

District Parent/Student Advisory Committee (DPAC)

May 11, 2026

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Introductions



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

Agenda



Welcome and Introductions



2025/26 LCAP Roadshow Educational Partner Feedback



2026/27 Draft LCAP



Reflection Activity / Gallery Walk for 2026/27 Draft LCAP



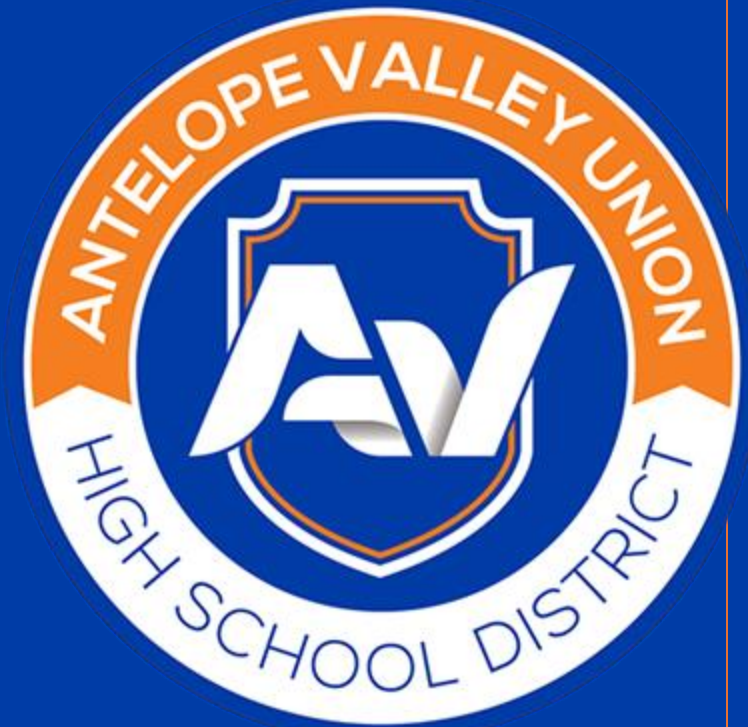
Opportunities for Parent/Guardian Involvement



Questions/Comments

2026/27 LOCAL CONTROL ACCOUNTABILITY PLAN

Antelope Valley Union High School District



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.	Focus Goal

2026-2027 LCAP Goals

Educational Partner Feedback - What We Are Doing Well

Academic Supports: Tutoring, credit recovery, AVID, and NWEA help students stay on track

College & Career Access: AP (with fee coverage), dual enrollment, and CTE expand opportunities

Equity Supports: Strong programs for EL, Foster Youth, and Low-Income students

Mental Health: Counselors and wellness supports are the most valued by students

Attendance Access: GO Pass/transportation is critical for consistent attendance

School Climate: PBIS, activities, and cultural programs build belonging

Family Engagement: Bilingual communication and tools like PowerSchool keep families connected

Educational Partner Feedback – Areas for Growth

Awareness & Communication: Many students/families unaware of available programs and supports

Campus Safety & Discipline: Need for consistent expectations, accountability, and safe environments

Special Education: Gaps in coordination, inclusion, and access to programs (e.g., CTE)

Family Engagement: Need stronger outreach, parent liaisons, and flexible meeting options

Program Access: Expand participation in AVID, CTE, dual enrollment, and early supports (9th grade)

Mental Health & Facilities: Increase mental health supports and improve campus conditions

Activity: 2026/27 LCAP Reflection

Group Discussion & Feedback

Instructions



Each table will receive chart paper



After each goal is shared, take 5 minutes to reflect on the questions below



Chart your responses clearly

Reflection Questions



“What in this plan will help students the most?”



“What will make school better for students next year?”



“What supports will help you or your student succeed?”

Your Voice Matters!



2026/27
IMPROVED ACTIONS
AND SERVICES

1.1 - Student Field Trips	1.9 - Student-Free Professional Development Days
1.2 - College Readiness Exams	1.10 - Variable Credit Recovery
1.3 - Advanced Placement (AP) Training and Tutoring	1.11 - Enhanced Data Systems
1.4 - Expanded Learning Opportunities	1.12 - Ancillary Instructional Materials
1.5 - Formative Assessment	1.13 - Enhancing English Language Arts and Mathematics through Professional Development
1.6 - English Language Arts and Math Supports	1.14 - Targeted Intervention
1.7 - English Learner (EL) Program	1.15 - Professional Development for Long-Term English Learner (LTEL) Support
1.8 - English Learner (EL) Reclassification Support and Monitoring	1.16 - Improving English Learner (EL) Proficiency

Goal 1 –
Ensure that all
students are
academically
proficient and
college and
career ready.

1.1 - Provide English Learners (EL), Foster Youth (FY), and Low Income (LI) students, in grades 9-12, with guided tours of Colleges, Universities, and Career-related destinations to increase their access to higher education and future career and/or occupations.	1.9 – AVUHSD staff and external consultants will participate in three professional development days focused on differentiated instruction, engagement, formative assessment, monitoring, intervention and SEL strategies.
1.2 - Administer the PSAT and SAT annually to EL, FY, and LI, to provide an indicator of college readiness and to prepare students to excel on the SAT.	1.10 - Provide increased credit retrieval options for identified EL, FY, and LI students in order to increase A-G and Graduation rates.
1.3 - AP Teachers will attend AP training annually to increase their understanding on how to access the latest AP resources, in order to implement and provide AP instructional strategies and tutoring supports.	1.11 – Partner with school sites to strengthen data systems, provide training, and enhance the effective use of the district's student information system in order to build staff capacity to access, analyze, and apply student performance data.
1.4 - Teachers and classified support personnel will provide extended day tutoring in virtual settings, seven days a week, and in-person, six days a week, in English and Spanish, to improve conceptual understanding and close achievement gaps.	1.12 - Increase equitable access to core curriculum and ensure meaningful participation and engagement by providing EL, FY, and LI students with ancillary instructional materials and supplies for classroom and home use.
1.5 - Administer NWEA Map assessments three times per year and use the results formatively to provide students with best, first instruction and targeted interventions that address skill gaps.	1.13 - Teachers will participate in professional development workshops focusing on effective literacy, writing, and math instruction, with an emphasis on tailored intervention programs for EL, FY, LI students, as well as collaborate to analyze formative data.
1.6 - Teachers will provide small group instruction to English Learner (EL), Foster Youth (FY), and Low Income (LI) students with standards-aligned alternative curriculum to accelerate learning and close achievement gaps in Math and ELA.	1.14 – EL, FY, and LI students will have access to targeted ELA and Math intervention periods during 0 or 7th period, with small group instruction, tutoring, tech programs, personalized activities. Continuous assessment ensures progress in key skills.
1.7 - Additional EL site and AVUHSD support staff will systematically collaborate on the administration of ELPAC, providing additional enrollment and monitoring supports to ensure proper initial placement, testing, and monitoring of English Learners (ELs) and Long-Term English Learners (LTELs).	1.15 - Teachers will engage in specialized professional development sessions focusing on effective English language development strategies, formative data analysis, culturally responsive teaching techniques, and the incorporation of bilingual resources tailored for Long-Term English Learners, enhancing support for these students' academic success.
1.8 - Designated EL support staff will use data systems to monitor academic progress post-EL program exit, ensuring no premature exits, addressing academic deficits, and promoting meaningful participation and achievement.	1.16 - Teachers will participate in specialized professional development sessions targeting effective English language development strategies, formative data analysis, culturally responsive teaching techniques, and the incorporation of bilingual resources tailored specifically for Long-Term English Learners, enhancing support for these students' academic success.

Goal 1 –
 Ensure that all
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Goal 1

The former Action 1.13, which focused on writing, has been embedded into the existing professional development action centered on English Language Arts and Mathematics.

Metrics (13 total)

1. Implementation of Academic Standards (Priority 2)
2. CAASPP ELA (Priority 4)
3. CAASPP Math (Priority 4)
4. California Science Test (Priority 4)
5. A-G Completion (Priority 4)
6. CTE Pathway Completion (Priority 4)
7. English Learner Progress Indicator (Priority 4)
8. English Learner Reclassification Rate (Priority 4)
9. EAP % Students Prepared for College ELA (Priority 4)
10. EAP % Students Prepared for College Math (Priority 4)
11. Seal of Biliteracy (Priority 8)
12. Local Indicator - ELA Assessment: NWEA Map
13. Local Indicator - Math Assessment: NWEA MAP

2.1 - School Counselors	2.10 - STEAM Integration
2.2 - Enhanced Counseling and Student Support	2.11 - Dual Enrollment and Internships
2.3 - Professional Development	2.12 - Enrichment Options
2.4 - Targeted AV Teacher Induction Mentoring and Supports	2.13 - Student Achievement Support
2.5 - Classroom Walkthroughs	2.14 - Next Generation Science Standards (NGSS) Support
2.6 - AP Placement, Exams, and Tutoring	2.15 - Visual and Performing Arts (VAPA) Support
2.7 - Career Technical Education (CTE) Opportunities	2.16 - Improving Graduation Rates
2.8 - AVID Elective	2.17 - College and Career Readiness Programs
2.9 - Technology	

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.

2.1 - Provide guidance/counseling services to ensure that students have multiple opportunities for academic, collegiate, professional, and personal growth.	2.10 – STEM and arts teachers, supported by District staff, will collaborate to expand STEAM integration and increase student exposure to interdisciplinary learning opportunities, including the districtwide STEM Expo, related showcases, and competitions for EL, FY, LI students in grades 9–12 districtwide.
2.2 - Additional school counselors, social workers and various other classified personnel will provide tiered supports to EL, FY, and LI students in order to proactively address their academic, social-emotional, behavioral and physical well-being.	2.11 – The AVUHSD Director of Industry Liaison and Post-Secondary Partnerships will collaborate with colleges and industries quarterly, along with school counselors and site administrative teams, to increase access to low-cost dual enrollment and no-cost work-based learning internship options for EL, FY, and LI students.
2.3 – Provide teachers and administrators with increased opportunities for professional development, aiming to enhance their depth of knowledge about students, build subject matter competence, and align pedagogical practices with state standards to improve effectiveness in providing differentiated instruction, formative assessment, and intervention strategies.	2.12 – School counselors will coordinate with site administrative teams to offer academic and enrichment courses to EL, FY, and LI students beyond the 6-period day, virtually and in person, before and after school, aiming to expand options for these students with limited access during regular hours.
2.4 – The Antelope Valley Teacher Induction (AVTI) Coordinator, Teacher Induction Mentors, and other support personnel provide EL, FY, and LI students with additional differentiated and formative assessment tiered supports, along with monitoring strategies.	2.13 – Instructional Partners and other support personnel will provide professional development and classroom feedback to teachers to improve teacher effectiveness and student achievement, demonstrated by walk-through data, NWEA growth scores, English learner progress and reclassification rates, A-G completion rates, and CAASPP scores from Fall to Spring each school year.
2.5 – Utilize classroom walkthrough tools to conduct classroom observations, gather evidence and provide feedback to teachers and administrators.	2.14 - Provide additional professional development, feedback and lesson planning support to science teachers in the implementation and assessment of Next Generation Science Standards.
2.6 – Increase equitable access to AP classes and provide resources to improve the success of EL, FY, and LI students on the AP Exam (differentiated instruction, extended school day AP prep tutoring hours, and AP exams at reduced costs).	2.15 - Designated VAPA support staff will coordinate with arts teachers and other certificated personnel to plan, observe, and support visual and performing arts classrooms, focusing on professional development, feedback, and lesson planning to implement California Arts standards effectively and provide differentiated instructional strategies for EL, FY, and LI students.
2.7 – Increase CTE course offerings on master schedules at all schools in order to accommodate the increase of EL, FY and LI students participating in CTE courses and pathways.	2.16 – Administrators, school counselors, and teachers will collaborate to implement personalized academic counseling, identifying at-risk students based on academic data and behavior indicators. They provide targeted interventions and support services to help students overcome challenges and stay on track towards graduation.
2.8 – AVID elective sections will be offered to all students and school counselors will coordinate services with AVID Site Teams and site administrative teams each semester to counsel with students, review student performance, to ensure equitable outcomes for students.	2.17 – Administrators, school counselors, and teachers will implement comprehensive college and career readiness programs to enhance the College and Career Indicator.- personalized career counseling and workshops on college application processes, financial aid options, college credit/dual credit opportunities, and career exploration.
2.9 - Ensure that teachers are provided with renovated classrooms that are outfitted with technology, wireless capacity and online access to lower student-to-device ratios districtwide and advance technology.	

Goal 2 –
Provide a 21st
Century learning
environment and
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personal growth.

Goal 2

Action 2.10 was revised from “STEAM Support” to “STEAM Integration” to better reflect a shift toward integrating the arts with other subjects through interdisciplinary instruction.

Metrics (9 total)

1. CTE Completion and A-G Completion (Priority 4)
2. AP exams with qualifying score - LEA Wide (Priority 4)
3. Graduation Rate (Priority 5)
4. Access to and Enrollment in a Broad Course of Study (Priority 7)
5. College & Career Indicator/CCI (Priority 8)
6. Golden State Seal Merit Diploma (Priority 8)
7. Local Indicator - AP Students in District
8. Local Indicator - AP Exams taken LEA Wide
9. Local Indicator - Classroom Walkthroughs

3.1 - Access to Standards-Aligned Instructional Materials	3.9 - Classified Professional Development
3.2 - Facilities in "Good" Repair	3.10 - Safe, Secure, and Positive Learning Environments
3.3 - Fully Credentialed and Appropriately Assigned Teachers	3.11 - Supplemental Interventions and Supports
3.4 - Career Technical Education (CTE) Programs	3.12 - Transportation
3.5 - Recruit and Retain Teachers	3.13 - Independent City and Resilient Scholars
3.6 - Improve Attendance and Chronic Absenteeism	3.14 - Diversity Training
3.7 - Student Support Centers	3.15 - Multi-Tiered System of Supports (MTSS)
3.8 - Positive Behavior Intervention and Support (PBIS)	3.16 - Lower Suspension Rates

Goal 3 –
Cultivate a
safe and
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Goal 3 – Cultivate a safe and secure, positive school culture that supports all students’ personal and academic growth.

3.1 - Maintain full access to standards-aligned instructional materials.	3.9 - Expand professional development opportunities to Classified staff, to support their understanding of the needs, conditions and circumstances of EL, FY, and LI students.
3.2 - Fund maintenance and operational expenses to maintain safe, secure, and positive learning environments.	3.10 - District Coordinators from Student Services will coordinate services with site administrative Interns and PBIS Coordinators, including additional certificated and classified support staff, to provide students, staff and families with a more positive, safe and secure learning environment.
3.3 - Ensure fully credentialed and appropriately assigned teachers.	3.11 - District and site certificated and classified support staff will coordinate services to provide supplemental interventions and supports aligned with LCAP actions, targeting the academic, social-emotional, and behavioral needs of EL, FY, and LI students to increase equitable outcomes for unduplicated students tied to specific LCAP actions.
3.4 - Provide teachers and staff for Career Technical Education programs to support students in Special Education.	3.12 - Transportation will be provided to students, above and beyond what is required, who need assistance getting to school events.
3.5 - The Director of Personnel will collaborate with the Coordinator of Position Control, AVTI coordinators, colleges, universities, and social media networks to provide experienced teachers for hard-to-staff positions such as ELD, Math, and Science, supporting EL, FY, and LI students. These teachers receive training in differentiated instruction, formative assessment practices, and progress monitoring.	3.13 - Foster Youth (FY) students will engage in a comprehensive "Independent City" simulation led by school staff and community members, covering career options, finances, and government resources, aiming to prepare them for adulthood and increase graduation rates and post-secondary enrollment. Enrichment activities will also focus on community resources, college and career readiness, and personal development.
3.6 - AVUHSD certificated and classified staff will work with site Community Attendance Workers and other support personnel to implement tiered re-engagement interventions for students, using District-adopted attendance software tools to increase parental communication, improve attendance rates, and reduce chronic absenteeism.	3.14 - Diversity training will be provided to administrative, certificated, and classified staff, as well as students throughout the year to increase awareness of diverse student and community populations, understanding, and support for Foster Youth (FY) and Low-Income (LI) students.
3.7 - District Program Coordinators will coordinate with PBIS Coordinators, Student Support Coordinators, school counselors, social workers, site administrators, and various support personnel to implement Multi-Tiered Systems of Support (MTSS) using Data Central and other tools. This aims to proactively monitor, set goals, and provide academic, behavioral, and social-emotional tiered interventions to EL, FY, and LI students in the Student Support Centers.	3.15 - Implementation of the District's multi-tiered system of supports (MTSS) model and vision will be led by the Director of MTSS, along with district coordinators, directors, and various support personnel. They will support MTSS school site teams, provide professional training for school staff and teachers, offer resources related to MTSS, guide school-based processes, and monitor data to establish goals and provide academic, behavioral, and social-emotional tiered interventions.
3.8 - The Coordinator of Student Services will coordinate services with site PBIS Coordinators and various other support personnel to provide positive behavioral interventions and supports (PBIS) to identified students through a Multi-Tiered Systems of Support (MTSS) framework.	3.16 - Administrative, certificated, and classified staff will receive professional development to implement Multi-Tiered System of Supports (MTSS) targeting reduced suspension rates. This includes strategies for inclusive classrooms, differentiated instruction, and proactive behavior management, aiming to address diverse student needs and foster positive behavioral outcomes, ultimately reducing suspension rates.

Goal 3

No changes to Goal 3.

Metrics (11 total)

1. Access to Standards-Aligned Instructional Materials (Priority 1)
2. Facilities in "Good" Repair as measured by Facility Inspection Tool (FIT) (Priority 1)
3. Fully Credentialed and Appropriately Assigned Teachers (Priority 1)
4. Attendance Rate (Priority 5)
5. Chronic Absenteeism (Priority 5)
6. High School Dropout Rate (Priority 5)
7. Suspension Rate (Priority 6)
8. Expulsion Rate (Priority 6)
9. Student Perception of School Safety and Connectedness (Priority 6)
10. Teacher Perception of School Safety and Connectedness (Priority 6)
11. Local Indicator - Suspension Indicator

4.1 - PowerSchool	4.5 - Outreach to Spanish-Speaking Families
4.2 - Qualtrics	4.6 - Parent and Family Collaboration
4.3 - Parent Link	4.7 - Increase Communication
4.4 - English Learner (EL) Parent Workshops	4.8 - Social-Emotional Learning (SEL) Supports

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.

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.

4.1 - Maintain a Student Information System to provide timely communication and access to student achievement, attendance, and behavior.

4.5 - District EL certificated and classified support staff collaborate with various community outreach channels, such as a local Spanish language radio station, billboards, and bilingual methods, to inform families about District educational programs and services. This approach enhances communication and boosts EL participation in educational opportunities.

4.2 - District and site support staff use a survey data/analytics platform to communicate essential information to EL, FY, and LI students and families. They disaggregate responses by teacher, subject, grade level, and student group to gather feedback and assess the academic, social-emotional, behavioral, and physical needs of these student groups from various surveys.

4.6 - District certificated and classified support staff collaborate with site staff and external consultants like PIQE to offer virtual and in-person parent workshops, meetings, forums, conferences, and community events. This initiative aims to enhance parent involvement and increase EL, FY, and LI student participation in various academic opportunities.

4.3 - Utilize a mass communication platform for messaging families in multiple languages (phone, text, email, and social media) to provide information, in multiple formats, to increase access to academic, intervention, enrichment, and extracurricular activities, for English Learner (EL), Foster Youth (FY), and Low Income (LI) students and families, to increase timely and effective communication practices as evidenced by usage reports and parent/student surveys.

4.7 - District communications staff will coordinate services with various district and site certificated and classified personnel to better engage families and community partners of the schools and district.

4.4 - EL district and site certificated and classified support staff collaborate with external consultants like "Disciplina Positiva" and PIQE to offer college information, goal setting, financial aid, and parenting workshops for non-English speaking parents of EL students. This initiative aims to increase equitable access to educational opportunities and foster positive parent-teacher partnerships for this demographic.

4.8 - The District will implement a promotional campaign highlighting existing Social-Emotional Learning (SEL) supports for EL, FY, and LI students to increase awareness and engagement with families, educational partners, community partners, and individual schools.

Goal 4

No changes to Goal 4.

Metrics (3 total)

1. Parent Engagement in Decision Making (Priority 3)
2. Parent Participation in Programs for Unduplicated Pupils (Priority 3)
3. Local Indicator - Parent Perception of Communication and Connectedness

5.1 - Access to Least Restrictive Environment (LRE)	5.4 - Workshops for Parents of Students with Disabilities
5.2 - Increased Academic Support	5.5 - Lower Suspension Rate
5.3 - Special Education Staff Support	5.6 - English Language Arts and Math Proficiency

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.

5.1 - Increase access to LRE by providing additional counseling support, staff PD, and additional support classes to serve Students with Disabilities within the general education setting.

5.4 - Workshops and resources for parents of Students with Disabilities will be provided and delivered by District coordinators, ERICS social workers and psychologists, SPED staff, and/or the Antelope Valley SELPA, in order to increase awareness, provide resources, and increase parent support of SWD. Parent surveys will also be administered in order to obtain the most accurate feedback regarding student needs and how to best serve those needs.

5.2 - Increase the number of Instructional Aides, Paraprofessionals, and/or additional staff to ensure equitable access and a positive learning environment in general education courses

5.5 - Professional development will be provided to administrators, teachers, and support staff to train on the implementation of MTSS in Special Education, with the goal of reducing suspension rates in the future. This training initiative aims to proactively address and mitigate suspension rates among students in Special Education by equipping staff with enhanced skills and knowledge, including other means of correction, in addition to IEP supports and services.

5.3 - Provide teachers, staff, supplies, services, professional development, and other operating expenditures to fulfill the requirements of our Special Education program.

5.6 - District and site leadership and Instructional Partners will provide professional development and classroom walkthrough feedback to teachers within the special education department, so that students can increase their achievement in ELA and Math, as evidenced by walkthrough data, increased NWEA growth scores, A-G completion rates, and CAASPP scores.

Goal 5 –
Ensure that
Students with
Disabilities are
being provided
equitable access
to resources
related to College
and Career
Readiness, 21st
Century Learning,
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Goal 5

No changes to Goal 5.

Metrics (6 total)

1. A-G Completion (Priority 4)
2. Graduation Rate (Priority 5)
3. Suspension Rate (Priority 6)
4. College & Career Indicator/CCI (Priority 8)
5. Local Indicator - Reading Assessment: NWEA MAP (All SWD)
6. Local Indicator - Math Assessment: NWEA MAP (All SWD)

6.1 - English Language Arts and Math Proficiency	6.5 - Transportation
6.2 - College and Career Readiness	6.6 - Professional Development
6.3 - Increase Graduation Rates	6.7 - Building Positive Relationships and School Culture
6.4 - Lower Suspension Rates	6.8 - Professional Learning Communities (PLCs)

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.

6.1 - Students at equity multiplier sites will have access to high-quality instruction, tutoring, counseling, and mental health services, aimed at addressing their unique needs and ensuring that all students have the opportunity to thrive academically and beyond, despite their challenging circumstances.

6.5 - Transportation will be provided to students at equity multiplier sites to improve attendance, attend before and after school tutoring, and extracurricular events, so they can meaningfully participate in educational programs, have equitable access to interventions and enrichment options, and feel connectedness to their school site, in order to improve academic achievement, school engagement, access to enrichment programs, and overall attendance as indicated on attendance and chronic absenteeism rates.

6.2 - At equity multiplier sites, administrators, school counselors, and teachers will initiate comprehensive college, career, and vocational readiness programs to bolster the College and Career Indicator. This entails delivering personalized career counseling, vocational training opportunities, and hosting workshops covering college application procedures, financial aid possibilities, and career exploration. Collaboratively, site and district staff will organize and supervise job shadowing and internship opportunities, guaranteeing students engage in meaningful experiences aligned with their career interests and aspirations.

6.6 - Certificated and classified staff will engage in professional development to enhance their ability to support English Learner (EL), Foster Youth (FY), and Low-Income (LI) students. This training will deepen their understanding of these students' unique needs, strengthen subject matter expertise, and improve their implementation of differentiated instruction, formative assessment, and intervention strategies aligned with California State Standards.

6.3 - At equity multiplier sites, school counselors and teachers will work together to implement personalized academic counseling. They will identify at-risk students based on academic data and behavior indicators, and then provide targeted interventions and support services.

6.7 - Certificated and classified support staff will actively engage English Learner (EL), Foster Youth (FY), and Low-Income (LI) students and families by fostering a more positive and connected learning experience. They will provide additional mentoring opportunities to support students' social-emotional, behavioral, and academic growth while strengthening relationships with EL, FY, and LI families. Additionally, support staff will proactively monitor the school environment, implementing positive interventions as needed to enhance attendance, reduce suspensions, and promote a safe, inclusive, and supportive atmosphere that prioritizes the well-being and connectedness of EL, FY, and LI students and families.

6.4 - Administration, teachers, and classified staff at equity multiplier sites will participate in professional development focused on implementing MTSS, with the goal of reducing suspension rates in the future. This initiative aims to proactively address and mitigate suspension rates among students at these sites by enhancing the skills and knowledge of all staff involved. Additionally, a Student Support Center mentor will oversee and manage the Student Support Center to address student behaviors and needs.

6.8 - Administration, teachers, and classified staff at equity multiplier sites will participate in ongoing Professional Learning Communities (PLCs) focused on analyzing student achievement, attendance, and behavior data to inform instructional decisions and improve student outcomes. This initiative aims to strengthen staff capacity to interpret multiple data sources, course performance, chronic absenteeism, and suspension trends, in order to identify learning gaps and implement timely, targeted supports.

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.

Goal 6

Professional Learning Communities (PLCs) has been added to Goal 6 to formalize and expand structured collaboration among educators focused on data analysis, targeted intervention, and the implementation of high-impact instructional strategies.

Metrics (7 total)

1. CAASPP ELA (Priority 4)
2. CAASPP Math (Priority 4)
3. Graduation Rate (Priority 5)
4. Suspension Rate (Priority 6)
5. College & Career Indicator/CCI (Priority 8)
6. Local Indicator - ELA Assessment: NWEA MAP
7. Local Indicator - Math Assessment: NWEA MAP

7.1 - Additional Instructional Learning Time	7.5 - Additional Academic Services
7.2 - Close Learning Gaps	7.6 - Needs Assessment
7.3 - Health, Counseling, and Mental Health Services and Supports	7.7 - Supplemental Interventions and Supports
7.4 - Instruction for Credit-Deficient Students	

Goal 7 – Accelerate learning recovery by ensuring equitable access to instruction, targeted intervention, and support services to close achievement gaps and promote academic success, engagement, and well-being.

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.

7.1 - Instructional learning time will be increased by extending the number of instructional days or minutes, providing summer school and intersessional instructional programs, or implementing evidence-based strategies that enhance instructional services and reduce staff-to pupil ratios based on student learning needs.

7.5 - Additional academic services will be expanded to support student learning through diagnostic assessments, progress monitoring, and benchmark assessments. Strategies may include implementing evidence-based diagnostic tools to identify student strengths and areas for growth, conducting regular progress monitoring to inform instruction, and utilizing benchmark assessments to measure student learning and readiness for grade-level standards. Additional supports will focus on providing targeted interventions, personalized instruction, and data-driven decision-making to improve academic outcomes.

7.2 - Progress in closing learning gaps will be accelerated through the implementation, expansion, and enhancement of evidence-based learning supports that improve student achievement and language proficiency. Strategies may include tutoring and small group instruction provided by certificated and classified staff, as well as learning recovery programs and materials designed to accelerate academic progress and English language development. Additional supports will focus on expanding learning opportunity programs, strengthening instructional services, and providing targeted professional development and coaching in Mathematics and English Language Arts/English Language Development.

7.6 - A comprehensive needs assessment will be conducted to identify and address barriers to student success, ensuring equitable access to resources and support services. Strategies may include gathering and analyzing data on student performance, engagement, and well-being; soliciting input from educational partners through surveys, focus groups, and meetings; and evaluating the effectiveness of existing programs and interventions. Additional efforts will focus on using the findings to inform decision-making, prioritize resources, and develop targeted strategies to improve student outcomes.

7.3 - Evidence-based student supports will be integrated to remove barriers to learning and provide staff with the necessary training to address students' academic, social-emotional, and well-being needs. Strategies may include expanding access to health, counseling, and mental health services, providing before and after-school programs that offer academic and enrichment opportunities. Additional supports may include implementing trauma-informed programs and social-emotional learning initiatives, as well as establishing referral systems for students and families to connect with essential support services.

7.7 - District and site certificated and classified support staff will coordinate services to provide supplemental interventions and supports that address students' academic, social-emotional, and behavioral needs, ensuring equitable outcomes for all students.

7.4 - Access to instruction for credit-deficient students will be expanded to support graduation, grade promotion, and college eligibility. Strategies may include credit recovery programs, extended learning opportunities, and targeted academic interventions to help students meet graduation requirements. Additional supports will focus on personalized academic counseling, tutoring, and access to college preparatory courses to improve college readiness.

Goal 7

Goal 7 has been revised to a Focus Goal within the LCAP to reflect the District's strategic prioritization of Learning Recovery efforts. This change is grounded in educational partner feedback, comprehensive needs assessment data, student groups currently identified for Differentiated Assistance through LACOE, and alignment with the allowable uses of the Learning Recovery Emergency Block Grant.

Metrics (5 total)

1. CAASPP ELA (Priority 4)
2. CAASPP Math (Priority 4)
3. Graduation Rate (Priority 5)
4. Suspension Rate (Priority 6)
5. College & Career Indicator/CCI (Priority 8)

Gallery Walk



Stages to LCAP Approval

Public Hearing – June 5, 2026

Governing Board Approval – June 9,
2026

County Approval and CDE Approval

District Updates

District Updates



Upcoming Information
& Announcements

A group of stylized human figures in shades of orange and white, representing a community or family. The figures are arranged in a loose cluster, with some in the foreground and others in the background, creating a sense of depth. The overall tone is warm and positive.

Opportunities for Parent/Guardian Involvement

questions





Thank you!

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