



DISTRICT PARENT/STUDENT ADVISORY COMMITTEE

May 12, 2025

The background of the image is a dense crowd of stylized human figures. These figures are rendered in various shades of brown, tan, and grey, giving a sense of diversity. They are depicted in simple, blocky, 3D-like forms, some standing and some in motion. The entire scene is framed by a white, hand-drawn style border. Centered over the crowd is the word "WELCOME!" in a white, serif, all-caps font. Below the text is a short, horizontal white line.

WELCOME!

INTRODUCTIONS



Superintendent - Greg Nehen



Assistant Superintendent - Dr. Chris Grado, Educational Services



Director I - Dr. Will Laird, Educational Services



Presenter/Facilitator - Dr. Jennifer Slater-Sanchez, Director of Categorical and Special Programs



Site Introductions

AGENDA

2024/25 LCAP Roadshow Educational Partner Feedback

What's New for the 2025/26 LCAP

2025/26 Draft LCAP

Questions/Comments on 2025/26 Draft LCAP

District Updates

Opportunities for Parent/Guardian Involvement

Questions/Comments/Concerns



2024/25 ICAP ROADSHOW EDUCATIONAL PARTNER FEEDBACK

EDUCATIONAL PARTNER FEEDBACK – WHAT WE ARE DOING WELL

Student-Centered Impact –

Many educational partners noted that students are directly benefiting from LCAP actions—especially in areas of **academic support, mental health, and engagement**.

Positive Perception of Progress –

There's a strong overall sentiment that the district is moving in a **positive direction** with its programs and priorities.

Valued Support Systems –

Educational partners highlighted **transportation** and other access-focused services as highly impactful.

Effective Resource Use –

LCAP funds and resources are seen as being used wisely to **support student growth and expand opportunities**.

Equity and Access –

Feedback emphasized improved **access to programs and resources**, particularly for students who may face barriers.

EDUCATIONAL PARTNER FEEDBACK – AREAS FOR GROWTH



- Increased Student Voice and Engagement – Educational partners suggest integrating more student input into planning and implementation.
- Focus on Mental Health and Belonging – Continued development of mental health supports, with an emphasis on making students feel seen, safe, and connected.
- Improved Communication – Some responses mention the need for clearer communication.
- Post-High School Preparation – There's a call for more intentional planning around life after high school, including career readiness, financial literacy, and practical life skills.
- Inclusive and Accessible Learning Environments – Educational partners want schools to feel more accessible, welcoming, and supportive—especially for students with disabilities and diverse needs.

WHAT'S NEW FOR THE 2025/26 LCAP?

- ✓ Antelope Valley High School has been added to the list of Equity Multiplier sites and will be included in Goal 6.
- ✓ Two new actions have been added to Goal 6 to address the needs of students and staff at the Equity Multiplier sites.
 - ✓ Professional Development
 - ✓ Safe, Secure, and Positive Learning Environments
- ✓ Goal 7 has been added to the LCAP due to unexpended Learning Recovery Emergency Block Grant (LREBG) funds
 - ✓ Targeted actions funded by these remaining resources will support student learning recovery and academic achievement.

A large, solid orange oval with a thin white border, centered on a white background. Inside the oval, the text "2025/26 DRAFT" and "LOCAL CONTROL ACCOUNTABILITY PLAN" is written in white, uppercase, serif font. A thin white horizontal line is positioned below the text.

2025/26 DRAFT
LOCAL CONTROL ACCOUNTABILITY PLAN

2025-2027 ICAP GOALS

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

GOAL 1 -

ENSURE THAT ALL STUDENTS ARE ACADEMICALLY PROFICIENT AND COLLEGE AND CAREER READY.

1.1 – Student Field Trips	1.10 – Variable Credit Recovery
1.2 – College Readiness Exams	1.11 – Enhanced Data Systems
1.3 – Advanced Placement (AP) Training and Tutoring	1.12 – Ancillary Instructional Materials
1.4 – Expanded Learning Opportunities	1.13 – Focus on Writing
1.5 – Formative Assessment	1.14 – Enhancing English Language Arts and Mathematics through Professional Development
1.6 – English Language Arts and Math Supports	1.15 – Targeted Intervention
1.7 – English Learner (EL) Program Implementation	1.16 – Professional Development for Long-Term English Learner (LTEL) Support
1.8 – English Learner (EL) Reclassification Support and Monitoring	1.17 – Improving English Learner (EL) Proficiency
1.9 – Student-Free Professional Development Days	

GOAL 1 - ACTIONS AND SERVICES

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.	1.10 – Provide increased credit retrieval options for identified EL, FY, and LI students in order to increase A–G and Graduation rates.
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.	1.11 – Provide training on Ed Central and Data Central, so that district and site teams can readily retrieve student outcome data in order to implement monitoring, intervention and goal-setting strategies.
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.	1.12 – 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.
1.4 – 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.	1.13 – Teachers will receive additional professional development, coaching and ancillary writing curriculum supports throughout the year to help align their instruction, assignments and grading with the College and Career Readiness Anchor Standards.
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.	1.14 – Teachers will participate in professional development workshops focusing on effective literacy 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.	1.15 – 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 using programs such as PowerSchool and Data Central, to ensure proper initial placement, testing, and monitoring of English Learners (ELs) and Long-Term English Learners (LTELs).	1.16 – 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 Central and PowerSchool to monitor academic progress post-EL program exit, ensuring no premature exits, addressing academic deficits, and promoting meaningful participation and achievement.	1.17 – 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.
1.9 – Staff and external consultants will participate in three professional development days focused on differentiated instruction, engagement, formative assessment, monitoring, intervention and SEL strategies.	

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 – School Counselors	2.10 – STEAM Support
2.2 – Enhanced Counseling and Student Support Services	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 - ACTIONS AND SERVICES

2.1 - Provide guidance/counseling services to ensure that students have multiple opportunities for academic, collegiate, professional, and personal growth.	2.10 - STEM and VAPA (STEAM) teachers, along with STEM and VAPA district/site support staff, will enhance STEAM exposition and competition opportunities for EL, FY, and LI students in grades 9-12 districtwide, fostering hands-on, project-based experiences, teamwork skills, and conceptual understanding in core and AP classes.
2.2 - Additional 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 AVUHS District 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 - AVUHS District Curriculum and Professional Development Coordinators collaborate to provide teachers 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 increased scores on "DigiCOACH" walk-throughs, 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 "DigiCOACH" 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 - The AVID will ensure availability of AVID elective sections across all school sites. School counselors collaborate with AVID site teams and site administrative teams each semester to review master schedules and the academic performance of EL, FY, and LI 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.	

METRICS TO MEASURE GOALS 1 AND 2

Goal 1

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

Goal 2

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

GOAL 3 -

CULTIVATE A SAFE AND SECURE, POSITIVE SCHOOL CULTURE THAT SUPPORTS ALL STUDENTS' PERSONAL AND ACADEMIC GROWTH.

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 - ACTIONS AND SERVICES

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 reengagement 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 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 - 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 - ACTIONS AND SERVICES

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.

METRICS TO MEASURE GOALS 3 AND 4

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

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

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 - 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 - ACTIONS AND SERVICES

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 increased scores on "DigiCOACH" walkthroughs, increased NWEA growth scores, A–G completion rates, and CAASPP scores.

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 – 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 – Safe, Secure, and Positive Learning Environments
6.4 – Lower Suspension Rates	

GOAL 6 - ACTIONS AND SERVICES

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 extra-curricular 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.	

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 - 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 - ACTIONS AND SERVICES



	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.
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.

METRICS TO MEASURE GOALS 5, 6, AND 7

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)

Goal 6

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

Goal 7

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)

QUESTIONS/COMMENTS
ON THE
25/26 DRAFT ICAP



STAGES TO 2025/26 ICAP APPROVAL



1. Public Hearing – June 6, 2025



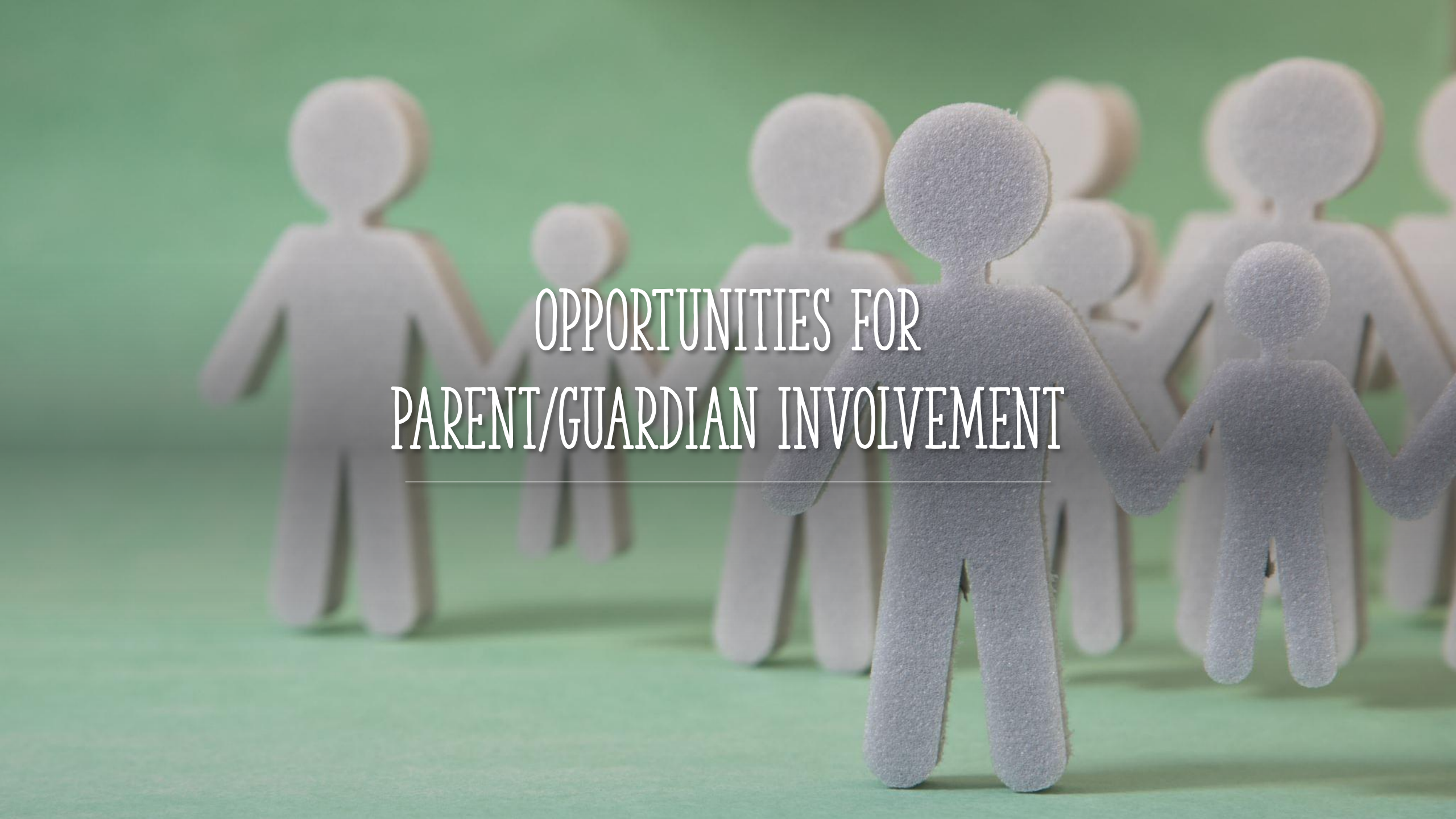
2. Board Approval – June 11, 2025



3. County Approval and CDE Approval



DISTRICT UPDATES

A group of white paper cutouts of people holding hands in a circle on a green background. The cutouts are arranged in a circle, with some in the foreground and others in the background, creating a sense of depth. The background is a solid green color.

OPPORTUNITIES FOR PARENT/GUARDIAN INVOLVEMENT

QUESTIONS, COMMENTS, OR CONCERNS?

THANK YOU!

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and Special Programs

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