

Local Control and Accountability Plan

Antelope Valley Union High



July 1, 2014 - June 30, 2017

06/30/2014

Introduction:

<p>LEA: Antelope Valley Union High</p>	<p>Contact: greg nehen Director of School Improvement gnehen@avhsd.org (661) 948-7655 286</p>	<p>LCAP Years: July 1, 2014 - June 30, 2017</p>
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Involvement Process:

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, 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 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
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

Impact on LCAP:

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:

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 Tutoring Programs	Increase Technology Access	Increased Parent Involvement	Academic/Learning Skills

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.

- 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.

Goal:

Goal #1: Ensure that students are academically proficient and prepared for college and career ready.

Identified Need:

Need: Stakeholders indicated a need for increased student achievement on traditional standardized tests as well as ancillary college readiness indicators.

Identified Metric:

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
9. Demonstrate growth in API/CASSP

<p>Related State and Local Priorities: State: Implementation of State Standards; Course access; Pupil achievement; Other pupil outcomes; Pupil engagement; School climate</p>	<p>Applicable Student Subgroup(s): All</p>	<p>School(s) Affected: All</p>
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What will be different/improved for students?

Year 2014-15:

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

Year 2015-16:

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 of 1 year reading level (SRI) for students not receiving intensive literacy support.

RFEP increase rate by 5%

Year 2016-17:

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.

School wide average increase of 1 year reading level (SRI) for students not receiving intensive literacy support.

RFEP increase rate by 3%

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.

Identified Need:

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.

Identified Metric:

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.

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

Related State and Local Priorities: State: Implementation of State Standards; Course access; Pupil achievement; Other pupil outcomes; Pupil engagement Local: Increase college and career ready	Applicable Student Subgroup(s): All	School(s) Affected: All
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What will be different/improved for students?

Year 2014-15:

Increase collaborative/CCSS lesson design professional development hours by 1600 hours.

Develop survey for student and staff technology proficiency.

Year 2015-16:

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.

Year 2016-17:

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.

Goal:

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

Identified Need:

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.

Identified Metric:

Average daily student attendance

Reported rate of chronic absenteeism

High school dropout rate

High school graduation rate

Suspension rates

Expulsion rates

Safety/school connectedness

Textbook sufficiency

Teacher rate of misalignments

Facilities inspections

Administer California Healthy Kids Survey to evaluate climate for both students and teachers.

Related State and Local Priorities: State: Basic; Pupil engagement; School climate	Applicable Student Subgroup(s): All	School(s) Affected: All
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What will be different/improved for students?

Year 2014-15:

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

Year 2015-16:

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

Year 2016-17:

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%

Improve climate satisfaction rates by 5%.

Goal:

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

Identified Need:

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.

Identified Metric:

Number of opportunities for parents to interact with school staff.

Relationships with stakeholders and community benefactor groups.

Parent satisfaction survey

<p>Related State and Local Priorities: State: Implementation of State Standards; Course access; Pupil achievement; Parent involvement;</p>	<p>Applicable Student Subgroup(s): All</p>	<p>School(s) Affected: All</p>
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Pupil engagement; School climate

What will be different/improved for students?

Year 2014-15:

Increase parent outreach opportunities (See action)

Conduct two regional LCAP progress updates districtwide.

Develop and give parent satisfaction survey.

Year 2015-16:

Increase parent outreach opportunities (See action)

Conduct two regional LCAP progress updates districtwide.

Parent satisfaction survey growth metric to be developed based on results.

Year 2016-17:

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.

Goal:

Goal #1: Ensure that students are academically proficient and prepared for college and career ready.

Related State and Local Priorities:
 State: Implementation of State Standards; Course access; Pupil achievement; Other pupil outcomes; Pupil engagement;
 School climate

A. Annual Actions

Actions and Services: Administer PSAT for all students grades 10 and 11 as an indication of college readiness.

Level of Service: LEA-Wide	Years: Year 2; Year 3
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Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source	Note
PSAT	\$ 0	\$ 300,000	\$ 300,000	LCFF Targeted	
PSAT Readiness tutoring for all students	\$ 0	\$ 12,000	\$ 12,000	LCFF Targeted	
Action/Service Total:	\$ 0	\$ 312,000	\$ 312,000		

Actions and Services: Utilize counseling and parent awareness workshops to increase the percentage of students who satisfy all A-G requirements.

Level of Service: LEA-Wide	Years: Year 3
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Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source	Note
	\$ 0	\$ 0	\$ 0		No impact to LCFF Targeted

Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source	Note
					funding.
Action/Service Total:	\$ 0	\$ 0	\$ 0		

Actions and Services: Provide Shmoop test prep account for all students.	
Level of Service: LEA-Wide	Years: Year 1; Year 2; Year 3

Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source	Note
Provide Shmoop test preparation account for all students to access.	\$462,000	\$462,000	\$462,000	LCFF Targeted	SHMOOP schoolwide implementation with PD for teachers to take effect by 8/13.
Targeted CAHSEE Support	\$22,000	\$22,000	\$22,000	LCFF Targeted	Offer intensive CAHSEE support and tutoring outside of the school
Action/Service Total:	\$484,000	\$484,000	\$484,000		

Actions and Services: Increase rates of student participation and demonstration of college preparedness in Early Assessment Program.	
Level of Service: LEA-Wide	Years: Year 1; Year 2; Year 3

Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source	Note
	\$ 0	\$ 0	\$ 0		No impact to LCFF Targeted

Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source	Note
					funding.
Action/Service Total:	\$ 0	\$ 0	\$ 0		

Actions and Services: Send requisite number of teachers to summer AP training to maintain appropriate levels of qualified staffing.

Level of Service: LEA-Wide

Years: Year 1; Year 2; Year 3

Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source	Note
AP by the Sea	\$88,000	\$82,000	\$82,000		
Action/Service Total:	\$88,000	\$82,000	\$82,000		

Actions and Services: Utilize counseling and goal setting strategies to encourage more students to challenge themselves with higher level courses.

Level of Service: LEA-Wide

Years: Year 1; Year 2; Year 3

Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source	Note
Additional counseling hours	\$16,000	\$16,000	\$16,000	LCFF Targeted	Additional hours to pay counselors to host goal setting workshops for parents and students outside of the school day.
Action/Service	\$16,000	\$16,000	\$16,000		

Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source	Note
Total:					

Actions and Services: Counselors will monitor all student progress to increase the rate of students who meet all requirements for graduation.

Level of Service: LEA-Wide Years: Year 3

Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source	Note
	\$ 0	\$ 0	\$ 0		No impact to LCFF Targeted funding.
Action/Service Total:	\$ 0	\$ 0	\$ 0		

Actions and Services: Administer Scholastic Reading Indicator to all students 2 times per year.

Level of Service: LEA-Wide Years: Year 1; Year 2; Year 3

Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source	Note
	\$ 0	\$ 0	\$ 0		No impact to LCFF Targeted funding.
Action/Service Total:	\$ 0	\$ 0	\$ 0		

Actions and Services: Reduce class sizes to a 25:1 ratio for intensive ELA and literacy support classes.

Level of Service: LEA-Wide Years: Year 1; Year 2; Year 3

Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source	Note
Class size reduction	\$170,000	\$170,000	\$170,000	LCFF Targeted	4:1 section buy down= \$19,000. 2 FTE total buydown.
Action/Service Total:	\$170,000	\$170,000	\$170,000		

Actions and Services: Reduce class sizes to 25:1 ration for intensive Algebra and support classes.	
Level of Service: LEA-Wide	Years: Year 1; Year 2; Year 3

Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source	Note
Class size reduction- Algebra	\$208,000	\$208,000	\$208,000	LCFF Targeted	4:1 section buy down= \$19,000. 2.4 FTE total buy down.
Action/Service Total:	\$208,000	\$208,000	\$208,000		

B. Additional Annual Actions

Actions and Services: Add additional summer hours for staff to administer CELDT test outside of the school year	
Student Group(s): English learners	
Level of Service: Targeted	Years: Year 2; Year 3

Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source	Note
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Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source	Note
Additional Summer hours	\$ 0	\$ 41,000	\$ 40,000	LCFF Targeted	Site based expenditure based on number of students requiring testing
Action/Service Total:	\$ 0	\$ 41,000	\$ 40,000		

Actions and Services: 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.

Student Group(s): Foster youth

Level of Service: LEA-Wide

Years: Year 1; Year 2; Year 3

Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source	Note
FY Counselor	\$ 0	\$ 0	\$ 0		No additional expenditure required. Work performed within the school day.
Action/Service Total:	\$ 0	\$ 0	\$ 0		

Actions and Services: 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.

Student Group(s): English learners; Redesignated fluent English proficient pupils

Level of Service:

Years: Year 1; Year 2

Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source	Note
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Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source	Note
Professional Development Hours	\$29,700	\$29,700	\$0	LCFF Targeted	
Action/Service Total:	\$29,700	\$29,700	\$0		

Actions and Services: Designated EL counselor and EL Coordinator to monitor academic progress of all RFEP students for 2 years after reclassification.

Student Group(s): English learners

Level of Service: Targeted Years: Year 1; Year 2; Year 3

Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source	Note
Additional hours	\$31,350	\$31,350	\$31,350	LCFF Targeted	\$33/hr, 2hrs/student additional hours outside of the school day. Approximately 475 students district wide to monitor.
Action/Service Total:	\$31,350	\$31,350	\$31,350		

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.

Related State and Local Priorities:
 State: Implementation of State Standards; Course access; Pupil achievement; Other pupil outcomes; Pupil engagement
 Local: Increase college and career ready

A. Annual Actions

Actions and Services: Increase the number of students who pass an AP exam with a score of 3 or better.	
Level of Service: LEA-Wide	Years: Year 1; Year 2; Year 3

Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source	Note
Additional hours for AP tutoring	\$19,800	\$19,800	\$19,800	LCFF Targeted.	600 hrs @ \$33/hr
Action/Service Total:	\$19,800	\$19,800	\$19,800		

Actions and Services: Staff will engage in facilitated interdepartmental and cross curricular lesson design to improve student achievement on Next Generation Assessments.	
Level of Service: LEA-Wide	Years: Year 1; Year 2; Year 3

Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source	Note
CCSS PD Hours	\$200,000	\$200,000	\$200,000	LCFF Targeted	District wide and site facilitated pd. \$33/hrx 6 hrs/teacher
Action/Service Total:	\$200,000	\$200,000	\$200,000		

Actions and Services: Increase the number of academy and pathway options and offerings available.	
Level of Service: LEA-Wide	Years: Year 2; Year 3

Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source	Note
Collaboration and planning hours.	\$3,300	\$3,300	\$3,300	LCFF Targeted	\$33/hr X 100 hrs
Action/Service Total:	\$3,300	\$3,300	\$3,300		

Actions and Services: 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.

Level of Service: LEA-Wide	Years: Year 1; Year 2; Year 3
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Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source	Note
Release time for teachers	\$5,280	\$5,280	\$0	LCFF Targeted	\$33/hr x 160 hours of release time for curriculum
Action/Service Total:	\$5,280	\$5,280	\$0		

Actions and Services: Develop and administer student and staff survey to indicate basic technology proficiency and skills.

Level of Service: LEA-Wide	Years: Year 1
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Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source	Note
Release time/Add'l Hours to develop survey	\$1,650	\$0	\$0	LCFF Targeted	\$33/hr x 50

Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source	Note
Release time/ Additional hours to develop staff survey	\$1,650	\$0	\$0	LCFF Targeted	\$33/hr x 50hrs,
Action/Service Total:	\$3,300	\$0	\$0		

Actions and Services: Expand technology infrastructure, wireless capacity and online access and lower student:device ratio.

Level of Service: LEA-Wide

Years: Year 1; Year 2

Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source	Note
Expand wireless infrastructure/capabilities	\$100,000	\$100,000	\$0	LCFF Targeted/RDA Funding	
Action/Service Total:	\$100,000	\$100,000	\$0		

Actions and Services: Conduct site, regional and Districtwide STEM based expositions.

Level of Service:

Years: Year 1; Year 2; Year 3

Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source	Note
Materials and supplies	\$25,000	\$25,000	\$25,000	LCFF Targeted	
Action/Service	\$25,000	\$25,000	\$25,000		

Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source	Note
Total:					

B. Additional Annual Actions

Goal:

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

Related State and Local Priorities:
State: Basic; Pupil engagement; School climate

A. Annual Actions

Actions and Services: Full compliance with instructional materials sufficiency as defined by Williams legislation.

Level of Service: LEA-Wide	Years: Year 1; Year 2; Year 3
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Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source	Note
	\$ 0	\$ 0	\$ 0		No impact to LCFF Targeted funding.
Action/Service Total:	\$ 0	\$ 0	\$ 0		

Actions and Services: Full compliance with facilities inspections as defined by Williams legislation.

Level of Service: LEA-Wide	Years:
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Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source	Note
	\$ 0	\$ 0	\$ 0		No impact to LCFF Targeted

Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source	Note
					funding.
Action/Service Total:	\$ 0	\$ 0	\$ 0		

Actions and Services: Reduce rate of teacher misassignment as defined by Williams legislation and NCLB HQT requirements.

Level of Service: LEA-Wide

Years: Year 1; Year 2; Year 3

Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source	Note
	\$ 0	\$ 0	\$ 0		No impact to LCFF Targeted funding.
Action/Service Total:	\$ 0	\$ 0	\$ 0		

Actions and Services: Increase Average daily attendance through increased contact with parents.

Level of Service: LEA-Wide

Years: Year 1; Year 2; Year 3

Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source	Note
	\$ 0	\$ 0	\$ 0		No impact to LCFF Targeted funding.
Action/Service Total:	\$ 0	\$ 0	\$ 0		

Actions and Services: Improve campus climate and reduce incidents of on-campus discipline through the implementation of Culturally Responsive Teaching strategies.

Level of Service: LEA-Wide

Years: Year 1; Year 2; Year 3

Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source	Note
	\$ 0	\$ 0	\$ 0		No impact to LCFF Targeted funding.
Action/Service Total:	\$ 0	\$ 0	\$ 0		

Actions and Services: Administer California Healthy Kids survey to students and staff.

Level of Service: LEA-Wide

Years: Year 1; Year 2; Year 3

Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source	Note
Survey	\$ 7,260	\$ 7,260	\$ 7,260	LCFF Targeted	\$.33/survey x 22000 students.
Action/Service Total:	\$ 7,260	\$ 7,260	\$ 7,260		

B. Additional Annual Actions

Actions and Services: Reduce expulsion rates by implementing Other Means of Correction (OMC) strategies. No impact to LCFF funding.

Student Group(s): Low income pupils; Foster youth; English learners

Level of Service: LEA-Wide

Years: Year 1; Year 2; Year 3

Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source	Note
	\$ 0	\$ 0	\$ 0		No impact to LCFF funding
Action/Service Total:	\$ 0	\$ 0	\$ 0		

Actions and Services: 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.

Student Group(s): Low income pupils; Foster youth; English learners

Level of Service: LEA-Wide Years: Year 1; Year 2; Year 3

Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source	Note
	\$ 0	\$ 0	\$ 0		no impact on LCFF funding
Action/Service Total:	\$ 0	\$ 0	\$ 0		

Goal:

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

Related State and Local Priorities:
 State: Implementation of State Standards; Course access; Pupil achievement; Parent involvement; Pupil engagement; School climate

A. Annual Actions

Actions and Services: Sites will conduct parent outreach/informational workshops.	
Level of Service: LEA-Wide	Years: Year 1; Year 2; Year 3

Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source	Note
Additional hours, materials and supplies	\$8,000	\$8,000	\$8,000	LCFF Targeted	
Action/Service Total:	\$8,000	\$8,000	\$8,000		

Actions and Services: Sites will host evening/weekend events to showcase programs and specialized programs unique to their sites.	
Level of Service: LEA-Wide	Years: Year 1; Year 2; Year 3

Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source	Note
Additional hours, materials and supplies	\$4,000	\$4,000	\$4,000	LCFF Targeted	
Action/Service Total:	\$4,000	\$4,000	\$4,000		

B. Additional Annual Actions

Actions and Services: Conduct college information, goal setting and financial aid workshops for non English speaking parents of EL students.	
Student Group(s): English learners	

Level of Service: LEA-Wide	Years: Year 1; Year 2; Year 3
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Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source	Note
EL Parent workshops	\$2,400	\$2,400	\$2,400	LCFF Targeted	Additional hours for staff to plan and conduct EL parent informaional workshops.
Action/Service Total:	\$2,400	\$2,400	\$2,400		

Actions and Services: Contract with local Spanish language radio station to host radio program that informs listeners of district programs and highlights.	
Student Group(s): English learners	
Level of Service: LEA-Wide	Years: Year 1; Year 2; Year 3

Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source	Note
Annual purchase of airtime	\$10,000	\$10,000	\$10,000	LCFF Targeted	20 one hour segments @ \$500 ea
Action/Service Total:	\$10,000	\$10,000	\$10,000		

Actions and Services: Increase contact and interaction with students parents/guardians of targeted groups through technology, face to face meetings and workshops intended to foster parent involvement.	
Student Group(s): Low income pupils; Foster youth; English learners; Redesignated fluent English proficient pupils	
Level of Service: LEA-Wide	Years: Year 1; Year 2; Year 3

Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source	Note
Parent involvement	\$12,000	\$12,000	\$12,000	LCFF Targeted	Additional hours for classified and certificated staff to conduct plan and parent workshops.
Action/Service Total:	\$12,000	\$12,000	\$12,000		

C. Concentration and Supplemental Funds:

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. Proportionality of Services:

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.

Expenditures and Funding Sources

Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source
A. Annual Actions				
Goal: Academics				
Action/Service: PSAT Test				
PSAT	\$ 0	\$ 300,000	\$ 300,000	LCFF Targeted
PSAT Readiness tutoring for all students	\$ 0	\$ 12,000	\$ 12,000	LCFF Targeted
Action/Service Subtotal:	\$ 0	\$ 312,000	\$ 312,000	
Action/Service: Percentage of Students meeting A-G				
	\$ 0	\$ 0	\$ 0	
Action/Service Subtotal:	\$ 0	\$ 0	\$ 0	
Action/Service: Student achievement- CAHSEE				
Provide Shmoop test preparation account for all students to access.	\$ 462,000	\$ 462,000	\$ 462,000	LCFF Targeted
Targeted CAHSEE Support	\$ 22,000	\$ 22,000	\$ 22,000	LCFF Targeted
Action/Service Subtotal:	\$ 484,000	\$ 484,000	\$ 484,000	
Action/Service: EAP Participation				
	\$ 0	\$ 0	\$ 0	
Action/Service Subtotal:	\$ 0	\$ 0	\$ 0	

Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source
Action/Service: AP courses				
AP by the Sea	\$88,000	\$82,000	\$82,000	
Action/Service Subtotal:	\$88,000	\$82,000	\$82,000	
Action/Service: College and career readiness				
Additional counseling hours	\$16,000	\$16,000	\$16,000	LCFF Targeted
Action/Service Subtotal:	\$16,000	\$16,000	\$16,000	
Action/Service: Graduation requirements				
	\$0	\$0	\$0	
Action/Service Subtotal:	\$0	\$0	\$0	
Action/Service: Literacy Skills				
	\$0	\$0	\$0	
Action/Service Subtotal:	\$0	\$0	\$0	
Action/Service: Class size reduction- ELA				
Class size reduction	\$170,000	\$170,000	\$170,000	LCFF Targeted
Action/Service Subtotal:	\$170,000	\$170,000	\$170,000	
Action/Service: Intensive Algebra intervention				
Class size reduction- Algebra	\$208,000	\$208,000	\$208,000	LCFF Targeted
Action/Service Subtotal:	\$208,000	\$208,000	\$208,000	
Goal: 21st Century Learning				

Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source
Action/Service: Passing AP exams with 3 or better				
Additional hours for AP tutoring	\$19,800	\$19,800	\$19,800	LCFF Targeted.
Action/Service Subtotal:	\$19,800	\$19,800	\$19,800	
Action/Service: CCSS/NGA PD				
CCSS PD Hours	\$200,000	\$200,000	\$200,000	LCFF Targeted
Action/Service Subtotal:	\$200,000	\$200,000	\$200,000	
Action/Service: CTE growth and development				
Collaboration and planning hours.	\$3,300	\$3,300	\$3,300	LCFF Targeted
Action/Service Subtotal:	\$3,300	\$3,300	\$3,300	
Action/Service: Healthful Living Curriculum				
Release time for teachers	\$5,280	\$5,280	\$0	LCFF Targeted
Action/Service Subtotal:	\$5,280	\$5,280	\$0	
Action/Service: Technology readiness survey				
Release time/Add'l Hours to develop survey	\$1,650	\$0	\$0	LCFF Targeted
Release time/ Additional hours to develop staff survey	\$1,650	\$0	\$0	LCFF Targeted
Action/Service Subtotal:	\$3,300	\$0	\$0	
Action/Service: Expand wireless capacity				
Expand wireless infrastructure/capabilities	\$100,000	\$100,000	\$0	LCFF Targeted/RDA Funding

Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source
Action/Service Subtotal:	\$100,000	\$100,000	\$0	
Action/Service: Science Expositions				
Materials and supplies	\$25,000	\$25,000	\$25,000	LCFF Targeted
Action/Service Subtotal:	\$25,000	\$25,000	\$25,000	
Goal: School Culture				
Action/Service: Textbook sufficiency				
	\$0	\$0	\$0	
Action/Service Subtotal:	\$0	\$0	\$0	
Action/Service: Facilities				
	\$0	\$0	\$0	
Action/Service Subtotal:	\$0	\$0	\$0	
Action/Service: Teacher misassignments				
	\$0	\$0	\$0	
Action/Service Subtotal:	\$0	\$0	\$0	
Action/Service: ADA				
	\$0	\$0	\$0	
Action/Service Subtotal:	\$0	\$0	\$0	
Action/Service: Improve learning environment				
	\$0	\$0	\$0	

Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source
Action/Service Subtotal:	\$ 0	\$ 0	\$ 0	
Action/Service: Evaluate School Climate				
Survey	\$7,260	\$7,260	\$7,260	LCFF Targeted
Action/Service Subtotal:	\$7,260	\$7,260	\$7,260	
Goal: Communication				
Action/Service: Parent Workshops				
Additional hours, materials and supplies	\$8,000	\$8,000	\$8,000	LCFF Targeted
Action/Service Subtotal:	\$8,000	\$8,000	\$8,000	
Action/Service: Showcase Events				
Additional hours, materials and supplies	\$4,000	\$4,000	\$4,000	LCFF Targeted
Action/Service Subtotal:	\$4,000	\$4,000	\$4,000	
B. Additional Annual Actions				
Goal: Academics				
Action/Service: Summer CELDT Testing				
Additional Summer hours	\$ 0	\$41,000	\$40,000	LCFF Targeted
Action/Service Subtotal:	\$ 0	\$41,000	\$40,000	
Action/Service: Counseling services for FY.				
FY Counselor	\$ 0	\$ 0	\$ 0	

Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source
Action/Service Subtotal:	\$ 0	\$ 0	\$ 0	
Action/Service: Teacher Professional Development				
Professional Development Hours	\$29,700	\$29,700	\$ 0	LCFF Targeted
Action/Service Subtotal:	\$29,700	\$29,700	\$ 0	
Action/Service: Monitor RFEP Students				
Additional hours	\$31,350	\$31,350	\$31,350	LCFF Targeted
Action/Service Subtotal:	\$31,350	\$31,350	\$31,350	
Goal: 21st Century Learning				
Goal: School Culture				
Action/Service: Reduce expulsion rates				
	\$ 0	\$ 0	\$ 0	
Action/Service Subtotal:	\$ 0	\$ 0	\$ 0	
Action/Service: Reduce suspension rates				
	\$ 0	\$ 0	\$ 0	
Action/Service Subtotal:	\$ 0	\$ 0	\$ 0	
Goal: Communication				
Action/Service: EL Parent College Information Workshps				
EL Parent workshops	\$2,400	\$2,400	\$2,400	LCFF Targeted
Action/Service Subtotal:	\$2,400	\$2,400	\$2,400	

Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source
Action/Service: Cafe con Leche				
Annual purchase of airtime	\$10,000	\$10,000	\$10,000	LCFF Targeted
Action/Service Subtotal:	\$10,000	\$10,000	\$10,000	
Action/Service: Parent involvement				
Parent involvement	\$12,000	\$12,000	\$12,000	LCFF Targeted
Action/Service Subtotal:	\$12,000	\$12,000	\$12,000	