

# DISTRICT PARENT ADVISORY COMMITTEE

MARCH 11, 2024





# 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

2023/24 LCAP Roadshow Survey Results

What's New and What's Next for the  
2024/25 LCAP?

Table Talk

District Updates

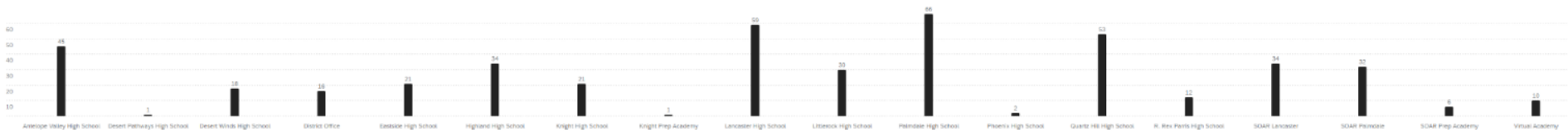
Parent Involvement Opportunities

Questions/Comments

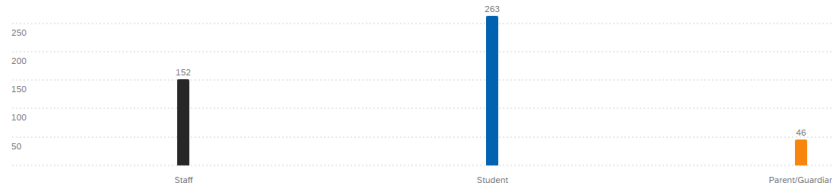
2023/24  
LCAP ROADSHOW  
SURVEY RESULTS

# SURVEY PARTICIPATION BY SCHOOLS AND WHO PARTICIPATED

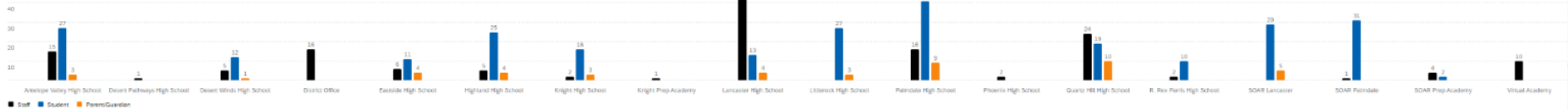
Participation by School 401



What is your role? 461



Participation by School and Role 461



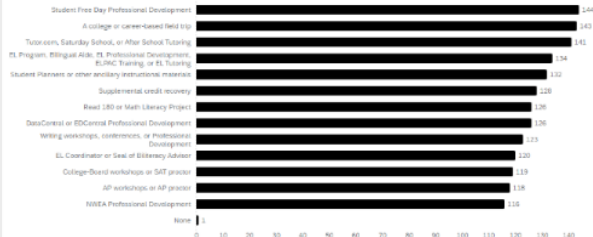
## GOAL 1 -

**ENSURE THAT ALL STUDENTS ARE ACADEMICALLY PROFICIENT  
AND COLLEGE AND CAREER READY.**

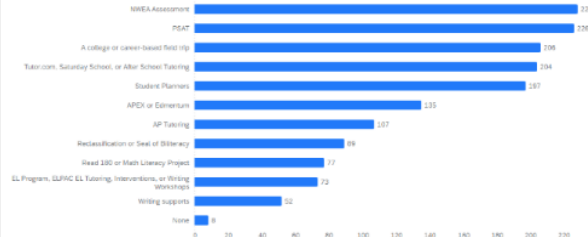


# GOAL 1 - AWARENESS + PARTICIPATION

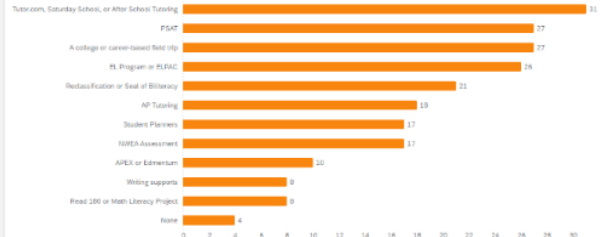
Staff - Awareness 152



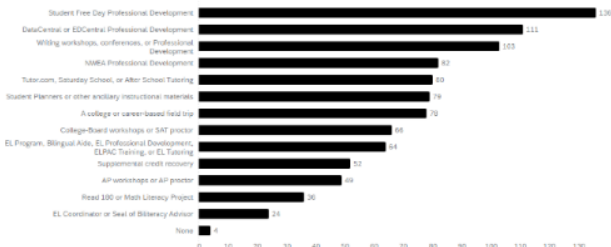
Students- Awareness 261



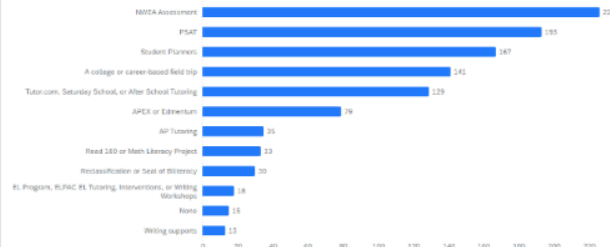
Parents- Awareness 46



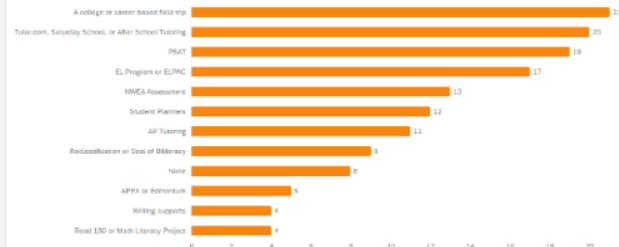
Staff - Participation or Use 152



Students- Participation or Use 261



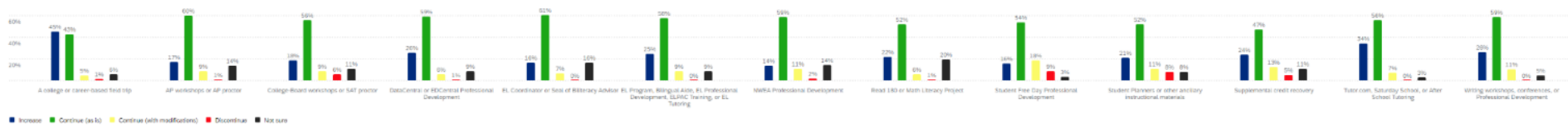
Parents- Participation or Use 46



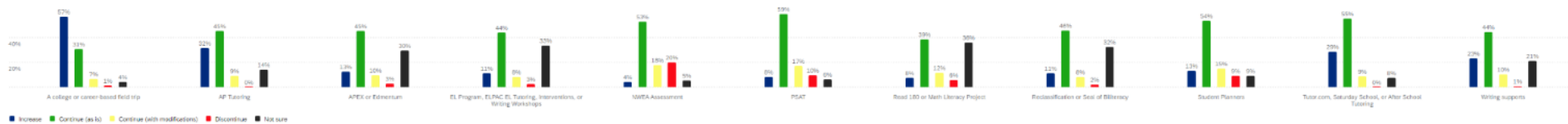


# GOAL 1 - INCREASE, CONTINUE, MODIFY, OR DISCONTINUE?

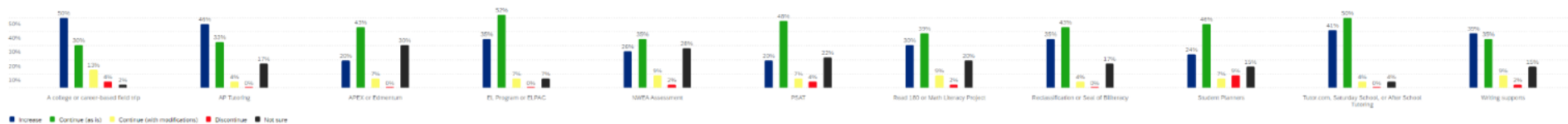
Staff - Increase, Continue, or Discontinue 352



Students - Increase, Continue, or Discontinue 363



Parents - Increase, Continue, or Discontinue 46



## GOAL 2 -

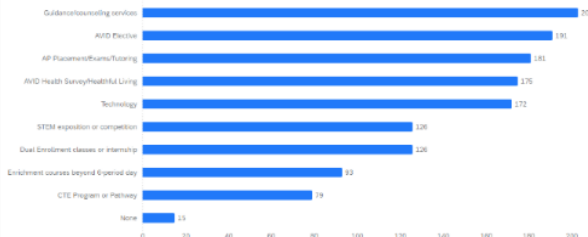
**PROVIDE A 21ST CENTURY LEARNING ENVIRONMENT AND RIGOROUS CURRICULUM THAT ALLOWS STUDENTS TO HAVE MULTIPLE EXPERIENCES AND OPPORTUNITIES FOR ACADEMIC, COLLEGIATE, PROFESSIONAL AND PERSONAL GROWTH.**

# GOAL 2 - AWARENESS AND PARTICIPATION

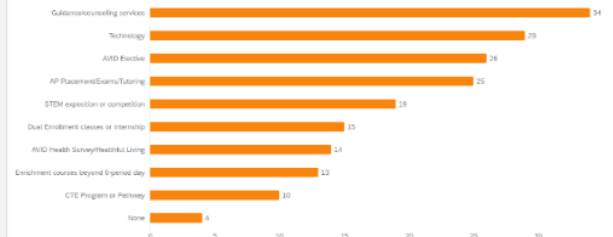
Staff - Awareness 152



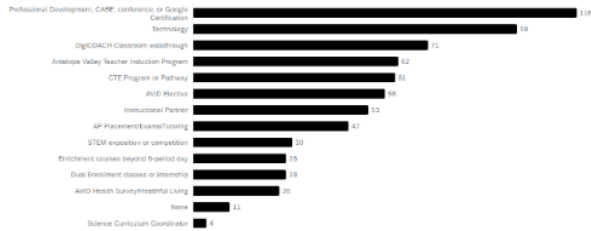
Students- Awareness 263



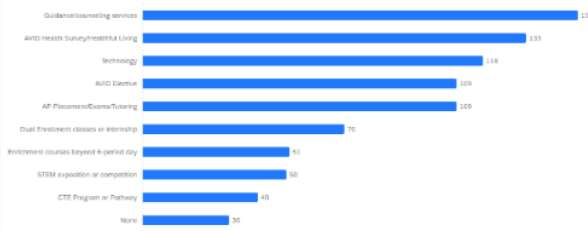
Parents- Awareness 46



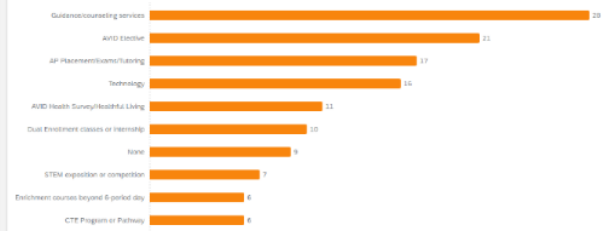
Staff - Participation or Use 152



Students- Participation or Use 263

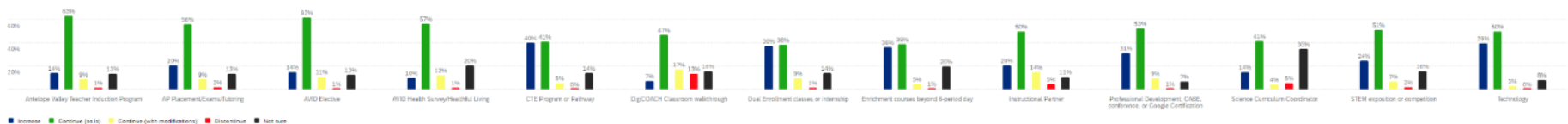


Parents- Participation or Use 46

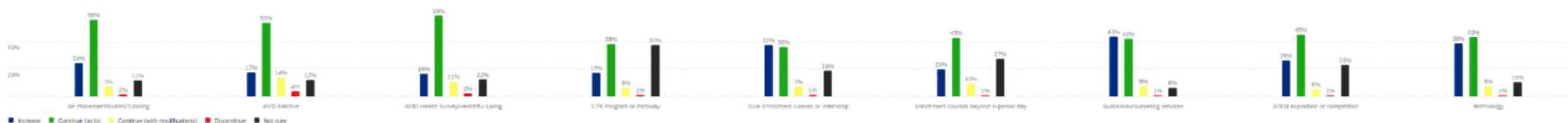


# GOAL 2 - INCREASE, CONTINUE, MODIFY, OR DISCONTINUE?

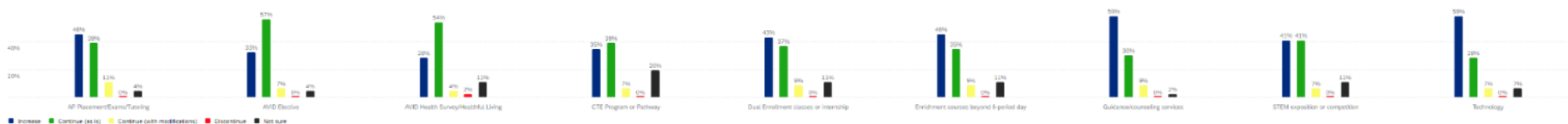
Staff - Increase, Continue, or Discontinue 152



Students - Increase, Continue, or Discontinue 263



Parents - Increase, Continue, or Discontinue 36



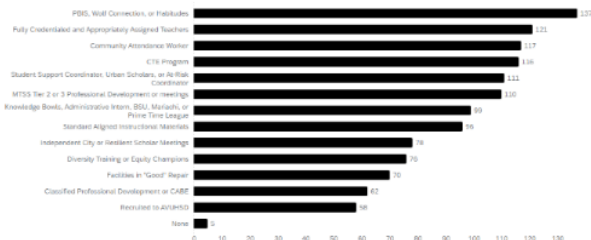
## **GOAL 3 -**

***CULTIVATE A SAFE AND SECURE, POSITIVE SCHOOL CULTURE  
THAT SUPPORTS ALL STUDENTS' PERSONAL AND ACADEMIC  
GROWTH.***

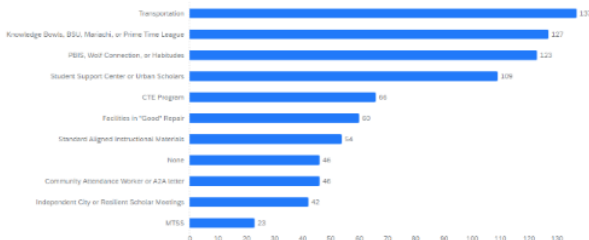


# GOAL 3 - AWARENESS AND PARTICIPATION

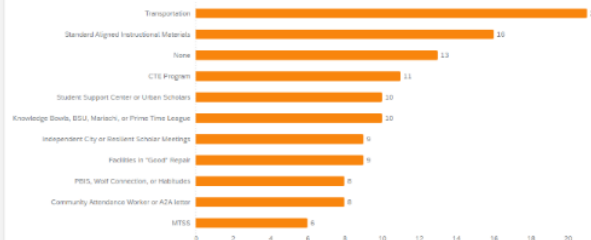
Staff - Awareness 352



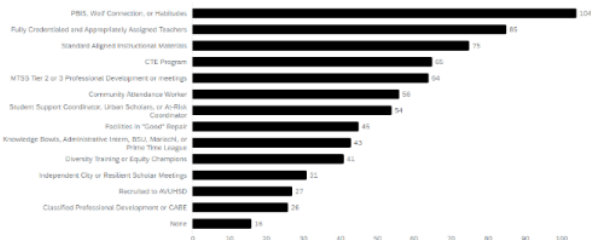
Students - Awareness 361



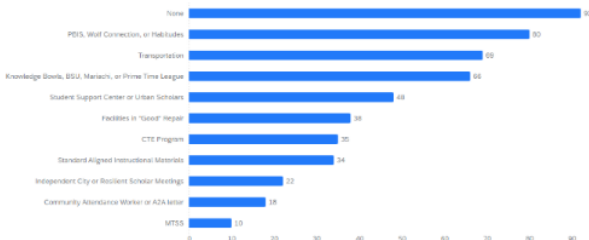
Parents - Awareness 46



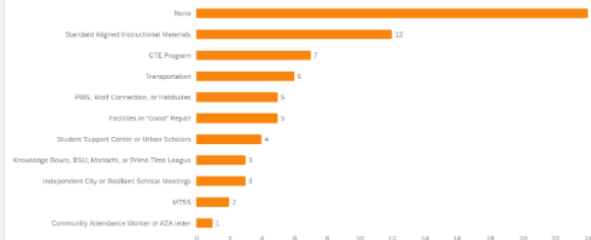
Staff - Participation or Use 130



Students - Participation or Use 361

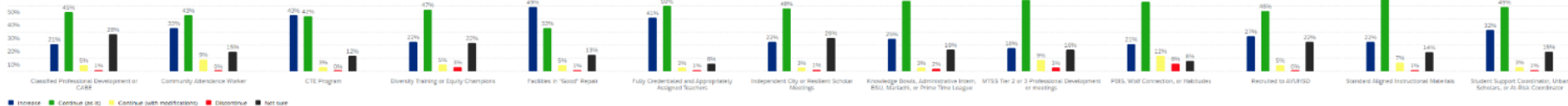


Parents - Participation or Use 46

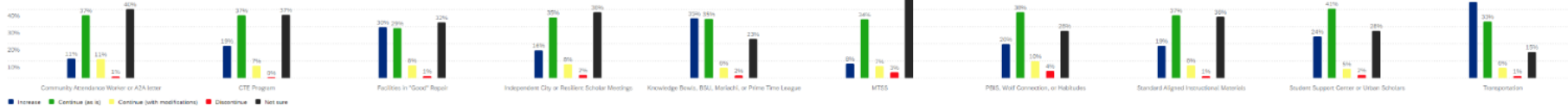


# GOAL 3 - INCREASE, CONTINUE, MODIFY, OR DISCONTINUE?

Staff - Increase, Continue, or Discontinue 152



Students - Increase, Continue, or Discontinue 243



Parents - Increase, Continue, or Discontinue 142



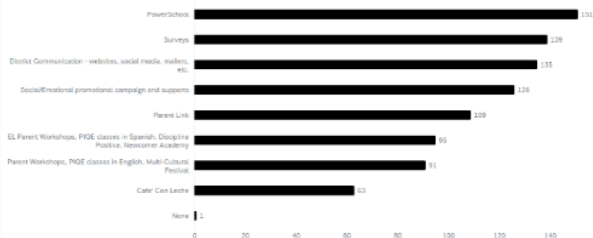


## GOAL 4 -

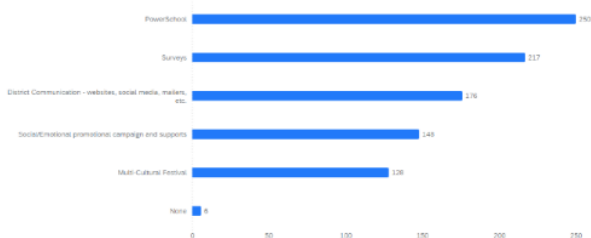
**COMMUNICATE EFFECTIVELY WITH ALL EDUCATIONAL PARTNERS AND CONTINUE TO BUILD RELATIONSHIPS IN THE COMMUNITY THAT HELP PROVIDE OUR STUDENTS WITH INNOVATIVE EDUCATIONAL OPPORTUNITIES.**

# GOAL 4 - AWARENESS AND PARTICIPATION

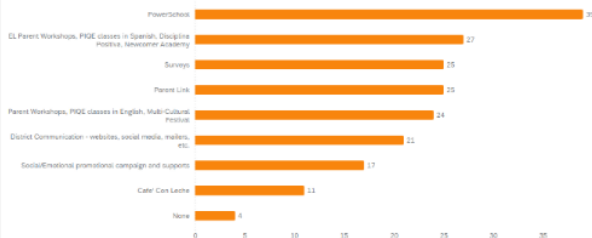
Staff - Awareness 132



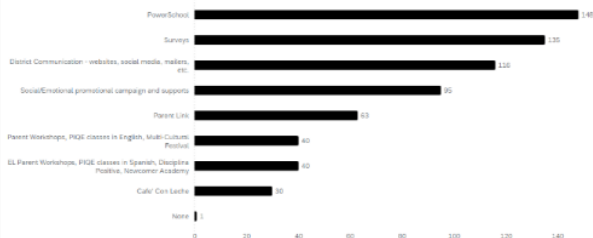
Students- Awareness 263



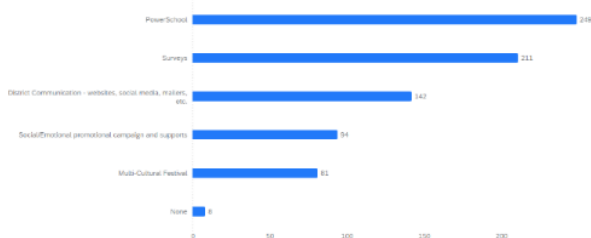
Parents- Awareness 46



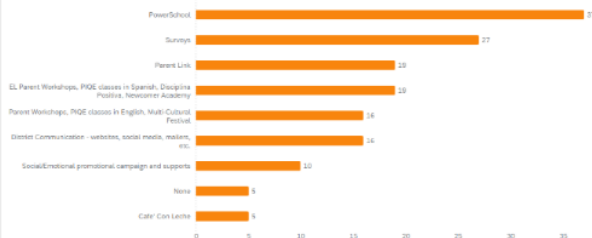
Staff - Participation or Use 130



Students- Participation or Use 265



Parents- Participation or Use 46

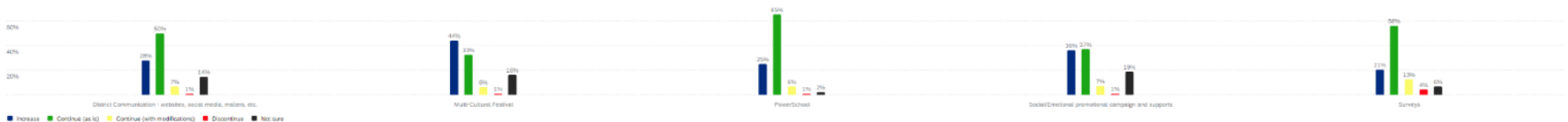


# GOAL 4 - INCREASE, CONTINUE, MODIFY, OR DISCONTINUE?

Staff - Increase, Continue, or Discontinue 352



Students - Increase, Continue, or Discontinue 263



Parents - Increase, Continue, or Discontinue 34

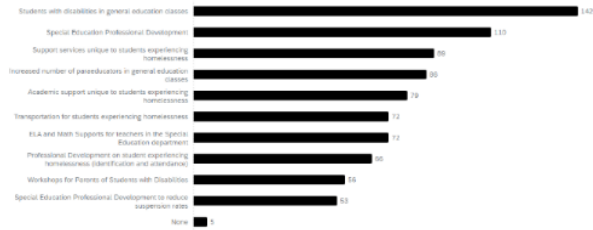


## GOAL 5 -

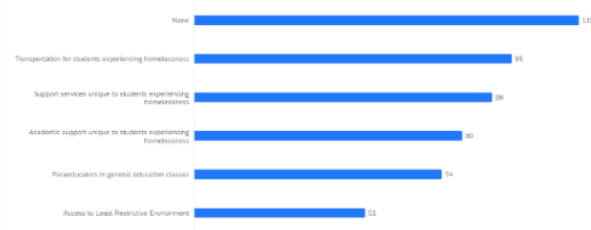
**ENSURE THAT STUDENTS EXPERIENCING HOMELESSNESS AND STUDENTS WITH DISABILITIES ARE BEING PROVIDED EQUITABLE ACCESS TO RESOURCES RELATED TO COLLEGE AND CAREER READINESS, 21ST CENTURY LEARNING, AND A SAFE AND POSITIVE SCHOOL CLIMATE.**

# GOAL 5 - AWARENESS AND PARTICIPATION

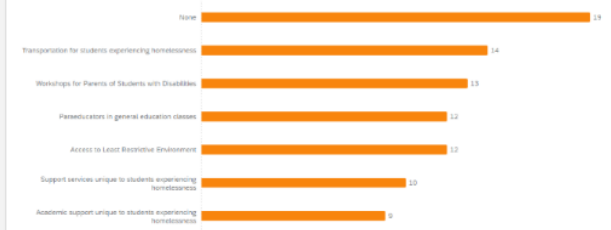
Staff - Awareness (32)



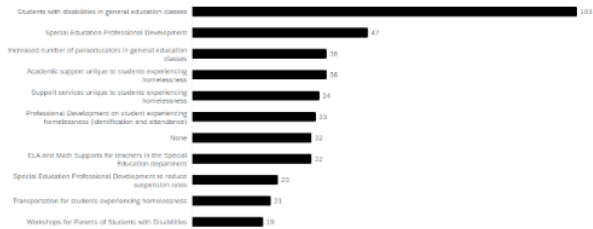
Students- Awareness (363)



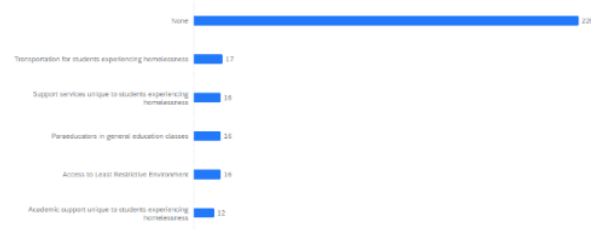
Parents- Awareness (46)



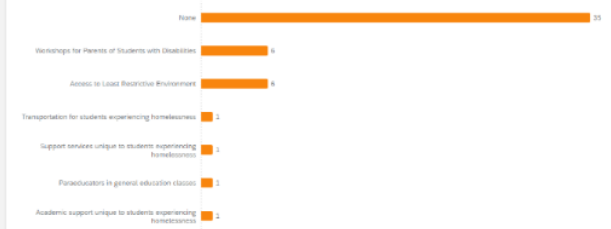
Staff - Participation or Use (182)



Students- Participation or Use (385)



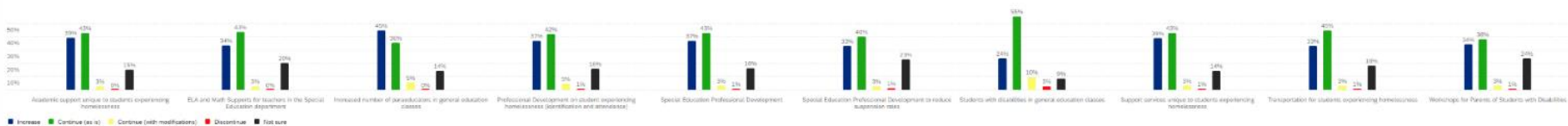
Parents- Participation or Use (46)



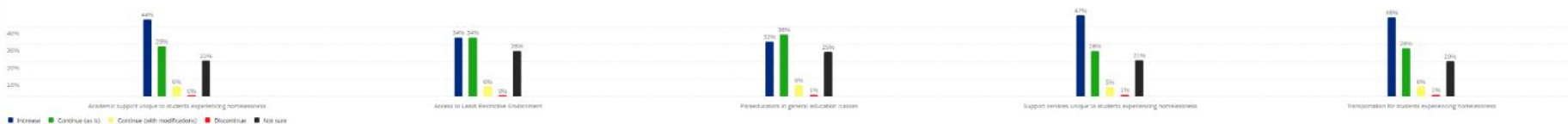


# GOAL 5 – INCREASE, CONTINUE, MODIFY, OR DISCONTINUE?

Staff – Increase, Continue, or Discontinue 187



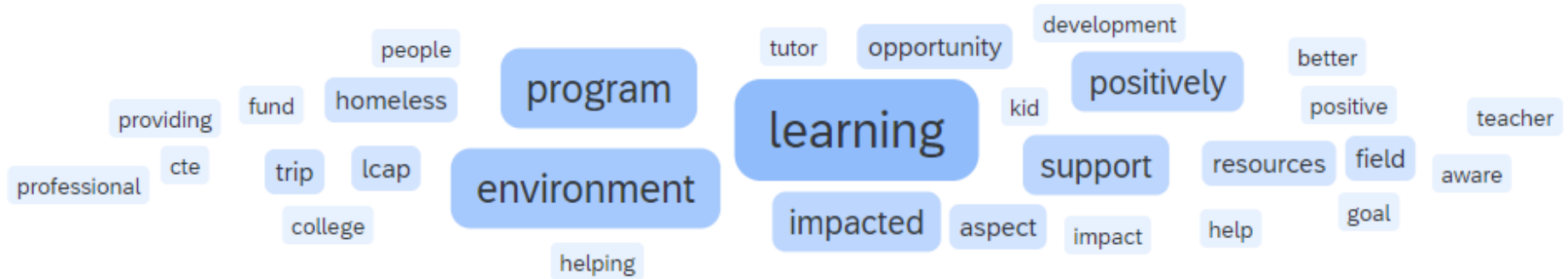
Students – Increase, Continue, or Discontinue 263



Parents – Increase, Continue, or Discontinue 36



# WHAT ASPECTS OF THE LCAP DO YOU FEEL HAVE POSITIVELY IMPACTED THE LEARNING ENVIRONMENT?





**Academic Levels:** Some mention the positive impact on the academic levels of schools, with a focus on a variety of programs and professional development opportunities.

**Awareness and Knowledge:** The LCAP is acknowledged for increasing awareness of resources and opportunities, both for students and parents.

**College and Career Readiness:** Programs supporting college and career readiness, such as field trips and AP test payments, are recognized as positive.

**Communication:** Positive feedback is given regarding communication efforts, transparency, and the awareness of resources available.

**Community Impact:** Some respondents believe LCAP positively impacts the community, providing valuable services and resources.

**Community Involvement:** Some responses highlight the positive impact of LCAP in involving parents and the community, including field trips and workshops.

**Cultural Awareness:** The emphasis on multicultural events and awareness is seen as a positive aspect.

**Impact on Homeless and Foster Youth:** Programs targeting homelessness and foster youth receive positive feedback for creating a welcoming and supportive environment.

**Inclusivity and Diversity:** The inclusion of programs supporting diverse student populations, cultural events, and awareness of various needs is seen as positive.

**Meeting Site-Specific Needs:** Many responses highlight the positive impact of LCAP in addressing site-specific needs based on community expectations.

**Professional Development:** Positive impacts are noted in terms of professional development opportunities for teachers and staff.

**Resources and Services:** Positive impacts are noted in terms of increased resources, services, and support for students and their families.

**Safety and Security:** Some respondents appreciate efforts to create a safe and secure learning environment.

**Student Involvement:** Programs like Saturday school and extracurricular activities positively impact student involvement and engagement.

**Student Learning and Achievement:** Some respondents feel that all aspects of LCAP positively impact learning, helping students learn more and bridging learning gaps.

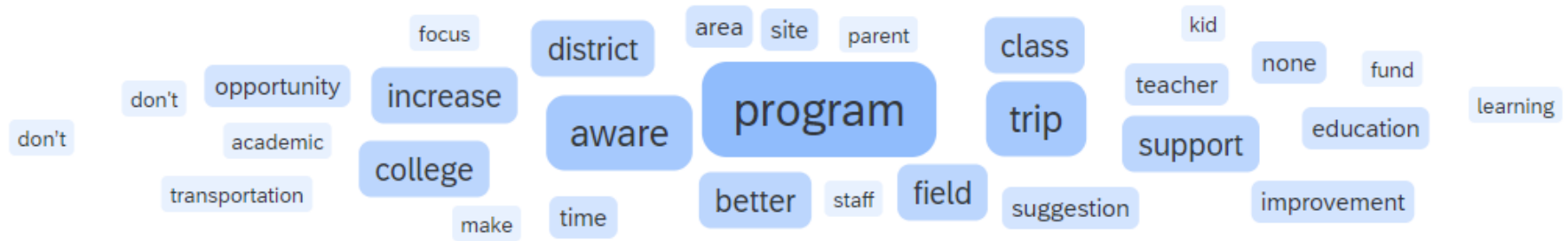
**Support for English Learners (EL) and Families:** Numerous respondents appreciate the support provided to EL students and their families, including SEL services and resources.

**Technology and Resources:** Availability and use of technology, resources, and tutoring positively impact the learning environment.

**Variety of Programs:** Respondents find encouragement in the variety of programs available for students, including Career Technical Education (CTE) programs.

**The responses collectively highlight a comprehensive and holistic approach taken by the LCAP to enhance the overall learning environment, addressing diverse needs, and promoting inclusivity and engagement.**

WITHIN THE LCAP THAT YOU BELIEVE COULD FURTHER  
ENHANCE THE EDUCATIONAL OUTCOMES FOR AVUHSD?





**Culturally Responsive Education:** Emphasis on incorporating culturally responsive education approaches to address the diverse needs of students and foster an inclusive learning environment.

**Data-Driven Decision Making:** Recommendations to strengthen the use of data-driven decision-making processes, ensuring that strategies and interventions are based on accurate and current information.

**Enhanced Technology Integration:** Suggestions to enhance technology integration in educational programs, promoting accessibility and innovative learning experiences.

**Expansion of Career Readiness Programs:** Calls for expanding career readiness programs, internships, and vocational training opportunities to better prepare students for post-graduation success.

**Increased Community Engagement:** Encouragement for greater community engagement, emphasizing collaboration with parents, students, and the broader community for a more inclusive decision-making process.

**Professional Development Opportunities:** Recognition of the need for continued professional development opportunities for teachers and staff to ensure ongoing improvement in teaching methods.

**Strengthening EL and Special Education Support:** Recommendations to further strengthen support for English Learners (EL) and special education students, focusing on tailored resources and assistance.

**Sustainability and Long-Term Planning:** Suggestions to focus on long-term planning and sustainability in the implementation of LCAP initiatives to ensure enduring positive outcomes.

**Transparent Communication:** Suggestions to improve communication regarding LCAP initiatives, ensuring transparency and awareness among educational partners.

**These suggestions collectively highlight a desire for continuous improvement, inclusivity, and adaptability within the LCAP framework to maximize its impact on educational outcomes in AVUHSD.**



## WHAT'S NEW AND WHAT'S NEXT FOR THE 2024/25 LCAP?

# REQUIRED ACTIONS

## 1) English learners and/or long-term English learners

LEAs with 30 or more English learners and/or 15 or more long term English learners , must include specific actions in the LCAP related to, at minimum:

- ▶ Language acquisition programs
- ▶ Professional development programs

If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include specific actions for both English learners and long-term English learners

## 2) LEAs eligible for technical assistance/differentiated assistance

LEAs eligible for differentiated assistance (DA) must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance / (DA).

## 3) LEAs must include one or more specific actions within the LCAP if the LEA has Red indicators on the 2023 Dashboard for:

- a school within the LEA,
- a student group within the LEA, and/or
- a student group within any school within the LEA

These specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard.

Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

These required actions will be effective for the three-year LCAP cycle.

# WHO ARE THE SCHOOLS AND STUDENT GROUPS IN THE RED?

School Performance Color Overview Report - Antelope Valley Union High



Indicator	ELA (Academic)				Math (Academic)								Suspension Rate								Graduation Rate											
School Name	D	AA	HI	MR	ALL	EL	FOS	HOM	SED	SWD	AA	HI	MR	EL	FOS	HOM	SWD	AA	AI	PI	MR	ALL	EL	FOS	HOM	SED	SWD	AA	HI	WH	MR	
District				-46.3 (221)			-204.4 (91)	-216.7 (46)					-143.8 (221)		18.5 (699)	15.8 (317)		17 (3,784)	11.5 (61)	14.3 (35)		78.7 (5,433)	66.4 (773)	60.6 (188)	61.1 (157)	76.5 (4,628)	59.3 (865)	70.5 (886)	79.6 (3,676)		78.5 (209)	
Antelope Valley High		-127 (79)											-211.2 (79)		10.1 (248)																	
Desert Sands Charter			-46.9 (54)			-149.9 (86)							-149.1 (73)									31 (255)					29.9 (234)	25.9 (54)	27 (37)	28.1 (139)	47.7 (44)	
Eastside High						-154.4 (518)	-204.6 (82)						-161.4 (379)		21.6 (116)		14.2 (571)	16 (687)											64.4 (118)			
Highland High							-205.8 (77)						-151.8 (399)										66.2 (77)						61.9 (110)			
Lancaster High	0.9 (81)	-90.9 (104)	-48.5 (299)																										61.1 (95)			
Littlerock High														29 (31)														65.5 (84)		78.1 (360)	42.4 (59)	
Palmdale High						-181.6 (584)							-185.3 (502)	-216.4 (117)	-216.5 (70)	-179 (470)						18 (61)	76.4 (674)	63.9 (133)		76.2 (631)	56.8 (111)		76.8 (570)			
Quartz Hill High		-89 (64)				-124.2 (710)							-151.9 (320)		172.2 (64)	134.7 (344)	121.6 (56)												67.7 (96)			
William J. (Pete) Knight							-206.2 (92)						-149.8 (409)		182.7 (67)			23.9 (88)	13.8 (549)	20 (420)									65.9 (132)			
Academies of the Antelope							-121.9 (51)																									
Desert Winds Continuation						-213.9 (125)							-215.4 (110)		22.9 (70)		20.5 (132)	19.4 (315)					35.5 (310)	44.4 (45)		35.7 (300)			31.5 (92)	37.4 (174)		
Phoenix High Community Da																			36.7 (30)													
R. Rex Parris High			-93.6 (108)															19.6 (51)	14 (143)				37.5 (280)	33.3 (72)		37.5 (277)		44.7 (98)	37.3 (228)			



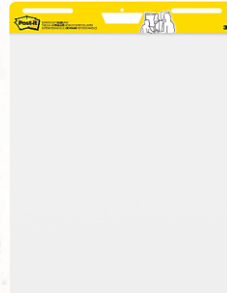
# CLOSER LOOK AT ELPI, ELA, AND MATH

School Performance Color Overview Report - Antelope Valley Union High

Indicator	ELPI		ELA (Academic)								Math (Academic)								
School Name	ALL	EL	ALL	EL	HOM	SED	SWD	AA	HI	MR	ALL	EL	FOS	HOM	SED	SWD	AA	HI	MR
District					-130.9 (46)					-46.3 (221)			-204.4 (91)	-216.7 (46)					-143.8 (221)
Antelope Valley High								-127 (79)									-211.2 (79)		
Desert Sands Charter			-47.3 (86)			-47.1 (73)			-46.9 (54)		-149.9 (86)				-149.1 (73)			-157.9 (54)	
Eastside High											-154.4 (518)	-204.6 (82)			-161.4 (379)			-153.2 (361)	
Highland High	30.2 (202)	30.2 (202)										-205.8 (77)			-151.8 (399)		-195.7 (95)		
Lancaster High	31.8 (129)	31.8 (129)	-49.4 (533)	-126.6 (43)		-68.9 (308)	-160.9 (81)	-90.9 (104)	-48.5 (299)										
Littlerock High																			
Palmdale High	32.7 (303)	32.7 (303)									-181.6 (584)				-185.3 (502)	-216.4 (117)	-216.5 (70)	-179 (471)	
Quartz Hill High	30.5 (82)	30.5 (82)				-65.8 (320)		-89 (64)			-124.2 (710)				-151.9 (320)		-172.2 (64)	-134.7 (344)	-121.6 (56)
William J. (Pete) Knight												-206.2 (92)			-149.8 (409)		-182.7 (67)		
Academies of the Antelope				-72.4 (51)								-121.9 (51)							
Desert Winds Continuation	19 (84)	19 (84)	-129.9 (125)			-138.5 (109)					-213.9 (125)				-215.4 (110)			-210.8 (88)	
Phoenix High Community Da																			
R. Rex Parris High			-96.4 (143)			-94 (124)			-93.6 (108)										

# TABLE TALK

HOW CAN WE ENHANCE  
ACTIONS AND SERVICES WE  
ALREADY HAVE IN PLACE TO  
MEET THE NEEDS OF THE  
SCHOOLS AND/OR STUDENTS  
WHO ARE IN THE RED?




ARE THERE ACTIONS,  
PROGRAMS, OR SERVICES THAT  
WE DO NOT HAVE IN PLACE  
THAT YOU FEEL WOULD HELP  
TO MEET THE NEEDS OF  
SCHOOLS AND/OR STUDENTS  
WHO ARE IN THE RED?

# DISTRICT UPDATES

# AVUHS D DIGITAL STUDENT PLANNER APP

**THE AVUHS D DIGITAL STUDENT PLANNER APP**

**NOW AVAILABLE TO DOWNLOAD IN THE APPLE AND GOOGLE APP STORE!**



**KEEP UP-TO-DATE ON NEWS & ANNOUNCEMENTS**

**INTERACTIVE RESOURCES AT YOUR FINGERTIPS**

**STUDENT TOOLS THAT MAKE SCHOOL EASIER**

**AV ANTELOPE VALLEY UNION HIGH SCHOOL DISTRICT**

**La aplicación de planificación digital para estudiantes de AVUHS D**

**YA DISPONIBLE PARA DESCARGAR EN LAS TIENDAS DE APLICACIONES DE APPLE Y GOOGLE**



**MANTENERSE AL DÍA SOBRE NOTICIAS Y ANUNCIOS**

**RECURSOS INTERACTIVOS A SU CONVENIENCIA**

**HERRAMIENTAS PARA ESTUDIANTES QUE HACEN LA ESCUELA MÁS FÁCIL**

**AV ANTELOPE VALLEY UNION HIGH SCHOOL DISTRICT**





# AVTA GO PASS





## **OPPORTUNITIES FOR PARENT INVOLVEMENT**

School Sites Share Out

The background is a vibrant teal color, densely populated with numerous speech bubbles of various colors including red, yellow, pink, grey, and purple. Each speech bubble contains a large, bold, dark blue question mark. The bubbles are scattered across the entire frame, creating a pattern that suggests a continuous stream of questions or comments.

COMMENTS/QUESTIONS





# ***NEXT MEETING***

May 13, 2024  
11:30am

*THANK YOU!*

DR. JENNIFER SLATER-SANCHEZ  
[JSLATER-SANCHEZ@AVHSD.ORG](mailto:JSLATER-SANCHEZ@AVHSD.ORG)



**ANTELOPE VALLEY UNION**  
HIGH SCHOOL DISTRICT