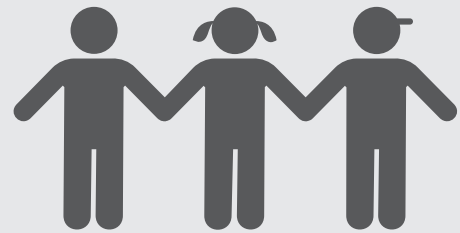




Local Control and Accountability Plan

Plan Summary, 2024-25



20,829 9th-12th grade STUDENTS

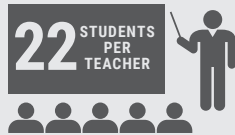


12 SCHOOLS

- 8 Comprehensive Sites
- 3 Alternative Education Sites
- 1 Early College



2,211 EMPLOYEES



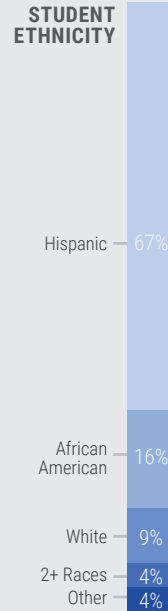
22 STUDENTS PER TEACHER



CA DISTINGUISHED Schools

DISTRICT STORY

STUDENT ETHNICITY



STUDENT GROUPS

61% Low Income

9% English Learners

7% Long-term English Learners

2% Foster Youth

2% Homeless Students

College Readiness and Career Pathways

AVUHSD fosters college and career readiness through comprehensive education. For college, it provides A-G courses meeting UC and CSU admission requirements. For careers, we offer specialized Academies and Pathways in fields like agriculture, biomedical science, and engineering, equipping students with practical skills for the workforce.



Commitment to Equity

AVUHSD is dedicated to ensuring all students have equitable access to high-quality education, embodying the motto "Every Student. Every Need. Every Story."



Inclusive Learning Environment

AVUHSD supports students with unique needs through programs like English Language Development, Independent Study, and SPED classes, fostering an inclusive educational environment.



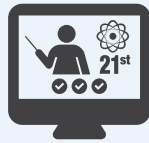
LCAP GOALS

BROAD GOAL #1



College & Career Readiness

BROAD GOAL #2



Modern Learning Environment

BROAD GOAL #3



Positive School Culture

BROAD GOAL #4



Community Partnerships & Communication

FOCUS GOAL #5



Equitable Access for Students with Disabilities

FOCUS GOAL #6



Targeted Support
Desert Winds, Phoenix, and R. Rex Parris High Schools

BASE FUNDED

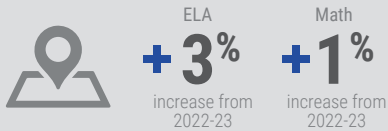
EQUITY MULTIPLIER

REFLECTION: SUCCESSES



NWEA MAP Performance

Indicator: Local Assessment



Reduced Suspension Rate

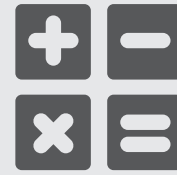
Indicator: Local Assessment



Planned Actions to Maintain Progress:

- 1.5** - Administer NWEA Map assessments three times yearly in Math, ELA, and Science.
- 2.2** - Expand tiered support services through additional school counselors and social workers.
- 3.8** - Provide Positive Behavior Interventions and Supports (PBIS) to foster social-emotional learning and reduce suspensions among at-risk students.
- 3.10** - Create safe, secure, and positive learning environments by engaging support staff in mentoring and monitoring.

REFLECTION: IDENTIFIED NEEDS



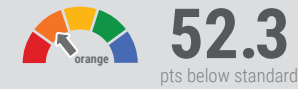
Mathematics

Indicator: 2023 CA School Dashboard



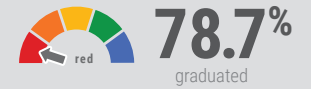
English Language Arts

Indicator: 2023 CA School Dashboard



English Learner Progress

Indicator: 2023 CA School Dashboard



Planned Actions to Address Needs:

- 1.4** - Offer extended day and virtual tutoring in English and Spanish, seven days a week, to help EL, FY, and LI students in grades 9-12.
- 1.6** - Place identified students in reduced class sizes for ELA and Math, providing daily small group instruction with alternative curriculum.
- 1.7** - Provide professional development and systematic support for English Learner and Long-Term English Learner students.
- 1.14** - Engage teachers in professional development workshops on literacy and math instruction.

COMPREHENSIVE SUPPORT & IMPROVEMENT (CSI)

IDENTIFIED SCHOOLS



- **Desert Winds High School**
Graduation Rate
- **Palmdale High School**
Low Performance
- **R. Rex Parris High School**
Graduation Rate

PROVIDE SUPPORT FOR SCHOOLS

Antelope Valley UHSD supported these schools in developing CSI plans through:



- **Evidence-based interventions**
- **Guiding CSI plan development**
- **Addressing resource inequities**
- **Offering ongoing support and feedback**

MONITOR & EVALUATE EFFECTIVENESS

Implementation & effectiveness of the CSI plan will be monitored through:



- **Regular progress assessments**
- **Quarterly meetings with school leadership**
- **Evaluation of resource utilization**
- **Analysis of student outcome data**

Engaging Educational Partners



INPUT & FEEDBACK
collected via Qualtrics surveys



LCAP VIDEO
Created & shared



ADVISORY MEETINGS
Held with various groups



PUBLIC HEARING
Conducted for LCAP review

18
LCAP COMMUNITY
& Student Engagement Meetings Held



15
GROUPS
Involved

Groups include:
DELAC, DPAC, DSLT, Parents / Guardians, Community members, Staff, Admin, AVTA, CSEA, SELPA, Students, Board of Trustees, LACOE, School Site Council representatives, ELAC



Checklist of Items Shared:

- LCAP Goals and Progress
- Student Achievement Data
- Needs Assessment Results
- Dashboard Data
- Proposed Actions and Services



AVUHSD has informed, consulted, & involved the community in the process of creating the LCAP as summarized above. Forms of communication included:

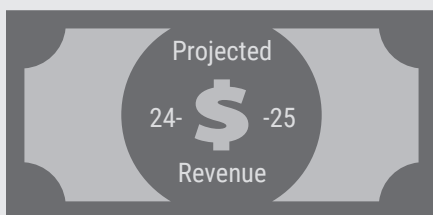


Website, email, phone, word of mouth, virtual & in-person meetings, social media.

Budget Overview & Service Improvement



California law mandates Local Control Funding Formula consisting of the following tiers...



Total LCFF Funds	\$297,004,001
Federal Funds	\$25,933,342
Local Funds	\$29,070,811
Other State Funds	\$36,360,269

Total Revenue: \$388,368,423

...targeting disadvantaged students...



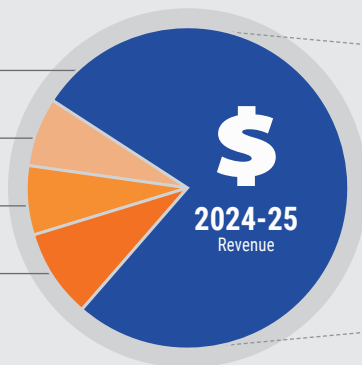
...resulting in increased service of...

↑ 21.6%

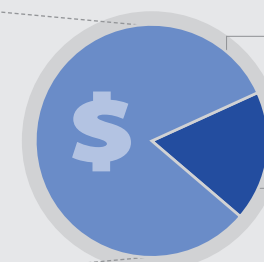
2024-25 Expected Service Improvement Using:

\$52,403,656

In Total Concentration & Supplemental Grants



LCFF Funds



Base Grant:
\$244,600,345
based on total enrollment

Supplemental & Concentration Grants:
\$52,403,656
based on enrollment of high-needs students.

BROAD GOAL

GOAL
#1



College & Career Readiness

STATE PRIORITIES


- 1. Basic Services
- 2. Academic Standards
- 3. Parent Involvement
- 4. Student Achievement
- 5. Student Engagement
- 6. School Climate
- 7. Course Access
- 8. Other Outcomes

EXPECTED 2024-25 MEASURABLE OUTCOMES

Outcome ID	Icon	Description	Observed Outcomes	Targeted Outcome
1.1		IMPROVE IMPLEMENTATION OF ACADEMIC STANDARDS (implementation level: 1-5)	Baseline: 3.8 Year 1: TBD Year 2: TBD	Year 3: ↑ 5.0
1.2		IMPROVE PERFORMANCE ON ELA CAASPP (measured as pts from standard)	Baseline: -52.3 Year 1: TBD Year 2: TBD	Year 3: ↑ -47
1.3		IMPROVE PERFORMANCE ON MATH CAASPP (measured as pts from standard)	Baseline: -149.9 Year 1: TBD Year 2: TBD	Year 3: ↑ -145
1.4		IMPROVE PERFORMANCE ON CAST (% meeting or exceeding standard)	Baseline: 12.7% Year 1: TBD Year 2: TBD	Year 3: ↑ 30%
1.5		INCREASE A-G COMPLETION RATE	Baseline: 32.3% Year 1: TBD Year 2: TBD	Year 3: ↑ 50%
1.6		INCREASE CTE PATHWAY COMPLETION RATE	Baseline: 17.2% Year 1: TBD Year 2: TBD	Year 3: ↑ 45%

EXPECTED 2024-25 MEASURABLE **OUTCOMES**


1.7



IMPROVE ENGLISH LEARNER
PROGRESS INDICATOR
(% maintained)

OBSERVED OUTCOMES	
Baseline	38.5%
Year 1	TBD
Year 2	TBD
TARGETED OUTCOME	
Year 3	↑ 50%


1.8



INCREASE ENGLISH LEARNER
RECLASSIFICATION RATE

OBSERVED OUTCOMES	
Baseline	9.64%
Year 1	TBD
Year 2	TBD
TARGETED OUTCOME	
Year 3	↑ 20%


1.9



INCREASE 11TH GRADERS
PREPARED FOR COLLEGE IN ELA
(per EAP)

OBSERVED OUTCOMES	
Baseline	33.37%
Year 1	TBD
Year 2	TBD
TARGETED OUTCOME	
Year 3	↑ 50%


1.10



INCREASE 11TH GRADERS
PREPARED FOR COLLEGE IN MATH
(per EAP)

OBSERVED OUTCOMES	
Baseline	9.11%
Year 1	TBD
Year 2	TBD
TARGETED OUTCOME	
Year 3	↑ 50%


1.11



INCREASE % OF STUDENT
EARNING SEAL OF BILITERACY

OBSERVED OUTCOMES	
Baseline	7.4%
Year 1	TBD
Year 2	TBD
TARGETED OUTCOME	
Year 3	↑ 15%


1.12



IMPROVE PERFORMANCE ON
NWEA MAP ELA ASSESSMENT
(% scoring High & High Average)

OBSERVED OUTCOMES	
Baseline	25%
Year 1	TBD
Year 2	TBD
TARGETED OUTCOME	
Year 3	↑ 50%

1.13






IMPROVE PERFORMANCE ON
NWEA MAP MATH ASSESSMENT
(% scoring High & High Average)




OBSERVED OUTCOMES	
Baseline	22%
Year 1	TBD
Year 2	TBD
TARGETED OUTCOME	
Year 3	↑ 50%



PLANNED 2024-25 ACTIONS & EXPENDITURES

 Goal # 1	 Action / Service	 Amount
	1.1 - Escort EL, FY, and LI students in grades 9-12 on guided tours to colleges and career-related sites each semester to enhance their exposure to higher education and career opportunities.	\$146,749
	1.2 - Administer the PSAT and SAT annually to EL, FY, and LI students in grades 10 and 11 to assess and prepare them for college readiness.	\$675,925
	1.3 - Provide AP teachers and leaders with annual training to enhance their ability to deliver effective AP instruction and tutoring, aiming to boost AP course success and college access for EL, FY, and LI students.	\$424,057
	1.4 - Offer extended day and virtual tutoring in English and Spanish , seven days a week, to help EL, FY, and LI students in grades 9-12 improve their mastery of academic standards in ELA, Math, and Science.	\$300,257
	1.5 - Administer NWEA Map assessments three times yearly in Math, ELA, and Science for targeted interventions and instruction to increase proficiency among students in grades 9-12.	\$322,628
	1.6 - Place identified students in reduced class sizes for ELA and Math, providing daily small group instruction with alternative curriculum to accelerate learning and close achievement gaps.	\$523,801
	1.7 - Provide professional development and systematic support for English Learner and Long-Term English Learner students , ensuring effective instruction and intervention to improve English proficiency and academic achievement.	\$3,271,587
	1.8 - Offer ongoing professional development to monitor the academic progress of reclassified English Learner students to ensure equitable participation in educational programs and remedy any academic deficits.	\$728,453
	1.9 - Conduct three student-free professional development days focused on MTSS, student engagement, and intervention strategies to increase access to rigorous academic standards for all students.	\$1,798,721
	1.10 - Offer variable credit recovery options to help English Learner, Foster Youth, and Low Income students pass core classes and improve graduation rates.	\$1,450,616
	1.11 - Enhance and train staff on internal database systems for effective data evaluation and intervention planning to close achievement gaps and boost student achievement.	\$764,760
	1.12 - Provide ancillary instructional materials and supplies to English Learner, Foster Youth, and Low Income students to support equitable access and engagement in core curriculum, increasing student achievement.	\$1,786,000
	1.13 - Provide teachers in grades 9-12 with professional development, coaching, and curriculum supports to align their writing instruction with College and Career Readiness Standards for EL, FY, and LI students.	\$66,280

PLANNED 2024-25 ACTIONS & EXPENDITURES

 Goal # 1	 Action / Service	 Amount
1.14	Engage teachers in professional development workshops on literacy and math instruction tailored to meet the diverse needs of EL, FY, and LI students, enhancing their skills in English Language Arts and Mathematics.	\$103,878
1.15	Offer targeted intervention periods for EL, FY, and LI students to receive personalized ELA and math instruction, using technology-based programs and continuous assessment to improve core skills.	\$103,878
1.16	Conduct professional development for teachers focusing on strategies for Long-Term English Learners, including culturally responsive teaching and bilingual resource integration .	\$103,878
1.17	Implement professional development for teachers on effective English language development strategies , using culturally responsive methods and bilingual resources to support English Learner proficiency.	\$103,878



GOAL #1 SUMMARY OF EXPENDITURES

2023-24

Budgeted
\$11,379,594
Actual
\$8,778,127

2024-25

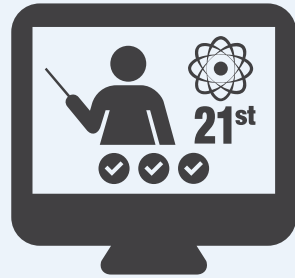
Budgeted expenditures
contributing to increased
or improved services:
\$12,675,346

Total Budgeted expenditures for 2024-25
\$12,675,346



FOCUS GOAL

GOAL #2



Modern Learning Environment



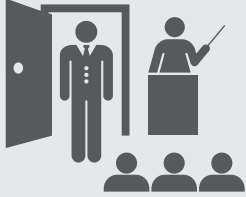
STATE PRIORITIES

- 1. Basic Services
- 2. Academic Standards
- 3. Parent Involvement
- 4. Student Achievement
- 5. Student Engagement
- 6. School Climate
- 7. Course Access
- 8. Other Outcomes




EXPECTED 2024-25 MEASURABLE OUTCOMES

<p>2.1</p> <p>INCREASE CTE AND A-G COMPLETION RATES</p>	<table border="1"> <thead> <tr> <th colspan="2">OBSERVED OUTCOMES</th> </tr> </thead> <tbody> <tr> <td>Baseline</td> <td>7.3%</td> </tr> <tr> <td>Year 1</td> <td>TBD</td> </tr> <tr> <td>Year 2</td> <td>TBD</td> </tr> <tr> <th colspan="2">TARGETED OUTCOME</th> </tr> <tr> <td>Year 3</td> <td>↑ 15%</td> </tr> </tbody> </table>	OBSERVED OUTCOMES		Baseline	7.3%	Year 1	TBD	Year 2	TBD	TARGETED OUTCOME		Year 3	↑ 15%	<p>2.2</p> <p>INCREASE AP EXAMS WITH QUALIFYING SCORE</p>	<table border="1"> <thead> <tr> <th colspan="2">OBSERVED OUTCOMES</th> </tr> </thead> <tbody> <tr> <td>Baseline</td> <td>2,074</td> </tr> <tr> <td>Year 1</td> <td>TBD</td> </tr> <tr> <td>Year 2</td> <td>TBD</td> </tr> <tr> <th colspan="2">TARGETED OUTCOME</th> </tr> <tr> <td>Year 3</td> <td>↑ 2,500</td> </tr> </tbody> </table>	OBSERVED OUTCOMES		Baseline	2,074	Year 1	TBD	Year 2	TBD	TARGETED OUTCOME		Year 3	↑ 2,500	<p>2.3</p> <p>INCREASE GRADUATION RATE</p>	<table border="1"> <thead> <tr> <th colspan="2">OBSERVED OUTCOMES</th> </tr> </thead> <tbody> <tr> <td>Baseline</td> <td>86.7%</td> </tr> <tr> <td>Year 1</td> <td>TBD</td> </tr> <tr> <td>Year 2</td> <td>TBD</td> </tr> <tr> <th colspan="2">TARGETED OUTCOME</th> </tr> <tr> <td>Year 3</td> <td>↑ 90%</td> </tr> </tbody> </table>	OBSERVED OUTCOMES		Baseline	86.7%	Year 1	TBD	Year 2	TBD	TARGETED OUTCOME		Year 3	↑ 90%
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<p>2.4</p> <p>INCREASE OF STUDENTS PARTICIPATING IN AVID</p>	<table border="1"> <thead> <tr> <th colspan="2">OBSERVED OUTCOMES</th> </tr> </thead> <tbody> <tr> <td>Baseline</td> <td>3,209</td> </tr> <tr> <td>Year 1</td> <td>TBD</td> </tr> <tr> <td>Year 2</td> <td>TBD</td> </tr> <tr> <th colspan="2">TARGETED OUTCOME</th> </tr> <tr> <td>Year 3</td> <td>↑ 5,000</td> </tr> </tbody> </table>	OBSERVED OUTCOMES		Baseline	3,209	Year 1	TBD	Year 2	TBD	TARGETED OUTCOME		Year 3	↑ 5,000	<p>2.5</p> <p>IMPROVE PERFORMANCE ON COLLEGE & CAREER INDICATOR</p>	<table border="1"> <thead> <tr> <th colspan="2">OBSERVED OUTCOMES</th> </tr> </thead> <tbody> <tr> <td>Baseline</td> <td>22.2%</td> </tr> <tr> <td>Year 1</td> <td>TBD</td> </tr> <tr> <td>Year 2</td> <td>TBD</td> </tr> <tr> <th colspan="2">TARGETED OUTCOME</th> </tr> <tr> <td>Year 3</td> <td>↑ 40%</td> </tr> </tbody> </table>	OBSERVED OUTCOMES		Baseline	22.2%	Year 1	TBD	Year 2	TBD	TARGETED OUTCOME		Year 3	↑ 40%	<p>2.6</p> <p>INCREASE STUDENTS EARNING GOLDEN STATE SEAL MERIT DIPLOMA</p>	<table border="1"> <thead> <tr> <th colspan="2">OBSERVED OUTCOMES</th> </tr> </thead> <tbody> <tr> <td>Baseline</td> <td>21.7%</td> </tr> <tr> <td>Year 1</td> <td>TBD</td> </tr> <tr> <td>Year 2</td> <td>TBD</td> </tr> <tr> <th colspan="2">TARGETED OUTCOME</th> </tr> <tr> <td>Year 3</td> <td>↑ 25%</td> </tr> </tbody> </table>	OBSERVED OUTCOMES		Baseline	21.7%	Year 1	TBD	Year 2	TBD	TARGETED OUTCOME		Year 3	↑ 25%
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EXPECTED 2024-25 MEASURABLE OUTCOMES

<p>1.7</p>  <p>INCREASE STUDENTS ENROLLED IN AP CLASSES</p>	<p>OBSERVED OUTCOMES</p> <table border="1"> <tr><td>Baseline</td><td>21.5%</td></tr> <tr><td>Year 1</td><td>TBD</td></tr> <tr><td>Year 2</td><td>TBD</td></tr> </table> <p>TARGETED OUTCOME</p> <table border="1"> <tr><td>Year 3</td><td>↑ 30%</td></tr> </table>	Baseline	21.5%	Year 1	TBD	Year 2	TBD	Year 3	↑ 30%	<p>1.8</p>  <p>INCREASE AP EXAMS TAKEN</p>	<p>OBSERVED OUTCOMES</p> <table border="1"> <tr><td>Baseline</td><td>5,478</td></tr> <tr><td>Year 1</td><td>TBD</td></tr> <tr><td>Year 2</td><td>TBD</td></tr> </table> <p>TARGETED OUTCOME</p> <table border="1"> <tr><td>Year 3</td><td>↑ 6,000</td></tr> </table>	Baseline	5,478	Year 1	TBD	Year 2	TBD	Year 3	↑ 6,000	<p>1.9</p>  <p>INCREASE CLASSROOM WALKTHROUGHS</p>	<p>OBSERVED OUTCOMES</p> <table border="1"> <tr><td>Baseline</td><td>4,480</td></tr> <tr><td>Year 1</td><td>TBD</td></tr> <tr><td>Year 2</td><td>TBD</td></tr> </table> <p>TARGETED OUTCOME</p> <table border="1"> <tr><td>Year 3</td><td>↑ 6,000</td></tr> </table>	Baseline	4,480	Year 1	TBD	Year 2	TBD	Year 3	↑ 6,000
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PLANNED 2024-25 ACTIONS & EXPENDITURES

 Goal # 2	 Action / Service	 Amount
2.1	- Provide comprehensive guidance and counseling services to support academic, collegiate, professional, and personal growth for all students.	\$4,388,817
2.2	- Expand tiered support services through additional school counselors and social workers to address the comprehensive needs of EL, FY, and LI students, ensuring equitable access to growth opportunities.	\$12,839,690
2.3	- Enhance professional development for certificated teachers and administrators through collaborative efforts, focusing on subject matter competence, effective instructional practices for diverse student groups (particularly English Learners, Foster Youth, and Low Income students), and alignment with California State Standards.	\$1,523,867
2.4	- Implement the Antelope Valley Teacher Induction (AVTI) program , providing mentoring and support for new teachers and administrators to increase their effectiveness in addressing the needs of diverse student groups to improve academic achievement and social-emotional well-being.	\$1,090,191
2.5	- Conduct classroom observations using digital tools to provide feedback on instructional practices, enhancing learning environments for EL, FY, and LI students.	\$21,980
2.6	- Increase equitable access to AP courses for LI students, providing tailored instruction and tutoring to enhance their success in AP exams.	\$588,867
2.7	- Coordinate increased CTE course access and pathways, particularly in sectors like healthcare and engineering, to boost career readiness for EL, FY, and LI students.	\$8,982,859

PLANNED 2024-25 ACTIONS & EXPENDITURES

 Goal # 2	 Action / Service	 Amount
	2.8 - Ensure availability and equitable access to AVID electives across all school sites, enhancing academic performance and readiness for EL, FY, and LI students.	\$2,994,711
	2.9 - Equip classrooms with advanced technology and provide rigorous curriculum support for EL, FY, and LI students to enhance engagement and learning outcomes.	\$2,777,438
	2.10 - Expand STEAM opportunities districtwide , promoting hands-on learning and increased participation in CTE pathways and electives for EL, FY, and LI students.	\$43,918
	2.11 - Partner with colleges and industries to provide dual enrollment and internship opportunities , boosting post-secondary success and workforce readiness for EL, FY, and LI students.	\$268,876
	2.12 - Offer extended academic and enrichment opportunities outside the standard school schedule to improve access and achievement for EL, FY, and LI students.	\$508,298
	2.13 - Provide targeted professional development and classroom support to increase teacher effectiveness, directly impacting the achievement of EL, FY, and LI students.	\$2,139,512
	2.14 - Support science teachers with specialized training and classroom observation to implement NGSS effectively, enhancing science education for EL, FY, and LI students.	\$187,756
	2.15 - Coordinate professional development and support for VAPA teachers to implement California Arts standards, improving arts education for EL, FY, and LI students.	\$374,348
	2.16 - Implement personalized academic counseling and targeted interventions to identify and support at-risk students, promoting graduation and academic success.	\$133,878
	2.17 - Enhance college and career readiness programs , including comprehensive career counseling and real-world experience opportunities, to prepare students for post-secondary success.	\$133,878



GOAL #2 SUMMARY OF EXPENDITURES

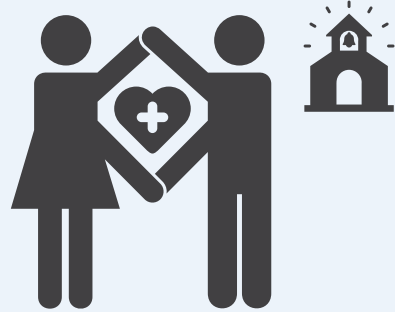
2023-24	Budgeted	\$29,093,021
	Actual	\$36,886,936

Budgeted expenditures contributing to increased or improved services:	\$34,610,067
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Total Budgeted expenditures for 2024-25	\$38,998,884
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BROAD GOAL

GOAL #3



Positive School Culture

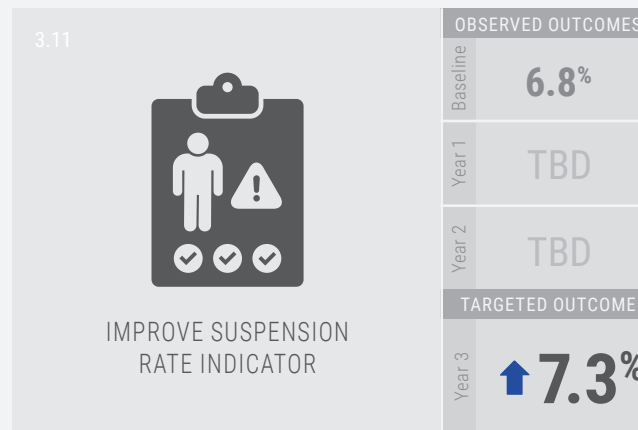
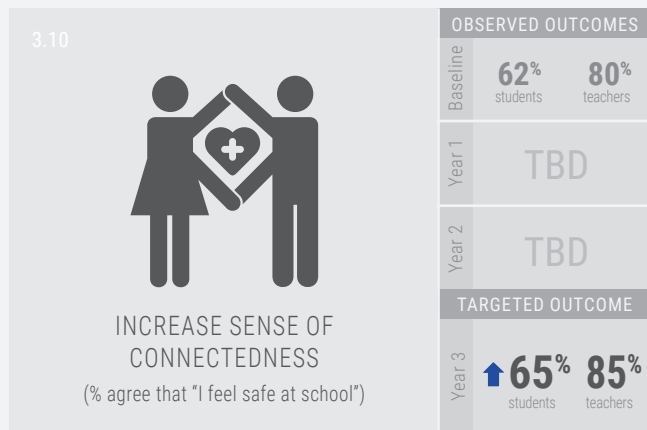
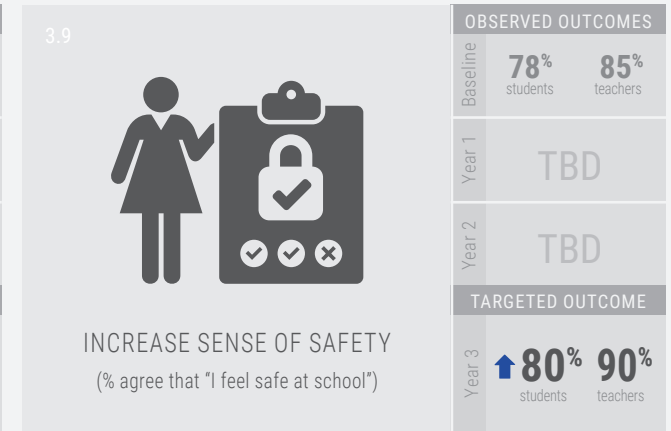
STATE PRIORITIES

- 1. Basic Services
- 2. Academic Standards
- 3. Parent Involvement
- 4. Student Achievement
- 5. Student Engagement
- 6. School Climate
- 7. Course Access
- 8. Other Outcomes

EXPECTED 2024-25 MEASURABLE OUTCOMES

Outcome ID	Icon	Description	Observed Outcomes	Targeted Outcome						
3.1		INCREASE ACCESS TO STANDARDS-ALIGNED INSTRUCTIONAL MATERIALS	<table border="1"> <tr><th>Observed Outcomes</th></tr> <tr><td>Baseline: 100%</td></tr> <tr><td>Year 1: TBD</td></tr> <tr><td>Year 2: TBD</td></tr> </table>	Observed Outcomes	Baseline: 100%	Year 1: TBD	Year 2: TBD	<table border="1"> <tr><th>Targeted Outcome</th></tr> <tr><td>Year 3: = 100%</td></tr> </table>	Targeted Outcome	Year 3: = 100%
Observed Outcomes										
Baseline: 100%										
Year 1: TBD										
Year 2: TBD										
Targeted Outcome										
Year 3: = 100%										
3.2		MAINTAIN FACILITIES IN GOOD REPAIR (per Facility Inspection Tool)	<table border="1"> <tr><th>Observed Outcomes</th></tr> <tr><td>Baseline: 100%</td></tr> <tr><td>Year 1: TBD</td></tr> <tr><td>Year 2: TBD</td></tr> </table>	Observed Outcomes	Baseline: 100%	Year 1: TBD	Year 2: TBD	<table border="1"> <tr><th>Targeted Outcome</th></tr> <tr><td>Year 3: = 100%</td></tr> </table>	Targeted Outcome	Year 3: = 100%
Observed Outcomes										
Baseline: 100%										
Year 1: TBD										
Year 2: TBD										
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Year 3: = 100%										
3.3		REDUCE TEACHER MISSASSIGNMENTS AND VACANCIES	<table border="1"> <tr><th>Observed Outcomes</th></tr> <tr><td>Baseline: 14% misassignments, 4% vacancies</td></tr> <tr><td>Year 1: TBD</td></tr> <tr><td>Year 2: TBD</td></tr> </table>	Observed Outcomes	Baseline: 14% misassignments, 4% vacancies	Year 1: TBD	Year 2: TBD	<table border="1"> <tr><th>Targeted Outcome</th></tr> <tr><td>Year 3: ↓ 1% misassignments, 0.5% vacancies</td></tr> </table>	Targeted Outcome	Year 3: ↓ 1% misassignments, 0.5% vacancies
Observed Outcomes										
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Year 1: TBD										
Year 2: TBD										
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Year 3: ↓ 1% misassignments, 0.5% vacancies										
3.4		INCREASE ATTENDANCE RATE	<table border="1"> <tr><th>Observed Outcomes</th></tr> <tr><td>Baseline: 90.8%</td></tr> <tr><td>Year 1: TBD</td></tr> <tr><td>Year 2: TBD</td></tr> </table>	Observed Outcomes	Baseline: 90.8%	Year 1: TBD	Year 2: TBD	<table border="1"> <tr><th>Targeted Outcome</th></tr> <tr><td>Year 3: ↑ 92%</td></tr> </table>	Targeted Outcome	Year 3: ↑ 92%
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3.5		REDUCE CHRONIC ABSENTEEISM	<table border="1"> <tr><th>Observed Outcomes</th></tr> <tr><td>Baseline: 29.5%</td></tr> <tr><td>Year 1: TBD</td></tr> <tr><td>Year 2: TBD</td></tr> </table>	Observed Outcomes	Baseline: 29.5%	Year 1: TBD	Year 2: TBD	<table border="1"> <tr><th>Targeted Outcome</th></tr> <tr><td>Year 3: ↓ 12%</td></tr> </table>	Targeted Outcome	Year 3: ↓ 12%
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3.6		REDUCE HIGH SCHOOL DROPOUT RATE	<table border="1"> <tr><th>Observed Outcomes</th></tr> <tr><td>Baseline: 13.4%</td></tr> <tr><td>Year 1: TBD</td></tr> <tr><td>Year 2: TBD</td></tr> </table>	Observed Outcomes	Baseline: 13.4%	Year 1: TBD	Year 2: TBD	<table border="1"> <tr><th>Targeted Outcome</th></tr> <tr><td>Year 3: ↓ 5%</td></tr> </table>	Targeted Outcome	Year 3: ↓ 5%
Observed Outcomes										
Baseline: 13.4%										
Year 1: TBD										
Year 2: TBD										
Targeted Outcome										
Year 3: ↓ 5%										




EXPECTED 2024-25 MEASURABLE **OUTCOMES**






PLANNED 2024-25 **ACTIONS & EXPENDITURES**

Goal # 3	Action / Service	Amount
3.1	Ensure all students have access to standards-aligned instructional materials as mandated by Williams legislation to support comprehensive learning opportunities.	\$11,080,649
3.2	Maintain school facilities in "good" repair , ensuring safe and secure learning environments in compliance with Williams legislation.	\$43,192,504
3.3	Achieve full compliance with credentialing requirements ensuring all teachers are fully credentialed and appropriately assigned to maximize educational outcomes.	\$96,409,022

PLANNED 2024-25 ACTIONS & EXPENDITURES

 Goal # 3	 Action / Service	 Amount
	3.4 - Support Career Technical Education (CTE) programs by providing necessary staff and resources to enhance student access to CTE pathways.	\$3,976,466
	3.5 - Recruit and retain qualified teachers for hard-to-staff subjects like ELD, Math, and Science, focusing on differentiated instruction and formative assessment to close achievement gaps.	\$590,120
	3.6 - Implement tiered reengagement interventions to address attendance and chronic absenteeism among vulnerable student groups, enhancing communication and parental involvement.	\$2,064,927
	3.7 - Operate Student Support Centers providing MTSS-based academic, behavioral, and social-emotional interventions to increase engagement and achievement.	\$2,268,179
	3.8 - Provide Positive Behavior Interventions and Supports (PBIS) to foster social-emotional learning and reduce suspension rates among at-risk students.	\$1,578,443
	3.9 - Expand professional development opportunities for classified staff to better support the diverse needs of English Learner, Foster Youth, and Low Income students.	\$232,930
	3.10 - Create safe, secure, and positive learning environments by engaging support staff in mentoring and monitoring, aiming to increase student well-being and reduce suspensions.	\$6,147,150
	3.11 - Coordinate supplemental interventions and supports across various LCAP actions to enhance academic and social-emotional outcomes for English Learner, Foster Youth, and Low Income students.	\$3,366,554
	3.12 - Provide transportation to extracurricular activities for Homeless, Foster Youth, and Low Income students to ensure equitable access to educational opportunities.	\$7,267,447
	3.13 - Offer a mock adult life simulation program for Foster Youth to prepare them for post-foster care adulthood, focusing on financial literacy, career preparation, and self-advocacy.	\$86,141
	3.14 - Conduct diversity training for staff and students to foster an inclusive educational environment that supports equitable access and participation for all students.	\$246,391

PLANNED 2024-25 ACTIONS & EXPENDITURES

 Goal #3	 Action / Service	 Amount
3.15 - Implement a districtwide Multi-Tiered System of Supports (MTSS) to provide targeted interventions enhancing academic, behavioral, and social-emotional outcomes for at-risk students.		\$760,980
3.16 - Train staff on MTSS strategies to lower suspension rates by promoting inclusive, supportive, and equitable classroom environments.		\$118,878



GOAL #3
SUMMARY OF EXPENDITURES

2023-24

Budgeted
\$191,525,212
Actual
\$159,295,430

2024-25

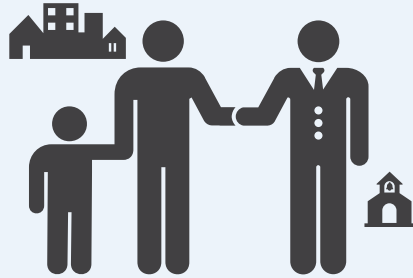
Budgeted expenditures contributing to increased or improved services:
\$24,728,140

Total Budgeted expenditures for 2024-25
\$179,386,781



BROAD GOAL

GOAL #4



Community Partnerships & Communication




STATE PRIORITIES



EXPECTED 2024-25 MEASURABLE OUTCOMES

<p>3.1</p> <p>INCREASE PARENT ENGAGEMENT IN DECISION MAKING (% participating in 1+ decision making activity)</p>	<table border="1"> <thead> <tr> <th colspan="2">OBSERVED OUTCOMES</th> </tr> </thead> <tbody> <tr> <td>Baseline</td> <td>10%</td> </tr> <tr> <td>Year 1</td> <td>TBD</td> </tr> <tr> <td>Year 2</td> <td>TBD</td> </tr> <tr> <th colspan="2">TARGETED OUTCOME</th> </tr> <tr> <td>Year 3</td> <td>↑ 50%</td> </tr> </tbody> </table>	OBSERVED OUTCOMES		Baseline	10%	Year 1	TBD	Year 2	TBD	TARGETED OUTCOME		Year 3	↑ 50%	<p>3.2</p> <p>INCREASE PARENT PARTICIPATION IN PROGRAMS FOR UNDUPLICATED PUPILS (% participating in 1+ decision making activity)</p>	<table border="1"> <thead> <tr> <th colspan="2">OBSERVED OUTCOMES</th> </tr> </thead> <tbody> <tr> <td>Baseline</td> <td>10%</td> </tr> <tr> <td>Year 1</td> <td>TBD</td> </tr> <tr> <td>Year 2</td> <td>TBD</td> </tr> <tr> <th colspan="2">TARGETED OUTCOME</th> </tr> <tr> <td>Year 3</td> <td>↑ 50%</td> </tr> </tbody> </table>	OBSERVED OUTCOMES		Baseline	10%	Year 1	TBD	Year 2	TBD	TARGETED OUTCOME		Year 3	↑ 50%	<p>3.3</p> <p>MAINTAIN PARENT PERCEPTION OF INTERVENTION SUPPORT (% agree: "The school provides my student with resources to be successful")</p>	<table border="1"> <thead> <tr> <th colspan="2">OBSERVED OUTCOMES</th> </tr> </thead> <tbody> <tr> <td>Baseline</td> <td>95%</td> </tr> <tr> <td>Year 1</td> <td>TBD</td> </tr> <tr> <td>Year 2</td> <td>TBD</td> </tr> <tr> <th colspan="2">TARGETED OUTCOME</th> </tr> <tr> <td>Year 3</td> <td>= 95%</td> </tr> </tbody> </table>	OBSERVED OUTCOMES		Baseline	95%	Year 1	TBD	Year 2	TBD	TARGETED OUTCOME		Year 3	= 95%
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<p>3.4</p> <p>IMPROVE PARENT PERCEPTION OF COMMUNICATION (% agree: "Open lines of communication exist at my student's school.")</p>	<table border="1"> <thead> <tr> <th colspan="2">OBSERVED OUTCOMES</th> </tr> </thead> <tbody> <tr> <td>Baseline</td> <td>89%</td> </tr> <tr> <td>Year 1</td> <td>TBD</td> </tr> <tr> <td>Year 2</td> <td>TBD</td> </tr> <tr> <th colspan="2">TARGETED OUTCOME</th> </tr> <tr> <td>Year 3</td> <td>↑ 90%</td> </tr> </tbody> </table>	OBSERVED OUTCOMES		Baseline	89%	Year 1	TBD	Year 2	TBD	TARGETED OUTCOME		Year 3	↑ 90%	<p>3.5</p> <p>IMPROVE PARENT PERCEPTION OF EXPECTATIONS (% agree: "A teacher or some adult has high expectations of my student.")</p>	<table border="1"> <thead> <tr> <th colspan="2">OBSERVED OUTCOMES</th> </tr> </thead> <tbody> <tr> <td>Baseline</td> <td>94%</td> </tr> <tr> <td>Year 1</td> <td>TBD</td> </tr> <tr> <td>Year 2</td> <td>TBD</td> </tr> <tr> <th colspan="2">TARGETED OUTCOME</th> </tr> <tr> <td>Year 3</td> <td>↑ 95%</td> </tr> </tbody> </table>	OBSERVED OUTCOMES		Baseline	94%	Year 1	TBD	Year 2	TBD	TARGETED OUTCOME		Year 3	↑ 95%	<p>3.6</p> <p>REDUCE HIGH SCHOOL DROPOUT RATE</p>	<table border="1"> <thead> <tr> <th colspan="2">OBSERVED OUTCOMES</th> </tr> </thead> <tbody> <tr> <td>Baseline</td> <td>13.4%</td> </tr> <tr> <td>Year 1</td> <td>TBD</td> </tr> <tr> <td>Year 2</td> <td>TBD</td> </tr> <tr> <th colspan="2">TARGETED OUTCOME</th> </tr> <tr> <td>Year 3</td> <td>↓ 5%</td> </tr> </tbody> </table>	OBSERVED OUTCOMES		Baseline	13.4%	Year 1	TBD	Year 2	TBD	TARGETED OUTCOME		Year 3	↓ 5%
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PLANNED 2024-25 ACTIONS & EXPENDITURES

 Goal # 4	 Action / Service	 Amount
4.1	Maintain the PowerSchool Student Information System to provide timely updates on student achievement, attendance, and behavior, facilitating effective communication and data access.	\$280,000
4.2	Utilize Qualtrics for survey data analytics to better understand and address the academic and social-emotional needs of EL, FY, and LI students, enhancing parent and student engagement with digital resources.	\$120,000
4.3	Implement the “Parent Link” system for messaging to increase family access to information about academic programs and interventions, using multiple communication formats to ensure effective outreach.	\$73,000
4.4	Coordinate English Learner parent workshops with external consultants to provide essential college, financial aid, and parenting information, aiming to boost equitable educational access and parent-teacher partnerships.	\$1,392,923
4.5	Enhance outreach to Spanish-speaking families through local media and bilingual materials to inform about educational programs and services, increasing EL participation in rigorous academic and CTE programs.	\$46,500
4.6	Facilitate parent and family collaboration through workshops and community forums to strengthen parent involvement and support student participation in advanced courses and programs.	\$514,998
4.7	Increase communication efforts under the guidance of the Director of Communication to engage families and community partners more effectively, promoting student participation in advanced academic and extracurricular activities.	\$1,069,257
4.8	Promote existing Social-Emotional Learning (SEL) supports through a district-wide campaign to raise awareness among families and community partners , enhancing engagement and support for EL, FY, and LI students’ needs.	\$500,000



GOAL #4 SUMMARY OF EXPENDITURES

2023-24

Budgeted
\$4,272,178
Actual
\$1,778,396

2024-25

Budgeted expenditures
contributing to increased
or improved services:
\$3,716,678

Total Budgeted expenditures for 2024-25
\$3,996,678

FOCUS GOAL

GOAL #5



Equitable Access for Students with Disabilities

STATE PRIORITIES

- 1. Basic Services
- 2. Academic Standards
- 3. Parent Involvement
- 4. Student Achievement
- 5. Student Engagement
- 6. School Climate
- 7. Course Access
- 8. Other Outcomes

EXPECTED 2024-25 MEASURABLE OUTCOMES

OBSERVED OUTCOMES	
Baseline	8.8%
Year 1	TBD
Year 2	TBD
TARGETED OUTCOME	
Year 3	= 8.8%

MAINTAIN A-G COMPLETION RATE FOR STUDENTS WITH DISABILITIES

OBSERVED OUTCOMES	
Baseline	71.4%
Year 1	TBD
Year 2	TBD
TARGETED OUTCOME	
Year 3	= 71.4%

MAINTAIN GRADUATION RATE FOR STUDENTS WITH DISABILITIES

OBSERVED OUTCOMES	
Baseline	14.6%
Year 1	TBD
Year 2	TBD
TARGETED OUTCOME	
Year 3	↓ 5%

REDUCE SUSPENSION RATE FOR STUDENTS WITH DISABILITIES

OBSERVED OUTCOMES	
Baseline	2.8%
Year 1	TBD
Year 2	TBD
TARGETED OUTCOME	
Year 3	↑ 10%

IMPROVE COLLEGE & CAREER INDICATOR/CCI FOR STUDENTS WITH DISABILITIES




OBSERVED OUTCOMES	
Baseline	5%
Year 1	TBD
Year 2	TBD
TARGETED OUTCOME	
Year 3	↑ 10%

IMPROVE PERFORMANCE OF STUDENTS WITH DISABILITIES ON NWEA MAP READING ASSESSMENT

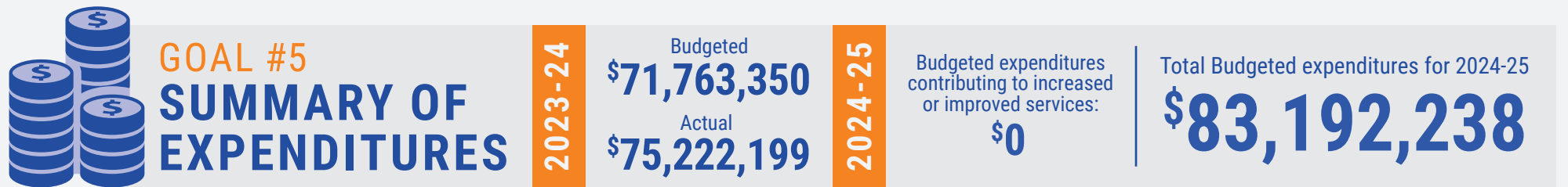
OBSERVED OUTCOMES	
Baseline	3%
Year 1	TBD
Year 2	TBD
TARGETED OUTCOME	
Year 3	↑ 10%

IMPROVE PERFORMANCE OF STUDENTS WITH DISABILITIES ON NWEA MAP MATH ASSESSMENT

PLANNED 2024-25 ACTIONS & EXPENDITURES

 Goal # 5	 Action / Service	 Amount
\$ 5.1 - Enhance access to the Least Restrictive Environment (LRE) by providing additional counseling, staff professional development, and support classes to better integrate Students with Disabilities into general education settings.		\$31,392,846
\$ 5.2 - Increase the number of instructional aides, paraprofessionals, and additional staff to ensure Students with Disabilities have equitable access and a supportive learning environment in general education courses.		\$36,712,015
\$ 5.3 - Provide comprehensive support for Special Education, including necessary staff, supplies, and professional development , to meet program requirements effectively.		\$9,328,212
\$ 5.4 - Offer workshops and resources for parents of Students with Disabilities , facilitated by district coordinators and SPED staff, to increase awareness and support, complemented by parent surveys to tailor services effectively.		\$1,919,602
\$ 5.5 - Implement professional development for educators on using MTSS strategies in Special Education to proactively reduce suspension rates and enhance support for positive behavioral outcomes.		\$1,919,602
\$ 5.6 - Deliver targeted professional development and classroom feedback for special education teachers to improve student proficiency in English Language Arts and Math, monitored through enhanced instructional feedback and student performance metrics .		\$1,919,961

\$ = BASE funded



EQUITY MULTIPLIER

GOAL #6



Targeted Support

Desert Winds, Phoenix, and R. Rex Parris High Schools


STATE PRIORITIES

- 1. Basic Services
- 2. Academic Standards
- 3. Parent Involvement
- 4. Student Achievement
- 5. Student Engagement
- 6. School Climate
- 7. Course Access
- 8. Other Outcomes

EXPECTED 2024-25 MEASURABLE OUTCOMES

<p>6.1</p> <p>IMPROVE PERFORMANCE ON CAASPP ELA (pts from standard)</p>	<table border="1"> <thead> <tr> <th colspan="3">OBSERVED OUTCOMES</th> </tr> </thead> <tbody> <tr> <td>Baseline</td> <td>-129.9 Desert Winds HS</td> <td>-96.4 R. Rex Parris HS</td> </tr> <tr> <td>Year 1</td> <td colspan="2">TBD</td> </tr> <tr> <td>Year 2</td> <td colspan="2">TBD</td> </tr> <tr> <th colspan="3">TARGETED OUTCOME</th> </tr> <tr> <td>Year 3</td> <td>-120 Desert Winds HS</td> <td>-90.4 R. Rex Parris HS</td> </tr> </tbody> </table>	OBSERVED OUTCOMES			Baseline	-129.9 Desert Winds HS	-96.4 R. Rex Parris HS	Year 1	TBD		Year 2	TBD		TARGETED OUTCOME			Year 3	-120 Desert Winds HS	-90.4 R. Rex Parris HS	<p>6.2</p> <p>IMPROVE PERFORMANCE ON CAASPP MATH (pts from standard)</p>	<table border="1"> <thead> <tr> <th colspan="3">OBSERVED OUTCOMES</th> </tr> </thead> <tbody> <tr> <td>Baseline</td> <td>-213.9 Desert Winds HS</td> <td>-184.3 R. Rex Parris HS</td> </tr> <tr> <td>Year 1</td> <td colspan="2">TBD</td> </tr> <tr> <td>Year 2</td> <td colspan="2">TBD</td> </tr> <tr> <th colspan="3">TARGETED OUTCOME</th> </tr> <tr> <td>Year 3</td> <td>-205 Desert Winds HS</td> <td>-180 R. Rex Parris HS</td> </tr> </tbody> </table>	OBSERVED OUTCOMES			Baseline	-213.9 Desert Winds HS	-184.3 R. Rex Parris HS	Year 1	TBD		Year 2	TBD		TARGETED OUTCOME			Year 3	-205 Desert Winds HS	-180 R. Rex Parris HS	<p>6.3</p> <p>INCREASE GRADUATION RATE</p>	<table border="1"> <thead> <tr> <th colspan="3">OBSERVED OUTCOMES</th> </tr> </thead> <tbody> <tr> <td>Baseline</td> <td>55.8% DWHS</td> <td>45.5% PHS</td> <td>56% RRPHS</td> </tr> <tr> <td>Year 1</td> <td colspan="3">TBD</td> </tr> <tr> <td>Year 2</td> <td colspan="3">TBD</td> </tr> <tr> <th colspan="3">TARGETED OUTCOME</th> </tr> <tr> <td>Year 3</td> <td>60% DWHS</td> <td>50% PHS</td> <td>60% RRPHS</td> </tr> </tbody> </table>	OBSERVED OUTCOMES			Baseline	55.8% DWHS	45.5% PHS	56% RRPHS	Year 1	TBD			Year 2	TBD			TARGETED OUTCOME			Year 3	60% DWHS	50% PHS	60% RRPHS				
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EXPECTED 2024-25 MEASURABLE OUTCOMES

<p>6.7</p>  <p>IMPROVE PERFORMANCE ON NWEA MAP MATH ASSESSMENT (% scoring High or High Average)</p>	OBSERVED OUTCOMES			
	Baseline	5% DWHS	8% PHS	6% RRPHS
	Year 1	TBD		
	Year 2	TBD		
TARGETED OUTCOME				
Year 3	50% DWHS	50% PHS	50% RRPHS	



PLANNED 2024-25 ACTIONS & EXPENDITURES

Goal # 6	Action / Service	Amount
6.1	Provide comprehensive academic and emotional support at equity multiplier sites, including high-quality instruction, tutoring, counseling, and mental health services to ensure students thrive academically.	\$487,359
6.2	Initiate comprehensive college and career readiness programs at equity multiplier sites, offering personalized counseling, vocational training, and workshops on college and career planning, supplemented by job shadowing and internship opportunities.	\$487,359
6.3	Implement personalized academic counseling and targeted support at equity multiplier sites to identify and assist at-risk students, ensuring they stay on track towards graduation through regular monitoring and intervention.	\$487,359
6.4	Conduct professional development for staff at equity multiplier sites focused on implementing MTSS strategies to proactively reduce suspension rates .	\$487,359
6.5	Provide transportation for students at equity multiplier sites to enhance attendance at school, tutoring, and extracurricular activities, ensuring equitable access to educational programs and engagement.	\$487,357

Ⓢ = funded through Equity Multiplier



GOAL #6 SUMMARY OF EXPENDITURES

2023-24

Budgeted
New Goal
Actual
New Goal

2024-25

Budgeted expenditures contributing to increased or improved services:
\$0

Total Budgeted expenditures for 2024-25
\$2,436,793

Abbreviations: *AP* (Advanced Placement), *AVID* (Advancement Via Individual Determination), *AVTA* (Antelope Valley Teachers Association), *AVTI* (Antelope Valley Teacher Induction), *AVUHSD* (Antelope Valley Union High School District), *CAASPP* (California Assessment of Performance and Progress), *CTE* (Career and Technical Education), *DCC* (District Consultation Committee), *DELAC* (District English Learner Advisory Council), *EL* (English Learner), *ELA* (English-Language Arts), *ELAC* (English Learner Advisory Committee), *ELD* (English Language Development), *ELPAC* (English Language Proficiency Assessment for California), *EO* (English Only), *FY* (Foster Youth), *LCAP* (Local Control Accountability Plan), *LCFF* (Local Control Funding Formula), *LI* (Low Income), *LRE* (Least Restrictive Environment), *MDTP* (Mathematics Diagnostic Testing Project), *MTSS* (Multi-Tiered System of Supports), *NWEA* (Northwest Evaluation Association), *NGSS* (Next Generation Science Standards), *PBIS* (Positive Behavior Interventions and Supports), *PBL* (Project-Based Learning), *PD* (Professional Development), *PLC* (Professional Learning Communities), *PreK* (Preschool), *PSAT* (Preliminary SAT), *SAT* (Scholastic Assessment Test), *SED* (Socioeconomically Disadvantaged), *SEL* (Social-Emotional Learning), *SPED* (Special Education), *SWD* (Students With Disabilities), *TBD* (To Be Determined), *VAPA* (Visual and Performing Arts).

Legend	
↑ - Increase	= - Maintain
↓ - Decrease	=/↑ - Maintain/Increase
+ - Increase BY	↘ - Baseline
- - Decrease BY	✓ - Completed
	⌚ - In progress



For More Details

This infographic provides a high-level summary only and is based on the full

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page text LCAP

For additional LCAP resources scan or click the QR code or go to www.goboinfo.com & search for your district.



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LEA Contact: Jennifer Slater-Sanchez, Email: j Slater-Sanchez@avhsd.org