



**LOS ANGELES UNIFIED SCHOOL DISTRICT
MEMORANDUM**

TITLE: Information for Schools That Have Advancement Via Individual Determination (AVID) Programs

NUMBER: MEM-4488.0

ISSUER: Liza Scruggs, Assistant Superintendent
Instructional Support Services

DATE: September 29, 2008

ROUTING
 All Offices
 Local District Superintendents
 Local District Directors
 AVID Local District Liaisons
 Secondary School Principals
 AVID Program Coordinators

PURPOSE: The purpose of this Memorandum is to inform secondary schools that have implemented the supplemental Advancement Via Individual Determination (AVID) program of support available through the Division of Instructional Support Services and the Local Districts.

INFORMATION:

I. BACKGROUND

The supplemental AVID program is one way in which schools can provide systematic preparation and support for students to be successful in A-G, Advanced Placement and Honors courses. Enrolling student in AVID can help to close the achievement gap. AVID is a system to prepare students in the academic middle for four-year college eligibility. These students generally have a 2.0 through 3.5 grade point average and are capable of completing rigorous curriculum but are falling short of their potential. Typically, they will be the first in their families to attend college, and many are from low-income or minority families.

II. LOCAL DISTRICT SUPPORT

Each Local District has an AVID Local District Liaison (LDL) to support both schools with new and established AVID programs by providing information and training for the school site AVID coordinator. The Local District Liaison will also provide assistance as schools prepare for certification as an AVID program. The Local District Liaisons are listed by district in Attachment A.

III. PROFESSIONAL DEVELOPMENT

AVID content teachers and coordinators are expected to participate in professional development provided at the school site, through the Local District, and through the Los Angeles County Office of Education (LACOE). The entire AVID team may register for and attend the LACOE Core Workshops that are scheduled for October 7, 2008 and February 18, 2009. The day-long workshops will feature strands on college readiness, coordinator leadership and critical



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thinking/inquiry as well as others. The LACOE AVID Coach and Local District Liaison will provide schools with information on additional professional development opportunities.

IV. CERTIFICATION

Annually, AVID school-site programs must certify that the program has implemented the eleven AVID essentials (See Attachment B). The LACOE AVID Coach and Local District Liaison will provide assistance and support as schools prepare for the self-study.

V. PREPARATION FOR AVID DATA COLLECTION

Throughout the school year, data about the AVID program may be needed. To ensure that student participation in AVID is accurately noted, counselors, the AVID Coordinator or other school staff are to indicate that a student is in the AVID program, by entering the code "Z" under "school programs" in the SSIS program ID01, in any Field from 221 through 225.

VI. TUTOR RECRUITMENT

The AVID Tutorial is an essential component of the AVID program. The AVID Tutorial is to occur at least two times a week during the AVID elective class. It is recommended that there be one tutor for every seven students enrolled in the AVID elective class. AVID tutors generally are college students who are certified through a 16-hour training in writing, inquiry, collaboration, and reading. The tutors support the academic development of AVID students and open access to rigorous curriculum. The tutors also serve as role models for AVID students. The LAUSD has a designated paraprofessional position, Education Aide III, AVID for college-attending AVID program tutors. AVID tutors may be recruited by the school site from or through a variety of sources including the following:

- A. School web site
- B. Local university or college work study programs or career centers
- C. Local university or college internship or community service programs, ethnic studies programs or clubs, honor societies or campus service organizations
- D. Former students
- E. Contacts with community-based organizations
- F. Flyers distributed throughout the community



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VII. HIRING OF THE EDUCATION AIDE III, (AVID)

Currently it takes about 4 to 6 weeks for the hiring process to be completed. The process to hire an Ed Aide III (AVID) is as follows:

- A. The school's AVID administrator or coordinator identifies the ED Aide III funding source (Title 1, Bilingual, etc.)
- B. The school's AVID administrator contacts the Local District's Fiscal Specialist to request opening Ed Aide III (AVID) positions (Class code 4596).
- C. The Local District Fiscal Specialist creates the Ed Aide III (AVID) position. The vacant position is given a position control number.
- D. The school's AVID Coordinator contacts the AVID Human Resource (HR) Specialist at (213) 241- 8318 regarding the vacant position and specific scheduling needs.
- E. If the school has already recruited and selected a candidate, the HR Specialist will schedule the candidate for testing. Once the candidate passes the mandatory exams, the HR Specialist schedules the candidate for a processing appointment. (Skip to step I)
- F. If the school does not have a candidate, the HR Specialist either recruits a new candidate or chooses one from the candidates already in the hiring process.
- G. The HR Specialist sets up an interview for the candidate with the school.
- H. The school's AVID Coordinator selects a candidate.
- I. The AVID Coordinator faxes the "Request for Personnel Action" (RPA) and Nepotism forms to the AVID HR Specialist at (213) 241-8466. Both forms must have a position control number and an administrator's signature. The sooner these forms are completed, the faster the candidate will be placed at the school site.
- J. The Classified Personnel Branch verifies the processing paperwork and ensures that the fingerprints have been cleared by the state.
- K. The candidate's information is entered into HR system (This takes approximately one week).
- L. The Assignment Technician assigns the employee number and calls the School Administrative Assistant (SAA) to give the school a start date for the new employee.
- M. The candidate becomes an official LAUSD employee.
- N. The SAA informs the school's AVID Coordinator of the start date.
- O. The AVID Coordinator schedules AVID Tutor training.

VIII. FUNDING SOURCES FOR AVID

- A. Categorical Funding Constraints



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There are a variety of possible funding sources for AVID programs and program components such as professional development and supplemental instructional materials. However, if categorical funding is used, the AVID program must be included in the Single Plan for Student Achievement and the plan must be approved.

Categorical funds may not be used to purchase peer tutor positions or to pay secondary students because federal funds are subject to the highly qualified teacher and paraprofessional mandates. Student workers are not considered “highly qualified.” The LAUSD “Ed Aide III, AVID” position may be purchased with Title I or other categorical program funds.

B. Funding Sources

1. LAUSD General Funds
2. Public or private grants
3. State
 - a. Economic Impact Aid-State Compensatory Education(EIA-SCE)
 - b. Economic Impact Aid-Limited English Proficient(EIA-LEP)
 - c. School and Library Improvement Grant (SLI)
 - d. Quality Education Investment Act (QEIA)
 - e. High Priority Schools Grant (HPSG)
 - f. School Assistance and Intervention Team Program (SAIT)
4. Federal
 - a. GEAR UP
 - b. Title I

For additional information, please contact Sherryl Broyles, LAUSD AVID District Liaison, at (213) 241-6688 or (Sherryl.Broyles@lausd.net) or contact the school’s Local District Liaison for AVID.

ASSISTANCE:

For information about or assistance with hiring AVID tutors contact Carmen Flores, AVID Human Resources (HR) Specialist at (213) 241- 8318 or Carmen.Flores@lausd.net.



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ATTACHMENT A

AVID LOCAL DISTRICT LIAISONS

Local District	Name	Telephone Number	E-mail Address
1	Suki Dhillon	818-654-3674	sdhillon@lausd.net
2	Shelly Loftus	818-755-5337	sloftus@lausd.net
3	Linda Kay	310-253-7156	linda.Kay@lausd.net
4	Rosa Maria Hernandez	323-932-2002	rrosamaria.Hernandez@lausd.net
5	Olga Flores	323-224-3195	olga.flores@lausd.net
6	Robert Mills	323-278-3900	robert.mills@lausd.net
7	Flora Obie	323-242-1342	flora.Obie@lausd.net
8	Barbara Newton	310-354-3481	barbara.newton@lausd.net



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ATTACHMENT B

AVID Program Essentials

1. AVID student selection must focus on students in the middle (2.0 to 3.5 G.P.A. as one indicator) with academic potential, who would benefit from AVID support to improve their academic record and begin college preparation.
2. AVID program participants, both students and staff, must choose to participate.
3. The school must be committed to full implementation of the AVID program, with the AVID elective class available within the regular academic school day.
4. AVID students must be enrolled in a rigorous course of study that will enable them to meet requirements for university enrollment.
5. A strong, relevant writing curriculum provides the basis for instruction in the AVID elective class.
6. Inquiry is used as a basis for instruction in the AVID classroom.
7. Collaboration is used as a basis for instruction in the AVID classroom.
8. A sufficient number of tutors must be available in the AVID class to facilitate student access to rigorous curriculum. The ideal is one tutor for seven students. Tutors should generally be students who are attending colleges and universities and must be trained in implementation of the methodologies used in AVID.
9. AVID program implementation and student progress must be monitored through the AVID Data System and results must be analyzed to ensure success.
10. The school and district must identify resources for program costs, agree to implement the AVID Program Essentials and to participate in AVID Certification, and commit to ongoing participation in AVID staff development.
11. An active, interdisciplinary site team collaborates on issues of student access to and success in rigorous college preparatory courses.

In addition, effective AVID programs are those in which:

Reading is used as a tool for learning, and the development of reading strategies is incorporated into instruction.

Motivational and college exploration activities, field trips, and speakers are scheduled.

Activities are planned to involve parents in the AVID program.