

Antelope Valley High School

School Accountability Report Card

Reported Using Data from the 2014-15 School Year

Published During 2015-16

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 Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

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

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, 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).

Internet Access

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

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	Antelope Valley High School
Street	44900 North Division St.
City, State, Zip	Lancaster, CA 93535
Phone Number	661.948.8552
Principal	Jodie Radford
E-mail Address	jradford@avhsd.org
Web Site	www.avhs.org
Grades Served	9-12
CDS Code	19642461930213

District Contact Information	
District Name	Antelope Valley Union High School District
Phone Number	661.948.7655 225
Superintendent	David J. Vierra
E-mail Address	dvierra@avhsd.org
Web Site	www.avdistrict.org

School Description and Mission Statement (Most Recent Year)

Antelope Valley High School is a comprehensive secondary school educating approximately 1,800 students. The students are of all races, income level, and ability level. We educate each student at the level of support that they need and deserve. In addition to traditional sports and clubs, AVHS provides students many opportunities to be involved. We offer Naval JROTC, the AVID program, Agriculture program, Dental Program and Green Enterprise Academy.

Antelope Valley High School (AVHS) has a long, proud history as an academic institution serving the educational needs of all students. AVHS first opened in 1912, serving an area of more than 2,000 square miles. Through the years, the student population has reflected the community in which it is located. Originally a rich agricultural area, the community has evolved into one primarily supported by aerospace development companies. The population is currently in transition from one based in aerospace to one supported by a number of small companies engaged in light industry.

The population of Lancaster has grown from 45,000 in the late seventies to over 130,000 currently. At AVHS, the growth in the local community is reflected in the steady growth of our student population over the last few years. Following is a nine-year comparison of total student enrollment at AVHS:

Fall 2004: 2,843
 Fall 2005: 2,730
 Fall 2006: 2,126
 Fall 2007: 2,103
 Fall 2008: 1,819
 Fall 2009: 1,813
 Fall 2010: 1,806
 Fall 2011: 1,770
 Fall 2012: 1,716
 Fall 2013: 1,712
 Fall 2014: 1,813

The dramatic decrease in 2006 can be linked to the opening of Eastside High School, which has shifted our attendance boundary.

Mission Statement:

AVHS provides an academically rigorous learning environment that promotes creativity and builds meaningful relationships in order to develop complex critical thinking skills necessary to be successful in the 21st century.

AVHS Vision Statement:

Students at AVHS recognize their capacity to contribute to their community and are prepared to pursue a clear post-secondary plan developed and supported throughout their high school experience.

Catapult Partnership:

In an effort to increase student engagement in rigorous instruction and positively impact academic learning time, AVHS has partnered with Catapult Learning to provide and strengthen teaching, coaching and leadership skills.

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Grade 9	497
Grade 10	530
Grade 11	320
Grade 12	371
Total Enrollment	1,718

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	33.4
American Indian or Alaska Native	0.7
Asian	0.4
Filipino	1.2
Hispanic or Latino	53
Native Hawaiian or Pacific Islander	0.1
White	8.2
Two or More Races	3
Socioeconomically Disadvantaged	82.4
English Learners	13.6
Students with Disabilities	20.3
Foster Youth	3

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	65	69	67	843
Without Full Credential	9	3	4	21
Teaching Outside Subject Area of Competence (with full credential)	2	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	3	3	4
Total Teacher Misassignments *	5	3	4
Vacant Teacher Positions	2	2	3

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

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

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	92.1	7.9
All Schools in District	94.6	5.4
High-Poverty Schools in District	94.3	5.7
Low-Poverty Schools in District	96.9	3.1

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Year and month in which data were collected: December 2015

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Holt Literature and Language Arts 3rd Course (9th Grade) / 2003 Holt Literature and Language Arts 4th Course (10th Grade) / 2004 Holt Literature and Language Arts 5th Course (11th Grade) / 2004 Holt Literature and Language Arts 6th Course (12th Grade) / 2008	Yes	0
Mathematics	Smith Algebra 1: CA Edition 2001 /2004 Algebra & Trigonometry: Structure and Method-Book 2/ 2002 Geometry: Reasoning, Measuring, and Applying / 2000 Trigonometry Calculus: A New Horizon / 2008	Yes	0
Science	World of Chemistry / 2002 Earth Science: Geology, the Environment, and the Universe / 2003 Biology / 2002 Physics: Principles and Problems / 2002	Yes	0

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Ours is a "Historic" facility—the oldest within the District, dating back to 1912. The District continues to support us with school site improvement funds. Over the last five years, with District fiscal support, additional surveillance cameras were installed, improved lighting for the football stadium was completed, and security gates were added to the front parking lots. Modernization projects have been completed on the Large gym, Small gym, and some classroom facilities. Several of these are brand new science facilities, in the 100 and 300 rows. AVHS is committed to providing current technology for our students. We have begun renovating our library to provide opportunities for students and purchased two chrome book carts which can be checked out by teachers to use with their classrooms. AVHS has recently installed state of the art technology in regard to smart boards with active expressions, apple tv, wireless internet. The school has complied with Williams Legislation in regard to facilities. School improvements are ongoing as evidenced in November of 2008 when construction was completed on the new stadium facility and current renovations to multiple restrooms and facilities used for food distribution.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 10/12/2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 10/12/2015

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Interior: Interior Surfaces	X			Library: one ceiling tile missing Room 150: 3 stained ceiling tiles Room 211: two floor tiles need to be replaced Room 242: 3 ceiling tiles missing Room 311: east side/ some ceiling tiles need to be replaced Room 321: four floor tiles missing Room 732: stained ceiling tiles Room 735: wall paper needs repair Repairs to be rectified.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical		X		Band bldg: Burned out lights need to be replaced Room 110: several lights out Room 120: several lights out Room 121: light fixture cover missing Room 222: several lights out Room 123: two light fixture covers missing Room 125: two floor tiles need to be replaced Room 127: several lights out Room 140: several lights out Room 161: several lights out Room 232: box blank cover missing Room 330: light fixture Room 961: replace bulbs and ballast Repairs to be rectified.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			230 rrms: boys soap dispenser missing 520 rrm's: boys rrm faucet handles missing, soap dispenser off the wall Repairs to be rectified.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs			X	Room 341: repairs needed Repairs to be rectified.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Band bldg: three doors need repair or replaced Boys Gym: door to hallways need repair Boys Locker Room: door to the storage room needs repair Room 221: door hinges need to be replaced Room 620: interior door needs to be replaced Repairs to be rectified.

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: 10/12/2015				
Overall Rating	Exemplary	Good	Fair	Poor
				X

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils 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 Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	41	46	44
Mathematics	8	16	33

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

CAASPP Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	328	310	94.5	29	29	33	8
Male	11		157	47.9	36	27	31	6
Female	11		153	46.6	22	32	35	10
Black or African American	11		98	29.9	46	32	20	2
American Indian or Alaska Native	11		2	0.6	--	--	--	--
Asian	11		2	0.6	--	--	--	--
Filipino	11		3	0.9	--	--	--	--
Hispanic or Latino	11		172	52.4	23	28	40	9
White	11		28	8.5	25	29	32	14
Two or More Races	11		5	1.5	--	--	--	--
Socioeconomically Disadvantaged	11		272	82.9	30	30	33	7
English Learners	11		44	13.4	55	34	11	0
Students with Disabilities	11		62	18.9	81	10	10	0
Students Receiving Migrant Education Services	11		2	0.6	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Foster Youth	11	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	328	310	94.5	65	25	7	1
Male	11		157	47.9	63	27	9	0
Female	11		153	46.6	67	24	6	2
Black or African American	11		99	30.2	78	14	5	0
American Indian or Alaska Native	11		2	0.6	--	--	--	--
Asian	11		2	0.6	--	--	--	--
Filipino	11		3	0.9	--	--	--	--
Hispanic or Latino	11		172	52.4	60	30	8	1
White	11		27	8.2	59	26	11	4
Two or More Races	11		5	1.5	--	--	--	--
Socioeconomically Disadvantaged	11		272	82.9	66	26	7	0
English Learners	11		44	13.4	84	14	0	0
Students with Disabilities	11		60	18.3	90	3	3	0
Students Receiving Migrant Education Services	11		2	0.6	--	--	--	--
Foster Youth	11		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	23	28	22	41	42	34	59	60	56

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

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	34
All Students at the School	22
Male	28
Female	16
Black or African American	14
American Indian or Alaska Native	--
Asian	--
Filipino	--
Hispanic or Latino	22
White	45
Two or More Races	33
Socioeconomically Disadvantaged	5
English Learners	6
Students with Disabilities	22
Students Receiving Migrant Education Services	--
Foster Youth	--

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

Career Technical Education Programs (School Year 2014-15)

Antelope Valley High School works hard to prepare students for the work force. As a result, AVHS offers as many CTE approved courses as possible. The relationship between the school and the district's Regional Occupation Program (ROP) is very strong. The two entities work hard to offer and support meaningful programs on the campus. The CTE approved pathways/academies that exist on the campus are the following:

- The Green Enterprise (GE) Academy
- Dental Careers
- Multi-Media Contemporary Design
- Agriculture

Career Technical Education Participation (School Year 2014-15)

Measure	CTE Program Participation
Number of pupils participating in CTE	875
% of pupils completing a CTE program and earning a high school diploma	94.86%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	50%

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2014-15 Students Enrolled in Courses Required for UC/CSU Admission	90.41
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	25.08

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California High School Exit Examination Results for Grade Ten Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English-Language Arts	32	33	35	47	42	41	57	56	58
Mathematics	38	37	35	46	42	38	60	62	59

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

California High School Exit Examination Grade Ten Results by Student Group (School Year 2014-15)

Group	English-Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	55	23	22	59	31	10
All Students at the School	65	20	15	65	29	6
Male	73	15	12	63	30	7
Female	56	26	18	67	28	5
Black or African American	77	16	8	81	16	3
Hispanic or Latino	61	22	16	60	34	6
White	48	18	33	39	42	18
Socioeconomically Disadvantaged	67	19	14	67	28	6
English Learners	91	7	1	80	17	3
Students with Disabilities	97	1	1	99	1	

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

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	20.90	15.80	15.10

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (Most Recent Year)

Parents interested in volunteering at AVHS can contact Jen Nieves at 661-948-8552 in order to obtain appropriate paperwork to become cleared to work with students. AVHS welcomes parents' assistance and presence on campus in various capacities. We try to place parent volunteers according to both their preferences and talents.

State Priority: Pupil Engagement

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

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

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

Indicator	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Dropout Rate	11.60	9.50	11.00	11.00	10.40	10.10	13.10	11.40	11.50
Graduation Rate	77.54	81.52	81.77	78.08	77.69	79.79	78.87	80.44	80.95

Completion of High School Graduation Requirements (Graduating Class of 2014)

Group	Graduating Class of 2014		
	School	District	State
All Students	79.35	69.85	84.6
Black or African American	75	62.22	76
American Indian or Alaska Native	100	64.18	78.07
Asian	100	79.25	92.62
Filipino	71.43	90.11	96.49
Hispanic or Latino	85.58	71.65	81.28
Native Hawaiian/Pacific Islander		59.09	83.58
White	65.22	71.95	89.93
Two or More Races	55.56	73.83	82.8
Socioeconomically Disadvantaged	34.17	42.98	61.28
English Learners	71.43	37.75	50.76
Students with Disabilities	81.48	68.97	81.36
Foster Youth	--	--	--

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	16.63	14.14	13.94	12.52	10.51	8.64	5.07	4.36	3.80
Expulsions	0.00	1.20	1.39	0.00	0.55	0.50	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

The School Site Council recently implemented and updated the school safety plan. The school safety/disaster plans have been revised and are in place. AVHS regularly implements safety training and drills to both staff and students. Activities are being planned on an ongoing basis, to encourage community support of AVHS and its efforts to improve school safety.

Brief Outline:

1. Crisis Intervention Information
2. School Expectations
3. Discipline
 - a. Discipline Expectations
 - b. Discipline Chart
 - c. Infraction Definitions
4. Policy and Procedures
 - a. Child Abuse Reporting
 - b. Dangerous student notifications
 - c. Safe Ingress and Egress
 - d. Discrimination/Sexual Harassment Policies
 - e. Dress Code Policies
 - f. Safe and Orderly Environment
 - g. Hate Crime Reporting
5. Disaster Preparedness
 - a. Emergency Preparedness Plan
 - b. Disaster Plan
 - c. Disaster Forms
6. Support Groups
7. Maps

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	No	No	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	No	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	N/A	No	Yes
Met Graduation Rate	Yes	Yes	Yes

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	1998-1999	2004-2005
Year in Program Improvement*	Year 5	Year 3
Number of Schools Currently in Program Improvement	N/A	11
Percent of Schools Currently in Program Improvement	N/A	84.6

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2012-13				2013-14				2014-15			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	20	48	10	30	20	50	13	33	19	55	12	31
Mathematics	20	41	19	22	22	32	23	23	22	38	12	27
Science	25	17	10	24	25	20	7	25	21	28	8	25
Social Science	23	25	5	26	23	23	4	25	19	37	6	23

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	4	453
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)	1	N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist	2	N/A
Social Worker		N/A
Nurse	1	N/A
Speech/Language/Hearing Specialist	.5	N/A
Resource Specialist	1	N/A
Other		N/A

Note: Cells with N/A values do not require data. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$6,930.21	\$2,971.32	\$3,958.90	\$69,481
District	N/A	N/A	\$3,435.89	\$69,481
Percent Difference: School Site and District	N/A	N/A	15.2	0.0
State	N/A	N/A	\$5,348	\$74,908
Percent Difference: School Site and State	N/A	N/A	-26.0	-7.2

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

Types of Services Funded (Fiscal Year 2014-15)

AVHS has leveraged its Title I and Local Control funding to provide a vast amount of professional development to teachers and after school tutoring for our students. It also has paid for iPad technology to be implemented in every classroom. Active Expression, or "clicker," technology has been purchased for all math and science classrooms to be used by students in conjunction with Promethean Boards in each of these classrooms. Two classroom sets of chrome books were order to help students with research and instruction. The school's philosophy is that support classes should have a low student-to-teacher ratio, so classes have been "bought down" so as to have no more than 26 students per math and ELA support class. AVHS has multiple programs in order to assist students such as AAMI (African American Male Initiative), AAFI (African American Female Initiative), ATS (Accelerating Towards Success), AVEA (Antelope Valley Education Alliance), Why Try through our Opportunity Classes and referrals for voluntary probation.

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$37,179	\$44,363
Mid-Range Teacher Salary	\$67,669	\$71,768
Highest Teacher Salary	\$93,173	\$92,368
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		\$121,276
Average Principal Salary (High)	\$118,150	\$133,673
Superintendent Salary	\$247,795	\$210,998
Percent of Budget for Teacher Salaries	36%	36%
Percent of Budget for Administrative Salaries	5%	5%

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

Advanced Placement (AP) Courses (School Year 2014-15)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	5	N/A
Fine and Performing Arts		N/A
Foreign Language	2	N/A
Mathematics	3	N/A
Science		N/A
Social Science	6	N/A
All courses	16	.7

* Cells with N/A values do not require data. Where there are student course enrollments.

Professional Development (Most Recent Three Years)

Antelope Valley High School uses multiple measures when developing plans for site professional development:

1. Information gathered from 2013-2014 WASC visit.
2. Information gathered from LCAP derived from community/parent input
3. Technology surveys given to staff
4. Input from Instructional coaches, department chairs and administration based on interaction/observation of staff.
5. Information gathered from site data. (ie. grade distribution, district interim assessment, etc.)
6. Information gathered from staff attended conferences.
7. Information gathered through California Healthy Kids Survey

The delivery of site professional development is also done through multiple measures:

1. Mandatory monthly faculty meetings
2. Mandatory monthly department meetings
3. Monthly optional paid professional development
4. District offered professional development
5. Hours are available for individuals or departments to use.

Teachers are supported after professional development is offered, through:

1. Classroom walkthroughs
2. Support from site instructional partners
3. Formal and informal observations conducted by administration
4. Plan for professional growth meetings scheduled at the beginning of the year and reviewed throughout the school year.
5. Support from peers

6. Starting 2nd semester of the 2014-15 school year we will be using software (DigiCoach) to help gather information through class visits to help gauge the effectiveness of professional development and provide feedback to staff.