
| Student Groups  | Total Enrollment | Number Tested | English-Language Arts |                    |                               | Mathematics   |                |                    |                               |
|   |                  |               | Percent Tested        | Percent Not Tested | % Met or Exceeded CA Standard | Number Tested | Percent Tested | Percent Not Tested | % Met or Exceeded CA Standard |
| All Students  | 707              | 665           | 94.06                 | 5.94               | 32.18                         | 666           | 93.54          | 6.46               | 5.71                          |
| Male  | 349              | 324           | 92.84                 | 7.16               | 33.64                         | 326           | 92.61          | 7.39               | 7.98                          |
| Female  | 358              | 341           | 95.25                 | 4.75               | 30.79                         | 340           | 94.44          | 5.56               | 3.53                          |
| Black or African American                                 | 89               | 82            | 92.13                 | 7.87               | 19.51                         | 83            | 92.22          | 7.78               | 0                             |
| Hispanic or Latino  | 435              | 412           | 94.71                 | 5.29               | 32.77                         | 412           | 93.85          | 6.15               | 5.1                           |
| White   | 120              | 111           | 92.50                 | 7.50               | 40.54                         | 111           | 92.50          | 7.50               | 9.91                          |
| Two or More Races   | 56               | 53            | 94.64                 | 5.36               | 32.08                         | 53            | 94.64          | 5.36               | 11.32                         |
| Socioeconomically Disadvantaged                           | 573              | 538           | 93.89                 | 6.11               | 28.62                         | 539           | 93.25          | 6.75               | 4.64                          |
| English Learners  | 88               | 84            | 95.45                 | 4.55               | 20.24                         | 84            | 94.38          | 5.62               | 2.38                          |
| Students with Disabilities                                | 142              | 127           | 89.44                 | 10.56              | 8.66                          | 128           | 89.51          | 10.49              | 1.56                          |
| Homeless  | 24               | 22            | 91.67                 | 8.33               | 13.64                         | 22            | 91.67          | 8.33               | 0                             |

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the California Alternate Assessment. 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.

## UC/CSU Course Completion

Students are encouraged to take University of California/California State University (UC/CSU) preparatory courses if they plan to attend a four-year university. All students must pass each course with a grade no lower than a 'C'.

| UC/CSU Course Enrollment  |            |
|---|------------|
|   | Percentage |
| Students Enrolled in Courses Required for UC/CSU Admission (2019-20)        | 61%        |
| Graduates Who Completed All Courses Required for UC/CSU Admission (2019-20) | 0.94%      |

\* Duplicated Count (one student can be enrolled in several courses).

## Career Technical Education (CTE) Programs (School Year 2019-20)

The school continues to develop its Career Technical Education (CTE) program. The school recognizes the need to integrate core academic knowledge with technical skills as needed for today's modern workforce, and the school is committed to bringing students greater opportunities in developing these skills through their continued efforts in developing relationships with local businesses and trade schools.

The school offers several CTE courses that include Entrepreneurship 1A, 2A, 1B and 2B, and Introduction to Graphic Design, Graphic Design I, II and III.

This table displays information about participation in the school's Career Technical Education (CTE) programs.

| Enrollment & Program Completion in Career/Technical Education (CTE) Programs (Carl Perkins Vocational and Technical Education Act)        |          |
|---|----------|
| Question  | Response |
| How many of the school's pupils participated in CTE programs?   | 159      |
| What percentage of the school's pupils completed a CTE program and earned a high school diploma?  | 0.0%     |
| What percentage of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education? | 20.0%    |

### 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 area of physical education.

## Physical Fitness

In the spring of each year, all California schools are required by the state to administer a physical fitness test to students in the fifth, seventh, and ninth grades. The physical fitness test is a standardized evaluation that measures each student's ability to perform fitness tasks in six major areas. Students who meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "Healthy Fitness Zone" (HFZ).

The table displays the percent of students at the school meeting fitness standards by grade level, for the most recent testing period. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued. This order waived the requirement to administer the physical fitness performance test results for the 2019–2020 school year. The most current data available to report is from the 2018-19 school year and is reflected in the table. Detailed information regarding this test may be found at the CDE website at <http://www.cde.ca.gov/ta/tg/pf/>.

| Percentage of Students in Healthy Fitness Zone |                       |                       |                      |
|--|-----------------------|-----------------------|----------------------|
| 2018-19  |                       |                       |                      |
| Grade Level                                    | Four of Six Standards | Five of Six Standards | Six of Six Standards |
| 5  | 28.0%                 | 4.0%                  | 24.0%                |
| 7  | 28.8%                 | 16.9%                 | 6.8%                 |
| 9  | 21.2%                 | 11.5%                 | 3.0%                 |

\*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

## 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 school site

### Parent & Community Involvement (School Year 2020-21)

Parents are able to participate in our English Language Advisory Committee and Parent Advisory Committee. Parents and stakeholders are encouraged to participate in the development of the Local Control and Accountability Plan, and they are asked to provide input on the progress of the LCAP throughout the year. Parents will also be encouraged to support the school during its next WASC accreditation process.

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact Antelope Valley Learning Academy at (877) 360-5327

### State Priority: Pupil Engagement

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority5):

- High school dropout rates
- High school graduation rates



## Dropout & Graduation Rates

In knowing the “at risk of dropping out” status of the majority of students enrolling in the school, we begin interventions from the point of enrollment. Upon enrollment, students participate in a course entitled Tools 4 Success. In this course students learn study skills and strategies to be more successful in school, especially in the area of time management. We believe that students who know what they would like to do for work are more inclined to earn their diploma.

Students also participate in academic assessments, such as NWEA, after enrollment. The academic assessments assist faculty and the students to understand the strengths and weaknesses of the student. More importantly, this method helps students receive any remedial help they may need and ensures students are not enrolling in courses too far removed from their current academic abilities. Unlimited free tutoring availability also serves as an intervention for students, when they struggle with particular concepts. Together, all of early interventions are intended to promote attendance and reduce the likelihood of student drop outs. However, these standard interventions are not always met with student success.

When faculty and staff (at school) witness a decline in the attendance of a particular student, more specific and targeted interventions take place in progressive steps:

- A missed day of school results in a call home from the student’s teacher
- A pattern of missed school days results in a parent-teacher or adult student-teacher conference
- A continued pattern of missed school days after a teacher conference results in an Attendance Intervention Meeting (A.I.M). In this meeting the parent or adult student meet with a Student Retention Support team member to discuss why they are missing school. Strategies and support systems are discussed to help ensure success in our program.
- A continued pattern of missed school days after an A.I.M. intervention is escalated to a Student Retention Meeting (S.R.M) intervention. Student Retention Meetings include the School Counselor, School Administrator, and the Student Retention Support team members. When the student and parent meet with the S.R.M. team, serious conversations take place about the appropriateness of independent study for the student, school options, and the serious long-term consequences of dropping out of school.

The table displays the graduation and dropout rates for the school.

**Note: The California Department of Education DataQuest system reports one year dropout rates up to 2017 and one year graduation rates determined through the California School Dashboard. The school is a Dashboard Alternative Status School (DASS) as a result of the student population served. The tables display the most current data available. N/A is displayed when the school is new and there is no data available to report.**

| School | Graduation & Dropout Rates |       |       |         |       |       |
|--------|----------------------------|-------|-------|---------|-------|-------|
|        | Graduation                 |       |       | Dropout |       |       |
|        | 17-18                      | 18-19 | 19-20 | 16-17   | 17-18 | 18-19 |
| School | 78.0%                      | 75.1% | 78.1% | 15.4%   | 9.1%  | 8.5%  |

## 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
- Other local measures on the sense of safety

## School Safety (School Year 2020-21)

Our school Safety Plan consists of our Injury and Illness Prevention Program, Emergency Procedures and Section 4 of our Employee handbook. Sponsoring School Districts have asked for these safety programs as part of our charter’s renewal process. We review our School Safety Plans annually and update them if necessary.

The safety of students and staff is a primary concern for the school. Both teachers and administrators supervise the students throughout the school day to ensure a safe and positive learning environment. Both staff and student school IDs are expected to be displayed at all times, and visitors to the sites must register in at the front office to receive appropriate identification badges. The school safety plan was last updated and reviewed with school staff in December 2020.

## Suspensions & Expulsions

The table displays the suspension and expulsion rates at the school, in the district, and throughout the state. Expulsions occur only when required by law or when all other alternatives are exhausted. Due to the COVID-19 pandemic, the 2019–2020 suspensions and expulsions rate data are not comparable to prior year data. Since there was not in-person learning for the entire 2019–2020 school year, it would be inappropriate to make any comparisons of the suspensions and expulsions rates in the 2019–2020 school year to the rates in prior school years. Additionally, please note that the suspension and expulsion rate for the state was not available at time of publication.

| School | Suspensions & Expulsions |       |       |            |       |       |
|--------|--------------------------|-------|-------|------------|-------|-------|
|        | Suspensions              |       |       | Expulsions |       |       |
|        | 17-18                    | 18-19 | 19-20 | 17-18      | 18-19 | 19-20 |
| School | 0.00                     | 0.50  | .2    | 0.00       | 0.00  | 0.03  |
| State  | 3.51                     | 3.50  | N/A   | 0.08       | 0.10  | N/A   |

## 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.

### Counseling & Support Staff (School Year 2019-20)

The school seeks to assist students in their social and personal development as well as academics. The school provides special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure.

The following is a list of support staff available to students at the school. *Note: 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.*

| Academic Counselor to Student Ratio               |       |
|---|-------|
| 2019-20   |       |
| Average Number of Students per Academic Counselor |       |
| Academic Counselor(s)                             | 1:528 |

| Counseling & Support Services Staff                           |     |
|---|-----|
| Full Time Equivalent  |     |
| Counselor (Academic, Social/Behavioral or Career Development) | 3.0 |
| Psychologist  | 1.0 |

### Class Size

Due to the nature of independent study, class size distribution data is unavailable for this school.

### Advanced Placement Classes (School Year 2019-20)

Antelope Valley Learning Academy does not offer Advanced Placement Classes.

### Additional Internet Access & Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the libraries in their local communities, which contain numerous computer workstations.

### Professional Development

The school's certificated staff members and administrators participate in ongoing professional development to improve its curriculum and delivery of instruction. Professional development sessions are offered at various times throughout the school year and focus on a wide variety of topics aimed at strengthening pedagogy and content knowledge to meet the needs of the school's diverse learners. Special emphasis is placed on targeting the unique needs of its English language learners, special education students, and those students who are at-risk of dropping out of school.

In addition, school administrators participate in ongoing quarterly principal academies with the focus being on effective school leadership practices and instructional leadership. School administrators identify school-wide focuses for its campuses each year for professional development and take the lead in conducting or organizing large-and-small group staff development opportunities and ongoing instructional coaching to its teachers aimed at the school needs. Topics covered through professional developments are based on the needs of the school, suggestions made by the school staff through department meetings and/or staff surveys, and through the collection and analysis of data indicating school needs and/or needed changes. Newly hired teachers are partnered with existing teachers for the first few months and participate in a mandatory two-week on the job training for the purpose of familiarizing them to the program and mission of the school.

AVLA also provides Induction training to its preliminary credentialed teachers through its partnership with the Riverside County Office of Education. Participating teachers are assigned a support provider from their assigned site and participate in all required Induction activities. The school's special education teachers receive annual training on new procedures and processes, as well as in effective instructional strategies for improving academic achievement. In addition to ongoing professional development opportunities offered locally, selected staff members also have the option to participate in the California Charter Schools Association's annual CCSA Conferences, annual A-plus conferences, and other conferences sponsored by local county offices of education.

The table displays the number of days that a professional development opportunity was available.

| Professional Development  |       |       |       |
|---|-------|-------|-------|
|   | 18-19 | 19-20 | 20-21 |
| Number of school days dedicated to Staff Development and Continuous Improvement | 5     | 12    | 14    |

## School Revenue Sources (Fiscal Year 2019-20)

Special Education programs for SELPA, students with special needs.

General operations—salaries, benefits, services, materials, and support to the general education

## School Expenditures (Fiscal Year 2018-19)

The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools throughout the state. Supplemental/Restricted expenditures come from money whose use is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/Unrestricted expenditures, except for general guidelines, are not controlled by law or donor. The California Department of Education issued guidance to the district in August 2018 regarding how to calculate school-level per-pupil expenditures.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

| Expenditures per Pupil                         |          |
|--|----------|
| School   |          |
| Total Expenditures Per Pupil                   | \$12,126 |
| From Supplemental/Restricted Sources           | \$2,620  |
| From Basic/Unrestricted Sources                | \$9,506  |
| State  |          |
| From Basic/Unrestricted Sources                | \$7,750  |
| Percentage of Variation between School & State | 22.7%    |

## School Site Teacher Salaries (Fiscal Year 2018-19)

The Average Teacher Salaries table illustrates the average teacher salary at the school and compares it to the average teacher salary throughout the state.

| Average Teacher Salaries        |          |
|---------------------------------|----------|
| School                          |          |
| School                          | \$74,750 |
| School & State                  |          |
| All Elementary School Districts | \$84,183 |
| Percentage of Variation         | -11.2%   |