SARC Information

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

• For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

• For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.

• For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

School Mission Statement School Year 2025-2026

Antelope Valley Learning Academy's (AVLA) 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.

To carry out this mission, AVLA strives to equip it's 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 Saturday school to enable students to acquire the knowledge necessary to make a difference in their lives.

AVLA provides a diverse, student-centered environment in which all students are held to high academic and behavioral standards. Through a personalized learning approach to education, the school strives to develop students who are competent, self-motivated, and life-long learners. 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.

AVLA 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 AVLA that students will observe first-hand their parents and teachers working together to make a difference in their education and future.

Antelope Valley Learning Academy • 37212 47th St East Palmdale, CA 93552 • 661-272-0044 • www.avlearning.org
County-District-School (CDS) Code: 19-64857-0112714 • Grades: K-12
Principal: Danyale Wallin • principal@avlearning.org | **Area Superintendent:** Victor Nardiello

School Description and Profile School Year 2025-2026

Antelope Valley Learning Academy (AVLA) is a public charter school that offers a personalized educational program for K-12 students and families who prefer using a site based Independent Study model to meet academic needs. Typical students are those who want an alternative to the local public school systems. Students come to AVLA because they were not optimizing their success in the traditional high school setting, or they desire a more personalized approach to education. Others need the flexibility of an independent study model to meet family obligations such as work or caring for a child. Regardless of the reason, AVLA offers a uniquely structured academic program, rigorously guided by the California Subject Area Content Standards, which provides a challenging, yet highly individualized education for students.

School Enrollment

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

TABLE 4: STUDENT ENROLLMENT BY GRADE LEVEL SCHOOL YEAR 2024-2025	
Grade Level	Number of Students
Kindergarten	10
Grade 1	17
Grade 2	6
Grade 3	10
Grade 4	14
Grade 5	12
Grade 6	19
Grade 7	27
Grade 8	38
Grade 9	301
Grade 10	319
Grade 11	215
Grade 12	63
Total Enrollment	1059

Data provided by CDE

TABLE 5: STUDENT ENROLLMENT BY STUDENT GROUP SCHOOL YEAR 2024-2025	
Student Group	Percentage
Female	49%
Male	51%
Non-Binary	0%
American Indian or Alaska	0%
Asian	0%
Black or African American	11%
Filipino	0%
Hispanic or Latino	75%
Native Hawaiian or Pacific Islander	0%
Two or More Races	5%
White	8%
English Learner	13%
Foster Youth	2%
Homeless	3%
Socioeconomically Disadvantaged	87%
Students Receiving Migrant Ed	0%
Students with Disabilities	22%

Data provided by CDE

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 Assignment

Antelope Valley Learning Academy 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 sponsoring district, so there is no district data to report for comparison in this section.

TABLE 6: TEACHER PREPARATION AND PLACEMENT SCHOOL YEAR 2021–2022				
Authorization/Assignment	School Number	School Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	43	93%	234,405	84%
Intern Credentialed Holders Properly Assigned	3	7%	4,853	1.70%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	2%	12,001	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	31	72%	11,953	4.30%
Unknown	0	0%	864	0.30%
Total Teaching Positions	46	100%	279,044	100%

Data provided by CDE for State and LEA for School.

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

TABLE 7: TEACHER PREPARATION AND PLACEMENT SCHOOL YEAR 2022–2023				
Authorization/Assignment	School Number	School Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	31	94%	231,142	83.24%
Intern Credentialed Holders Properly Assigned	2	6%	5,566	2.00%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0%	14,938	5.38%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	31	100%	11,746	4.23%
Unknown	0	0%	14,303	5.15%
Total Teaching Positions	33	100%	277,698	100%

Data provided by CDE for State and LEA for School.

Note: The data in this table is based on FTE status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

TABLE 8: TEACHER PREPARATION AND PLACEMENT SCHOOL YEAR 2023–2024				
Authorization/Assignment	School Number	School Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	34	97%	230,039	100%
Intern Credentialed Holders Properly Assigned	1	3%	6,213	2.20%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0%	16,855	6.00%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	34	100%	12,112	4.30%
Unknown	0	0%	13,705	4.90%
Total Teaching Positions	35	100%	278,927	100%

Data provided by CDE for State and LEA for School.

Note: The data in this table is based on FTE status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

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.

TABLE 9: TEACHERS WITHOUT CREDENTIALS AND MISASSIGNMENTS (CONSIDERED "INEFFECTIVE" UNDER ESSA)			
Authorizations/ Assignments	2021-2022 Number	2022-2023 Number	2023-2024 Number
Permits and Waivers	0	0	0
Misassignments	11	0	0
Vacant Positions	0	0	4
Total Teachers Without Credentials and Misassignments	1	0	0

Data provided by LEA

TABLE 10: CREDENTIALED TEACHERS ASSIGNED OUT-OF-FIELD (CONSIDERED "OUT-OF-FIELD" UNDER ESSA)			
Indicator	2021-2022 Number	2022-2023 Number	2023-2024 Number
Credentialed Teachers Authorized on a Permit or Waiver	0	0	0
Local Assignment Options	743	741	855
Total Out-of-Field Teachers	31	31	34

Data provided by LEA

TABLE 11: CLASS ASSIGNMENTS			
Indicator	2021-2022 Percent	2022-2023 Number	2023-2024 Number
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0%	0%	0%
No credential, permit or authorization to teach (a percent-age of all the classes taught by teachers with no record of an authorization to teach)	0%	0%	0%

Data provided by LEA

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

Textbooks & Instructional Materials School Year 2025-2026

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 December 2025 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

TABLE 12: QUALITY, CURRENCY, AVAILABILITY OF TEXTBOOK AND OTHER INSTRUCTIONAL MATERIALS SCHOOL YEAR 2025-2026 / YEAR AND MONTH IN WHICH THE DATA WERE COLLECTED: DECEMBER 2025			
Subject	**Textbooks and Other Instructional Materials/ year of Adoption**	**From Most Recent Adoption?**	**Percentage Students Lacking Own Assigned Copy**
Reading/Language Arts	K-5th - Wonders - McGraw-Hill 6th -8th - StudySync - McGraw-Hill 9th - 12th – English/Language Arts - Houghton Mifflin/Harcourt	2022 2022 2021	0.00%
Mathematics	K-5th - Envision - SavvasRealize 6th-8th - Digits - SavvasRealize 9th – Algebra 1 – Houghton Mifflin/Harcourt 10th – Geometry - Houghton Mifflin/Harcourt 11th – Algebra II - Houghton Mifflin/Harcourt v 9th - Integrated Mathematics I - National Geographic/Cengage 10th - Integrated Mathematics 2 - National Geographic/Cengage 11th - Integrated Mathematics 3 - National Geographic/Cengage 12th - Mathematics for Business and Personal Finance - Glencoe 12th - Introductory Statistics: Exploring the World (2020) -Savvas Learning Company LLC (Pearson)	2015 2015 2020 2020 2020 2016 2016 2016 2015 2020	0.00%
Science	K-8th - ElevateScience - SavvasRealize 9th – 10th – Earth Science - Houghton Mifflin/ Harcourt 9th – 10th – Physics - Houghton Mifflin/ Harcourt 10th – Biology - Houghton Mifflin/Harcourt 11th – Chemistry - Houghton Mifflin/Harcourt	2020 2018 2020 2018 2020	0.00%
History-Social Science	K-8th - Social Studies - Studies Weekly 10th – World History – Houghton Mifflin/Harcourt 11th – American History – Houghton Mifflin/Harcourt 12th – Economics – Houghton Mifflin/Harcourt 12th – Civics – Houghton Mifflin/Harcourt	2022 2018 2018 2018 2018	0.00%
Foreign Language	9th - 12th Rosetta Stone – World Languages 9th – 12th Edmentum _ World Languages 9th – 12th APEX – World Language	2020 2012 2012	0.00%
Health	N/A	N/A	0.00%
Visual and Performing Arts	N/A	N/A	0.00%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0.00%

Data provided by LEA

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

School Facility Conditions and Planned Improvements School Year 2024-2025

All facilities are in safe and functioning condition. All sites meet city and state codes. There are no improvements planned at this time. The chart displays the results of the most recent facilities inspection at the school. Facilities information was collected in September 2025.

TABLE 14: SCHOOL FACILITY GOOD REPAIR STATUS | DATE OF LAST INSPECTION: SEPTEMBER 2025 OVERALL SUMMARY OF SCHOOL FACILITY CONDITIONS: EXEMPLARY DATA COLLECTED: SEPTEMBER 2025				
System Inspected	Rate Good	Rate Fair	Rate Poor	Deficiency & Remedial Actions Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	x			
Interior: Interior Surfaces	x			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	x			
Electrical: Electrical	x			
Restrooms/Fountains: Restrooms, Sinks/Fountains	x			
Safety: Fire Safety, Hazardous Materials	x			
Structural: Structural Damage, Roofs	x			
External: Playground/ School Grounds, Windows/Doors/ Gates/Fences	x			

Data provided by LEA

Overall Facility Rate
Year and month of the most recent inspection: September 2025

TABLE 15: OVERALL RATING				
Exemplary	Good	Fair	Poor	Deficiency & Remedial Actions Taken or Planned
X				

Data provided by LEA

Overall Summary of School Facility Conditions:
Exemplary

B. PUPIL OUTCOMES

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

• **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.

2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.

3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

• **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

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

TABLE 16: CAASPP TEST RESULTS IN ELA AND MATHEMATICS FOR ALL STUDENTS GRADES THREE THROUGH EIGHT AND GRADE ELEVEN TAKING AND COMPLETING A STATE-ADMINISTERED ASSESSMENT
PERCENT OF STUDENTS MEETING OR EXCEEDING THE STATE STANDARD

Subject	School 2023-2024	School 2024-2025	State 2023-2024	State 2024-2025
English Language Arts/Literacy (Grades 3-8 and 11)	26.16%	27.58%	47.04%	48.82%
Mathematics (Grades 3-8 and 11)	5.73%	7.0%	35.54%	37.30%

Data provided by CDE for State and LEA for School.

Note: To protect student privacy, an asterisk (*) is used in the table when the cell size within a selected student population is ten or fewer.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

TABLE 17: CAASPP TEST RESULTS IN ELA BY STUDENT GROUP FOR STUDENTS TAKING AND COMPLETING A STATE-ADMINISTERED ASSESSMENT
GRADES THREE THROUGH EIGHT AND GRADE ELEVEN SCHOOL YEAR 2024-2025

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	250	244	98%	2%	27.9%
Female	121	120	99%	1%	29.2%
Male	126	121	96%	4%	26.5%
American Indian or Alaska Native	*	*	100%	0%	*
Asian	*	*	*	100%	*
Black or African American	35	34	97%	3%	5.9%
Filipino	*	*	100%	0%	50.0%
Hispanic or Latino	184	179	97%	3%	30.7%
Native Hawaiian or Pacific Islander	*	*	*	100%	*
Two or More Races	*	*	100%	0%	28.6%
White	19	19	100%	0%	42.1%
English Learners	25	24	96%	4%	*
Foster Youth	*	*	100%	0%	14.3%
Homeless	*	*	100%	0%	*
Military	*	*	*	100%	*
Socioeconomically Disadvantaged	209	205	98%	2%	25.9%
Students Receiving Migrant Education Services	*	*	*	100%	*
Students with Disabilities	60	57	95%	5%	10.5%

Data provided by LEA

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: To protect student privacy, an asterisk (*) is used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

TABLE 18: CAASPP TEST RESULTS IN MATHEMATICS BY STUDENT GROUP FOR STUDENTS TAKING AND COMPLETING A STATE-ADMINISTERED ASSESSMENT GRADES THREE THROUGH EIGHT AND GRADE ELEVEN SCHOOL YEAR 2024-2025					
Student Group	**Total Enrollment**	**Number Tested**	**Percent Tested**	**Percent Not Tested**	**Percent Met or Exceeded**
All Students	250	244	98%	2%	7.0%
Female	121	119	98%	2%	5.0%
Male	126	122	97%	3%	9.0%
American Indian or Alaska Native	*	*	100%	0%	*
Asian	*	*	*	100%	*
Black or African American	35	34	97%	3%	2.9%
Filipino	*	*	100%	0%	50.0%
Hispanic or Latino	184	179	97%	3%	6.7%
Native Hawaiian or Pacific Islander	*	*	*	100%	*
Two or More Races	*	*	100%	0%	*
White	19	19	100%	0%	15.8%
English Learners	25	24	96%	4%	*
Foster Youth	*	*	100%	0%	*
Homeless	*	*	100%	0%	*
Military	*	*	*	100%	*
Socioeconomically Disadvantaged	209	205	98%	2%	6.8%
Students Receiving Migrant Education Services	*	*	*	100%	*
Students with Disabilities	60	58	97%	3%	5.2%

Data provided by LEA

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: To protect student privacy, an asterisk (*) is used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

TABLE 19: CAASPP TEST RESULTS IN SCIENCE FOR ALL STUDENTS GRADES FIVE, EIGHT, AND HIGH SCHOOL PERCENTAGE OF STUDENTS MEETING OR EXCEEDING THE STATE STANDARD				
Subject	**School 2023-2024**	**School 2024-2025**	**State 2023-2024**	**State 2024-2025**
Science (grades 5, 8 and high school)	14.77%	21.27%	30.70%	32.66%

Data provided by CDE for State and LEA for School.

Note: Science test results include the CAST 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 CAST 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: To protect student privacy, an asterisk (*) is used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

TABLE 20: CAASPP TEST RESULTS IN SCIENCE BY STUDENT GROUP GRADES FIVE, EIGHT, AND HIGH SCHOOL / SCHOOL YEAR 2024-2025					
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	96	94	98%	2%	21.3%
Female	52	51	98%	2%	17.7%
Male	42	41	98%	2%	24.4%
American Indian or Alaska Native	*	*	100%	0%	*
Asian	*	*	*	100%	*
Black or African American	*	*	100%	0%	*
Filipino	*	*	*	100%	*
Hispanic or Latino	81	79	98%	2%	22.8%
Native Hawaiian or Pacific Islander	*	*	*	100%	*
Two or More Races	*	*	100%	0%	*
White	*	*	100%	0%	40.0%
English Learners	12	12	100%	0%	*
Foster Youth	*	*	100%	0%	100.0%
Homeless	*	*	*	100%	*
Military	*	*	*	100%	*
Socioeconomically Disadvantaged	82	81	99%	1%	21.0%
Students Receiving Migrant Education Services	*	*	*	100%	*
Students with Disabilities	11	*	91%	9%	*

Data provided by LEA

Note: To protect student privacy, an asterisk (*) is used in the table when the cell size within a selected student population is ten or fewer.

Career Technical Education (CTE) Programs School Year 2024-2025

Antelope Valley Learning Academy (AVLA) 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. AVLA is committed to bringing students greater opportunities in developing these skills through their continued efforts in developing relationships with community partners, local businesses and community colleges. Currently AVLA offers CTE courses in Child Development and Graphic Design.

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

TABLE 22: CAREER TECHNICAL EDUCATION (CTE) PARTICIPATION SCHOOL YEAR 2024-2025	
Measure	CTE Program Participation
Number of Pupils Participating in CTE	373
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	6.30%
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	6.90%

Data provided by LEA

UC/CSU Course Completion

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

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'.

TABLE 23: COURSE ENROLLMENT/COMPLETION OF UNIVERSITY OF CALIFORNIA (UC) AND/OR CALIFORNIA STATE UNIVERSITY (CSU) ADMISSION REQUIREMENTS SCHOOL YEAR 2024–25	
UC/CSU Course Measure	**Percent**
Pupils Enrolled in Courses Required for UC/CSU Admission	98.33%
Graduates Who Completed All Courses Required for UC/CSU Admission	0.91%

Data provided by CDE

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

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 five major areas. Students who meet or exceed the standards in all six fitness areas are considered physically fit or in the "Healthy Fitness Zone" (HFZ).

TABLE 24: CALIFORNIA PHYSICAL FITNESS TEST 2024-2025 PERCENTAGE OF STUDENTS PARTICIPATING IN EACH OF THE FITNESS COMPONENTS					
Grade	Component1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	92.30%	100.00%	100.00%	100.00%	100.00%
7	94.10%	94.10%	94.10%	94.10%	94.10%
9	96.70%	97.10%	97.10%	96.70%	97.10%

Data provided by LEA

Note: The administration of the PFT requires only participation results for these five fitness areas.

Note: To protect student privacy, an asterisk (*) is used in the table when the cell size within a selected student population is ten or fewer.

C. ENGAGEMENT

State Priority: Parental Involvement

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

- Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site

Opportunities for Parental Involvement School Year 2025-2026

Antelope Valley Learning Academy values the diverse backgrounds of each student and works to create trusting relationships with families by empowering the uniqueness of each individual. AVLA believes it is the responsibility of all educators, community members, students, and family members to cultivate student success in areas such as academics, college/career readiness, social responsibilities and life skills. AVLA is committed to providing a safe, supportive, and respectful environment in which all educational partners work collectively to provide students the means to reach their full potential and make a positive impact in the community.

AVLA encourages parental involvement throughout the school year with a variety of engagement opportunities. The Parent Advisory Committee (PAC) and the English Learner Advisory Committee (ELAC) meet quarterly each school year. During these meetings valuable input from families and community members with regard to planning, developing, implementing, and evaluating AVLA's school program is shared. Amongst other items, the PAC and ELAC Committees advise on AVLA's Local Control and Accountability Plan (LCAP) and parents are provided updates and asked to provide input on the progress of the LCAP throughout the year.

Other major events and opportunities for involvement offered by AVLA include Open House, Back-to-School Night, the Annual Survey, Community Events and Parent/Teacher Conferences. Parents are notified about these engagement opportunities by

automated phone calls, flyers, web-based communications, texts and phone calls from teachers and/or administrators. These events are held during the school year to help strenghten the bond between the school, students, their families and community members. Parents may contact the school office at 661-272-0044 if needing more information, and they are encouraged to call and meet with their child's teacher as often as they like.

State Priority: Pupil Engagement

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

• High school dropout rates;

• High school graduation rates; and

• Chronic Absenteeism.

Dropout & Graduation Rates

In knowing the "at risk of dropping out" status of most students enrolling in the school, we begin interventions and supports from the point of enrollment. Upon enrollment, students participate in a course entitled Tools for Success. In this course, students learn study skills and strategies to be more successful in school, especially in time management. Upon enrollment, students receive a personalized learning plan to meet their goals. In addition, students are supported in determining their college and career interests and plans, The teacher builds upon this throughout the year to support academic planning as well as college and career readiness. AVLA believes that students who know their post-secondary aspirations are more inclined to earn a 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 early interventions are intended to promote attendance and reduce the likelihood of student dropouts. 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 the Student Retention Support specialist to discuss the legal requirements of school attendance for minors and problems adults face as high school dropouts. If the student/parent cannot be reached, a home visit will be conducted.

• 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, Supervising Teacher, School Administrator, and the Student Retention Support specialist. 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.

Note: The California Department of Education DataQuest system reports four-year cohort graduation and dropout numbers. The one-year graduation rate is reported through the California School Dashboard and internal student information systems data was used in the chart below, because it was the most recently available source. The school is a Dashboard Alternative School Status (DASS), because the student population served is typically behind in credits. The tables display the most current data available. N/A is displayed when the school is new, or there is no data available to report, because the state did not report their data when this report was published.

Note: The California Department of Education DataQuest system reports the Four-Year Adjusted Cohort Rate (ACGR) for all regular high schools. However, the ACGR is not a match for our school, because we are an approved Dashboard Alternative School Status (DASS). We serve a student population who are typically behind in credits, and not likely to graduate on time in a regular school setting. As a DASS school, we report the one-year graduation rate, which is calculated internally or from the California School Dashboard. The tables display the most current data available. N/A means that data was not available at the time of publication. Note: To protect student privacy, an asterisk (*) is used in the table when the cell size within a selected student population is ten or fewer.

TABLE 26: DROPOUT RATE AND GRADUATION RATE						
Indicator	School Cohort 2022-2023	School Cohort 2023-2024	School Cohort 2024-2025	State Cohort 2022-2023	State Cohort 2023-2024	State Cohort 2024-2025
One-Year Cohort Drop Rate	5.9%	5.3%	6.4%	N/A	N/A	N/A
One-Year Cohort Grad Rate	88.0%	87.0%	91.0%	N/A	N/A	N/A
Four-Year Cohort Drop Rate	20.7%	20.14%	15.4%	8.2%	8.9%	8.0%
Four-Year Cohort Grad Rate	17.4%	15.4%	30.0%	86.2%	86.4%	87.5%

Data provided by CDE for State and LEA for School.

TABLE 27a: GRADUATION RATE BY STUDENT GROUP, ONE-YEAR DASS COHORT RATE SCHOOL YEAR 2024-2025			
Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	243	222	91%
Female	126	115	91%
Male	117	107	91%
Non-Binary	*	*	*
American Indian or Alaska Native	*	*	*
Asian	*	*	*
Black or African American	20	17	85%
Filipino	*	*	100%
Hispanic or Latino	206	191	93%
Native Hawaiian or Pacific Islander	*	*	100%
Two or More Races	*	*	50%
White	14	12	86%
English Learners	33	33	100%
Foster Youth	*	*	86%
Homeless	*	*	100%
Socioeconomically Disadvantaged	199	184	92%
Students Receiving Migrant Education Services	*	*	*
Students with Disabilities	47	41	87%

Data provided by LEA

The one-year graduation rate reflects the CDE rate for DASS schools, and the data above is from PowerBI.

Note: To protect student privacy, an asterisk (*) is used in the table when the cell size within a selected student population is ten or fewer.

TABLE 27b: GRADUATION RATE BY STUDENT GROUP, FOUR-YEAR COHORT RATE SCHOOL YEAR 2024-2025			
Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	280	84	30.0%
Female	127	50	39.4%
Male	152	34	22.4%
Non-Binary	*	*	*
American Indian or Alaska Native	*	*	*
Asian	*	*	*
Black or African American	36	12	33.3%
Filipino	*	*	*
Hispanic or Latino	216	68	31.5%
Native Hawaiian or Pacific Islander	*	*	*
Two or More Races	*	*	*
White	20	*	10.0%
English Learners	57	15	26.3%
Foster Youth	12	*	33.3%
Homeless	14	*	7.1%
Socioeconomically Disadvantaged	273	82	30.0%
Students Receiving Migrant Education Services	*	*	*
Students with Disabilities	65	11	16.9%

Data provided by CDE

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at https://www.cde.ca.gov/ds/ad/acgrinfo.asp.

Note: To protect student privacy, an asterisk (*) is used in the table when the cell size within a selected student population is ten or fewer.

Chronic Absenteeism

The current Chronic Absentee rate is not calculated in a manner for non-classroom based DASS programs to reflect the nature of the students served. According to the CDE, students are determined to be chronically absent if they were eligible to be considered chronically absent at the selected level during the academic year and they were absent for 10% or more of the days they were expected to attend. Antelope Valley Learning Academy follows all of the required CA State School Dashboard requirements.

TABLE 28: CHRONIC ABSENTEEISM BY STUDENT GROUP SCHOOL YEAR 2024-2025			
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1590	1434	566	39.5%
Female	770	694	260	37.5%
Male	812	733	304	41.5%
Non-Binary	*	*	*	28.6%
American Indian or Alaska	*	*	*	*
Asian	*	*	*	*
Black or African American	215	190	85	44.7%
Filipino	*	*	*	*
Hispanic or Latino	1189	1081	419	38.8%
Native Hawaiian or Pacific Islander	*	*	*	*
Two or More Races	49	42	21	50.0%
White	115	101	33	32.7%
English Learner	222	203	96	47.3%
Foster Youth	55	51	31	60.8%
Homeless	46	43	19	44.2%
Socioeconomically Disadvantaged	1383	1247	506	40.6%
Students Receiving Migrant Ed	*	*	*	*
Students with Disabilities	350	322	136	42.2%

Data provided by CDE

Note: To protect student privacy, an asterisk (*) is used in the table when the cell size within a selected student population is ten or fewer.

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 & Expulsions

The table displays the suspension and expulsion rates at the school and throughout the state. Expulsions occur only when required by law or when all other alternatives are exhausted. Additionally, please note that the suspension and expulsion rate for the state was not available at time of publication.

Rate	School 2022-2023	School 2023-2024	School 2024-2025	State 2022-2023	State 2023-2024	State 2024-2025
Suspensions	0.5%	0.6%	0.3%	3.6%	3.3%	2.9%
Expulsions	0.0%	0.0%	0.1%	0.1%	0.1%	0.1%

TABLE 29: SUSPENSIONS AND EXPULSIONS
DATA COLLECTED BETWEEN JULY THROUGH JUNE, EACH FULL SCHOOL YEAR RESPECTIVELY

Data provided by CDE for State and LEA for School.
Note: To protect student privacy, an asterisk (*) is used in the table when the cell size within a selected student population is ten or fewer.

TABLE 30: SUSPENSIONS AND EXPULSIONS BY STUDENT GROUP
SCHOOL YEAR 2024-2025

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.3%	0.1%
Female	0.3%	0.0%
Male	0.3%	0.1%
Non-Binary	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Asian	0.0%	0.0%
Black or African American	0.5%	0.0%
Filipino	0.0%	0.0%
Hispanic or Latino	0.2%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%
White	0.9%	0.9%
English Learners	0.0%	0.0%
Foster Youth	0.0%	0.0%
Homeless	0.0%	0.0%
Socioeconomically Disadvantaged	0.2%	0.0%
Students Receiving Migrant Education Services	0.0%	0.0%
Students with Disabilities	0.6%	0.3%

Data provided by CDE

Note: To protect student privacy, an asterisk (*) is used in the table when the cell size within a selected student population is ten or fewer.

School Safety School Year 2025-2026

Our school Safety Plan consists of our Injury and Illness Prevention Program, Emergency Procedures and Section 4 of our Employee handbook. Sponsoring School Districts ask 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 always displayed, and visitor 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 November 2024.

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.

Class Size

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

Counseling & Support Staff
School Year 2024-2025

The school seeks to assist students in their social, emotional, 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.

TABLE 38: RATIO OF PUPILS TO ACADEMIC COUNSELOR SCHOOL YEAR 2024-2025	
Title	Ratio
Pupils to Academic Counselor*	1:353

Data provided by LEA

*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.

TABLE 39: STUDENT SUPPORT SERVICES STAFF SCHOOL YEAR 2024-2025	
Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	3.10
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	1.50
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	2.00
Resource Specialist (non-teaching)	1.60
Other	8.50

Data provided by LEA

*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.

**"Other" category is for all other student support services staff positions not listed.

School Expenditures Fiscal Year 2023-2024

The table provides a comparison of the 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 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.

School Site Teacher Salaries Fiscal Year 2023-2024

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

TABLE 40: EXPENDITURES PER PUPIL AND SCHOOL SITE TEACHER SALARIES FISCAL YEAR 2023-2024				
Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	17,333.72	3,702.89	13,630.83	94,881
State	N/A	N/A	20,281.45	101,084.00
Percent Difference School Site and State	N/A	N/A	-15.67%	-6.33%

Data provided by LEA

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

Types of Services Funded Fiscal Year 2024-2025

Utilizing all of the funding sources provided to the school, we provide the following programs for students:

- Special Education programs for SELPA, students with special needs
- English Language Development – support for students in English Language acquisition – instructional and support methods
- Tutoring support – one-on-one, walk-in, in-person, and virtual tutoring support
- General operations –services, materials, technology, salaries, benefits, and support to the general education

School Site Teacher Salaries - Fiscal Year 2023-2024

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

TABLE 42: TEACHER AND ADMINISTRATIVE SALARIES FISCAL YEAR 2023-2024		
Category	LEA Amount	State Average for State In Same Category
Beginning Teacher Salary	79,500.00	59,531.00
Mid-Range Teacher Salary	90,100.00	95,178.00
Highest Teacher Salary	100,700.00	118,880.00
Average Principal Salary (High)	132,500.00	163,784.00
Superintendent Salary	177,187.50	227,673.00
Percent of Budget for Teacher Salaries	27.88%	26.91%
Percent of Budget for Administrative Salaries	3.23%	5.63%

Data provided by LEA

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

Advanced Placement (AP) Classes School Year 2024-2025

TABLE 43: ADVANCED PLACEMENT (AP) COURSES SCHOOL YEAR 2024-2025	
Subject	Number of AP Courses Offered*
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered*	0
Percent of Students in AP Courses: (Data Pulled from CALPADS)	0.00%

Data provided by CDE

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

Professional Development

Antelope Valley Learning Academy's staff members and administrators participate in ongoing professional development throughout the year. A majority of the professional development is focused on how to improve student outcomes and better support students. A wide variety of topics are used to strengthen pedagogy and content knowledge to meet the needs of the school's diverse learners. Special emphasis is placed on targeting the unique needs of AVLA's English language learners, special education students, and lowest-performing students. Other professional developments focus on leadership development, and social emotional learning competencies. AVLA emphasizes continual improvement so staff participate in regularly scheduled Professional Learning Communities in which they come together in content-alike teams to analyze student data to better inform curricular and instructional decisions that will address the immediate learning needs of students.

School administrators participate in ongoing professional learning with the focus on effective school leadership practices and instructional leadership. The Leadership Team works to identify school-wide focuses for its campuses each year, and take the lead in conducting or organizing large and small group staff development opportunities and ongoing instructional coaching. Topics covered through professional developments are based on the needs of the school. Staff suggestions made through department meetings and/or surveys, and through data analysis also drive what professional developments are conducted. Professional Development is measured annually to determine the effectiveness of student learning outcomes.

Newly hired teachers, tutors, and paraprofessionals go through an extensive onboarding program. This program requires them to gain an understanding of the mission and vision of AVLA with a specific focus on curriculum and instruction, data and assessment, personalizing student learning, serving special populations, engagement tools, and trauma informed practices. New hires are also partnered with existing expert job-alike mentors. This helps them familiarize themselves with their specific scope of work within the program and equips them with the necessary skills to be successful in their new role.

The school also provides Induction training to its preliminary credentialed teachers through its partnership with the Riverside County Office of Education's Center for Teacher Innovation Program. 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 effective instructional strategies for improving academic achievement. In addition to ongoing professional development opportunities offered locally, selected staff members also participates in the California Charter Schools Association's annual CCSA Conferences, the annual CABE conferences, and other conferences sponsored by local county offices of education.

TABLE 44: PROFESSIONAL DEVELOPMENT			
Measure	2023-2024	2024-2025	2025-2026
Number of school days dedicated to Staff Development and Continuous Improvement	30	30	30

Data provided by LEA