Local Control and Accountability Plan

Antelope Valley Union High

July 1, 2014 - June 30, 2017

06/30/2014

Introduction:

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Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and annual update template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

The LCAP is intended to be a comprehensive planning tool. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs should comply with instructions and use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)

Implementation of State Standards: implementation of academic content and performance standards adopted by the state board for all pupils, including English learners. (Priority 2)

Course access: pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)

Expelled pupils (for county offices of education only): coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)

Foster youth (for county offices of education only): coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)

B. Pupil Outcomes:

Pupil achievement: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

Other pupil outcomes: pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

C. Engagement:

Parent involvement: efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

School climate: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA's goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

Guiding Questions:

1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, community organizations representing English learners, and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process?
4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representative parents of pupils identified in Education Code section 42238.01?
6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

Involvement Process	Impact on LCAP
Throughout the 2013-14 school year, the Antelope Valley Union High School District engaged in learning about the Local Control Funding Formula and familiarizing staff with the requirements for developing a Local Control Accountability Plan. January 2014 - May 2014- The Board of Trustees received monthly information and updates during open session or regularly scheduled meetings on the process and progress of the LCAP. March 15-April 15- As a district, we conducted 11 evening, school site based community forums. The events were advertised via school site and District website, as well as through municipal and corporate websites. In addition, phone messages were sent to all contacts for each site's respective meeting using a mass dialer system, in both Spanish and English. Personal phone invitations were also made to the parents and guardians of EL students and translation services were provided for anyone requiring them. The principal of each site gave a powerpoint presentation that included highlights and specialized programs at their respective campuses as well as a common informational message about LCFF and LCAP and our purpose for the event. Stakeholders, including students, parents, community members and staff were invited to participate in facilitated table talks with groups of 5-6 at each table. Participants gave input on the following five questions: 1) How should we prepare students for college and career? 2) What services (counseling, tutoring, parent workshops, program options, support/specialized classes, etc.) should be provided to ensure all students are prepared for post-high school opportunities? Post-high school = college, community college,	Parent and stakeholder input was received from approximately 350 attendees at 10 school site based community forums. The input became to foundation for the goals and actions for the LCAP. The disaggregated data from the five table talk questions was organized into 21 categories:

The disaggregated data from the five table talk questions was organized into 21 categories:

Question 1	Question 2	Question 3	Question 4	Question 5
Post-graduation Preparation	College and career preparation and outreach	Expand Technology Education	Engaging and Positive Learning Environment	Interpersonal Skills
Academic Enhancement	Parent and Student Workshops	Upgrade Technology	Program Options	Be Responsible/Ethical
Personal Involvement	Communication and Outreach	Increase Online Access	Safe and Secure Learning Environment	Career/Work Skills
Expand CTE offerings	Counseling Services	Increase Technology Access	Increased Parent Involvement	Academic/Learning Skills
	Tutoring Programs			

As a result of the collective efforts of the DSLT, a list of wants and needs were developed. In addition, 4 goals were developed and used as the District's goals around which the LCAP will be designed:

-Ensure that students are academically proficient and prepared for college and

career ready.

-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.

technical school, certifications, career, etc.

3) Students will participate in an ever-changing digital world, how should we, or how could we, integrate technology into the learning environment?

4) Describe a school environment where all students are engaged, involved, and successful. After your discussion, list the top 3 most important characteristics.

5) When students graduate from AVUHSD, what skills and knowledge is most important for them to possess in order for them to be responsible and productive citizens?

All responses were charted on poster paper and displayed for discussion and consumption at the end of the meeting. At the conclusion of the table talks, participants were then asked to complete a simple ranking survey of the 8 state priorities.

All responses from the table talks were entered into a spreadsheet and disaggregated into 5 areas of identified. The disaggregated data was then shared at a public meeting of our Board of Trustees for the District.

March 17- A meeting was held with district representatives and the leadership of both collective certificated and classified bargaining units to discuss our process for meeting with and soliciting input from parents and community stakeholders.

March 31- A meeting was held with district staff to determine how to best disaggregate and utilize data from community forums as meaningful input.

April-May- All site staff were asked to take the same state priorities ranking survey that was conducted at the site forums.

April 5&12- Two regional read out forums were held on successive Saturday mornings at campuses in both the north and south portions of the district. Approximately 40 parents attended both sessions.

May 12- A District/Site Leadership Team of approximately 30 administrators, educators and specialists was then convened to review the results from the site forums and then give input on how to make actionable goals from the results.

June 5- A meeting was held with district EL specialists to disaggregate data and develop attainable goal metrics for EL and RFEP students.

June 5- A meeting was held with district student services representatives to disaggregate data and and discuss interventions and actions to support Foster Youth students and student behavior and reduce incidents of discipline.

June 17- LCAP was presented to DELAC and PAC for review and input.

June 18- The LCAP will be presented at a public hearing before the Board.

June 25th- The LCAP will be submitted for approval by the Board of Trustees. The Board approved by a vote of 4-0.

Below is the data used to develop metrics for growth:

	2012-13	2011-12	2010-11
API	701	695	689
CAHSEE Passing Rate			
ELA	78	77	79
Math	76	75	76
CAHSEE Proficiency			
ELA	50.1	48	51.7
Math	48.7	47.8	42.8

-Cultivate a safe and secure, positive school culture that supports all students'

 personal and academic growth.

-Communicate effectively with all stakeholders and continue to build

 relationships in the community that help to provide our students with innovative

 educational opportunities.

There were no comments that required responses from the Superintendent. At the regional readout forums, parents made comments that we had recognized their input and listened to what they said. Moving forward these forums will be a foundational piece to continued parent and community involvement and support of our schools. In addition, there were no comments at the public hearing on June 18th.

AMAO 1	51.4/ NO	53.6/ NO	45.4/ NO
AMAO 2	12.4/40.5/ NO	12.6/41.9/ NO	12.6/36.5/ NO
AMAO 3	41.5/ NO	39.3/ NO	38.6/ NO
RFEP Rate			
AP Sections offered	219	209	191
AP exams taken	Not available	2193	1953
AP exams Passed	09/14	1433	1205
EAP Participation rate	88	87	83
% Students meeting A-G	---	36.1	23.5
Avg. Daily Attendance	88.47	91.33	91.96
Truancy rate	56.18	No Data	
Chronic Absenteeism	Metric not established		
Dropout Rates	11.3	11	12.7
Suspension Rates	24.6	26.3	19.4
Expulsion Rates	0.9	1.2	1.2
Williams Text. Sufficiency	0%	0%	0%
Willaams Teacher Misassignemnts	35	46	59
Williams Facilities Inspections	good/ exmp.	good/ exmp.	good/ exmp.

EAP College Readiness

	ELA			Math		
	College Ready	Conditional	Not Ready	College Ready	Conditional	Not Ready
2010/11	14	0	86	5	33	62
2011/12	14	13	73	5	40	55
2012/13	13	12	75	5	40	55

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, for each state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.

Instructions: Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups (e.g., school site councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Guiding Questions:

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
3) What are the LEA's goal(s) to address state priorities related to "Engagement"(e.g., pupil and parent)?
4) What are the LEA's goal(s) to address locally-identified priorities?
5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
6) What are the unique goals for subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA's goals for all pupils?
7) What are the specific predicted outcomes/metrics/noticeable changes associated with each of the goals annually and over the term of the LCAP?
8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority and/or to review progress toward goals in the annual update?
9) What information was considered/reviewed for individual school sites?
10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
11) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on idenfitied metric)			Related State and Local Priorities
	Description of Goal	Applicable Pupil Subgroup(s) (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Need: Stakeholders indicated a need for increased student achievement on traditional standardized tests as well as ancillary college readiness indicators.

Metric:

1. CAHSEE results

2. Number of students enrolled in Honors and AP courses.

3. EAP participation rates and satisfactory demonstration of college preparedness

4. Percentage of students who meet all A-G requirements

5. CELDT scores, RFEP rates,

6. Graduation rates

7. Schoolwide SRI scores

8. Number of students given the CELDT test before the first day of school | Goal #1: Ensure that students are academically proficient and prepared for college and career ready. | All | All | | Increase CAHSEE passing rate:
  - ELA- 2%

  -Math- 3%

Increase EAP participation rates by 2%

 AMAO 1- Increase by 2%

 AMAO 2- Increase to 13.4/42

Base year- SRI

Base year- CELDT Testing

API/CASSP data not available | Increase CAHSEE passing rate:
  - ELA- 1%

  -Math- 2%

Increase students in AP sections by 3%

Increase EAP participation rates by 2%

Increase EAP conditional readiness by 5%/ELA 5%/Math

AMAO 1-Increase by 2 %

AMAO 2- Increase to 13.6/44

Increase graduation rate by .5%

School wide average increase of 2 year reading level (SRI) for students receiving intensive literacy support.

School wide average | Increase CAHSEE passing rate:
  - ELA- 1%

  -Math- 2%

Increase students in AP sections by 5%

Increase participation rates by 2% and college preparedness by 4%

Percentage of students who satisfy all A-G requirements will increase by 7%.

AMAO 1- Increase by 1%

AMAO 2- 14/45

Increase graduation rate by 1%

School wide average increase of 2 year reading level (SRI) for students receiving intensive literacy support. | Implementation of State Standards; Course access; Pupil achievement; Other pupil outcomes; Pupil engagement; School climate |

9. Demonstrate growth in API/CASSP						increase of 1 year reading level (SRI) for students not receiving intensive literacy support. RFEP increase rate by 5%	School wide average increase of 1 year reading level (SRI) for students not receiving intensive literacy support. RFEP increase rate by 3%	
Stakeholders indicated a need for better college and career ready preparation and critical thinking skills. Implementation of CCSS requires a broader scope of practice and for students to make connections and develop stronger critical think skills. In addition, stakeholders expressed interest in better preparing students for post high school success through more career technical education options.

Increase the number of students who take Advanced Placement exams.

Increase the number of students who pass an AP exam with a score of 3 or better.

Professional development hours dedicated to Common Core based lesson design. | 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. | All | All | | Increase collaborative/CCSS lesson design professional development hours by 1600 hours. Develop survey for student and staff technology proficiency. | Increase number of exams taken by 5 %

Increase the rate of students who pass an AP exam with a score of 3 or better by 3%.

Increase student capacity of CTE courses by 1%

Partial implementation of revised Healthful Living curriculum.

Base year for student technology skills assessment.

Increase wireless saturation to 100% on each campus. | Increase number of exams taken by 5 %

Increase the rate of students who pass an AP exam with a score of 3 or better by 2%.

Increase collaborative lesson design professional development hours by 1600 hours.

Increase student capacity of CTE courses by 0.5%

District wide implementation of revised Healthful Living curriculum

Growth metric will be developed based on base year results.

Maintain wireless saturation of 100% on each campus. | Implementation of State Standards; Course access; Pupil achievement; Other pupil outcomes; Pupil engagement Increase college and career ready |

Number of CTE courses available to students. Input from stakeholders called for more education and opportunities for technology education, early college and career planning and goal setting. Students will be given a digital assessment survey and skills test. Assessment of wireless access and student to device ratio								
On a staff ranking survey of the 8 state priorities, teachers and classified employees listed school climate as their top priority. In addition, community stakeholders gave significant input on school climate and a positive learning atmosphere during community forums. Average daily student attendance Reported rate of chronic absenteeism High school dropout rate High school graduation rate Suspension rates Expulsion rates Safety/school	Goal #3: Cultivate a safe and secure, positive school culture that supports all students' personal and academic growth.	All	All		Student days of suspension will decrease by 2% Expulsion rates will decrease by 3% 100% Textbook Sufficiency Satisfactory facilities reviews at all sites Establish Chronic Absenteeism measure	ADA will increase by 1% Establish Chronic Absenteeism metric High School Dropout rate will decrease by 2% Student days of suspension will decrease by 3% Expulsion rates will decrease by 2 % 100% Textbook Sufficiency Satisfactory facilities reviews at all sites Reduce teacher misassignments by 10% Baseline year for CHKS survey	ADA will increase by 1.5% Establish Chronic Absenteeism metric High School Dropout rate will decrease by 4% Graduation rate will increase by 2 % Student days of suspension will decrease by 5% Expulsion rates will decrease by 4 % 100% Textbook Sufficiency Satisfactory facilities reviews at all sites Reduce teacher misassignments by 10%	Basic; Pupil engagement; School climate

connectedness Textbook sufficiency Teacher rate of misalignments Facilities inspections Administer California Healthy Kids Survey to evaluate climate for both students and teachers.							Improve climate satisfaction rates by 5%.	
Stakeholders indicated a need for more contact and information about school programs to include: contact with counseling staff, parent and student workshops and better communication and outreach that informs parents of programs and opportunities available on campus. In addition, enhanced relationships with stakeholder groups and corporate/industrial representatives will benefit our students and the opportunities that are open to them. Number of opportunities for parents to interact with school staff. Relationships with stakeholders and community benefactor groups. Parent satisfaction survey	Goal #4:Communicate effectively with all stakeholders and continue to build relationships in the community that help provide our students with innovative educational opportunities.	All	All		Increase parent outreach opportunities (See action) Conduct two regional LCAP progress updates districtwide. Develop and give parent satisfaction survey.	Increase parent outreach opportunities (See action) Conduct two regional LCAP progress updates districtwide. Parent satisfaction survey growth metric to be developed based on results.	Maintain previous year's parent outreach opportunities. Conduct two regional LCAP progress updates districtwide. Parent satisfaction survey growth metric to be developed based on results.	Implementation of State Standards; Course access; Pupil achievement; Parent involvement; Pupil engagement; School climate

<u>Section 3: Actions, Services, and Expenditures</u>

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52064 requires a listing and description of the expenditures required to implement the specific actions.

Instructions: Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA's budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

1) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
2) How do these actions/services link to identified goals and performance indicators?
3) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?
4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
5) In the annual update, how have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?

A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA's budget.

Goal	Related State and Local Priorities (Identify specific state priority. For districts and COEs, <u>all priorities in statute must be included and identified</u>; each goal may be linked to more than one priority if appropriate.)	Actions and Services	Level of Service	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP Year Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal #1: Ensure that students are academically proficient and prepared for college and career ready.	Implementation of State Standards; Course access; Pupil achievement; Other pupil outcomes; Pupil engagement; School climate	Administer PSAT for all students grades 10 and 11 as an indication of college readiness.	LEA-Wide		PSAT: $0 Funding Source: LCFF Targeted PSAT Readiness tutoring for all students: $0 Funding Source: LCFF Targeted	PSAT: $300,000 Funding Source: LCFF Targeted PSAT Readiness tutoring for all students: $12,000 Funding Source: LCFF Targeted	PSAT: $300,000 Funding Source: LCFF Targeted PSAT Readiness tutoring for all students: $12,000 Funding Source: LCFF Targeted
Goal #1: Ensure that students are academically proficient and prepared for college and career ready.	Implementation of State Standards; Course access; Pupil achievement; Other pupil outcomes; Pupil engagement; School climate	Utilize counseling and parent awareness workshops to increase the percentage of students who satisfy all A-G requirements.	LEA-Wide		: $0 Note: No impact to LCFF Targeted funding.	: $0 Note: No impact to LCFF Targeted funding.	: $0 Note: No impact to LCFF Targeted funding.
Goal #1: Ensure that students are academically proficient and prepared for college and career ready.	Implementation of State Standards; Course access; Pupil achievement; Other pupil outcomes; Pupil engagement;	Provide Shmoop test prep account for all students.	LEA-Wide		Provide Shmoop test preparation account for all students to access.: $462,000 Funding Source: LCFF Targeted Note: SHMOOP schoolwide implementation with PD for teachers to take effect	Provide Shmoop test preparation account for all students to access.: $462,000 Funding Source: LCFF Targeted Note: SHMOOP schoolwide implementation with PD for teachers to take effect	Provide Shmoop test preparation account for all students to access.: $462,000 Funding Source: LCFF Targeted Note: SHMOOP schoolwide implementation with PD for teachers to take effect

	School climate				by 8/13.	by 8/13.	by 8/13.
					Targeted CAHSEE Support: $22,000 Funding Source: LCFF Targeted Note: Offer intensive CAHSEE support and tutoring outside of the school	Targeted CAHSEE Support: $22,000 Funding Source: LCFF Targeted Note: Offer intensive CAHSEE support and tutoring outside of the school	Targeted CAHSEE Support: $22,000 Funding Source: LCFF Targeted Note: Offer intensive CAHSEE support and tutoring outside of the school
Goal #1: Ensure that students are academically proficient and prepared for college and career ready.	Implementation of State Standards; Course access; Pupil achievement; Other pupil outcomes; Pupil engagement; School climate	Increase rates of student participation and demonstration of college preparedness in Early Assessment Program.	LEA-Wide		: $0 Note: No impact to LCFF Targeted funding.	: $0 Note: No impact to LCFF Targeted funding.	: $0 Note: No impact to LCFF Targeted funding.
Goal #1: Ensure that students are academically proficient and prepared for college and career ready.	Implementation of State Standards; Course access; Pupil achievement; Other pupil outcomes; Pupil engagement; School climate	Send requisite number of teachers to summer AP training to maintain appropriate levels of qualified staffing.	LEA-Wide		AP by the Sea: $88,000	AP by the Sea: $82,000	AP by the Sea: $82,000
Goal #1: Ensure that students are academically proficient and prepared for college and career ready.	Implementation of State Standards; Course access; Pupil achievement; Other pupil outcomes; Pupil engagement; School climate	Utilize counseling and goal setting strategies to encourage more students to challenge themselves with higher level courses.	LEA-Wide		Additional counseling hours: $16,000 Funding Source: LCFF Targeted Note: Additional hours to pay counselors to host goal setting workshops for parents and students outside of the school day.	Additional counseling hours: $16,000 Funding Source: LCFF Targeted Note: Additional hours to pay counselors to host goal setting workshops for parents and students outside of the school day.	Additional counseling hours: $16,000 Funding Source: LCFF Targeted Note: Additional hours to pay counselors to host goal setting workshops for parents and students outside of the school day.
Goal #1: Ensure that students are academically proficient and prepared for college and career ready.	Implementation of State Standards; Course access; Pupil achievement; Other pupil outcomes; Pupil engagement; School climate	Counselors will monitor all student progress to increase the rate of students who meet all requirements for graduation.	LEA-Wide		: $0 Note: No impact to LCFF Targeted funding.	: $0 Note: No impact to LCFF Targeted funding.	: $0 Note: No impact to LCFF Targeted funding.

Goal #1: Ensure that students are academically proficient and prepared for college and career ready.	Implementation of State Standards; Course access; Pupil achievement; Other pupil outcomes; Pupil engagement; School climate	Administer Scholastic Reading Indicator to all students 2 times per year.	LEA-Wide		: $0 Note: No impact to LCFF Targeted funding.	: $0 Note: No impact to LCFF Targeted funding.	: $0 Note: No impact to LCFF Targeted funding.
Goal #1: Ensure that students are academically proficient and prepared for college and career ready.	Implementation of State Standards; Course access; Pupil achievement; Other pupil outcomes; Pupil engagement; School climate	Reduce class sizes to a 25:1 ratio for intensive ELA and literacy support classes.	LEA-Wide		Class size reduction: $170,000 Funding Source: LCFF Targeted Note: 4:1 section buy down= $19,000. 2 FTE total buydown.	Class size reduction: $170,000 Funding Source: LCFF Targeted Note: 4:1 section buy down= $19,000. 2 FTE total buydown.	Class size reduction: $170,000 Funding Source: LCFF Targeted Note: 4:1 section buy down= $19,000. 2 FTE total buydown.
Goal #1: Ensure that students are academically proficient and prepared for college and career ready.	Implementation of State Standards; Course access; Pupil achievement; Other pupil outcomes; Pupil engagement; School climate	Reduce class sizes to 25:1 ration for intensive Algebra and support classes.	LEA-Wide		Class size reduction-Algebra: $208,000 Funding Source: LCFF Targeted Note: 4:1 section buy down= $19,000. 2.4 FTE total buy down.	Class size reduction-Algebra: $208,000 Funding Source: LCFF Targeted Note: 4:1 section buy down= $19,000. 2.4 FTE total buy down.	Class size reduction-Algebra: $208,000 Funding Source: LCFF Targeted Note: 4:1 section buy down= $19,000. 2.4 FTE total buy down.
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.	Implementation of State Standards; Course access; Pupil achievement; Other pupil outcomes; Pupil engagement Increase college and career ready	Increase the number of students who pass an AP exam with a score of 3 or better.	LEA-Wide		Additional hours for AP tutoring: $19,800 Funding Source: LCFF Targeted. Note: 600 hrs @ $33/hr	Additional hours for AP tutoring: $19,800 Funding Source: LCFF Targeted. Note: 600 hrs @ $33/hr	Additional hours for AP tutoring: $19,800 Funding Source: LCFF Targeted. Note: 600 hrs @ $33/hr
Goal #2: Provide a 21St Century learning environment and rigorous curriculum that allows students to have multiple	Implementation of State Standards; Course access; Pupil achievement; Other pupil outcomes;	Staff will engage in facilitated interdepartmental and cross curricular lesson design to improve student achievement on Next Generation	LEA-Wide		CCSS PD Hours: $200,000 Funding Source: LCFF Targeted Note: District wide and site facilitated pd. $33/hrx 6 hrs/teacher	CCSS PD Hours: $200,000 Funding Source: LCFF Targeted Note: District wide and site facilitated pd. $33/hrx 6 hrs/teacher	CCSS PD Hours: $200,000 Funding Source: LCFF Targeted Note: District wide and site facilitated pd. $33/hrx 6 hrs/teacher

experiences and opportunities for academic, collegiate, professional and personal growth.	Pupil engagement Increase college and career ready	Assessments.					
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.	Implementation of State Standards; Course access; Pupil achievement; Other pupil outcomes; Pupil engagement Increase college and career ready	Increase the number of academy and pathway options and offerings available.	LEA-Wide		Collaboration and planning hours.: $3,300 Funding Source: LCFF Targeted Note: $33/hr X 100 hrs	Collaboration and planning hours.: $3,300 Funding Source: LCFF Targeted Note: $33/hr X 100 hrs	Collaboration and planning hours.: $3,300 Funding Source: LCFF Targeted Note: $33/hr X 100 hrs
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.	Implementation of State Standards; Course access; Pupil achievement; Other pupil outcomes; Pupil engagement Increase college and career ready	The 9th Grade Healthful Living curriculum will be revised to include basic technology skills instruction and early college, career and life goal setting and mapping.	LEA-Wide		Release time for teachers: $5,280 Funding Source: LCFF Targeted Note: $33/hr x 160 hours of release time for curriculum	Release time for teachers: $5,280 Funding Source: LCFF Targeted Note: $33/hr x 160 hours of release time for curriculum	Release time for teachers: $0 Funding Source: LCFF Targeted Note: $33/hr x 160 hours of release time for curriculum
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.	Implementation of State Standards; Course access; Pupil achievement; Other pupil outcomes; Pupil engagement Increase college and career ready	Develop and administer student and staff survey to indicate basic technology proficiency and skills.	LEA-Wide		Release time/Add'l Hours to develop survey: $1,650 Funding Source: LCFF Targeted Note: $33/hr x 50 Release time/ Additional hours to develop staff survey: $1,650 Funding Source: LCFF Targeted Note: $33/hr x 50hrs,	Release time/Add'l Hours to develop survey: $0 Funding Source: LCFF Targeted Note: $33/hr x 50 Release time/ Additional hours to develop staff survey: $0 Funding Source: LCFF Targeted Note: $33/hr x 50hrs,	Release time/Add'l Hours to develop survey: $0 Funding Source: LCFF Targeted Note: $33/hr x 50 Release time/ Additional hours to develop staff survey: $0 Funding Source: LCFF Targeted Note: $33/hr x 50hrs,
Goal #2: Provide a 21St Century learning environment and rigorous curriculum that allows students	Implementation of State Standards; Course access; Pupil achievement; Other pupil	Expand technology infrastructure, wireless capacity and online access and lower student:device ratio.	LEA-Wide		Expand wireless infrastructure/capabilities: $100,000 Funding Source: LCFF Targeted/RDA Funding	Expand wireless infrastructure/capabilities: $100,000 Funding Source: LCFF Targeted/RDA Funding	Expand wireless infrastructure/capabilities: $0 Funding Source: LCFF Targeted/RDA Funding

to have multiple experiences and opportunities for academic, collegiate, professional and personal growth.	outcomes; Pupil engagement Increase 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.	Implementation of State Standards; Course access; Pupil achievement; Other pupil outcomes; Pupil engagement Increase college and career ready	Conduct site, regional and Districtwide STEM based expositions.			Materials and supplies: $25,000 Funding Source: LCFF Targeted	Materials and supplies: $25,000 Funding Source: LCFF Targeted	Materials and supplies: $25,000 Funding Source: LCFF Targeted
Goal #3: Cultivate a safe and secure, positive school culture that supports all students' personal and academic growth.	Basic; Pupil engagement; School climate	Full compliance with instructional materials sufficiency as defined by Williams legislation.	LEA-Wide		: $0 Note: No impact to LCFF Targeted funding.	: $0 Note: No impact to LCFF Targeted funding.	: $0 Note: No impact to LCFF Targeted funding.
Goal #3: Cultivate a safe and secure, positive school culture that supports all students' personal and academic growth.	Basic; Pupil engagement; School climate	Full compliance with facilities inspections as defined by Williams legislation.	LEA-Wide		: $0 Note: No impact to LCFF Targeted funding.	: $0 Note: No impact to LCFF Targeted funding.	: $0 Note: No impact to LCFF Targeted funding.
Goal #3: Cultivate a safe and secure, positive school culture that supports all students' personal and academic growth.	Basic; Pupil engagement; School climate	Reduce rate of teacher misassignemnt as defined by Williams legislation and NCLB HQT requirements.	LEA-Wide		: $0 Note: No impact to LCFF Targeted funding.	: $0 Note: No impact to LCFF Targeted funding.	: $0 Note: No impact to LCFF Targeted funding.
Goal #3: Cultivate a safe and secure, positive school culture that supports all	Basic; Pupil engagement; School climate	Increase Average daily attendance through increased contact with parents.	LEA-Wide		: $0 Note: No impact to LCFF Targeted funding.	: $0 Note: No impact to LCFF Targeted funding.	: $0 Note: No impact to LCFF Targeted funding.

					Year 1	Year 2	Year 3
students' personal and academic growth.							
Goal #3: Cultivate a safe and secure, positive school culture that supports all students' personal and academic growth.	Basic; Pupil engagement; School climate	Improve campus climate and reduce incidents of on-campus discipline through the implementation of Culturally Responsive Teaching strategies.	LEA-Wide		: $0 Note: No impact to LCFF Targeted funding.	: $0 Note: No impact to LCFF Targeted funding.	: $0 Note: No impact to LCFF Targeted funding.
Goal #3: Cultivate a safe and secure, positive school culture that supports all students' personal and academic growth.	Basic; Pupil engagement; School climate	Administer California Healthy Kids survey to students and staff.	LEA-Wide		Survey: $7,260 Funding Source: LCFF Targeted Note: $.33/survey x 22000 students.	Survey: $7,260 Funding Source: LCFF Targeted Note: $.33/survey x 22000 students.	Survey: $7,260 Funding Source: LCFF Targeted Note: $.33/survey x 22000 students.
Goal #4:Communicate effectively with all stakeholders and continue to build relationships in the community that help provide our students with innovative educational opportunities.	Implementation of State Standards; Course access; Pupil achievement; Parent involvement; Pupil engagement; School climate	Sites will conduct parent outreach/informational workshops.	LEA-Wide		Additional hours, materials and supplies: $8,000 Funding Source: LCFF Targeted	Additional hours, materials and supplies: $8,000 Funding Source: LCFF Targeted	Additional hours, materials and supplies: $8,000 Funding Source: LCFF Targeted
Goal #4:Communicate effectively with all stakeholders and continue to build relationships in the community that help provide our students with innovative educational opportunities.	Implementation of State Standards; Course access; Pupil achievement; Parent involvement; Pupil engagement; School climate	Sites will host evening/weekend events to showcase programs and specialized programs unique to their sites.	LEA-Wide		Additional hours, materials and supplies: $4,000 Funding Source: LCFF Targeted	Additional hours, materials and supplies: $4,000 Funding Source: LCFF Targeted	Additional hours, materials and supplies: $4,000 Funding Source: LCFF Targeted

B. Identify additional annual actions, and the LEA may include any services that support these actions, above what is provided for all pupils that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01 and pupils redesignated as fluent English proficient. The identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or pupils redesignated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA's budget.

Goal (Include and idenfity all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP Year Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal #1: Ensure that students are academically proficient and prepared for college and career ready.	Implementation of State Standards; Course access; Pupil achievement; Other pupil outcomes; Pupil engagement; School climate	English learners: Add additional summer hours for staff to administer CELDT test outside of the school year	Targeted		Additional Summer hours: $ 0 Funding Source: LCFF Targeted Note: Site based expenditure based on number of students requiring testing	Additional Summer hours: $41,000 Funding Source: LCFF Targeted Note: Site based expenditure based on number of students requiring testing	Additional Summer hours: $40,000 Funding Source: LCFF Targeted Note: Site based expenditure based on number of students requiring testing
Goal #1: Ensure that students are academically proficient and prepared for college and career ready.	Implementation of State Standards; Course access; Pupil achievement; Other pupil outcomes; Pupil engagement; School climate	Foster youth: One counselor from each site will be designated as a Foster Youth counselor. Counselor will track academic progress and monitor conduct and attendance for all targeted students.	LEA-Wide		FY Counselor: $ 0 Note: No additional expenditure required. Work performed within the school day.	FY Counselor: $ 0 Note: No additional expenditure required. Work performed within the school day.	FY Counselor: $ 0 Note: No additional expenditure required. Work performed within the school day.
Goal #1: Ensure that students are academically proficient and prepared for college and career ready.	Implementation of State Standards; Course access; Pupil achievement; Other pupil outcomes; Pupil engagement; School climate	English learners; Redesignated fluent English proficient pupils: Site EL Coordinator will provide two hour professional development trainings for all teachers on the proper identification and coding of EL and RFEP students in general education classes.			Professional Development Hours: $29,700 Funding Source: LCFF Targeted	Professional Development Hours: $29,700 Funding Source: LCFF Targeted	Professional Development Hours: $0 Funding Source: LCFF Targeted
Goal #1: Ensure that students are academically proficient and	Implementation of State Standards; Course access;	English learners: Designated EL counselor and EL Coordinator to monitor	Targeted		Additional hours: $31,350 Funding Source: LCFF Targeted	Additional hours: $31,350 Funding Source: LCFF Targeted	Additional hours: $31,350 Funding Source: LCFF Targeted

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prepared for college and career ready.	Pupil achievement; Other pupil outcomes; Pupil engagement; School climate	academic progress of all RFEP students for 2 years after reclassification.			Note: $33/hr, 2hrs/student additional hours outside of the school day. Approximately 475 students district wide to monitor.	Note: $33/hr, 2hrs/student additional hours outside of the school day. Approximately 475 students district wide to monitor.	Note: $33/hr, 2hrs/student additional hours outside of the school day. Approximately 475 students district wide to monitor.
Goal #3: Cultivate a safe and secure, positive school culture that supports all students' personal and academic growth.	Basic; Pupil engagement; School climate	Low income pupils; Foster youth; English learners: Reduce expulsion rates by implementing Other Means of Correction (OMC) strategies. No impact to LCFF funding.	LEA-Wide		: $0 Note: No impact to LCFF funding	: $0 Note: No impact to LCFF funding	: $0 Note: No impact to LCFF funding
Goal #3: Cultivate a safe and secure, positive school culture that supports all students' personal and academic growth.	Basic; Pupil engagement; School climate	Low income pupils; Foster youth; English learners: Reduce suspension rates through implementation and support of Positive Behavior Intervention and Support (PBIS) strategies.Reduce suspension rates through implementation of Positive Behavior Intervention and Support (PBIS) strategies. No impact to LCFF Targeted funding.	LEA-Wide		: $0 Note: no impact on LCFF funding	: $0 Note: no impact on LCFF funding	: $0 Note: no impact on LCFF funding
Goal #4:Communicate effectively with all stakeholders and continue to build relationships in the community that help provide our students with innovative educational opportunities.	Implementation of State Standards; Course access; Pupil achievement; Parent involvement; Pupil engagement; School climate	English learners: Conduct college information, goal setting and financial aid workshops for non English speaking parents of EL students.	LEA-Wide		EL Parent workshops: $2,400 Funding Source: LCFF Targeted Note: Additional hours for staff to plan and conduct EL parent informaional workshops.	EL Parent workshops: $2,400 Funding Source: LCFF Targeted Note: Additional hours for staff to plan and conduct EL parent informaional workshops.	EL Parent workshops: $2,400 Funding Source: LCFF Targeted Note: Additional hours for staff to plan and conduct EL parent informaional workshops.
Goal #4:Communicate effectively with all stakeholders and continue to build	Implementation of State Standards; Course access; Pupil	English learners: Contract with local Spanish language radio station to host radio program that informs	LEA-Wide		Annual purchase of airtime: $10,000 Funding Source: LCFF Targeted	Annual purchase of airtime: $10,000 Funding Source: LCFF Targeted	Annual purchase of airtime: $10,000 Funding Source: LCFF Targeted

relationships in the community that help provide our students with innovative educational opportunities.	achievement; Parent involvement; Pupil engagement; School climate	listeners of district programs and highlights.			Note: 20 one hour segments @ $500 ea	Note: 20 one hour segments @ $500 ea	Note: 20 one hour segments @ $500 ea
Goal #4:Communicate effectively with all stakeholders and continue to build relationships in the community that help provide our students with innovative educational opportunities.	Implementation of State Standards; Course access; Pupil achievement; Parent involvement; Pupil engagement; School climate	Low income pupils; Foster youth; English learners; Redesignated fluent English proficient pupils: Increase contact and interaction with students parents/guardians of targeted groups through technology, face to face meetings and workshops intended to foster parent involvement.	LEA-Wide		Parent involvement: $12,000 Funding Source: LCFF Targeted Note: Additional hours for classified and certificated staff to conduct plan and parent workshops.	Parent involvement: $12,000 Funding Source: LCFF Targeted Note: Additional hours for classified and certificated staff to conduct plan and parent workshops.	Parent involvement: $12,000 Funding Source: LCFF Targeted Note: Additional hours for classified and certificated staff to conduct plan and parent workshops.

C. Describe the LEA's increase in funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5). Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496. For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a school site in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state priority areas. (See 5 CCR 15496(b) for guidance.)

The Antelope Valley Union High School District is receiving a projected $10,955,040 in supplemental and concentration grant funding. The District has approximately 65% of our enrollment qualified as an unduplicated pupil count for the purposes of LCFF funding.

The AVUHSD administration and staff worked collaboratively with parents from all represented students groups and bargaining units to write this LCAP to meet the needs of all of our students, with emphasis on students that are English Learners, low income and Foster Youth and support and monitoring for students recently Reclassified English Proficient. On a district wide basis this plan supports:

- Increasing overall student achievement
- Increasing students college and career readiness
- Increasing parent involvement districtwide
- Full implementation of CCSS
- Supporting appropriate levels of funding to maintain or improve for facilities, materials, and highly qualified teachers
- Increasing student engagement.

In order to meet the unique needs the schools in the district, a portion of LCFF supplemental grant funding will be directed toward the sites as well as expended at the district level for direct support. These funds will also be used to provide targeted support academic and personal/social support for all students that are identified as needing support.

Quartz Hill High school does not currently meet the 40% threshold for unduplicated student counts, but the district feels that these strategies and supports are proven to be beneficial to all students, not just those historically underrepresented, and will implement this plan as appropriate to meet the needs of their students as well.

D. Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

The Antelope Valley Union High School District's projected proportionality is 6.95% for budget year 2014-15.

The additional funding directed toward unduplicated students will increase both the quality and quantity of services and support provided. In order to support the academic success of English Learners, Foster Youth and low income students, the majority of the LCFF dollars will be distributed to sites and a portion of supplementation and concentration dollars will be used to support student achievement at the district level. The targeted funds will be used to provide additional monitoring, products and services that include academic support and intervention as well as community outreach, information and support for parents and guardians.

The district will support school sites by ensuring that supplemental funds are targeted at increasing academic and social support, school attendance and offering additional support to students and families where there is an identified need. Increases in student attendance rates will have an overall impact on student engagement, student achievement and school climate.

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.