

DISTRICT PARENT/STUDENT  
ADVISORY COMMITTEE (DPAC)

March 9, 2026



W e l c o m e

Superintendent - Greg Nehen

Assistant Superintendent, Educational Services - Dr. Chris Grado

Direct of Educational Services - Charles Dunn

Director of Categorical and Special Programs & Meeting Facilitator - Dr. Jennifer Slater-Sanchez

Site Introductions

# INTRODUCTIONS

# AGENDA

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California State Priorities

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2025/26 LCAP Goals Review

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Alignment with the AVUHSD Strategic Plan

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SPSAs

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2025/26 LCAP Mid-Year Report

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District Updates

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Opportunities for Parent/Guardian Involvement

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Questions/Comments

# GRADUATE PROFILE

Graduates of the Antelope Valley Union High School District possess these qualities and skills to succeed intellectually, professionally, and socially.

Generate and transform original ideas.

Integrate new information to develop alternative solutions.

Determine the reliability, relevance, and credibility of new methods.



Work with a diverse group of people to achieve a shared goal.

Adapt to different approaches, ideas, and perspectives of others.

Identify, analyze, and solve problems to further develop as an active team member.



Deliver information and ideas to a variety of audiences.

Use multiple methods of communication to convey thoughts and ideas.

Express themselves effectively in academic and social settings.



Listen actively to others' perspectives and feedback.

Improve the community through individual and group actions.

Make responsible and informed decisions on contemporary issues.



## THE THROUGHLINE

AVUHSD Mission:

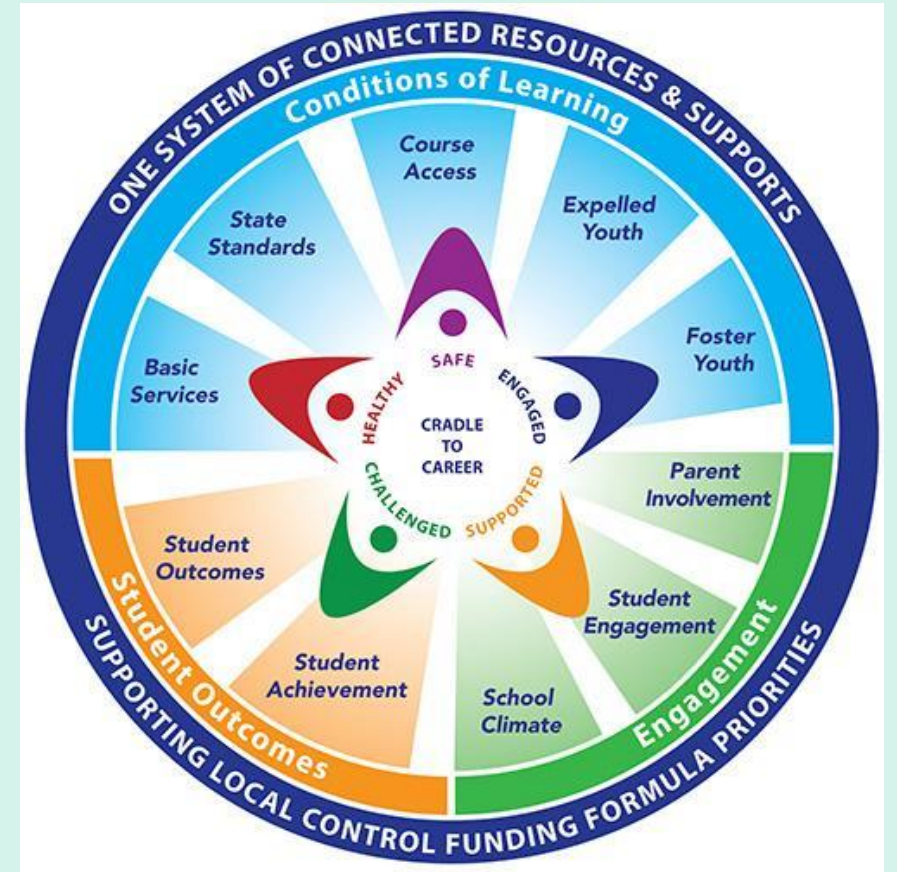
To provide equitable learning opportunities for all students.

AVUHSD Vision:

We envision all AVUHSD graduates will possess the skills and attributes to make an affirmative contribution to their community and world.

# CALIFORNIA STATE PRIORITIES (LCFF) WHOLE CHILD RESOURCE MAP

1. Basic Services
2. Implementation of State Standards
3. Parent Involvement
4. Student Achievement
5. Student Engagement
6. School Climate
7. Course Access
8. Student Outcomes



# AVUHSD LCAP GOALS 2024-2027

GOAL 1	Ensure that all students are academically proficient and college and career ready.	Broad Goal
GOAL 2	Provide a 21st Century learning environment and rigorous curriculum that allows students to have multiple experiences and opportunities for academic, collegiate, professional and personal growth.	Broad Goal
GOAL 3	Cultivate a safe and secure, positive school culture that supports all students' personal and academic growth.	Broad Goal
GOAL 4	Communicate effectively with all educational partners and continue to build relationships in the community that help provide our students with innovative educational opportunities.	Broad Goal
GOAL 5	Ensure that Students with Disabilities are being provided equitable access to resources related to College and Career Readiness, 21st Century Learning, and a safe and positive school climate.	Focus Goal
GOAL 6	Enhance academic proficiency and college and career readiness for all students at the Equity Multiplier sites (Antelope Valley, Desert Winds, Phoenix, and R. Rex Parris High Schools), with a specific focus on meeting the needs of the lowest-achieving students.	Equity Multiplier Goal
Goal 7	Accelerate learning recovery by ensuring equitable access to instruction, targeted interventions, and support services to close achievement gaps and promote academic success, engagement, and well-being.	Broad Goal



LCAP Goals 1, 2, 5, 6, and 7

Focus Area 1 - Equity in Learning



LCAP Goal 3

Focus Area 2 - Safety and Wellness



LCAP Goal 4

Focus Area 3 - Relationships Between School and Community



LCAP Goal 4

Focus Area 5 - Communicating District Excellence

ALIGNMENT WITH THE STRATEGIC PLAN



## SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA)

An SPSA supports the LCAP by providing a school-site specific plan that aligns with the broader district-level goals outlined in the LCAP, ensuring that strategies and actions at the school level directly contribute to achieving the overall objectives set by the district for student success; essentially, the SPSA acts as a detailed implementation plan for the LCAP at the individual school level.

Key points about how an SPSA supports the LCAP:

- Alignment of goals: The SPSA goals should directly reflect and be consistent with the goals established in the LCAP, ensuring a cohesive approach to student achievement across the district.
- Data-driven decision making: Both plans rely on data analysis to identify specific needs and prioritize actions, with the SPSA tailoring those actions to the unique context of each school.
- School-site level focus: While the LCAP outlines district-wide strategies, the SPSA translates those strategies into concrete actions that can be implemented at the school level.
- Educational Partner engagement: Both plans involve input from various stakeholders, including teachers, parents, and community members, ensuring that the needs of the school community are considered.
- Monitoring and evaluation: Both the SPSA and LCAP should include mechanisms to monitor progress towards goals and make adjustments as needed.



2025/26 LCAP MID-YEAR  
UPDATE

Antelope Valley Union High  
School District

LCAP MID-YEAR  
UPDATE  
REQUIREMENTS

IMPLEMENTATION OF  
ACTIONS

METRICS

EXPENDITURES



# MID-YEAR IMPLEMENTATION OF ACTIONS

LCAP Goal	Actions Not Started	Actions in Progress	Actions Completed
Goal 1	3	14	0
Goal 2	1	15	1
Goal 3	0	16	0
Goal 4	0	5	3
Goal 5	0	6	0
Goal 6	0	7	0
Goal 7	0	7	0
	4 actions not started	70 actions in progress	4 actions completed

## GOAL 1 - IMPLEMENTATION UPDATE

NOT STARTED	IN PROGRESS	COMPLETED
<ul style="list-style-type: none"> <li>• Expanded Learning Opportunities (1.4)</li> <li>• Focus on Writing (1.13)</li> <li>• Targeted Intervention (1.15)</li> </ul>	<ul style="list-style-type: none"> <li>• Student Field Trips (1.1)</li> <li>• College Readiness Exams (1.2)</li> <li>• Advanced Placement (AP) Training &amp; Tutoring (1.3)</li> <li>• Formative Assessment (1.5)</li> <li>• English Language Arts and Math Supports (1.6)</li> <li>• English Language (EL) Program (1.7)</li> <li>• English Learner (EL) Reclassification Support and Monitoring (1.8)</li> <li>• Student-Free Professional Development Days (1.9)</li> <li>• Variable Credit Recovery (1.10)</li> <li>• Enhanced Data Systems (1.11)</li> <li>• Ancillary Instructional Materials (1.12)</li> <li>• Enhancing English Language Arts and Mathematics through Professional Development (1.14)</li> <li>• Professional Development for Long-Term English Learner (LTEL) Support (1.16)</li> <li>• Improving English Learner (EL) Proficiency (1.17)</li> </ul>	
<p>Actions 1.4 and 1.15 are currently being implemented through LREBG grant funding and are therefore addressed under LCAP Goal 7. Action 1.13 has not yet been initiated as a standalone action; however, professional development in English Language Arts is currently underway and includes a focus on writing.</p>	<p>Fourteen actions and services aligned with LCAP Goal 1, <i>"Ensure that all students are academically proficient and college and career ready."</i> have been successfully implemented and are currently in progress, with an ongoing commitment to continuous improvement. These efforts focus on strengthening high-quality instruction, expanding academic supports, and ensuring students are equipped with the skills and knowledge necessary for postsecondary success.</p>	

## GOAL 2 – Implementation Update

NOT STARTED	IN PROGRESS	COMPLETED
<ul style="list-style-type: none"> <li>• Enrichment Options (2.12)</li> </ul>	<ul style="list-style-type: none"> <li>• School Counselors (2.1)</li> <li>• Enhanced Counseling and Student Support (2.2)</li> <li>• Professional Development (2.3)</li> <li>• Targeted AV Teacher Induction Mentoring and Supports (2.4)</li> <li>• AP Placement, Exams, and Tutoring (2.6)</li> <li>• Career Technical Education (CTE) Opportunities (2.7)</li> <li>• AVID Elective (2.8)</li> <li>• Technology (2.9)</li> <li>• STEAM Support (2.10)</li> <li>• Dual Enrollment and Internships (2.11)</li> <li>• Student Achievement Support (2.13)</li> <li>• Next Generation Science Standards (NGSS) Support (2.14)</li> <li>• Visual and Performing Arts (VAPA) Support (2.15)</li> <li>• Improving Graduation Rates (2.16)</li> <li>• College and Career Readiness Programs (2.17)</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom Walkthroughs (2.5)</li> </ul>
<p>Action 2.12 is currently being implemented through LREBG grant funding and is therefore addressed under LCAP Goal 7, supporting expanded learning opportunities that enhance student engagement and academic growth.</p>	<p>Fifteen actions and services related to LCAP Goal 2, "<i>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.</i>" have been implemented and are actively in progress, fostering academic, collegiate, professional, and personal growth for all students.</p>	<p>Action 2.5 is considered "completed" due to the allocation of funding and execution of the contracted services; however, classroom walkthroughs continue to take place. The ongoing use of this action supports continuous instructional improvement and strengthens instructional practices across classrooms.</p>

## GOAL 3 - IMPLEMENTATION UPDATE

NOT STARTED	IN PROGRESS	COMPLETED
	<ul style="list-style-type: none"> <li>• Access to Standards-Aligned Instructional Materials (3.1)</li> <li>• Facilities in "Good" Repair (3.2)</li> <li>• Fully Credentialed and Appropriately Assigned Teachers (3.3)</li> <li>• Career Technical Education (CTE) Programs (3.4)</li> <li>• Recruit and Retain Teachers (3.5)</li> <li>• Improve Attendance and Chronic Absenteeism (3.6)</li> <li>• Student Support Centers (3.7)</li> <li>• Positive Behavior Intervention and Support (PBIS) (3.8)</li> <li>• Classified Professional Development (3.9)</li> <li>• Safe, Secure, and Positive Learning Environments (3.10)</li> <li>• Supplemental Interventions and Supports (3.11)</li> <li>• Transportation (3.12)</li> <li>• Independent City and Resilient Scholars (3.13)</li> <li>• Diversity Training (3.14)</li> <li>• Multi-Tiered System of Supports (MTSS) (3.15)</li> <li>• Lower Suspension Rates (3.16)</li> </ul>	
	<p style="text-align: center;">All actions and services aligned with LCAP Goal 3, <i>"Cultivate a safe and secure, positive school culture that supports all students' personal and academic growth."</i> have been implemented and are currently in progress, with an emphasis on creating supportive school environments that promote student well-being while fostering personal development and academic growth. These efforts are intended to ensure students feel safe, supported, and engaged in their learning.</p>	

## GOAL 4 - IMPLEMENTATION UPDATE

NOT STARTED	IN PROGRESS	COMPLETED
	<ul style="list-style-type: none"> <li>• English Learner (EL) Parent Workshops (4.4)</li> <li>• Outreach to Spanish-Speaking Families (4.5)</li> <li>• Parent and Family Collaboration (4.6)</li> <li>• Increase Communication (4.7)</li> <li>• Social-Emotional Learning (SEL) Supports (4.8)</li> </ul>	<ul style="list-style-type: none"> <li>• PowerSchool (4.1)</li> <li>• Qualtrics (4.2)</li> <li>• Parent Link (4.3)</li> </ul>
	<p>Five actions and services pertaining to LCAP Goal 4, <i>"Communicate effectively with all educational partners and continue to build relationships in the community that help provide our students with innovative educational opportunities,"</i> have implemented and are currently underway, with a focus on strengthening communication with educational partners and building collaborative relationships within the community. These efforts support coordinated engagement and help expand innovative learning opportunities for students.</p>	<p>These three actions and services related to LCAP Goal 4 are considered "completed" due to the allocation of funding and implementation of dedicated programs; however, these programs continue to be actively utilized. Ongoing use of these programs supports effective communication with educational partners and strengthens community relationships that provide innovative educational opportunities for students.</p>

GOAL 5 – Implementation Update

Not Started	In Progress	Completed
	<ul style="list-style-type: none"> <li>• Access to Least Restrictive Environment (LRE) (5.1)</li> <li>• Increased Academic Support (5.2)</li> <li>• Special Education Staff Support (5.3)</li> <li>• Workshops for Parents of Students with Disabilities (5.4)</li> <li>• Lower Suspension Rate (5.5)</li> <li>• English Language Arts and Math Proficiency (5.6)</li> </ul>	
	<p>All actions and services aligned with LCAP Goal 5, "Ensure that Students with Disabilities are being provided equitable access to resources related to College and Career Readiness, 21st Century Learning, and a safe and positive school climate," have been initiated and are currently underway with a focus on ensuring that students with disabilities have equitable access to resources and supports. These efforts are intended to foster inclusive learning environments that support student well-being and promote academic growth.</p>	

## GOAL 6 - IMPLEMENTATION UPDATE

Not Started	IN PROGRESS	COMPLETED
	<ul style="list-style-type: none"> <li>• English Language Arts and Math Proficiency (6.1)</li> <li>• College and Career Readiness (6.2)</li> <li>• Increase Graduation Rates (6.3)</li> <li>• Lower Suspension Rates (6.4)</li> <li>• Transportation (6.5)</li> <li>• Professional Development (6.6)</li> <li>• Building Positive Relationships and School Culture (6.7)</li> </ul>	
	<p>All actions and services aligned with LCAP Goal 6 to <i>"Enhance academic proficiency and college and career readiness for all students at the Equity Multiplier sites (Antelope Valley, Desert Winds, Phoenix, and R. Rex Parris High Schools), with a specific focus on meeting the needs of the lowest-achieving students."</i>, have been initiated and are currently underway. These efforts aim to create an inclusive and supportive environment that addresses the unique challenges of the lowest-achieving students at the Equity Multiplier school sites, fostering their academic growth and preparing them for future success.</p>	

## GOAL 7 - IMPLEMENTATION UPDATE

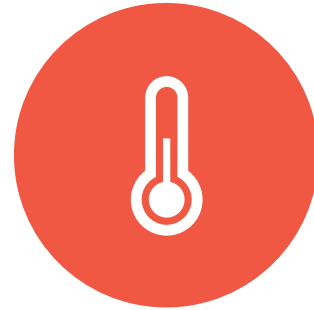
NOT STARTED	IN PROGRESS	COMPLETED
	<ul style="list-style-type: none"> <li>• Additional Instructional Learning Time (7.1)</li> <li>• Close Learning Gaps (7.2)</li> <li>• Health, Counseling, and Mental Health Services and Supports (7.3)</li> <li>• Instruction for Credit-Deficient Students (7.4)</li> <li>• Additional Academic Services (7.5)</li> <li>• Needs Assessment (7.6)</li> <li>• Supplemental Interventions and Supports (7.7)</li> </ul>	
	<p>All actions and services aligned with LCAP Goal 7, <i>"Accelerate learning recovery by ensuring equitable access to instruction, targeted interventions, and support services to close achievement gaps and promote academic success, engagement, and well-being."</i> have been initiated and are currently underway. These efforts are designed to provide timely, differentiated academic and social-emotional supports, particularly for students most impacted by learning loss. By expanding access to high-quality instruction, targeted interventions, and comprehensive support services, the district is working to accelerate learning recovery, strengthen student engagement, and promote overall well-being across school sites.</p>	



ACADEMIC ACHIEVEMENT



ATTENDANCE AND  
ENGAGEMENT



SCHOOL CLIMATE AND  
BEHAVIOR



PROGRESS TOWARD OUR  
THREE-YEAR LCAP GOALS

# ACADEMIC ACHIEVEMENT

## Progress:

### CAASPP ELA: Improving

- All Students improved by +11 points
- Foster Youth improved by +15.1 points
- Low Income improved by +10.3 points
- English Learners improved by +2 points

### CAASPP Math: Improving

- All Students improved by +13.6 points
- Low Income improved by +13.4 points
- English Learners improved by +5.2 points

California Science Test: All Students increased from 12.69% to 15.39% meeting or exceeding standards

A–G Completion increased from 32.3% to 39%

College & Career Indicator (CCI) increased from 22.2% to 35.5%

NWEA Map (ELA & Math): Growth in students at High/High Average levels

## What Still Needs Work:

Math performance gaps persist for Foster Youth

English Learners and Students with Disabilities remain significantly below standard

Continued acceleration needed to meet 2026/27 proficiency targets

# ATTENDANCE & ENGAGEMENT

## Progress:

Graduation rate remains steady; with some sites seeing huge improvement

Chronic absenteeism declined for:

- All Students
- Low Income
- English Learners

High school dropout rate declined

Increased participation in A-G, CTE, AP, and college-career pathways

## What Still Needs Work:

Overall attendance rate declined slightly to 89.9%

Chronic absenteeism remains high for Foster Youth

Attendance improvement must accelerate to meet 2026/27 targets

# SCHOOL CLIMATE & BEHAVIOR

## Progress:

Student perception of safety and connectedness improved

Teacher perception of safety and connectedness improved

Suspensions declined for some groups and sites:

- English Learners (-0.3%)
- Hispanic/Latino (-0.5%)
- American Indian (-6.7%)
- Phoenix HS (-22.8%)

Expulsions remain low

## What Still Needs Work:

Overall suspension rate has increased slightly

Suspension rates increased for:

- Foster Youth
- African American students
- Students with Disabilities

Disproportionality remains a key concern

# PROGRESS TOWARD OUR THREE-YEAR LCAP GOALS



## Overall Progress:

Academic achievement improving across multiple state indicators

College and career readiness increasing

Chronic absenteeism and dropout rates declining

School climate: mixed, with some improvement

## What Still Needs Work:

Accelerating growth for English Learners, Foster Youth, and Students with Disabilities

Reversing increases in suspension rate and reducing disproportionality

Improving attendance to meet long-term targets

❖ Mid-year data for AVUHSD shows clear improvement in academic achievement and college and career readiness, alongside mixed results in attendance and school climate, with defined areas that require continued focus to meet our three-year LCAP goals.

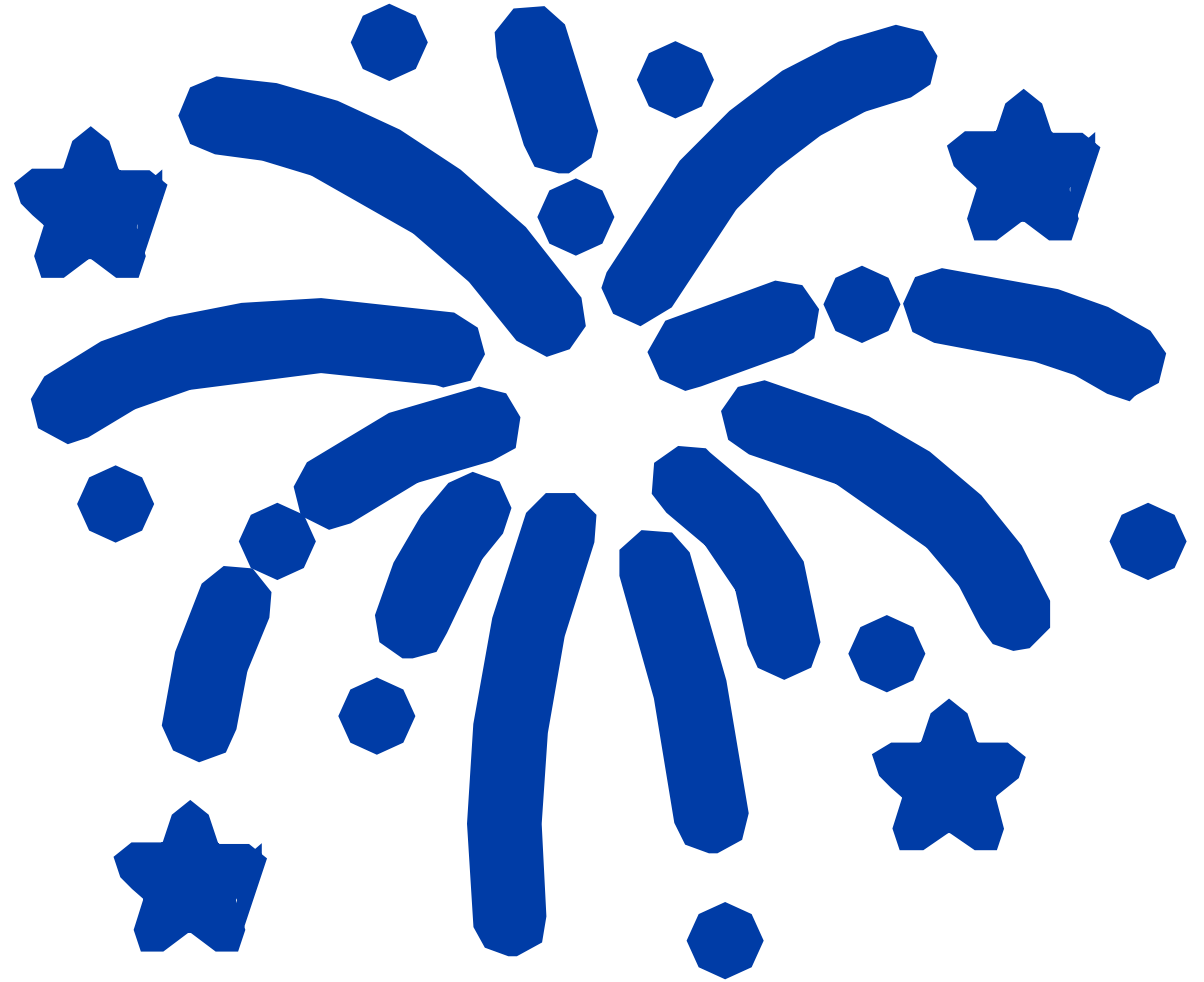
## FISCAL UPDATE

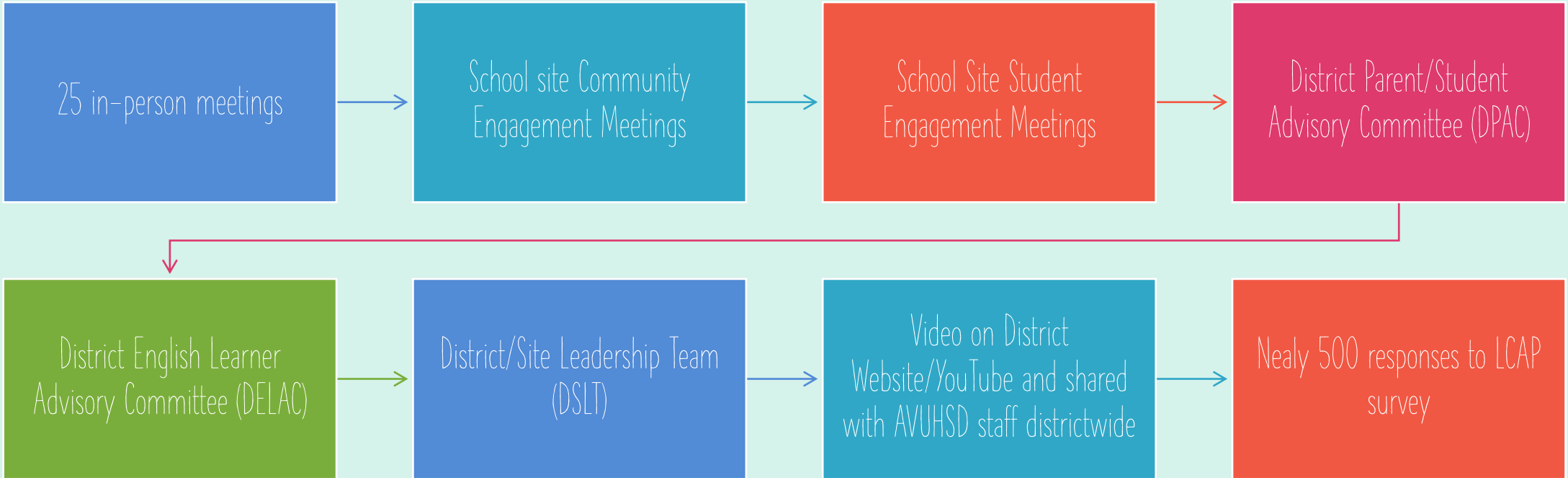
Goal	Budget	Spent/Obligated to Date	Percentage
1	\$ 8,616,274	\$ 5,294,947	61.45 %
2	\$ 42,425,198	\$ 22,307,294	52.58 %
3	\$ 172,883,540	\$ 90,014,765	52.07 %
4	\$ 2,252,125	\$ 1,830,742	81.29 %
5	\$ 82,229,665	\$ 40,438,393	49.18 %
6	\$ 9,677,896	\$ 700,651	7.24 %
7	\$20,864,892	\$5,952,277	28.53%
<b>Total</b>	<b>\$ 338,949,590</b>	<b>\$ 166,539,069</b>	<b>49.13 %</b>

***\*Detailed Expenditures by Goal and Action Available Upon Request\****

WHAT'S NEW FOR  
2025/26 LCAP

Learning Recovery Emergency  
Block Grant (LREBG)





# ENGAGING EDUCATIONAL PARTNERS

# DISTRICT UPDATES - STATE & LOCAL ASSESSMENTS



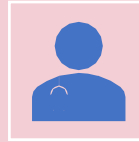
A background image featuring several white paper cutouts of human figures holding hands in a line, set against a light green background. The figures are arranged in a row, with some in the foreground and others receding into the background, creating a sense of depth. The figures are simple, stylized shapes with circular heads and rectangular bodies.

OPPORTUNITIES FOR  
PARENT/GUARDIAN INVOLVEMENT

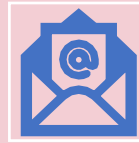
The background is a vibrant blue with a repeating pattern of colorful speech bubbles. Each bubble is a different color (red, yellow, pink, white) and contains a large, dark blue question mark. The bubbles are scattered across the entire frame, creating a sense of constant inquiry and communication.

QUESTIONS OR COMMENTS?

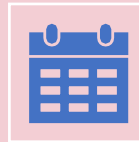
THANK YOU!



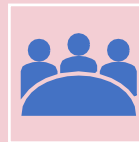
Dr. Jennifer Slater-Sanchez



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Save the date!



Next Meeting - Monday, May 11 at 11:30am