District Parent Advisory Committee (DPAC)

December 18, 2023

WELCOME

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

Agenda

California Dashboard Update

Review AVUHSD Current LCAP Goals and Actions

Survey

District Updates

Parent Involvement Opportunities

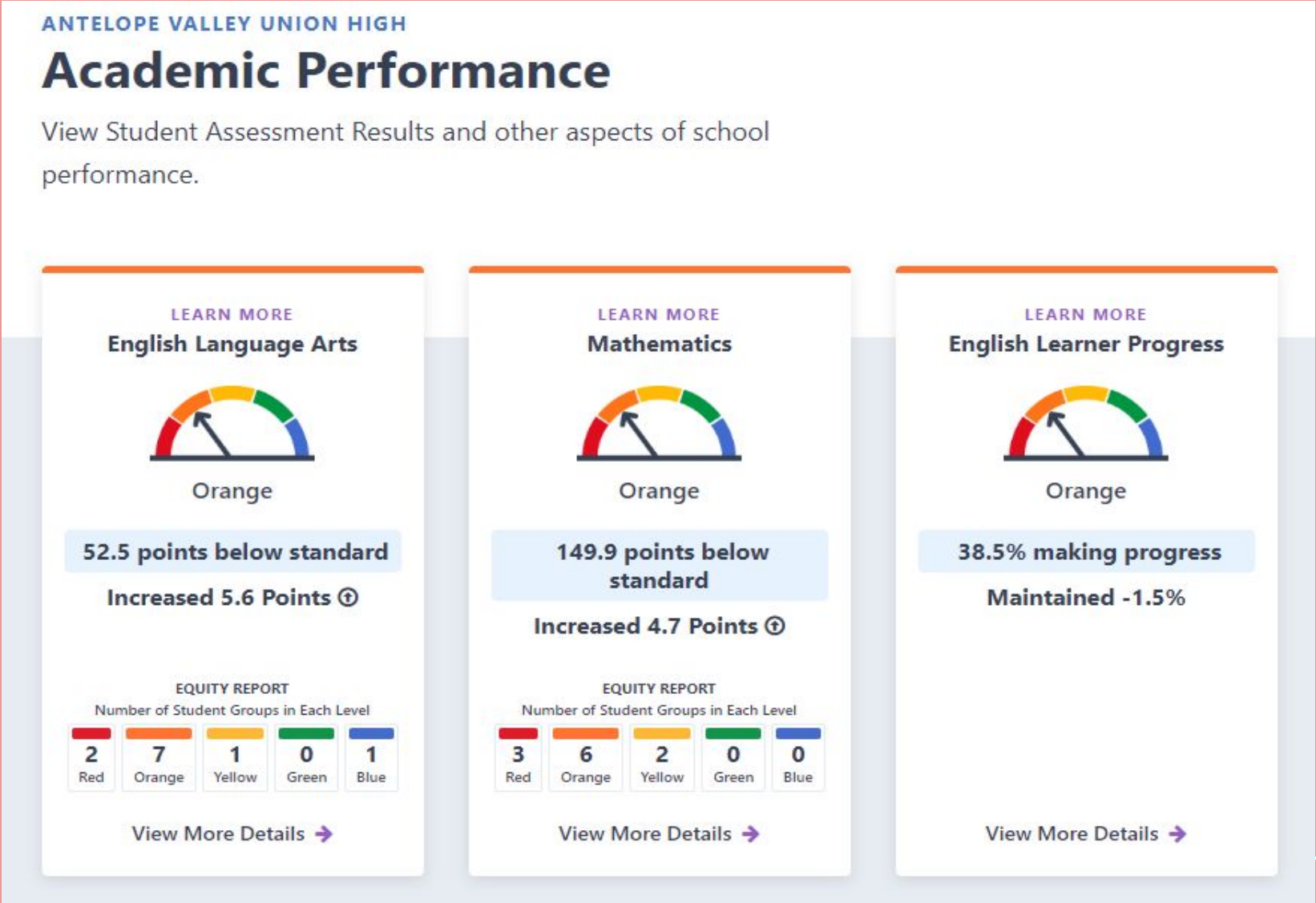Questions/Comments

California Dashboard

DASHBOARD DATA

ANTELOPE VALLEY UNION HIGH

Academic Performance

View Student Assessment Results and other aspects of school performance.

English Language Arts
LEARN MORE

Orange

52.5 points below standard

Increased 5.6 Points

EQUITY REPORT
Number of Student Groups in Each Level

2	7	1	0	1
Red	Orange	Yellow	Green	Blue

View More Details →

Mathematics
LEARN MORE

Orange

149.9 points below standard

Increased 4.7 Points

EQUITY REPORT
Number of Student Groups in Each Level

3	6	2	0	0
Red	Orange	Yellow	Green	Blue

View More Details →

English Learner Progress
LEARN MORE

Orange

38.5% making progress

Maintained -1.5%

View More Details →

DASHBOARD DATA-ELA

AVUHSD ELA 2023	Student Pop	*Distance from Standard (2583)	Level 1 (<2493)	Level 2 (2493-2582)	Level 3 (2583-2681)	Level 4 (>2681)
Filipino	78	37.4 (16.2)			2620	
Asian	60	17.7 (42.4)			2601	
White	447	-28.3 (3.8)		2555		
Two or More Races	221	-46.3 (10.2)		2536		
Hispanic	3,542	-49.2 (8.1)		2534		
District	5097	-52.5 (5.6)		2531		
Socio-Econ Disad.	3523	-66.1 (8.1)		2517		
African American	732	-101.2 (9.1)	2482			
American Indian	12	-106.1 (12.5)	2477			
EL	759	-119.7 (18.7)	2463			
Foster	91	-121.6 (9.2)	2461			
Homeless	46	-130.9 (26.5)	2452			
Stu w/ Dis	807	-138.4 (20)	2445			
Pacific Islander	9	N/A				

English Learner Comparison - ELA

English Language Arts Data Comparisons: English Learners

Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

Current English Learners	**Reclassified English Learners**	**English Only**
146.6 points below standard	73.9 points below standard	58 points below standard
Increased 13.7 Points ⊕	Increased 28.5 Points ⊕	Declined 3.2 Points ⊕
Number of Students: 478	Number of Students: 281	Number of Students: 2,931

DASHBOARD DATA- Math

AVUHSD Math 2023	Student Pop	*Distance from Standard (2583)	Level 1 (<2543)	Level 2 (2543-2627)	Level 3 (2628-2717)	Level 4 (>2717)
Asian	60	-36.7 (1.9)		2591		
Filipino	78	-63.4 (26.7)		2565		
White	449	-117.8 (6.5)	2510			
Two or More Races	221	-143.8 (9.6)	2484			
Hispanic	3,537	-150.2 (4.5)	2478			
District	5095	-149.9 (4.7)	2478			
Socio-Econ Disad.	3520	-164.8 (3.9)	2463			
American Indian	12	-180.9 (16)	2447			
African American	733	-188.4 (9.3)	2440			
EL	757	-205.4 (9.7)	2423			
Foster	90	-206.3	2422			
Stu w/ Dis	805	-209.7 (16.9)	2418			
Homeless	46	-216.7 (25)	2411			
Pacific Islander	9	N/A				

English Learner Comparison - MATH

Mathematics Data Comparisons: English Learners

Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics.

Current English Learners	Reclassified English Learners	English Only
221.5 points below standard	178.1 points below standard	151.8 points below standard
Increased 9.1 Points ⊕	Increased 11.8 Points ⊕	Maintained 1.1 Points
Number of Students: 476	Number of Students: 281	Number of Students: 2,935

English Learner Progress Indicator

All English Learner Students

Explore information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.
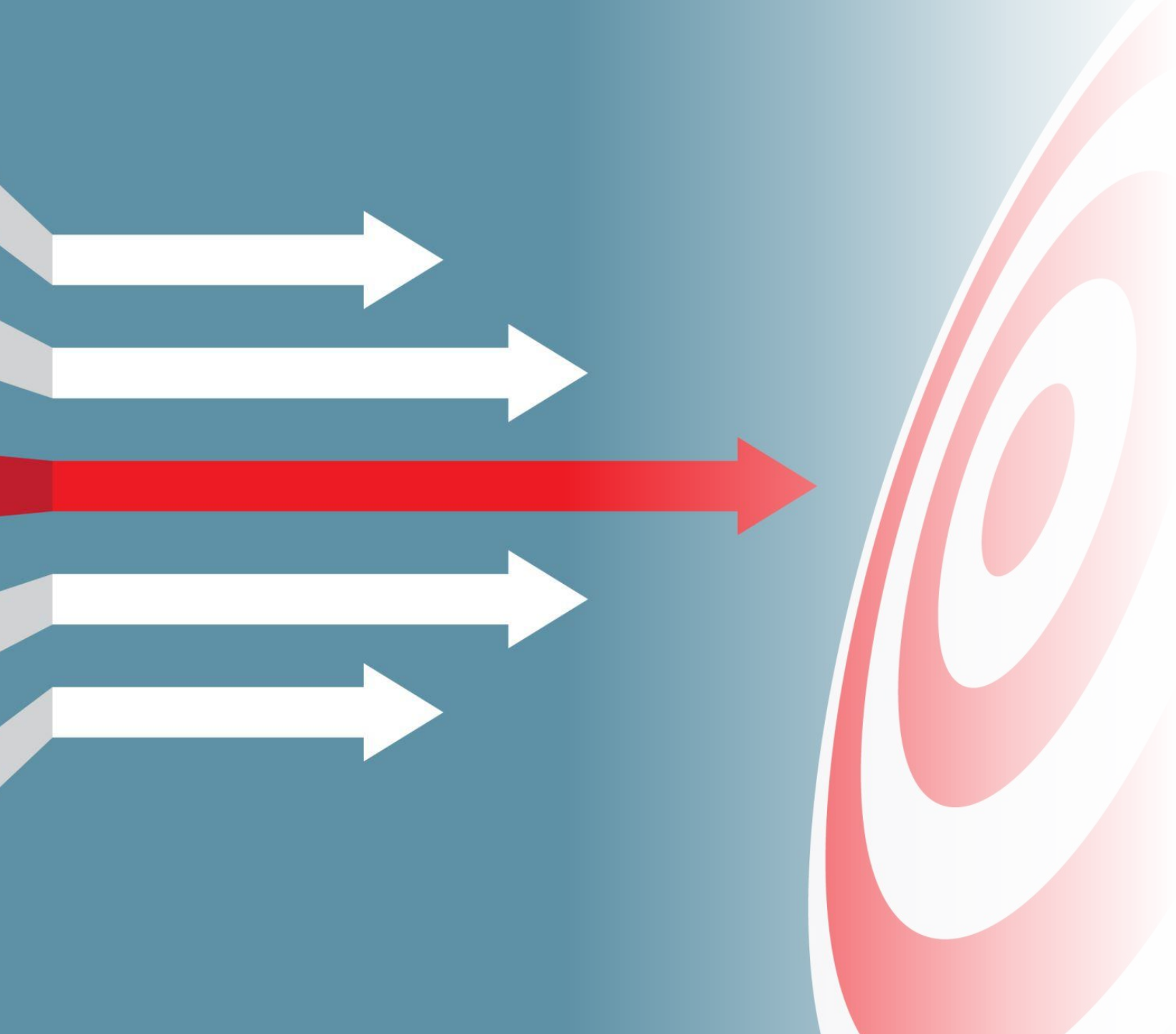
English Learner Progress

Orange

38.5% making progress towards English language proficiency

Maintained -1.5%

Number of EL Students: 1,751

AVUHSD Current LCAP Goals and Actions/Services and Survey

SURVEY QUESTIONS

What improved actions and services does AVUHSD provide to students, staff, and parents/guardians?

- **Q1 -** Which services and/or programs were you were aware of prior to today?

- **Q2 -** Which services and/or programs have you participated in or used?

- **Q3 -** Should AVUHSD Increase, Continue, or Discontinue any of the services and/or programs?

- **Q4 -** Were there barriers that made it difficult for you to use or participate in the services and/or programs offered?

Goal 1 -

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

Student Field Trips
Guided tours of Colleges, Universities, and career-related destinations

College Readiness Exams
Administer the PSAT and SAT annually

AP Training and Tutoring
AP Teachers will attend AP training annually

Expanded Learning Opportunities
Provide extended day tutoring

Formative Assessment
NWEA Map assessments three times per year

ELA and Math Supports
Reduced class sizes and daily small group instruction

EL Program Implementation
Additional enrollment and monitoring supports

EL Reclassification Support and Monitoring
Data Central, and PowerSchool Database systems

Student-Free Professional Development Days
Three professional development days

Variable Credit Recovery
Increased credit retrieval options

Enhanced Data Systems
Training on Ed Central and Data Central

Ancillary Instructional Materials
Providing EL, FY, and LI students with ancillary instructional materials

Focus on Writing
Additional professional development, coaching, and ancillary writing curriculum supports

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.	
School Counselors (BASE FUNDED) Guidance/Counseling services	**AVID Health Survey/Transition** Sections of AVID Health Survey/Healthful Living curriculum
Enhanced Counseling & Student Support Services Proactively address their academic, social-emotional, behavioraland physical well-being	**Technology** Renovated classrooms that are outfitted with technology, wireless capacity, and online access
Professional Development Teacher Induction Program	**STEM Support** STEM exposition and competition opportunities
Targeted AVTI mentoring and supports New teacher induction program	**Dual Enrollment/Internships** Low-cost dual enrollment and no-cost work-based learning internship options
Classroom Walkthrough "DigiCOACH" classroom walkthrough tools	**Enrichment Options** Academic and enrichment courses
AP Placement/Exams/Tutoring Equitable access to AP classes	**21st Century Learning Environments** Classroom walkthrough feedback
Career Technical Education (CTE) opportunities CTE course offerings	**NGSS Supports** Coordinator for professional development, feedback, and lesson planning support
AVID Elective AVID elective sections	

Goal 3

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

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

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

Fully Credentialed and Appropriately Assigned Teachers (BASE FUNDED)
Fully credentialed and appropriately assigned teachers.

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

Recruit and Retain Teachers
New and employed teachers

Improve Attendance
Tiered re-engagement interventions and utilize
A2A: Attention to Attendance

Student Support Centers
Multi-Tiered Systems of Support at sites

Implement PBIS
PBIS and Habitudes curriculum

Classified Professional Development
Professional development opportunities to Classified staff

Safe, Secure, and Positive Learning Environments
Proactively monitor the school environment, mentoring ,
and build positive relationships

Supplemental Interventions and Support
Site Targeted allocations

Transportation
Transportation for Low Income and Foster Youth students

Independent City
Independent City and Resilient Scholar meetings

Diversity Training

Multi-Tiered System of Supports (MTSS)
District wide

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.

PowerSchool (BASE FUNDED)
Student Information System

Outreach to Spanish-Speaking Families
Host radio programs that inform listeners of district educational programs, services, and highlights

Qualtrics
Survey data/analytics platform

Parent/Family Collaboration
Virtual and in-person parent workshops

Parent Link
The "Parent Link" system

Increase Communication
Utilizing various agencies to increase communication and outreach efforts

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

SEL Supports
Social-Emotional Learning Supports

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.

Access to Least Restrictive Environment (BASE FUNDED)
LRE

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

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

Community Involvement (BASE FUNDED)
Involve parents of SWD

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

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

Identification and Chronic Absenteeism
Tiered identification re-engagement interventions for Homeless students

Transportation
Transportation for Homeless students

Social-Emotional Well-Being
Comprehensive support services for Homeless students

Academic Achievement
Comprehensive academic support for Homeless students

Survey Questions and Open Response/Feedback

- **Q1 -** Which services and/or programs were you were aware of prior to today?

- **Q2** - Which services and/or programs have you participated in or used?

- **Q3 -** Should AVUHSD Increase, Continue, or Discontinue any of the services and/or programs?

- **Q4 -** Were there barriers that made it difficult for you to use or participate in the services and/or programs offered?

- What aspects of the LCAP do you feel have positively impacted the learning environment?

- Are there any suggestions or areas of improvement within the LCAP that you believe could further enhance the educational outcomes for AVUHSD?

Survey QR Code

•Please scan with your phone to start survey.

•Or type in
https://tinyurl.com/LCAPSurvey202324 to complete on a computer

District Updates

Opportunities for Parent Involvement

School Sites Share Out

Comments/Questions

THANK YOU!

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