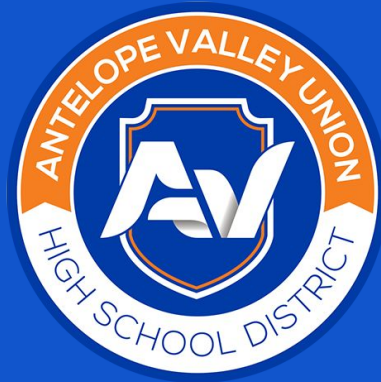


Antelope Valley Union High School District 2024/25 LCAP

District Parent/Student Advisory Committee
5/13/24



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

2023/24 LCAP Roadshow Survey Results Summary

2024/25 Draft LCAP Goals and Actions

Questions/Comments on 2024/25 Draft LCAP

District Updates

Parent Involvement Opportunities

Questions/Comments/Concerns

LCAP Roadshow Survey Results

2023/24



Positive Feedback

Academic Levels: Positive impact noted on academic levels through various programs and professional development.

Awareness and Knowledge: LCAP acknowledged for increasing awareness of resources and opportunities for students and parents.

College and Career Readiness: Support programs like field trips and AP test payments seen as positive for college and career readiness.

Communication: Positive feedback on communication efforts, transparency, and resource awareness.

Community Impact: LCAP positively impacts the community by providing valuable services and resources.

Community Involvement: Positive impact on involving parents and the community, including field trips and workshops, highlighted.

Cultural Awareness: Emphasis on multicultural events and awareness seen as positive.

Impact on Homeless and Foster Youth: Programs for homelessness and foster youth create a welcoming and supportive environment, receiving positive feedback.

Inclusivity and Diversity: Programs supporting diverse student populations, cultural events, and awareness of various needs viewed positively.

Positive Feedback Continued

Meeting Site-Specific Needs: LCAP positively impacts site-specific needs based on community expectations.

Professional Development: Positive impact noted for teachers and staff.

Resources and Services: Increased resources, services, and support for students and families.

Safety and Security: Efforts appreciated to create a safe learning environment.

Student Involvement: Programs like Saturday school and extracurricular activities boost student engagement.

Student Learning and Achievement: LCAP positively impacts learning and bridges gaps.

Support for EL and Families: Support for EL students and families, including SEL services.

Technology and Resources: Availability of technology and tutoring enhances learning.

Variety of Programs: Encouragement from the variety of available programs, including CTE.

The responses collectively underscore the LCAP's comprehensive and holistic approach to improving the overall learning environment, catering to diverse needs, and fostering inclusivity and engagement.

Suggestions for Improvement

Culturally Responsive Education: Emphasize culturally responsive approaches for inclusive learning.

Data-Driven Decision Making: Strengthen data-based strategies for effective interventions.

Enhanced Technology Integration: Promote innovative learning through improved tech integration.

Expansion of Career Readiness: Expand career programs for post-graduation readiness.

Increased Community Engagement: Enhance collaboration with communities.

Professional Development: Provide ongoing training for improved teaching.

Strengthening EL and Special Ed Support: Tailor resources for EL and special ed students.

Sustainability and Long-Term Planning: Focus on sustainable outcomes.

Transparent Communication: Improve awareness and transparency in LCAP initiatives.

These suggestions collectively emphasize the aim for continuous enhancement, inclusivity, and flexibility within the LCAP framework, aiming to maximize its influence on educational outcomes in AVUHSD.

2024/25 DRAFT LCAP

GOAL 1	Ensure that all students are academically proficient and college and career ready.	Broad Goal
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.	Broad Goal
GOAL 3	Cultivate a safe and secure, positive school culture that supports all students' personal and academic growth.	Broad Goal
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.	Broad Goal
GOAL 5	Ensure that 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.	Focus Goal
GOAL 6	Enhance academic proficiency and college and career readiness for all students at the Equity Multiplier sites (Desert Winds, Phoenix, and R. Rex Parris High Schools), with a specific focus on meeting the needs of the lowest-achieving students.	Equity Multiplier Goal

Goal 1 -

Changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

After gathering feedback from our educational partners and analyzing local metrics, we have decided to maintain Goal 1 and its associated actions with some minor modifications.

The metrics in Goal 1 will be revised to follow a logical order by state priorities and local indicators. The “Graduation Rate” metric in Goal 1 was previously also noted in Goal 2. The decision was made to avoid duplication and remove this metric from Goal 1. In addition, the “College and Career Indicator (CCI)” metric will be moved to Goal 2 to better align with the improved actions and services. There will be a total of 13 metrics for Goal 1 in the 2024/25 LCAP.

Additionally, in alignment with the California Department of Education requirements, AVUHSD will introduce new and improved actions and services specifically targeting school sites and student groups identified as being in the "Red" category, further bolstering our commitment to academic excellence and equitable outcomes for all students.

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

1.1 - Student Field Trips	1.10 - Variable Credit Recovery
1.2 - College Readiness Exams	1.11 - Enhanced Data Systems
1.3 - Advanced Placement (AP) Training and Tutoring	1.12 - Ancillary Instructional Materials
1.4 - Expanded Learning Opportunities	1.13 - Focus on Writing
1.5 - Formative Assessment	1.14 - Enhancing English Language Arts and Mathematics through Professional Development (Addresses REDS in ELA/Math)
1.6 - English Language Arts and Math Supports	1.15 - Targeted Intervention (Addresses REDS in ELA/Math)
1.7 - English Learner (EL) Program Implementation	1.16 - Professional Development for Long-Term English Learner Support (Required for LTELs)
1.8 - English Learner (EL) Reclassification Support and Monitoring	1.17 - Improving English Learner Proficiency (Addresses REDS in ELPI)
1.9 - Student-Free Professional Development Days	

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

<p>1.1 - Provide English Learners (EL), Foster Youth (FY), and Low Income (LI) students, in grades 9-12, with guided tours of Colleges, Universities, and Career-related destinations to increase their access to higher education and future career and/or occupations.</p>	<p>1.10 - Provide increased credit retrieval options for identified EL, FY, and LI students in order to increase A-G and Graduation rates.</p>
<p>1.2 - Administer the PSAT and SAT annually to EL, FY, and LI, to provide an indicator of college readiness and to prepare students to excel on the SAT.</p>	<p>1.11 - Provide training on Ed Central and Data Central, so that district and site teams can readily retrieve student outcome data in order to implement monitoring, intervention and goal-setting strategies.</p>
<p>1.3 - AP Teachers will attend AP training annually to increase their understanding on how to access the latest AP resources, in order to implement and provide AP instructional strategies and tutoring supports.</p>	<p>1.12 - Increase equitable access to core curriculum and ensure meaningful participation and engagement by providing EL, FY, and LI students with ancillary instructional materials and supplies for classroom and home use.</p>
<p>1.4 - Teachers and classified support personnel will provide extended day tutoring in virtual settings, seven days a week, and in-person, six days a week, in English and Spanish, to improve conceptual understanding and close achievement gaps.</p>	<p>1.13 - Teachers will receive additional professional development, coaching and ancillary writing curriculum supports throughout the year to help align their instruction, assignments and grading with the College and Career Readiness Anchor Standards.</p>
<p>1.5 - Administer NWEA Map assessments three times per year, and use the results formatively to provide students with best, first instruction and targeted interventions that address skill gaps.</p>	<p>1.14 - Teachers will participate in professional development workshops focusing on effective literacy and math instruction, with an emphasis on tailored intervention programs for EL, FY, LI students, as well as collaborate to analyze formative data.</p>
<p>1.6 - Teachers will provide small group instruction to English Learner (EL), Foster Youth (FY), and Low Income (LI) students with standards-aligned alternative curriculum to accelerate learning and close achievement gaps in Math and ELA.</p>	<p>1.15 - EL, FY, and LI students access targeted ELA and Math intervention periods during 0 or 7th period, with small group instruction, tutoring, tech programs, personalized activities. Continuous assessment ensures progress in key skills.</p>
<p>1.7 - Additional EL site and AVUHSD support staff will systematically collaborate on the administration of ELPAC, providing additional enrollment and monitoring supports using programs such as PowerSchool and Data Central, to ensure proper initial placement, testing, and monitoring of English Learners (ELs) and Long-Term English Learners (LTELs).</p>	<p>1.16 - Teachers participate in specialized professional development sessions focusing on effective English language development strategies, formative data analysis, culturally responsive teaching techniques, and the incorporation of bilingual resources tailored for Long-Term English Learners, enhancing support for these students' academic success.</p>
<p>1.8 - Designated EL support staff will use Data Central and PowerSchool to monitor academic progress post-EL program exit, ensuring no premature exits, addressing academic deficits, and promoting meaningful participation and achievement.</p>	<p>1.17 - Teachers will engage in specialized professional development sessions targeting effective English language development strategies, formative data analysis, culturally responsive teaching techniques, and the incorporation of bilingual resources tailored specifically for Long-Term English Learners, enhancing support for these students' academic success.</p>
<p>1.9 - Staff and external consultants will participate in three professional development days focused on differentiated instruction, engagement, formative assessment, monitoring, intervention and SEL strategies.</p>	

1. Implementation of Academic Standards (Priority 2)
2. CAASPP ELA (Priority 4)
3. CAASPP Math (Priority 4)
4. California Science Test (Priority 4)
5. A-G Completion (Priority 4)
6. CTE Pathway Completion (Priority 4)
7. English Learner Progress Indicator (Priority 4)
8. English Learner Reclassification Rate (Priority 4)
9. EAP % Students Prepared for College ELA (Priority 4)
10. EAP % Students Prepared for College Math (Priority 4)
11. Seal of Biliteracy (Priority 8)
12. Local Indicator - ELA Assessment: NWEA Map (11th grade)
13. Local Indicator - Math Assessment: NWEA MAP (11th grade)

METRICS to Measure

GOAL 1

Goal 2 - Changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Based on input from our educational partners and an analysis of local metrics, we have chosen to retain Goal 2 and its related actions with slight adjustments.

2.9 - AVID Health Survey/Transition

This action will be combined with Action 2.8 “AVID Elective”.

2.13 - 21st Century Learning Environments

This action will be renamed “Student Achievement Supports” to better encompass the description of this action.

2.14 - NGSS Supports

Though a coordinator was not hired in the 2023/24 school year, we are actively seeking a qualified candidate to fill this role for the 2024/25 school year and beyond. Despite this setback, we remain dedicated to overcoming this challenge and ensuring the successful integration of NGSS into our curriculum.

2.15 - Visual and Performing Arts (VAPA) Support

This is a new action that includes hiring a district coordinator of visual and performing arts integration.

The metrics in Goal 2 will be revised to follow a logical order by state priorities and local indicators. The “A-G Completion” and “CTE Completion” metrics in Goal 2 were previously also noted in Goal 1. The decision was made to avoid duplication and remove these metrics from Goal 2. “Percentage of Qualifying AP Scores” will be removed, as it measured the same data as “AP Exams with Qualifying Scores”. In addition, the “College and Career Indicator (CCI)” metric was moved from Goal 1 to Goal 2 to better align with the improved actions and services. There will be a total of 9 metrics for Goal 2 in the 2024/25 LCAP.

Furthermore, aligning with the California Department of Education requirements, AVUHSD will introduce enhanced actions and services tailored to school sites and student groups categorized as “Red.” This initiative strengthens our dedication to academic excellence and equitable outcomes for all students.

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	2.10 - STEAM Support
2.2 - Enhanced Counseling and Student Support Services	2.11 - Dual Enrollment and Internships
2.3 - Professional Development	2.12 - Enrichment Options
2.4 - Targeted AV Teacher Induction Mentoring and Supports	2.13 - Student Achievement Support
2.5 - Classroom Walkthroughs	2.14 - Next Generation Science Standards (NGSS) Support
2.6 - AP Placement, Exams, and Tutoring	2.15 - Visual and Performing Arts (VAPA) Support
2.7 - Career Technical Education (CTE) Opportunities	2.16 - Improving Graduation Rates (Addresses REDS in Graduation Rate)
2.8 - AVID Elective	2.17 - College and Career Readiness Programs (Addresses REDS in College/Career Indicator)
2.9 - Technology	

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.

<p>2.1 - Provide guidance/counseling services to ensure that students have multiple opportunities for academic, collegiate, professional, and personal growth.</p>	<p>2.10 - STEM and VAPA (STEAM) teachers, along with STEM and VAPA district/site support staff, will enhance STEAM exposition and competition opportunities for EL, FY, and LI students in grades 6-12 districtwide, fostering hands-on, project-based experiences, teamwork skills, and conceptual understanding in core and AP classes.</p>
<p>2.2 - Additional Counselors, social workers and various other classified personnel will provide tiered supports to EL, FY, and LI students in order to proactively address their academic, social-emotional, behavioral and physical well-being.</p>	<p>2.11 - The AVUHSD Director of Industry Liaison and Post-Secondary Partnerships collaborates with colleges and industries quarterly, along with school counselors and site administrative teams, to increase access to low-cost dual enrollment and no-cost work-based learning internship options for EL, FY, and LI students.</p>
<p>2.3 - AVUHSD Curriculum and Professional Development Coordinators collaborate to provide teachers with increased opportunities for professional development, aiming to enhance their depth of knowledge about students, build subject matter competence, and align pedagogical practices with State Standards to improve effectiveness in providing differentiated instruction, formative assessment, and intervention strategies.</p>	<p>2.12 - School counselors coordinate with site administrative teams to offer academic and enrichment courses to EL, FY, and LI students beyond the 6-period day, virtually and in person, before and after school, aiming to expand options for these students with limited access during regular hours.</p>
<p>2.4 - The Antelope Valley Teacher Induction (AVTI) Coordinator, Teacher Induction Mentors, and other support personnel provide EL, FY, and LI students with additional differentiated and formative assessment tiered supports, along with monitoring strategies.</p>	<p>2.13 - Instructional Partners and other support personnel provide professional development and classroom feedback to teachers to improve teacher effectiveness and student achievement, demonstrated by increased scores on "DigiCOACH" walk-throughs, NWEA growth scores, English learner progress and reclassification rates, A-G completion rates, and CAASPP scores from Fall to Spring each school year.</p>
<p>2.5 - Utilize "DigiCOACH" classroom walk-through tools to conduct classroom observations, gather evidence and provide feedback to teachers and administrators.</p>	<p>2.14 - Provide additional professional development, feedback and lesson planning support to science teachers in the implementation and assessment of Next Generation Science Standards.</p>
<p>2.6 - Increase equitable access to AP classes and provide resources to improve the success of EL, FY, and LI students on the AP Exam (differentiated instruction, extended school day AP prep tutoring hours, and AP exams at reduced costs).</p>	<p>2.15 - The AVUHSD Coordinator of Visual and Performing Arts collaborates with arts teachers and other certificated personnel to plan, observe, and support visual and performing arts classrooms, focusing on professional development, feedback, and lesson planning to implement California Arts standards effectively and provide differentiated instructional strategies for EL, FY, and LI students.</p>
<p>2.7 - Increase CTE course offerings on master schedules at all schools in order to accommodate the increase of EL, FY and LI students participating in CTE courses and pathways.</p>	<p>2.16 - Administrators, school counselors, and teachers collaborate to implement personalized academic counseling, identifying at-risk students based on academic data and behavior indicators. They provide targeted interventions and support services to help students overcome challenges and stay on track towards graduation.</p>
<p>2.8 - The AVID Coordinator, in coordination with the school site, ensures availability of AVID elective sections across all school sites. School counselors collaborate with AVID site teams and site administrative teams each semester to review master schedules and the academic performance of EL, FY, and LI students.</p>	<p>2.17 - School counselors implement comprehensive college and career readiness programs to enhance the College and Career Indicator. This includes personalized career counseling and workshops on college application processes, financial aid options, college credit/dual credit opportunities, and career exploration.</p>
<p>2.9 - Ensure that teachers are provided with renovated classrooms that are outfitted with technology, wireless capacity and online access to lower student-to-device ratios from 4:1 to 1:1 districtwide.</p>	

1. CTE Completion and A-G Completion (Priority 4)
2. AP exams with qualifying score - LEA Wide (Priority 4)
3. Graduation Rate (Priority 5)
4. Access to and Enrollment in a Broad Course of Study (Priority 7)
5. College & Career Indicator/CCI (Priority 8)
6. Golden State Seal Merit Diploma (Priority 8)
7. Local Indicator - AP Students in District
8. Local Indicator - AP Exams taken LEA Wide
9. Local Indicator - Classroom Walkthroughs

METRICS to Measure

GOAL 2

Goal 3 -

Changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Based on feedback from our educational partners and an analysis of local metrics, we have decided to maintain Goal 3 and its associated actions with minor adjustments.

The metrics in Goal 3 will be revised to follow a logical order by state priorities and local indicators. The “Local Climate Survey (Local Indicator)” will be renamed “Student Perception of School Safety and Connectedness”, as this is what the metric measured. In addition, a new metric will be added titled “Teacher Perception of School Safety and Connectedness”. There will be a total of 11 metrics for Goal 3 in the 2024/25 LCAP.

Additionally, in alignment with the California Department of Education requirements, AVUHSD will introduce enhanced actions and services specifically tailored to school sites and student groups identified as falling into the "Red" category. This initiative further strengthens our commitment to academic excellence and equitable outcomes for all students.

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	3.9 - Classified Professional Development
3.2 - Facilities in "Good" Repair	3.10 - Safe, Secure, and Positive Learning Environments
3.3 - Fully Credentialed and Appropriately Assigned Teachers	3.11 - Supplemental Interventions and Supports
3.4 - Career Technical Education (CTE) Programs	3.12 - Transportation
3.5 - Recruit and Retain Teachers	3.13 - Independent City and Resilient Scholars
3.6 - Improve Attendance and Chronic Absenteeism	3.14 - Diversity Training
3.7 - Student Support Centers	3.15 - Multi-Tiered System of Supports (MTSS)
3.8 - Positive Behavior Intervention and Support (PBIS)	3.16 - Lower Suspension Rates (Addresses REDS in Suspension Rates)

Goal 3 - Cultivate a Safe and Secure, Positive School Culture that Supports all Students' Personal and Academic Growth.

<p>3.1 - Maintain full access to standards-aligned instructional materials.</p>	<p>3.9 - Expand professional development opportunities to Classified staff, to support their understanding of the needs, conditions and circumstances of EL, FY, and LI students.</p>
<p>3.2 - Fund maintenance and operational expenses to maintain safe, secure, and positive learning environments.</p>	<p>3.10 - District Coordinators from Student Services will coordinate services with site administrative Interns and PBIS Coordinators, including additional certificated and classified support staff, to provide students, staff and families with a more positive, safe and secure learning environment.</p>
<p>3.3 - Ensure fully credentialed and appropriately assigned teachers.</p>	<p>3.11 - District and site certificated and classified support staff coordinate services to provide supplemental interventions and supports aligned with LCAP actions, targeting the academic, social-emotional, and behavioral needs of EL, FY, and LI students to increase equitable outcomes for unduplicated students tied to specific LCAP actions.</p>
<p>3.4 - Provide teachers and staff for Career Technical Education programs to support students in Special Education.</p>	<p>3.12 - Transportation will be provided to students, above and beyond what is required, who need assistance getting to school events.</p>
<p>3.5 - The Director of Personnel collaborates with the Coordinator of Position Control, AVTI coordinators, colleges, universities, and social media networks to provide experienced teachers for hard-to-staff positions such as ELD, Math, and Science, supporting EL, FY, and LI students. These teachers receive training in differentiated instruction, formative assessment practices, and progress monitoring.</p>	<p>3.13 - Foster Youth (FY) students will engage in a comprehensive "Independent City" simulation led by school staff and community members, covering career options, finances, and government resources, aiming to prepare them for adulthood and increase graduation rates and post-secondary enrollment. Enrichment activities will also focus on community resources, college and career readiness, and personal development.</p>
<p>3.6 - AVUHSD certificated and classified staff work with site Community Attendance Workers and other support personnel to implement tiered reengagement interventions for students, using District-adopted attendance software tools to increase parental communication, improve attendance rates, and reduce chronic absenteeism.</p>	<p>3.14 - Diversity training will be provided to administrative, certificated, and classified staff, as well as students throughout the year to increase awareness of diverse student and community populations, understanding, and support for Foster Youth (FY) and Low-Income (LI) students.</p>
<p>3.7 - District Program Coordinators coordinate with PBIS Coordinators, Student Support Coordinators, school counselors, social workers, site administrators, and various support personnel to implement Multi-Tiered Systems of Support (MTSS) using Data Central and other tools. This aims to proactively monitor, set goals, and provide academic, behavioral, and social-emotional tiered interventions to EL, FY, and LI students in the Student Support Centers.</p>	<p>3.15 - The successful implementation of the District's multi-tiered system of supports (MTSS) model and vision will be led by the Director of MTSS, along with district coordinators, directors, and various support personnel. They will support MTSS school site teams, provide professional training for school staff and teachers, offer resources related to MTSS, guide school-based processes, and monitor data to establish goals and provide academic, behavioral, and social-emotional tiered interventions.</p>
<p>3.8 - The Coordinator of Student Services will coordinate services with site PBIS Coordinators and various other support personnel to provide positive behavioral interventions and supports (PBIS) to identified students through a Multi-Tiered Systems of Support (MTSS) framework.</p>	<p>3.16 - Administrative, certificated, and classified staff undergo professional development to implement Multi-Tiered System of Supports (MTSS) targeting reduced suspension rates. This includes strategies for inclusive classrooms, differentiated instruction, and proactive behavior management, aiming to address diverse student needs and foster positive behavioral outcomes, ultimately reducing suspension rates.</p>

1. Access to Standards-Aligned Instructional Materials (Priority 1)
2. Facilities in "Good" Repair as measured by Facility Inspection Tool (FIT) (Priority 1)
3. Fully Credentialed and Appropriately Assigned Teachers (Priority 1)
4. Attendance Rate (Priority 5)
5. Chronic Absenteeism (Priority 5)
6. High School Dropout Rate (Priority 5)
7. Suspension Rate (Priority 6)
8. Expulsion Rate (Priority 6)
9. Student Perception of School Safety and Connectedness (Priority 6)
10. Teacher Perception of School Safety and Connectedness (Priority 6)
11. Local Indicator - Suspension Indicator

METRICS to Measure

GOAL 3

Goal 4 -

Changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Based on feedback from our educational partners and an analysis of local metrics, we have decided to maintain Goal 4 and its associated actions with minor adjustments.

4.5 - Outreach to Spanish-Speaking Parents

Despite not being implemented in 2023/24, we will ensure the implementation of Action 4.5. Additionally, we are exploring additional options to further support EL engagement and success. These options may include expanding outreach efforts through digital platforms, organizing community workshops, enhancing parent involvement initiatives, and collaborating with local businesses and organizations to create tailored programs for EL students.

The metrics in Goal 4 will be revised to follow a logical order by state priorities and local indicators. The “Parent Participation” and “Parent/Family Engagement” metrics will be combined and renamed “Parent Engagement in Decision Making”. The “Winter LCAP Survey” metric will also be renamed to “Local Indicator - Parent Perception of Communication and Connectedness” as this is what the metric measured. A new metric will be added called “Parent Participation in Programs for Unduplicated Pupils”. Lastly, the metric “District App Followers” will be removed as the data is not viable. There will be a total of 3 metrics for Goal 4 in the 2024/25 LCAP.

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

4.1 - PowerSchool

4.5 - Outreach to Spanish-Speaking Families

4.2 - Qualtrics

4.6 - Parent and Family Collaboration

4.3 - Parent Link

4.7 - Increase Communication

4.4 - English Learner (EL) Parent Workshops

4.8 - Social-Emotional Learning (SEL) Supports

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

4.1 - Maintain a **Student Information System** to provide timely communication and access to student achievement, attendance, and behavior.

4.5 - District EL certificated and classified support staff collaborate with various **community outreach channels**, such as a local Spanish language radio station, billboards, and bilingual methods, to inform families about District educational programs and services. This approach enhances communication and boosts EL participation in educational opportunities.

4.2 - District and site support staff **use a survey data/analytics platform to communicate essential information** to EL, FY, and LI students and families. They disaggregate responses by teacher, subject, grade level, and student group to gather feedback and assess the academic, social-emotional, behavioral, and physical needs of these student groups from various surveys.

4.6 - District certificated and classified support staff collaborate with site staff and external consultants like PIQE to **offer virtual and in-person parent workshops, meetings, forums, conferences, and community events**. This initiative aims to enhance parent involvement and increase EL, FY, and LI student participation in various academic opportunities.

4.3 - Utilize **the "Parent Link" system** for messaging families, creating a digital app and coordinating Social Media, in order to provide information regarding academic, intervention, enrichment and extracurricular activities.

4.7 - The Director of **Communication** will coordinate services with various district and site certificated and classified personnel to better engage families and community partners of the schools and district.

4.4 - EL district and site certificated and classified support staff **collaborate with external consultants** like "Disciplina Positiva" and PIQE to offer college information, goal setting, financial aid, and parenting workshops for non-English speaking parents of EL students. This initiative aims to increase equitable access to educational opportunities and foster positive parent-teacher partnerships for this demographic.

4.8 - The District will implement a promotional **campaign highlighting existing Social-Emotional Learning (SEL) supports** for EL, FY, and LI students to increase awareness and engagement with families, educational partners, community partners, and individual schools.

1. Parent Engagement in Decision Making (Priority 3)
2. Parent Participation in Programs for Unduplicated Pupils (Priority 3)
3. Local Indicator - Parent Perception of Communication and Connectedness

METRICS to Measure

GOAL 4

Goal 5 -

Changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Based on feedback from our educational partners and local metrics analysis, Goal 5 will remain as a focus goal for Students with Disabilities. As such, there will be some revisions to associated actions and metrics.

The metrics in Goal 5 will be revised to follow a logical order by state priorities and local indicators. The metric of “Chronic Absenteeism” has been removed, as this is only a required metric for K-8 school districts. There will be a total of 6 metrics for Goal 5 in the 2024/25 LCAP.

Starting with the 2024/25 LCAP, AVUHSD will introduce improved actions and services customized for school sites and student groups categorized in the "Red" category, which includes students experiencing homelessness, in line with California Department of Education guidelines. This will result in actions and services related to 5.7 (Identification and Chronic Absenteeism), 5.8 (Transportation), 5.9 (Social-Emotional Well-Being), and 5.10 (Academic Achievement) being integrated into broader LCAP goals 1-4.

Goal 5 - Ensure that 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)

5.4 - Workshops for Parents of Students with Disabilities

5.2 - Increased Academic Support

5.5 - Lower Suspension Rate

5.3 - Special Education Staff Support

5.6 - English Language Arts and Math Proficiency

Goal 5 - Ensure that students 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 - Increase access to LRE by providing additional counseling support, staff PD, and additional support classes to serve Students with Disabilities within the general education setting.

5.4 - Workshops and resources for parents of Students with Disabilities will be provided and delivered by District coordinators, ERIKS social workers and psychologists, SPED staff, and/or the Antelope Valley SELPA, in order to increase awareness, provide resources, and increase parent support of SWD. Parent surveys will also be administered in order to obtain the most accurate feedback regarding student needs and how to best serve those needs.

5.2 - Increase the number of Instructional Aides, Paraprofessionals, and/or additional staff to ensure equitable access and a positive learning environment in general education courses

5.5 - Professional development will be provided to administrators, teachers, and support staff to train on the implementation of MTSS in Special Education, with the goal of reducing suspension rates in the future. This training initiative aims to proactively address and mitigate suspension rates among students in Special Education by equipping staff with enhanced skills and knowledge, including other means of correction, in addition to IEP supports and services. Through this professional development, staff will be better prepared to provide effective support, interventions, and guidance, fostering a more inclusive and supportive learning environment that promotes positive behavior and reduces the need for disciplinary actions like suspensions.

5.3 - Provide teachers, staff, supplies, services, professional development, and other operating expenditures to fulfill the requirements of our Special Education program.

5.6 - District and site leadership and Instructional Partners will provide professional development and classroom walkthrough feedback to teachers within the special education department, so that students can increase their achievement in ELA and Math, as evidenced by increased scores on "DigiCOACH" walkthroughs, increased NWEA growth scores, A-G completion rates, and CAASPP scores.

1. A-G Completion (Priority 4)
2. Graduation Rate (Priority 5)
3. Suspension Rate (Priority 6)
4. College & Career Indicator/CCI (Priority 8)
5. Local Indicator - Reading Assessment:
NWEA MAP (All SWD)
6. Local Indicator - Math Assessment:
NWEA MAP (All SWD)

METRICS to Measure

GOAL 5

Goal 6 - Enhance academic proficiency and college and career readiness for all students at the Equity Multiplier sites (Desert Winds, Phoenix, and R. Rex Parris High Schools), with a specific focus on meeting the needs of the lowest-achieving students.

NEW GOAL FOR EQUITY MULTIPLIER SITES

6.3 - Increase Graduation Rates

6.1 - English Language Arts and Math Proficiency

6.4 - Lower Suspension Rates

6.2 - College and Career Readiness

6.5 - Transportation

Goal 6 - Enhance academic proficiency and college and career readiness for all students at the Equity Multiplier sites (Desert Winds, Phoenix, and R. Rex Parris High Schools), with a specific focus on meeting the needs of the lowest-achieving students.

NEW GOAL FOR EQUITY MULTIPLIER SITES

6.1 - Students at equity multiplier sites will have access to high-quality instruction, tutoring, counseling, and mental health services, aimed at addressing their unique needs and ensuring that all students have the opportunity to thrive academically and beyond, despite their challenging circumstances. This comprehensive support aims to enable students to succeed academically and graduate from high school, empowering them to reach their full potential. Additionally, tutors will be available for English and Math classes during the school day.

6.2 - At equity multiplier sites, school counselors will initiate comprehensive college, career, and vocational readiness programs to bolster the College and Career Indicator. This entails delivering personalized career counseling, vocational training opportunities, and hosting workshops covering college application procedures, financial aid possibilities, and career exploration. Collaboratively, site and district staff will organize and supervise job shadowing and internship opportunities, guaranteeing students engage in meaningful experiences aligned with their career interests and aspirations.

6.3 - At equity multiplier sites, school counselors and teachers will work together to implement personalized academic counseling. They will identify at-risk students based on academic data and behavior indicators, and then provide targeted interventions and support services. This tailored assistance will help students overcome challenges and stay on track towards graduation. Regular progress monitoring and goal setting will ensure that students receive the necessary support to succeed academically and achieve their graduation goals.

6.4 - Administration, teachers, and classified staff at equity multiplier sites will participate in professional development focused on implementing MTSS, with the goal of reducing suspension rates in the future. This initiative aims to proactively address and mitigate suspension rates among students at these sites by enhancing the skills and knowledge of all staff involved. Through this comprehensive training, staff members will be better equipped to provide effective support, interventions, and guidance, fostering a more inclusive and supportive learning environment that promotes positive behavior and reduces the necessity for disciplinary actions such as suspensions. Additionally, a Student Support Center mentor will oversee and manage the Student Support Center to address student behaviors and needs.

6.5 - Transportation will be provided to students at equity multiplier sites to improve attendance, attend before and after school tutoring, and extra-curricular events, so they can meaningfully participate in educational programs, have equitable access to interventions and enrichment options, and feel connectedness to their school site, in order to improve academic achievement, school engagement, access to enrichment programs, and overall attendance as indicated on attendance and chronic absenteeism rates.

1. CAASPP ELA (Priority 4)
2. CAASPP Math (Priority 4)
3. Graduation Rate (Priority 5)
4. Suspension Rate (Priority 6)
5. College & Career Indicator/CCI (Priority 8)

METRICS to Measure

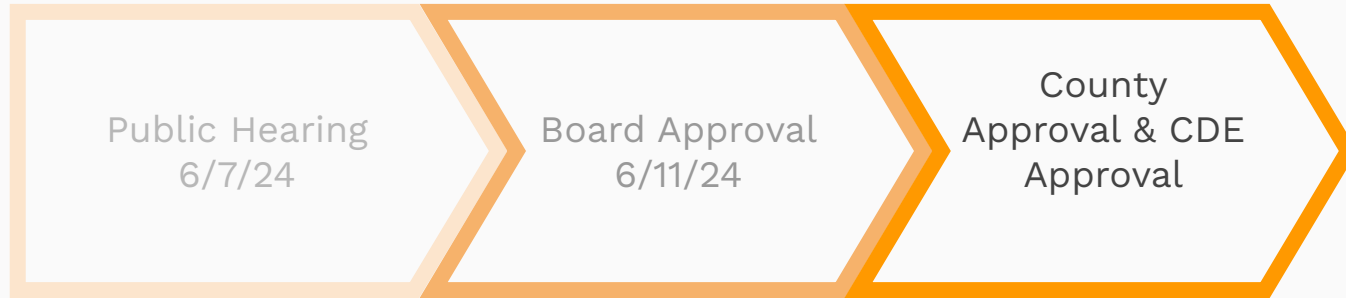
GOAL 6

Final Educational Partner Feedback

- ✘ Labor Groups (AVTA & CSEA) & SELPA (5/8/24)
- ✘ District Parent/Student Advisory Committee (DPAC) (5/13/24)
- ☐ District English Learner Advisory Committee (DELAC) 5/28/24
- ☐ LACOE (June/July)



Stages to LCAP Approval





District Updates

2nd Annual Multicultural Festival



AV
ANTELOPE VALLEY UNION
HIGH SCHOOL DISTRICT

PRESENTS

THE 2ND ANNUAL MULTICULTURAL FESTIVAL

18 MAY | 10:00 AM - 1:00 PM | ALL AGES

176 HOLSTON DRIVE, LANCASTER CA 93535
LOCATED IN THE BACK LOT

MUSIC, PERFORMANCES, COMMUNITY PARTNERS, FOOD TRUCKS, PRIZES & MORE!

Decorative elements include musical notes, a treble clef, a food truck, and a stylized sun.



AV
ANTELOPE VALLEY UNION
HIGH SCHOOL DISTRICT

PRESENTA

EL SEGUNDO FESTIVAL MULTICULTURAL ANUAL

18 DE MAYO | 10:00 AM - 1:00 PM | PARA TODAS LAS EDADES

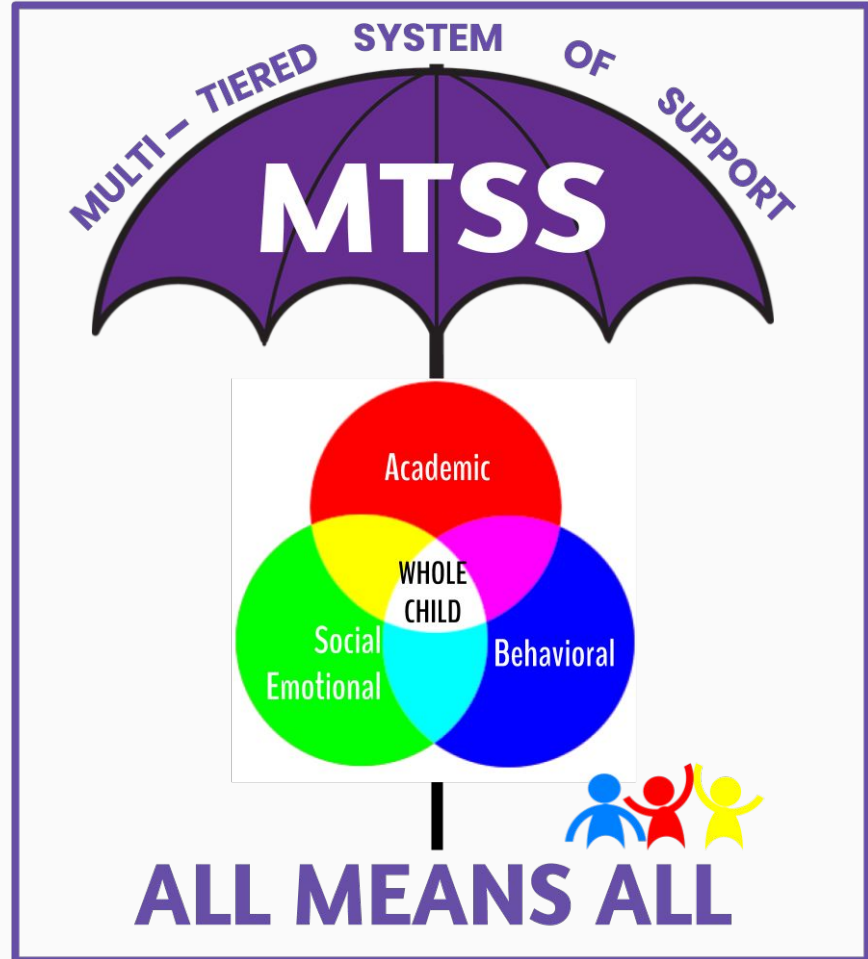
176 HOLSTON DRIVE, LANCASTER CA 93535
EL EVENTO SERÁ EN EL LOTE TRASERO

MÚSICA, ACTUACIONES, SOCIOS DE LA COMUNIDAD, CAMIONES DE COMIDA, PREMIOS Y MUCHO MÁS!

Decorative elements include musical notes, a treble clef, a food truck, and a stylized sun.

MTSS Update

Kimberly Porter,
Director of MTSS



Goal 3 - Cultivate a Safe and Secure, Positive School Culture that Supports all Students' Personal and Academic Growth.

<p>3.1 - Maintain full access to standards-aligned instructional materials.</p>	<p>3.9 - Expand professional development opportunities to Classified staff, to support their understanding of the needs, conditions and circumstances of EL, FY, and LI students.</p>
<p>3.2 - Fund maintenance and operational expenses to maintain safe, secure, and positive learning environments.</p>	<p>3.10 - District Coordinators from Student Services will coordinate services with site administrative Interns and PBIS Coordinators, including additional certificated and classified support staff, to provide students, staff and families with a more positive, safe and secure learning environment.</p>
<p>3.3 - Ensure fully credentialed and appropriately assigned teachers.</p>	<p>3.11 - District and site certificated and classified support staff coordinate services to provide supplemental interventions and supports aligned with LCAP actions, targeting the academic, social-emotional, and behavioral needs of EL, FY, and LI students to increase equitable outcomes for unduplicated students tied to specific LCAP actions.</p>
<p>3.4 - Provide teachers and staff for Career Technical Education programs to support students in Special Education.</p>	<p>3.12 - Transportation will be provided to students, above and beyond what is required, who need assistance getting to school events.</p>
<p>3.5 - The Director of Personnel collaborates with the Coordinator of Position Control, AVTI coordinators, colleges, universities, and social media networks to provide experienced teachers for hard-to-staff positions such as ELD, Math, and Science, supporting EL, FY, and LI students. These teachers receive training in differentiated instruction, formative assessment practices, and progress monitoring.</p>	<p>3.13 - Foster Youth (FY) students will engage in a comprehensive "Independent City" simulation led by school staff and community members, covering career options, finances, and government resources, aiming to prepare them for adulthood and increase graduation rates and post-secondary enrollment. Enrichment activities will also focus on community resources, college and career readiness, and personal development.</p>
<p>3.6 - AVUHSD certificated and classified staff work with site Community Attendance Workers and other support personnel to implement tiered reengagement interventions for students, using District-adopted attendance software tools to increase parental communication, improve attendance rates, and reduce chronic absenteeism.</p>	<p>3.14 - Diversity training will be provided to administrative, certificated, and classified staff, as well as students throughout the year to increase awareness of diverse student and community populations, understanding, and support for Foster Youth (FY) and Low-Income (LI) students.</p>
<p>3.7 - District Program Coordinators coordinate with PBIS Coordinators, Student Support Coordinators, school counselors, social workers, site administrators, and various support personnel to implement Multi-Tiered Systems of Support (MTSS) using Data Central and other tools. This aims to proactively monitor, set goals, and provide academic, behavioral, and social-emotional tiered interventions to EL, FY, and LI students in the Student Support Centers.</p>	<p>3.15 - The successful implementation of the District's multi-tiered system of supports (MTSS) model and vision will be led by the Director of MTSS, along with district coordinators, directors, and various support personnel. They will support MTSS school site teams, provide professional training for school staff and teachers, offer resources related to MTSS, guide school-based processes, and monitor data to establish goals and provide academic, behavioral, and social-emotional tiered interventions.</p>
<p>3.8 - The Coordinator of Student Services will coordinate services with site PBIS Coordinators and various other support personnel to provide positive behavioral interventions and supports (PBIS) to identified students through a Multi-Tiered Systems of Support (MTSS) framework.</p>	<p>3.16 - Administrative, certificated, and classified staff undergo professional development to implement Multi-Tiered System of Supports (MTSS) targeting reduced suspension rates. This includes strategies for inclusive classrooms, differentiated instruction, and proactive behavior management, aiming to address diverse student needs and foster positive behavioral outcomes, ultimately reducing suspension rates.</p>

3.15 - The successful implementation of the District's **multi-tiered system of supports** (MTSS) model and vision will be led by the Director of MTSS, along with district coordinators, directors, and various support personnel. They will support MTSS school site teams, provide professional training for school staff and teachers, offer resources related to MTSS, guide school-based processes, and monitor data to establish goals and provide academic, behavioral, and social-emotional tiered interventions.

3.16 - Administrative, certificated, and classified staff undergo professional development to implement Multi-Tiered System of Supports (MTSS) targeting reduced suspension rates. This includes strategies for inclusive classrooms, differentiated instruction, and proactive behavior management, aiming to address diverse student needs and foster positive behavioral outcomes, ultimately reducing suspension rates.

AVUHSD
Multi-Tiered System of Support

ACADEMICS ◆ BEHAVIOR ◆ SOCIAL - EMOTIONAL



FEW STUDENTS

TIER 3 INTENSIVE AND INDIVIDUALIZED

Tier 3 is individualized where FEW students receive intensive or specialized instruction and/or resources to complement Tier 1 and Tier 2.



SOME STUDENTS

TIER 2 SUPPLEMENTAL AND TARGETED

Tier 2 is supplemental where SOME students receive additional, targeted interventions and/or enrichment to complement the high-quality instruction at Tier 1.



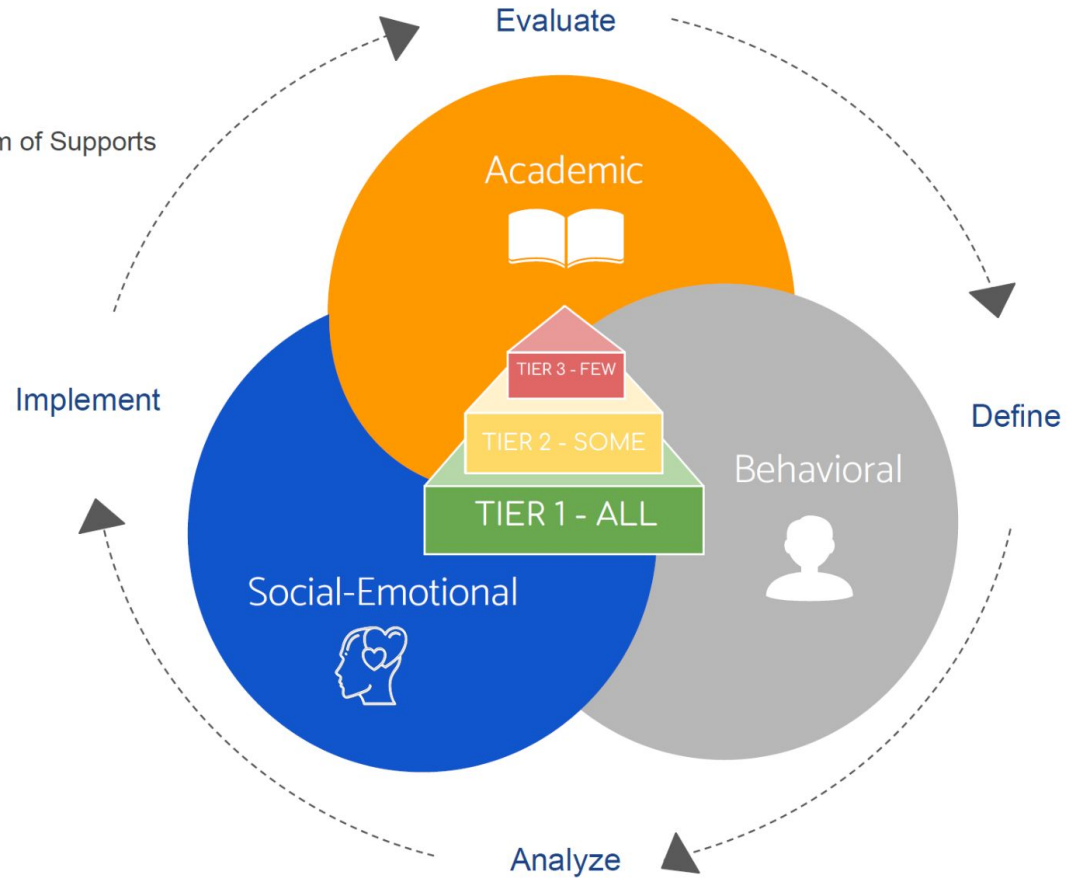
ALL STUDENTS

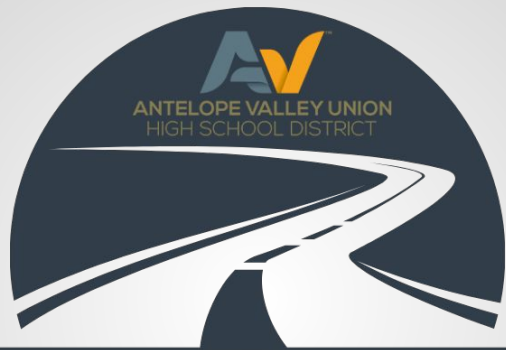
TIER 1 UNIVERSAL

Tier 1 is universal, it ensures that ALL students receive high-quality instruction and support designed to meet their Behavioral, Academic, and Social-Emotional needs.



AVUHSD Multi-Tiered System of Supports

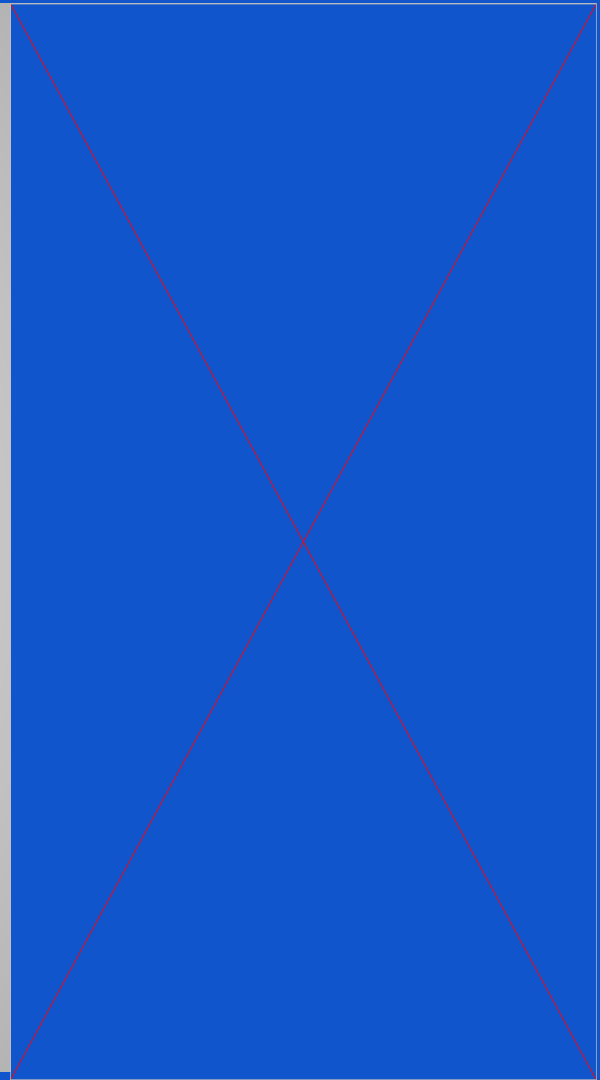




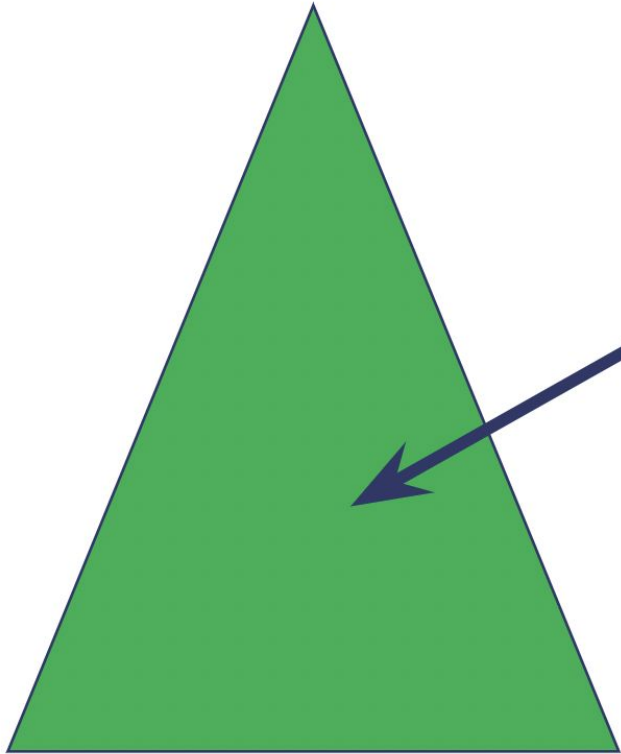
EQUITY-MINDED

WHAT THEY NEED, WHEN THEY NEED IT, FOR HOWEVER LONG THEY NEED.

Join the Journey



TIER 1: Universal Academic, SEL & Behavior

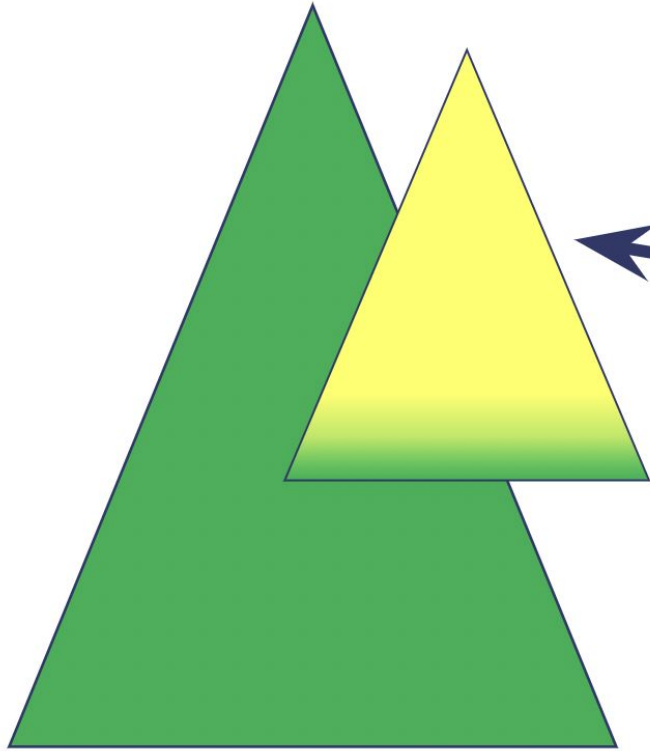


GOAL: 100% of students achieve
at high levels

Tier 1: Implementing **well researched programs and practices** demonstrated to produce good outcomes for the majority of students.

Tier 1: Effective if at least 80% are meeting benchmarks with access to Universal Instruction.

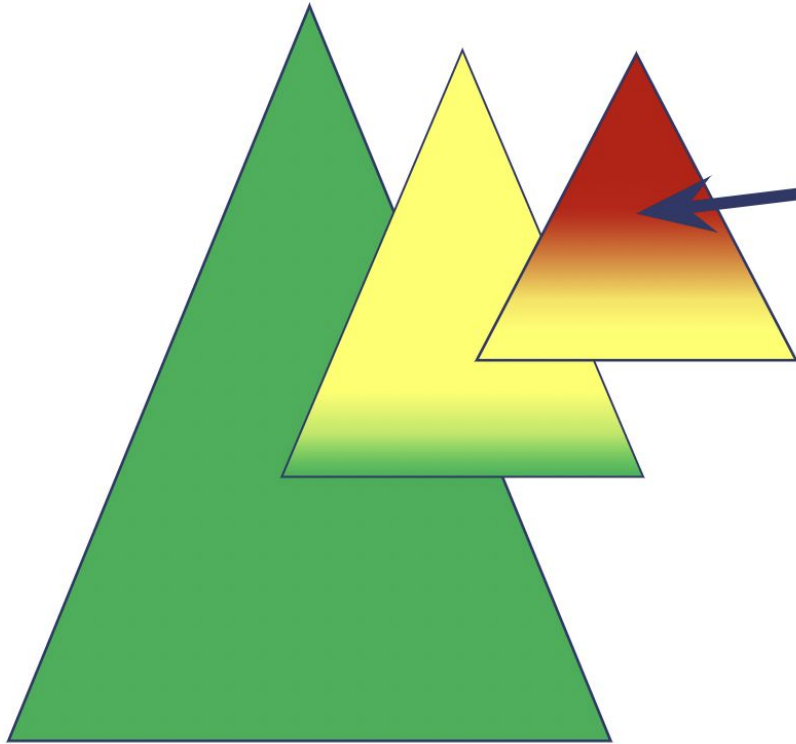
TIER 2: Supplemental, Targeted



Tier 2
For approx. 20% of students
Universal
+
Supplemental

Tier 2 Effective if students **improve performance** (i.e., gap is closing towards benchmark and/or progress monitoring standards).

TIER 3: *Intensive, Individualized*



Tier 3
For Approx 5% of Students

Universal

+

Supplemental

+

Intensive Individual Instruction

...to achieve benchmarks

Tier 3 Effective if there is progress (i.e., gap closing) towards benchmark and/or progress monitoring goals.

Academics

Students know and understand the objective.

Teacher **determines the students' understanding** and plans to reteach, pre-teach, or do additional practice.

Teacher **hooks** students to content and provides explicit direct instruction.

Students **practice** the content with the teacher

Assess & Analyze

I do



We do



Two do



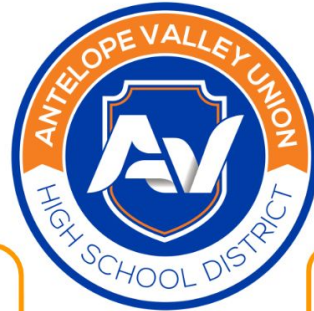
You do



Students **practice** individually

Students **manipulate** the content in pairs or small groups

Core Instructional Model



Social-Emotional Learning (SEL)

CASEL Framework
Collaborative for
Academic, Social, and
Emotional Learning



Habitudes

Why Social-Emotional Learning Matters



29%:

Students who feel like their school provides a supportive, encouraging environment



83%:

Students who made academic gains when participating in an SEL program with an academic component



11%:

Average gained on standardized tests by participating in an SEL program



11%:

Average increase in GPA for participants in one SEL program

SEL programs improve **behavior & attitudes toward school** and **prevent substance abuse.**



Source: Collaborative for Academic, Social and Emotional Learning (www.casel.org)



Opportunities for Parent Involvement

School Sites Share Out

The background is a vibrant blue with a repeating pattern of colorful speech bubbles. Each bubble is a different color (red, yellow, pink, white, purple, grey, olive) and contains a large, dark blue question mark. The bubbles are scattered across the frame, creating a sense of constant inquiry and communication.

Comments/Questions



ANTELOPE VALLEY UNION
HIGH SCHOOL DISTRICT