

Homeless Innovative Practice Application Narrative

Prompt 1: Description of Proven Innovative Practice

The Antelope Valley Union High School District has implemented a wide range of innovative practices geared toward meeting the needs of all students experiencing homelessness, referred to by the district as “Resilient Scholars”. We remain dedicated to these efforts as homelessness in the county and local area remains a pervasive issue. Our district-wide individualized mentorship program was developed with the goal of connecting members of this student group with an adult who serves as a source of information, support and accountability. Current educational partners serving within these roles include District Educational Social Workers, Special Education Teachers and site-level administrators. Additionally, a McKinney-Vento School Counselor has been identified at each school site, and Community Attendance Workers check-in regarding student performance on a regular basis.

Family connections are also critically important, and district-level outreach includes check-ins by the Coordinator of Student Services, and our District English Learner Advisory Committee. Through these efforts, family members are informed of the resources available including district and site-level staff, community-based resources, and student-centered support including AB 1806 conferences with McKinney-Vento Counselors. Based on the aforementioned meetings, and ongoing communication with families, site-level and district-level educational partners are able to consistently and effectively align support with the identified needs. The roles and responsibilities of educational partners and organizations supporting the individualized mentorship program are outlined in the table.

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| District-level Liaison | Provided direct support and services to all school sites, facilitated professional development and collaborated with other educational partners. Created a google classroom where parents and students received community resources and district information. |
| Community Attendance Worker | Served as site-level advocate. Conducted check-ins with students and families on a regular basis, and provided connections to community-based resources and those available at the school site. |
| Counselor | Ensured immediate enrollment, monitored academic progress and graduation requirements. |
| Teachers | Implemented state standards, integrated SEL and other supports. |
| LACOE | Provided technical assistance and engaged in collaborative partnership with the district on professional development. |

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| Valley Oasis Education Coordinator | Assisted with crisis housing and referrals to community-based resources and supports. |
| Tarzana Treatment Center | Collaborated on the development and facilitation of Professional Development. Provided comprehensive substance abuse classes, meetings and programs to promote higher health standards for families. |

A district-wide plan for professional development was implemented in collaboration with the Los Angeles County Office of Education to ensure that all educational partners were equipped with the tools and knowledge-base necessary to affect change in the lives of students experiencing homelessness. The innovative practice of individualized mentorship was developed due to the noted disproportionality as it relates to the services, supports and overarching performance levels of underserved populations. The Antelope Valley Union High School District is dedicated to the provision of equitable access, and meeting the needs of each learner through a holistic approach. This practice was also developed in alignment with the McKinney-Vento Act, AB 1806, AB 167, AB 216, AB 27, the district’s Local Control Accountability Plan and the Graduate Student Profile.

Students in secondary-level grades, 9-12 with an age range of 14 to 22 years were impacted by this practice. The successful implementation of the individualized mentorship program required a whole-student, multi-faced approach that placed equity-focused practices at the forefront. Within the classroom, educators provided the appropriate resources and support for students as needs emerged. Additionally, awareness was promoted in an effort to ensure that students experiencing homelessness were familiar with the site-level, district-level, and community-based resources available. Relative to equity-focused practices, classroom teachers also provided positive behavioral interventions and supports. The delivery of curriculum content incorporated differentiation and modification specifically tailored to meet the needs of McKinney-Vento students with disabilities.

As educators mentored and connected with students, they also provided referrals to support students in navigating the plethora of resources and services available. At the site level, schools engaged in the continuous development of structures to support the unique needs of students experiencing homelessness. As an example, school sites waived various fees to ensure equitable access to all academic programs and all school-sponsored activities. This innovative practice also received significant support at the LEA level. District-wide equity-focused practices included access to Advanced Placement and Honors courses, Career Technical Education Pathways and Academies, and expedited enrollment. Additionally, students experiencing homelessness received expanded access to a wide variety of resources and services.

Equity-focused learning opportunities were provided throughout the course of the school year for all members of the learning community including students, families, classroom teachers and administrators. Finally, a component of the individualized mentorship model was the provision of a Student Support Center at each school site. This served a wide range of functions and offered students a safe space to access mentors along with other resources and supports based on the specific needs presented. The district also provided various mechanisms to address needs surrounding transportation, school supplies, and learning opportunities for McKinney-Vento students and their families.

Additionally, district-wide professional development was provided for all mentors through the collaborative relationship between the district, the Los Angeles County Office of Education, and other Community-based partners including Tarzana Treatment Center and the Antelope Valley Partners for Health. Equity-focused practices at the district level also included the development of the Equity Champion Leadership Team, a collaborative group that maintained the mission of placing the organization on a trajectory of continual improvement. The district also engaged in ongoing collaboration with educational partners including community-based agencies on data studies and the effective implementation of AB 1806, AB 167, AB 216, AB 27.

The innovative practice of individualized mentorship was well positioned to identify targeted student groups through a variety of measures including district-level data studies, and research correlated to a variety of performance metrics. The district also provided information to the District English Learner Advisory Committee (DELAC) to build awareness of the services and supports available. Through this collaboration the district solicited feedback on improvements to the services available to targeted student populations through various forms of instrumentation including surveys and semi-structured conversations. This data was subsequently shared with school site administrators and support staff to enhance the identification of youth experiencing homelessness, and to ensure that appropriate services were provided.

The individualized mentorship program is an innovative practice that addressed multiple Local Control Funding Formula (LCFF) Priority Areas, each of which are listed below:

- Priority 1: Basic Services
- Priority 2: State Standards
- Priority 3: Parent Engagement
- Priority 4: Student Achievement
- Priority 5: Student Engagement
- Priority 6: School Climate
- Priority 7: Course Access
- Priority 8: Student Outcomes

Prompt 2: Demonstration of Need

This innovative practice of individualized mentorship was developed as a result of data derived from the district's ongoing needs assessment, and our commitment to identify, and support youth experiencing homelessness through equitable access and resources. The mission of the Antelope Valley Union High School District's McKinney-Vento Program is to support the physical, social, emotional, mental health, safety, and well-being to facilitate success in all learning environments. Emergent findings derived from the collection and synthesis of qualitative and quantitative district-wide data indicated that youth experiencing homelessness would benefit from individualized support centered with a holistic approach to student achievement. Additionally, performance metrics including input from district-level and site-level educational partners suggested a need for professional development to improve the capacity and awareness of individuals who provided services and support to youth experiencing homelessness.

This practice was also developed in alignment with our board policies, Local Control Accountability Plan (LCAP) areas of focus in alignment with School Plans for Student Achievement (SPSA), the Graduate Student Profile along with state and federal legislation. In addition to the aforementioned rationale, a district-wide individualized mentorship program was necessitated as a result of the ongoing collection and analysis of county, district and site-specific data. Primary indicators included those incorporated into the California Schools Dashboard such as Graduation Rate, College/Career Readiness, Suspension Rate and academic performance in core curricular areas. Additional metrics included A-G completion rates, Career and Technical Education Pathway completion rates, attendance rates, referrals to educational social workers and site-level interventions.

Based on the identified needs, the Antelope Valley Union High School District remained focused on a whole-child approach including academic, social-emotional learning, behavioral support, engagement and community partnerships. The student outcomes targeted by the individualized mentorship program included a substantive improvement in the areas of academic performance, attendance rate, discipline, graduation rate, A-G completion rate and the realization of the Graduate Student Profile. Student and family engagement remained at forefront, and a goal of the innovative practice was to develop strong, authentic partnerships with the student as the central focus. This aspect also placed focus on self-advocacy, and a comprehensive level of awareness of the resources available along with the qualifying criteria.

Prompt 3: Demonstration of Implementation

The AVUHSD is committed to a whole-child approach. We provided individualized mentorship services throughout the school day to meet the identified needs of McKinney-Vento students. Additionally, a counselor was assigned to each student experiencing homelessness to monitor course access and academic progress. These assigned School Counselors monitored homeless youth by reviewing the course of study and the graduation requirements for McKinney-Vento English Learners,

Unaccompanied Youth, Foster Youth and Students with Disabilities. The Community Attendance Worker (CAW) monitored McKinney-Vento students' daily attendance, and maintained close contact with students to ensure that needs were being met.

The connections to resources by Community Attendance Workers addressed multiple aspects including transportation, school supplies and resource community referrals. As an additional layer, the district's McKinney-Vento Liaison met regularly with families and provided information on a wide range of resources through a virtual classroom, and also connected weekly via email. As indicated in Figures 1 and 2 below, the implementation of the individualized mentorship program resulted in marked improvement as it relates to attendance and academic performance among our students experiencing homelessness.

Prompt 4: Demonstration of Effectiveness Using Measurement and Metrics

A wide range of metrics were utilized to measure improvement in the targeted student performance areas. The interruption to the educational process caused by the COVID-19 pandemic had an impact on the data available relative to some of these metrics. As a result, there were some gaps that became evident as various quantitative and qualitative pieces were synthesized to reveal emergent themes and trends. Attendance and academic performance were two of the primary student performance indicators, and these were both evaluated closely. Below are two representations that serve as examples of the data analyzed at the district-level to evaluate and monitor progress.

Figure 1 below illustrates four-year trending data for students experiencing homelessness with four or more class grades falling within the D or F ranges, with data points being percentages. This information was assessed for all eight comprehensive high school sites in the district, and these are juxtaposed against the district average. It is observed that six of eight (75%) of comprehensive school sites realized improvement between the 2018-2019 and 2019-2020 school years. There was a significant increase in the percentage of learners with four or more Ds and Fs during the COVID-19 interruption as seen in the data rendered for the 2020-2021 school year.

Although mentors continued to connect with students during this timeframe, the limitations made it difficult for the innovative practice to be implemented with an optimal level of fidelity. Upon the district's return to in-person instruction, there was an immediate decrease to the number of students aligning with this metric and this was directly attributed to the level of support that again became available through the individualized mentorship program for students experiencing homelessness.

Figure 1: Academic Performance

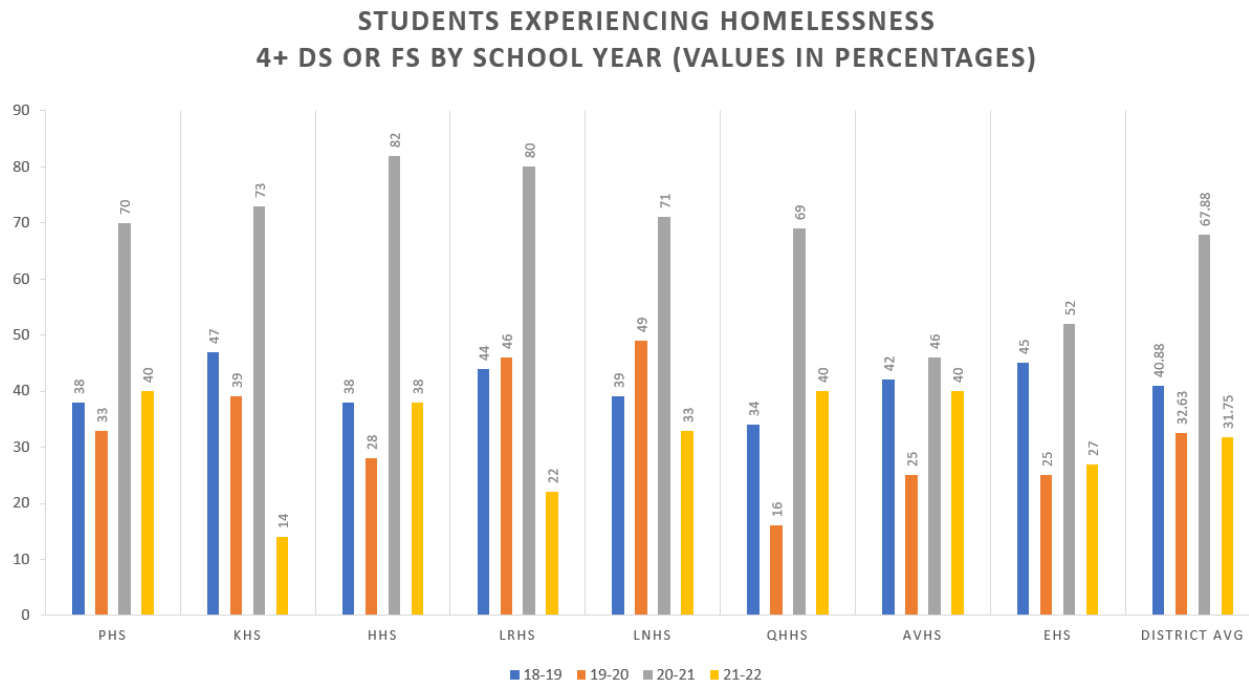
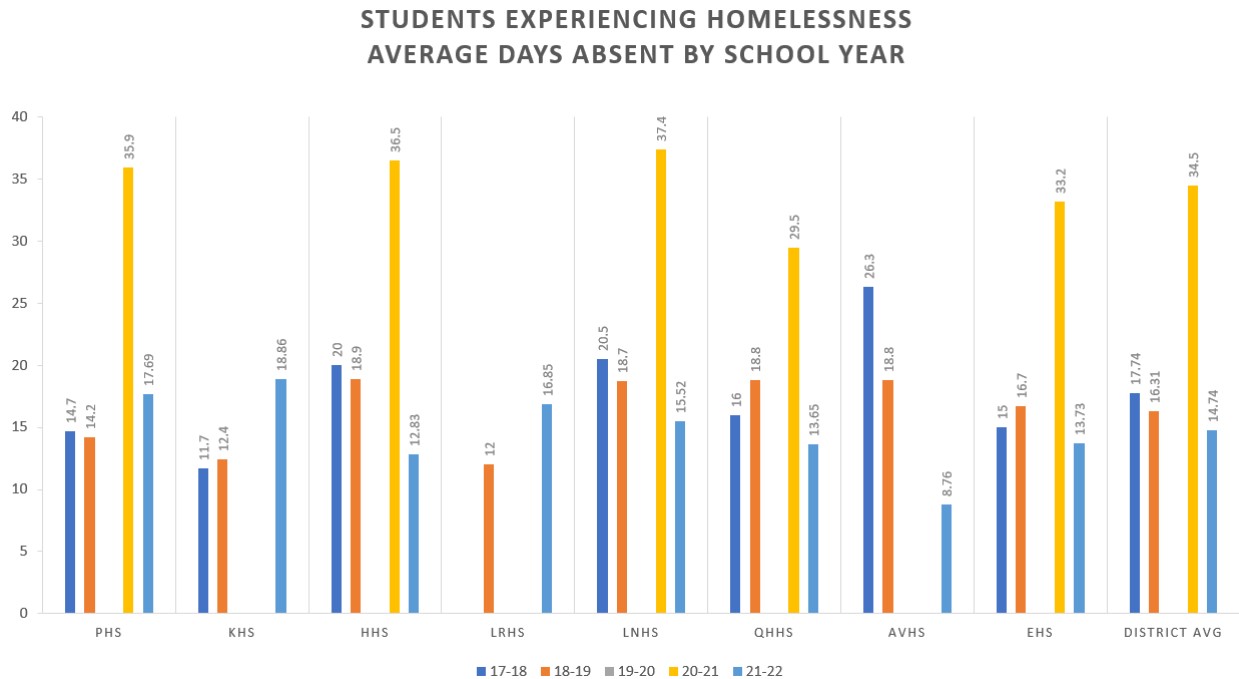


Figure 2 below illustrates districtwide absenteeism across all comprehensive high school sites over a complete four-year span, and up to the most current data for the 2021-2022 school year. Similar to Figure 1 above, the district average was included as a comparative element. Some data points were not available for various reasons including the interruption caused by the pandemic, however, there were trends identified within the representation. The implementation of the individualized mentorship program for students experiencing homelessness resulted in a downward trend for most school sites.

Similar to Figure 1, the impact of the interruption to in-person instruction during the 2020-2021 school year caused a significant increase relative to this metric. This is directly attributed to the reduction in the supports that were available to students through the innovative practice. As observed, absenteeism declined significantly during the 2021-2022 school year with a decrease of 42.72% for the district average. This is attributed to the relationships established, and the level of support that has resumed through the individualized tutoring program.

Figure 2: Absenteeism Rate



Prompt 5: Model Innovative Practice Timeline Development and Components (Year One)

The Antelope Valley Union High School District will advance the existing, proven and implemented innovative practice described in prompts 1-4 and transform it into a Model Innovative Practice by promoting a culture of leadership, accountability and ownership among educational partners districtwide. There are multiple elements connected to this year one program development timeline including district-wide professional development for Resilient Scholar Mentors, families, Administrators, Classified Staff and Certificated Staff. The 19 Resilient Scholar Mentors across the district will also participate in monthly and quarterly learning opportunities that will be facilitated by the Coordinator of Student Services who serves as the district Homeless Student Liaison. These regularly scheduled events will continually build upon the capacity of mentors, and provide structured time to assess student performance metrics at the site and district-wide levels.

Throughout the course of each month, the Coordinator of Student Services will also maintain close collaborative relationships with educational partners to ensure that all programmatic needs are addressed on a real-time basis. Learning modules will also be developed collaboratively by a collective of educational partners who will be carefully selected to maximize the quality of the content addressed and its delivery. These will be two of the primary areas of focus during year two for the statewide rollout and communication. The overarching areas of focus for the Resilient Scholars Mentorship

Program are illustrated below in Figure 3, our programmatic framework. The acronym B.A.S.E. is a major component and addresses the areas of Behavior, Academics and Social-Emotional Support. The detailed view of all activities for years 1 and 2 which incorporates each of the overarching areas of focus outlined by the framework is presented subsequently in Table 1 .

Figure 3: Model Innovative Practice Programmatic Framework



Table 1: Detailed Description of MIP Year 1

| Timeline | Activities |
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| July | Hire Resilient Scholar Mentors Create module development team. Review intake, monitoring and expectations. Complete Training Module 1: Relationships with students and families, community outreach. |

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| <p>August and September</p> | <p>Welcome: Intake meeting (review of records).</p> <p>Meet and greet with Counselor, C.A.W. and District Liaison.</p> <p>Needs assessment for all McKinney-Vento students and families.</p> <p>Establish goals and objectives.</p> <p>Develop comprehensive network of district and community-based resources.</p> <p>Grade level-specific orientations on all services available.</p> <p>Create education plan for students experiencing homelessness.</p> <p>Provide services including supplies, transportation and referrals.</p> <p>Orientation to include public notice, student rights, access to academic programs, athletics, and extracurricular activities.</p> <p>Educational partner meetings (students, parents/guardians, teachers, counselors) on strengths, needs, graduation and A-G.</p> <p>Complete Learning Module 2: Intake process and school information system for data tracking and monitoring.</p> <p>Complete Learning Module 3: Meeting the needs of McKinney-Vento Youth.</p> <p>Complete Learning Module 4: Resources from AVUHSD, and community-based resources/referrals.</p> <p>Complete Learning Module 5: Social Emotional Learning</p> <p>Develop AVUHSD McKinney-Vento Resource Guide.</p> <p>Monthly check-ins to provide resources and interventions to implement for student improvement and success.</p> <p>Align Behavior, Academic, and Social-Emotional (BASE), needs to interventions.</p> <p>Back to School Night for McKinney-Vento students and families.</p> <p>Parent workshop: Introduction to the AVUHSD and McKinney-Vento.</p> <p>Monthly / Qtr. 1 collaborative session with Resilient Scholar Mentors</p> |
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| <p>October</p> | <p>Educational partner meetings (student, parent/guardian and counselors) on strengths, needs, graduation and A-G.</p> <p>Monthly check-ins to provide resources and interventions implemented for student improvement and success.</p> <p>Counselor and Mentor meetings with McKinney-Vento students to address College/Career Readiness</p> <p>College/Career Readiness Workshop and assessments</p> <p>Parent/Guardian Workshop: Community partnerships, resources and referrals.</p> <p>Monthly collaborative session with mentors.</p> |
| <p>November</p> | <p>Monthly check-ins to provide resources and interventions to be implemented for student success.</p> <p>Graduation, grade and attendance checks, transcript review.</p> <p>Parent/Guardian Workshop: College/Career Readiness</p> <p>Monthly collaborative session with mentors.</p> |
| <p>December</p> | <p>Monthly check-ins to provide resources and interventions implemented for student success.</p> <p>Monitor attendance</p> <p>Survey/reflection of students on impact of services.</p> <p>Monthly/Qtr. 2 collaborative session with mentors.</p> |
| <p>January</p> | <p>Monthly check-ins to provide resources and interventions to be implemented for student success.</p> <p>Attendance monitoring and interventions</p> <p>Alignment of BASE to interventions and supports.</p> <p>Parent Workshop: Introduction to the AVUHSD and McKinney-Vento.</p> <p>Monthly collaborative session with mentors,</p> |

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| <p>February</p> | <p>Educational partner meetings to address strengths, needs, graduations and A-G requirements.</p> <p>Graduation, grade and attendance checks, transcript review.</p> <p>College and Career Workshop and assessments.</p> <p>Alignment of BASE to interventions and supports.</p> <p>Family Workshop: Community partnerships, resources and referrals.</p> <p>Monthly collaborative session with mentors.</p> |
| <p>March</p> | <p>FAFSA completion for every McKinney-Vento student.</p> <p>Attendance monitoring and intervention</p> <p>Alignment of BASE to interventions and supports.</p> <p>Monthly check-ins to ensure alignment of resources and interventions.</p> <p>Monthly/Qtr. 3 collaborative session with mentors.</p> |
| <p>April</p> | <p>Family Workshop: College/Career Readiness</p> <p>Attendance monitoring and intervention.</p> <p>Alignment of BASE to interventions and supports</p> <p>Educational partner meetings on strengths, needs, graduation and A-G.</p> <p>Monthly collaborative session with mentors.</p> |
| <p>May</p> | <p>Family Workshop: Wellness and Mental Health</p> <p>Monthly check-ins to ensure alignment of resources and interventions.</p> <p>Alignment of BASE to interventions and supports</p> <p>End of school year review with all McKinney-Vento students</p> <p>Survey/reflection of students on impact of services.</p> <p>Monthly/Qtr. 4 collaborative session with mentors.</p> |

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| June | <p>Alignment of BASE to interventions and supports</p> <p>Development of individualized summer plan for students.</p> <p>End of year impact assessment with district-wide educational partners including in-depth review of qualitative and quantitative metrics.</p> <p>End of year check-ins to ensure alignment of resources and interventions.</p> |
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Prompt 6: Model Innovative Practice Timeline and Statewide Rollout (Year Two)

The statewide rollout and communication plan will incorporate all of the elements outline in Table 1. Primary components of this plan will include a rollout out of the learning modules developed to promote capacity building and awareness for all educational partners. These modules will be developed and housed on an appropriate platform such as Alludo which provides digital badges and monitors the progress of each participant. These are critical elements of a large-scale asynchronous professional development program. Additionally, and an in-depth review of the strategies utilized to drive progress toward the desired outcomes of the Resilient Scholars Mentorship Program.

Reporting and communication included in this rollout will involve a variety of educational partners including Counselors, Mentors, Community Attendance Workers and the District’s Homeless Liaison. As appropriate, representatives through existing community partnerships will also participate in the statewide rollout. Similar to the timeline presented in Table 1, surveys will be conducted periodically, and various methodologies including semi-structured conversations will be integrated. Ultimately, the statewide rollout will involve a series of connections with appropriate parties, to ensure that all intricacies of the Resilient Scholars Mentorship Program are clearly conveyed for further implementation with fidelity.