

DISTRICT PARENT ADVISORY COMMITTEE

October 2, 2023





Introductions

- ★ Superintendent - Mr. Greg Nehen
- ★ Assistant Superintendent - Dr. Chris Grado, Educational Services
- ★ Director I - Dr. Will Laird, Educational Services
- ★ Presenter/Facilitator - Dr. Jennifer Slater-Sanchez, Director of Categorical and Special Programs
- ★ Site Introductions

AVUHSD - MISSION, VISION, AND WHY

Our mission is to provide a safe and secure learning environment that promotes a rigorous curriculum and enables our students to develop the necessary academic, technical, and work-related skills of the 21st century.

"To give our best everyday so that those we serve are inspired & empowered to become their true best."

Our vision is that every student who graduates will be prepared to pursue college and any career to which he or she aspires.

Agenda

Purpose of Committee

LCFF/LCAP Defined

LCAP Requirements & Development Process

Review Current AVUHSD LCAP Goals & Actions

Dashboard Updates

Federal Funding & Grants Updates

Parent Involvement Opportunities

Purpose of Committee

This committee:

- Reviews the current Local Control Accountability Plan (LCAP)
- Shares/Solicits information from site educational partners
- Provides input, advice, and comments on revising the LCAP and related plans

LCFF AND LCAP OVERVIEW

California's main education finance law is known as the **Local Control Funding Formula (LCFF)**.

LCFF assigns money to districts based on the number of students that are attending.



Under LCFF, districts also receive extra money to invest in the education of English Language Learners, Foster Youth, and children living in poverty (Low Income).



The LCFF requires districts to provide a description to demonstrate how the district is increasing or improving services for students who are Low Income, English Learners, or Foster Youth as compared to the services provided to all pupils.

LCFF (STATE FUNDING)

Unduplicated Count
Projected
2023/24



Every student generates a base grant, which funds basic educational costs, such as teacher salaries, retirement costs, instructional materials, etc.



Every student who is **low-income**, **learning English**, or in **foster care** generates 20% more funding above the base grant.

These funds must be spent on increasing and improving services for these high-need student groups in order to improve their achievement.



In districts where at least 55% of students are high-need, those high-need students above the 55% enrollment threshold generate an extra 50% of the base grant.

These funds must also be spent to increase or improve services for high-need students in order to improve their achievement.

LOCAL CONTROL ACCOUNTABILITY PLAN

All school districts in California are required to produce an LCAP, demonstrating how the Local Control Funding Formula (LCFF) funds are linked to meeting the needs of all students.

The LCAP is a three-year plan that describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities.

The LCAP provides an opportunity for school districts to share their stories of how, what, and why programs and services are selected to meet their local needs.

The majority of the LCFF funds are District driven, however this formula also targets funding to specific student populations (subgroups):

- English Learners / Long Term English Learners (LTELs)
- Foster Youth
- Socio-Economically Disadvantaged

LCAP REQUIREMENTS

THE LCAP INCLUDES GOALS, SPECIFIC ACTIONS, AND MEASURABLE STUDENT OUTCOMES FOR EACH OF THE **EIGHT STATEWIDE PRIORITIES**

Each district's LCAP must include the following:

Goals

Actions

Related Expenditures

LCAPs must include services that target the following student groups:

English Learners/LTELs

Foster Youth

Low Income

* Students Experiencing Homelessness

* Students with Disabilities

LCAPs must address the 8 state priorities

State Accountability

The Local Control Funding Formula (LCFF) required the State Board of Education (SBE) to develop an ***accountability tool***, known as the evaluation rubrics, that:

Include state and local performance indicators for **ALL** Local Control Funding Formula state priorities.

Assists local educational agencies in identifying strengths, weaknesses, and areas in need of improvement for LEAs and schools.

Identifies a process for using the performance standards to *identify LEAs in need of additional assistance or intervention*.



Six State Indicators

1. Chronic Absenteeism
2. Suspension Rate (for grades K–12)
3. English Learner Progress (for grades 1–12)
4. Graduation Rate (for high school only)
5. College/Career (for high school only)
6. Academic (for grades 3–8 only)
 - English language arts/literacy (ELA)
 - Mathematics

Four Local Indicators

- Basic Services
- Implementation of State Academic Standards
- Parent Engagement
- School Climate



EDUCATIONAL PARTNER FEEDBACK

Community Engagement Meetings (Roadshow)

- Parents/Guardians
- Students
- Staff

Advisory committees

- District Site Leadership Team (DSLTL)
- District Parent Advisory Committee (DPAC)
- District English Learner Committee (DELAC)

Labor Groups

- AVTA
- CSEA

SELPA

Board of Trustees

Los Angeles County Office of Education

TIMELINE OF LCAP DEVELOPMENT



Connect with Educational Partners (FALL)



Present LCAP to Advisory Committees (WINTER/SPRING)



Share LCAP with Public and Collect Further Input (SPRING)

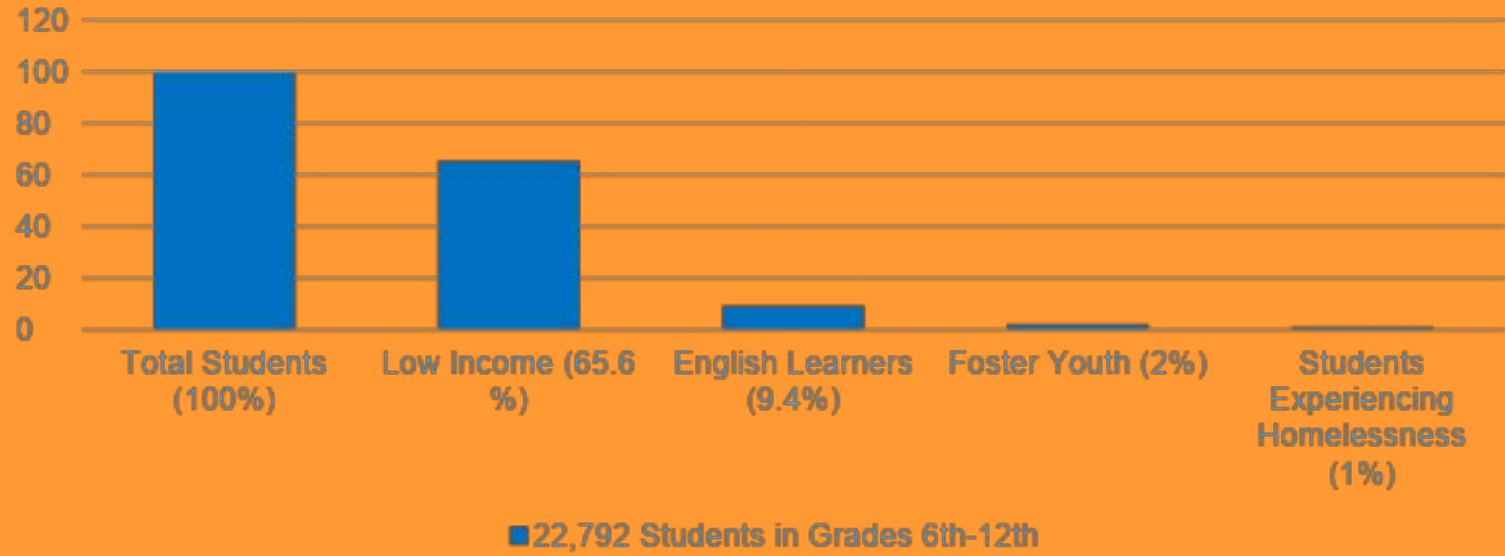


Finalize LCAP & Present to Board for Adoption (JUNE)



ANTELOPE VALLEY UNION HIGH SCHOOL DISTRICT

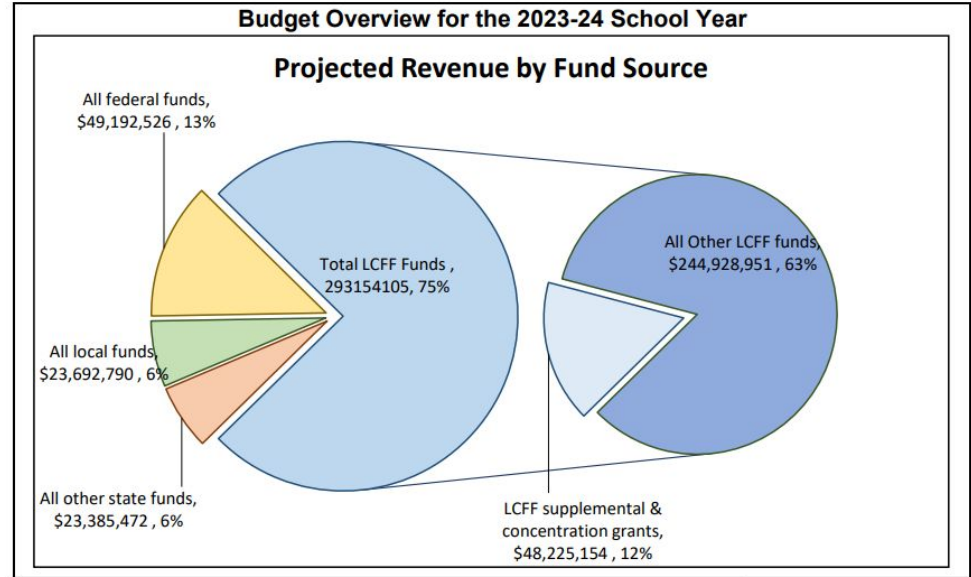
2023/24 LCAP



STUDENTS WE SERVE IN AVUHSD

BUDGET OVERVIEW FOR PARENTS (BOP)

Of the \$293,154,105 in LCFF Funds, **\$48,225,154** (Supplemental & Concentration) is generated based on the enrollment of high needs students (Foster Youth, English Learners, and Low-Income students).



This chart shows the total general purpose revenue Antelope Valley Union High School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Antelope Valley Union High School District is \$389,424,893.00, of which \$293,154,105.00 is Local Control Funding Formula (LCFF), \$23,385,472.00 is other state funds, \$23,692,790.00 is local funds, and \$49,192,526.00 is federal funds. Of the \$293,154,105.00 in LCFF Funds, \$48,225,154.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

Goal 1 – Ensure that all students are academically proficient and college and career ready.

Goal 2 – Provide a 21st Century learning environment and rigorous curriculum that allows students to have multiple experiences and opportunities for academic, collegiate, professional and personal growth.

Goal 3 – Cultivate a safe and secure, positive school culture that supports all students' personal and academic growth.

Goal 4 - Communicate effectively with all educational partners and continue to build relationships in the community that help provide our students with innovative educational opportunities.

Goal 5 – Ensure that students experiencing Homelessness and Students with Disabilities are being provided equitable access to resources related to College and Career Readiness, 21st Century Learning, and a safe and positive school climate.

LCAP GOALS AND ACTIONS

MTSS Tier 2 – Supplemental and Interventions

Hiring MTSS Director: The MTSS Director oversees MTSS program development, coordinates efforts between schools and administration, and ensures students receive appropriate support.

Establishing Tier 2 Teams: Tier 2 teams provide targeted interventions to struggling students, fostering collaboration among educators to identify and support those needing extra help.

Targeted Interventions: Tailored strategies and supports are used to address individual student needs, guided by data and evidence-based methods to improve outcomes.

Data Analysis: Collecting and analyzing student performance and behavior data helps identify needs, track progress, and make informed decisions about interventions.

Core Instructional Model: Implementing a research-based instructional model ensures all students receive high-quality instruction aligned with state standards.

Administration & Support: District and school leadership are pivotal in program development, providing resources and alignment with district goals.

Ongoing Staff Development: Continuous professional development on instructional practices, data analysis, and collaboration supports effective MTSS implementation.

Instructional Observations & Assessments: Regular observations and assessments inform decisions about student support and guide instructional improvements.

Key Themes in 2023/24 LCAP

MTSS Tier 3 - Intensive, individualized supports

Support for EL Program: We will provide additional support for English Learners, including teacher professional development, targeted interventions, and improved collaboration between general education and EL teachers.

Enhanced Student Support Centers: We are strengthening Tier II and III supports through Student Support Centers to help academically, behaviorally, socially, or emotionally struggling students.

Academic Acceleration: To boost academic progress, we'll enhance technology, use formative assessments, and monitor progress using tools like NWEA Map assessments, Data Central, Ed Central, Elevation, SWIS-PBIS, and PowerSchool, with ongoing teacher training.

Expanded MTSS: We're expanding our Multi-Tiered Systems of Support (MTSS) to include enhanced Tier II and III interventions, addressing academic, behavioral, social-emotional, and physical well-being. Additional staff such as counselors, social workers, pupil service technicians, and student support coordinators will coordinate services.

Equitable Access to Opportunities: We're increasing equitable access to various academic and career opportunities, including CTE Pathways, AP Courses, AVID electives, Dual Enrollment, Work-based Internships, Electives, and Enrichment options. This aims to improve outcomes in A-G completion, AP participation, CTE participation and completion, College Career Readiness, Seal of Biliteracy, and Golden State Seal Merit Diploma rates.

Key Themes Continued

AVID Program: AVID (Advancement Via Individual Determination) is an educational program that prepares underrepresented students for college and career success through academic and organizational skills, integrated into classroom instruction.

Ancillary Instructional Materials: These resources, like textbooks, workbooks, and software, support classroom instruction and enhance student learning, aiding in differentiation and engagement.

Career Academies and Pathways: Programs that help students explore and prepare for high-demand careers through hands-on learning, internships, and real-world skill development.

Counseling Services: School counselors provide academic, social-emotional, career counseling, crisis intervention, and referral services to address students' holistic needs.

Parent, Guardian, and Community Engagement: Involving families and communities in education through activities like conferences, events, and partnerships to boost student performance and well-being.

Professional Development: Ongoing training for educators through workshops, conferences, and coaching to ensure high-quality instruction and support for students.

Additional Themes Embedded Throughout the 2023/24 LCAP

CONTRIBUTING ACTION

Scope of the Action: Who will receive the action or service?

- **Limited:** An action that only serves foster youth, English Learners, and/or Low-Income students
- **LEA wide:** The action provides the action/service to all schools in the LEA
- **Schoolwide:** The action provides the action/service to certain school(s) or grade span(s)
- An action being provided on a LEA wide or Schoolwide basis must be designed to address the unique needs of low income, EL, and/or foster youth students
- The action increases or improves services for unduplicated (targeted) pupils as compared to the services the LEA provides to all students

GOAL 1

Ensure that all students are academically proficient and college and career ready.

1.1 - [Student Field Trips](#) - Guided tours of Colleges, Universities, and career-related destinations (*LEA-Wide - All Schools*)

1.2 - [College Readiness Exams](#) - Administer the PSAT and SAT annually (*LEA-Wide - 10th/11th graders only*)

1.3 - [AP Training and Tutoring](#) - AP Teachers will attend AP training annually (*LEA-Wide - All Schools*)

1.4 - [Expanded Learning Opportunities](#) - Provide extended day tutoring (*LEA-Wide - All Schools*)

1.5 - [Formative Assessment](#) - NWEA Map assessments three times per year (*LEA-Wide - All Schools*)

1.6 - [ELA and Math Supports](#) - Reduced class sizes and daily small group instruction (*LEA-Wide - All Schools*)

1.7 - [EL Program Implementation](#) - Additional enrollment and monitoring supports (*Limited - ELs*)

1.8 - [EL Reclassification Support and Monitoring](#) - Ellevation, Data Central, and PowerSchool Database systems (*Limited - ELs*)

1.9 - [Student-Free Professional Development Days](#) - Three professional development days (*LEA-Wide - All Schools*)

1.10 - [Variable Credit Recovery](#) - Increased credit retrieval options (*LEA-Wide - All Schools*)

1.11 - [Enhanced Data Systems](#) - Training on Ed Central and Data Central (*LEA-Wide - All Schools*)

1.12 - [Ancillary Instructional Materials](#) - Providing EL, FY, and LI students with ancillary instructional materials (*LEA-Wide - All Schools*)

1.13 - [Focus on Writing](#) - Additional professional development, coaching and ancillary writing curriculum supports (*LEA-Wide - All Schools*)

GOAL 2

Provide a 21st Century learning environment and rigorous curriculum that allows students to have multiple experiences and opportunities for academic, collegiate, professional and personal growth.

2.1 - [School Counselors](#) - Guidance/Counseling services
(BASE FUNDED)

2.2 - [Enhanced Counseling & Student Support Services](#) - Proactively address their academic, social-emotional, behavioral and physical well-being
(LEA-Wide - All Schools)

2.3 - [Professional Development](#) - Teacher Induction Program
(LEA-Wide - All Schools)

2.4 - [Targeted AVTI mentoring and supports](#) (LEA-Wide - All Schools)

2.5 - [Classroom Walkthrough](#) - "DigiCOACH" classroom walkthrough tools
(LEA-Wide - All Schools)

2.6 - [AP Placement/Exams/Tutoring](#) - Equitable access to AP classes
(Limited - Low Income)

2.7 - [Career Technical Education \(CTE\) opportunities](#) - CTE course offerings
(LEA-Wide - All Schools)

2.8 - [AVID Elective](#) - AVID elective sections (LEA-Wide - All Schools)

2.9 - [AVID Health Survey/Transition](#) - Sections of AVID Health Survey/Healthful Living curriculum (LEA-Wide - 9th graders only)

2.10 - [Technology](#) - Renovated classrooms that are outfitted with technology, wireless capacity and online access (LEA-Wide - All Schools)

2.11 - [STEM Support](#) - STEM exposition and competition opportunities
(LEA-Wide - All Schools)

2.12 - [Dual Enrollment/Internships](#) - Low-cost dual enrollment and no-cost work-based learning internship options (LEA-Wide - All Schools)

2.13 - [Enrichment Options](#) - Academic and enrichment courses
(LEA-Wide - All Schools)

2.14 - [21st Century Learning Environments](#) - Classroom walkthrough feedback
(LEA-Wide - All Schools)

2.15 - [NGSS Supports](#) - Additional professional development, feedback and lesson planning support (LEA-Wide - All Schools)

GOAL 3

Cultivate a safe and secure, positive school culture that supports all students' personal and academic growth.

3.1 - Access to Standards-Aligned Instructional Materials - Full access to standards-aligned instructional materials
(BASE FUNDED)

3.2 - Facilities in "Good" Repair - Maintenance and operational expenses
(BASE FUNDED)

3.3 - Fully Credentialed and Appropriately Assigned Teachers - Fully credentialed and appropriately assigned teachers. (LEA-Wide - All Schools)
(BASE FUNDED)

3.4 - CTE Programs - Teachers and staff for Career Technical Education programs (BASE FUNDED)

3.5 - Recruit and Retain Teachers - (LEA-Wide - All Schools)

3.6 - Improve Attendance - Tiered re-engagement interventions and utilize A2A: Attention to Attendance (LEA-Wide - All Schools)

3.7 - Student Support Centers - Multi-Tiered Systems of Support (LEA-Wide - All Schools)

3.8 - Implement PBIS - PBIS and Habitudes curriculum (LEA-Wide - All Schools)

3.9 - Classified Professional Development - Professional development opportunities to Classified staff (LEA-Wide - All Schools)

3.10 - Safe, Secure, and Positive Learning Environments – Proactively monitor the school environment, mentoring, and build positive relationships (LEA-Wide - All Schools)

3.11 - Supplemental Interventions and Support - Site Targeted allocations (LEA-Wide - All Schools)

3.12 - Transportation - Transportation for Low Income and Foster Youth students (Limited - Low Income and Foster Youth)

3.13 - Independent City - Independent City and Resilient Scholar meetings (Limited - Foster Youth)

3.14 - Diversity Training - (Limited - Low Income and Foster Youth)

3.15 - Multi-Tiered System of Supports (MTSS) - (LEA-Wide - All Schools)

GOAL 4

Communicate effectively with all educational partners and continue to build relationships in the community that help provide our students with innovative educational opportunities.

4.1 - PowerSchool - Student Information System
(BASE FUNDED)

4.2 - Qualtrics - Survey data/analytics platform
(LEA-Wide - All Schools)

4.3 - Parent Link - The “Parent Link” system
(LEA-Wide - All Schools)

4.4 - EL Parent Workshops - Provide college information, goal setting, financial aid and parenting workshops, for non English speaking parents (Limited - ELs)

4.5 - Outreach to Spanish-Speaking Families - Host radio programs that inform listeners of district educational programs, services, and highlights (Limited - ELs)

4.6 - Parent/Family Collaboration - Virtual and in-person parent workshops (LEA-Wide - All Schools)

4.7 - Increase Communication - Utilizing various agencies to increase communication and outreach efforts (LEA-Wide - All Schools)

4.8 - SEL Supports - Social-Emotional Learning Supports (LEA-Wide - All Schools)

GOAL 5

Ensure that students experiencing Homelessness and Students with Disabilities are being provided equitable access to resources related to College and Career Readiness, 21st Century Learning, and a safe and positive school climate.

5.1 - Access to Least Restrictive Environment - LRE
(BASE FUNDED)

5.2 - Increased Academic Support- Insure equitable access to a positive learning environment in general education courses
(BASE FUNDED)

5.3 - SPED Staff Support - Fulfill the requirements of the Special Education program (BASE FUNDED)

5.4 - Community Involvement - Involve parents of SWD
(BASE FUNDED)

5.5 - Suspension Rate - Implementation of MTSS in Special Education (BASE FUNDED)

5.6 - ELA and Math Proficiency - Professional development and classroom walkthrough feedback to teachers to increase ELA and Math achievement (BASE FUNDED)

5.7 - Identification and Chronic Absenteeism - Tiered identification re-engagement interventions for Homeless students (Limited - Low Income)

5.8 - Transportation - Transportation for Homeless students (Limited - Low Income)

5.9 - Social-Emotional Well-Being - Comprehensive support services for Homeless students (Limited - Low Income)

5.10 - Academic Achievement - Comprehensive academic support for Homeless students (Limited - Low Income)



CA School Dashboard 2023

STATE INDICATORS INCLUDED **STATUS, CHANGE, AND PERFORMANCE COLORS** BASED ON DATA FROM THE 2022/23 AND 2021/22 SCHOOL YEARS

LOCAL INDICATORS WERE SUBMITTED BY LEAS

SCHOOLS AND LEAS WERE IDENTIFIED FOR SUPPORT (CSI) USING 2022/23 AND 2021/22 DATA

2022/23 DASHBOARD



DISTRICT PERFORMANCE OVERVIEW

Antelope Valley Union High

Explore the performance of Antelope Valley Union High under California's Accountability System.

[Generate PDF Report](#)[View All Schools](#)[View Additional Reports](#)

2022

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Chronic Absenteeism



Suspension Rate



English Learner Progress



Graduation Rate



College/Career



English Language Arts



Mathematics



Basics: Teachers, Instructional Materials, Facilities

STANDARD MET

Implementation of Academic Standards

STANDARD MET

Parent and Family Engagement

STANDARD MET

Local Climate Survey

STANDARD MET

Access to a Broad Course of Study

STANDARD MET

2022/23 DASHBOARD



ANTELOPE VALLEY UNION HIGH

Academic Performance

View Student Assessment Results and other aspects of school performance.

LEARN MORE

English Language Arts

All Students State



Very Low

58.1 points below standard

EQUITY REPORT

Number of Student Groups in Each Level



View More Details →

LEARN MORE

Mathematics

All Students State



Very Low

154.6 points below standard

EQUITY REPORT

Number of Student Groups in Each Level



View More Details →

LEARN MORE

English Learner Progress

All Students State



Low

42.6% making progress towards English language proficiency

View More Details →

LEARN MORE

College/Career



Not Reported In 2022

**December 18,
2023**

Review Previous &
Current Progress
[Goals & Actions]

Review 2023
Dashboard Results

March 4, 2024

Review Data
Outcomes

[Surveys &
Feedback]

May 13, 2024

Review and
Comment on
Draft 2024/25 Plan

June 2024

Public Hearing

Plan Adoption

LACOE Approval

NEXT STEPS

FEDERAL FUNDING (LCAP FEDERAL ADDENDUM)

Dr. Robert Harris, Director of Categorical and Special Programs

SUPPLEMENTAL FUNDING - GRANTS UPDATE

FEDERAL GRANTS



COVID Relief Funds



Educator Effectiveness
Grant

STATE GRANTS



A-G Grant



Arts, Music, and Instructional
Materials Grant

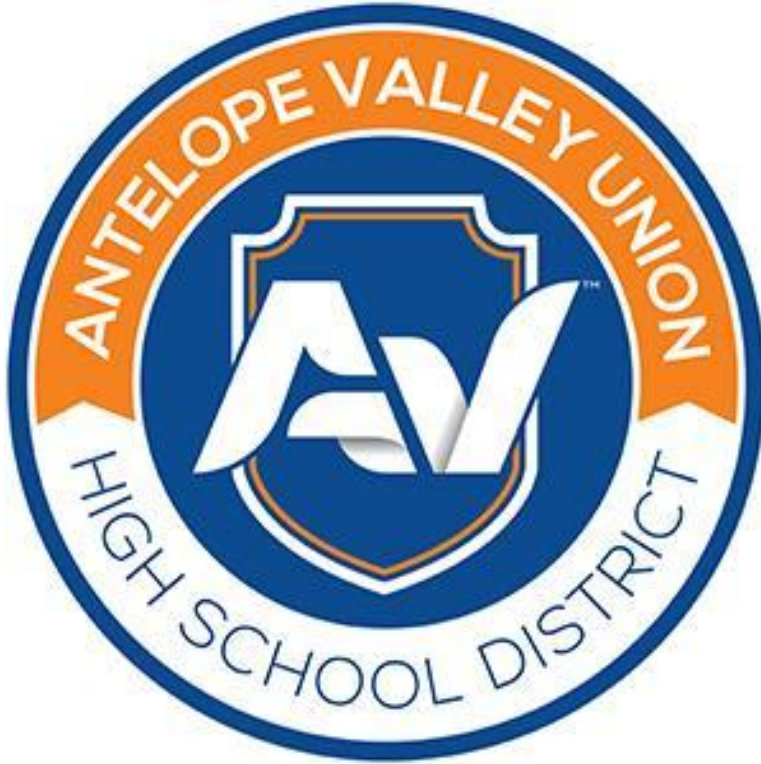


Learning Recovery
Emergency Block Grant

LCAP Community Engagement Meetings

Date	Time/Place	School
Monday, October 2	5:30-6:30pm / Library	EHS
Monday, October 16	5:30-6:30pm / Community Room	AVHS
Monday, October 23	5:30-6:30pm / Community Center	LHS
Monday, October 30	5:30-6:30pm / Library	QHHS
Monday, November 6	5:30-6:30pm / Library	HHS
Monday, November 13	5:30-6:30pm / Library	PHS
Monday, December 4	5:30-6:30pm / Library	LnHS
Monday, December 11	5:30-6:30pm / Library	KHS
Wednesday, October 4	5:00-6:00pm / Virtual	Alt Sites
Wednesday, October 11	5:00-6:00pm / Virtual	SOAR HS





THANK YOU!

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