DISTRICT PARENT/ STUDENT ADVISORY COMMITTEE (DPAC)

OCTOBER 26, 2026





HELLO AND …



SUPERINTENDENT –
GREG NEHEN



ASSISTANT SUPERINTENDENT –
DR. CHRIS GRADO, EDUCATIONAL SERVICES



DIRECTOR I –
CHARLES DUNN, EDUCATIONAL SERVICES



PRESENTER/FACILITATOR - DR. JENNIFER SLATER-SANCHEZ, DIRECTOR OF CATEGORICAL AND SPECIAL PROGRAMS



SITE INTRODUCTIONS

INTRODUCTIONS

AGENDA

- Purpose of District Parent/Student Advisory Committee (DPAC)
- LCFF/LCAP Overview
- LCAP Requirements and Development Process
- 2026/27 AVUHSD Local Control and Accountability Plan
- What's New for the 2026/27 LCAP
- Review 2026/27 LCAP Goals, Actions, & Metrics to Measure Growth
- Keep – Improve – Add Gallery Walk Activity
- Title IV – Continued Consultation
- LCAP Survey
- Sites Share Out - Parental Involvement Opportunities

PURPOSE OF THE DISTRICT PARENT/STUDENT ADVISORY COMMITTEE (DPAC)



This committee:

- Reviews the current Local Control Accountability Plan (LCAP)

- Shares/Solicits information from site educational partners

- Provides input, advice, and comments on revising the LCAP and related plans

LCFF AND LCAP OVERVIEW



California's main education finance law is known as the **Local Control Funding Formula** (LCFF). LCFF assigns money to school districts based on the number of students that are attending.

Under LCFF, school districts also receive extra money to invest in the education of English Language Learners, Foster Youth, and students living in poverty (Low Income).

The LCFF requires school districts to provide a description to demonstrate how the district is increasing or improving services for students who are ELs, FY, or LI compared to the services provided to all students.

LOCAL CONTROL AND ACCOUNTABILITY PLAN (LCAP)

- All school districts in California are required to produce an LCAP, demonstrating how the Local Control Funding Formula (LCFF) funds are linked to meeting the needs of all students.
- The LCAP is a three-year plan that describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities.
- The LCAP provides an opportunity for school districts to share their stories of how, what, and are why programs and services selected to meet their local needs.
- The majority of the LCFF funds are District driven; however, this formula also targets funding to specific student populations (subgroups):
  - English Learners
  - Foster Youth
  - Low Income



LCAP REQUIREMENTS:

THE LCAP INCLUDES GOALS, SPECIFIC ACTIONS, AND MEASURABLE STUDENT OUTCOMES FOR EACH OF THE EIGHT STATEWIDE PRIORITIES

Each district's LCAP must include the following:

- Goals
- Actions
- Related Expenditures

LCAPs must include services that target the following student groups:

- **ELs**
- **Foster Youth**
- **Low Income**

"Reds" on the California Dashboard

Equity Multiplier Sites

LCAPs must address the 8 state priorities

State Accountability

The Local Control Funding Formula (LCFF) required the State Board of Education (SBE) to develop an ***accountability tool***, known as the evaluation rubrics, that:

Include state and local performance indicators for **ALL** Local Control Funding Formula state priorities.

Assists local educational agencies in *identifying* strengths, weaknesses, and areas in need of improvement for LEAs and schools.

Identifies a process for using the performance standards to *identify LEAs in need of additional assistance* or intervention.



California School DASHBOARD

Six State Indicators
1. Chronic Absenteeism
2. Suspension Rate (for grades K–12)
3. English Learner Progress (for grades 1–12)
4. Graduation Rate (for high school only)
5. College/Career (for high school only)
6. Academic (for grades 3–8 only) • English language arts/literacy (ELA) • Mathematics

Four Local Indicators
Basic Services
Implementation of State Academic Standards
Parent Engagement
School Climate

LCAP EDUCATIONAL PARTNER FEEDBACK 2026/27

Year-Round LCAP Engagement & Feedback

Continuous engagement with educational partners

Regular presentations

Ongoing survey data analysis



- Community Engagement Meetings – Virtual Districtwide
- Student Engagement Meetings – All Sites
- District English Learner Advisory Committee Meetings
- **District Parent/Student Advisory Committee Meetings**
- District/Site Leadership Team Meetings
- Staff Presentation
- Labor Groups – AVTA and CSEA
- Antelope Valley SELPA



CONNECT WITH EDUCATIONAL PARTNERS & COLLECT INPUT/SURVEY FEEDBACK (FALL)



PRESENT LCAP TO ADVISORY COMMITTEES (WINTER/SPRING)



SHARE LCAP WITH PUBLIC AND COLLECT FURTHER INPUT (SPRING)



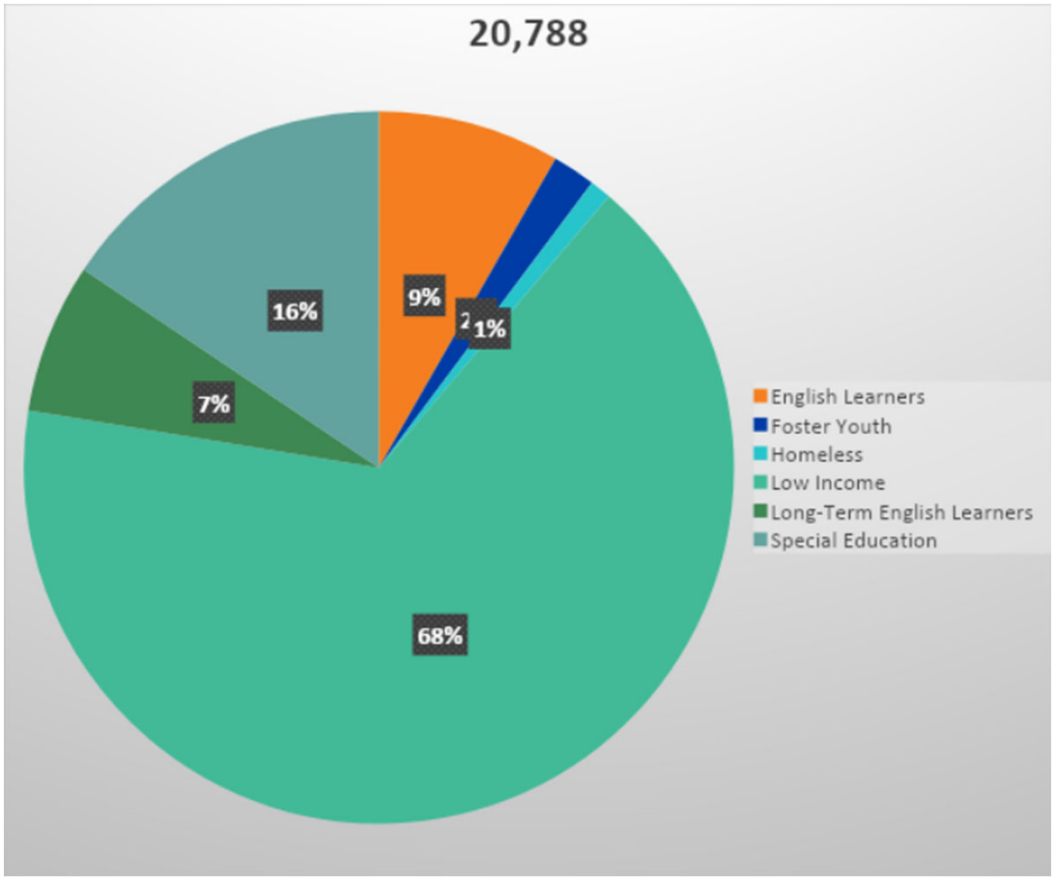
FINALIZE LCAP & PRESENT TO BOARD FOR ADOPTION (JUNE)

TIMELINE OF LCAP DEVELOPMENT

2026/27 LOCAL CONTROL & ACCOUNTABILITY PLAN

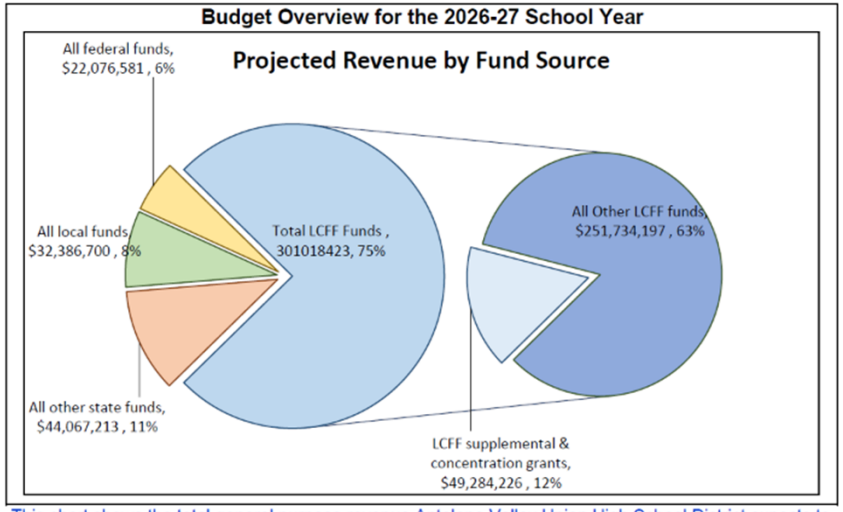
ENHANCING EDUCATIONAL OUTCOMES FOR STUDENTS THROUGH LOCAL ACCOUNTABILITY

STUDENTS WE SERVE IN AVUHSD



BUDGET OVERVIEW FOR PARENTS

Of the $301,018,423 in LCFF Funds, **$49,284,226** (Supplemental & Concentration) is generated based on the enrollment of high needs students (English Learners, Foster Youth, and Low-Income students).



This chart shows the total general purpose revenue Antelope Valley Union High School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Antelope Valley Union High School District is $399,548,916.93, of which $301,018,423.00 is Local Control Funding Formula (LCFF), $44,067,212.93 is other state funds, $32,386,700.00 is local funds, and $22,076,581.00 is federal funds. Of the $301,018,423.00 in LCFF Funds, $49,284,226.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

2025-2027 AVUHSD LCAP GOALS

JRDO#4	Hqvxuh#wkdw#bo#wxghqwv#duh#dfdghp lfdo|#surilflhqw#dqg#frohjh#dqg#fduhhu# uhdg|1	Eurdg#Jrdo
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WHAT'S NEW FOR THE 2026/27 LCAP?

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.

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.

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.

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.

GOAL 1 – ENSURE THAT ALL STUDENTS ARE ACADEMICALLY PROFICIENT AND COLLEGE AND CAREER READY.

1.1 – STUDENT FIELD TRIPS – Guided tours of Colleges, Universities, and career-related destinations	**1.9 – STUDENT-FREE PROFESSIONAL DEVELOPMENT DAYS –** Three professional development days
1.2 – COLLEGE READINESS EXAMS – Administer the PSAT and SAT annually (LEA-Wide - 10th/11th graders only)	**1.10 – VARIABLE CREDIT RECOVERY –** Supplemental credit retrieval options
1.3 – ADVANCED PLACEMENT (AP) TRAINING AND TUTORING – AP Teachers will attend AP training annually	**1.11 – ENHANCED DATA SYSTEMS –** Training on Ed Central and Data Central
1.4 – EXPANDED LEARNING OPPORTUNITIES – Provide extended day tutoring	**1.12 – ANCILLARY INSTRUCTIONAL MATERIALS –** Providing EL, FY, and LI students with ancillary instructional materials
1.5 – FORMATIVE ASSESSMENT – NWEA Map assessments three times per year	**1.13 – ENHANCING ENGLISH LANGUAGE ARTS AND MATHEMATICS THROUGH PROFESSIONAL DEVELOPMENT –** Professional development for teachers in ELA, Writing, and Math
1.6 – ENGLISH LANGUAGE ARTS AND MATH SUPPORTS – Reduced class sizes and daily small group instruction	**1.14 – TARGETED INTERVENTION –** Targeted intervention during 0 or 7th period
1.7 – ENGLISH LEARNERS (EL) PROGRAM – Additional enrollment and monitoring supports (Limited - ELs)	**1.15 – PROFESSIONAL DEVELOPMENT FOR LONG-TERM ENGLISH LEARNER (LTEL) SUPPORT -** Professional development targeting effective ELD strategies specifically for LTELs (Limited - ELs)
1.8 – ENGLISH LEARNER (EL) RECLASSIFICATION AND SUPPORT – Designated staff to monitor academic progress (Limited - ELs)	**1.16 – IMPROVING ENGLISH LEARNER PROFICIENCY –** Professional development focusing on effective ELD strategies (Limited - ELs)

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 – Guidance/Counseling services (BASE FUNDED)	**2.10 - STEAM INTEGRATION –** STEM and VAPA exposition, competition and integration opportunities
2.2 - ENHANCED COUNSELING AND STUDENT SUPPORT SERVICES – Additional school counselors, social workers, & other personnel to provide tiered support	**2.11 - DUAL ENROLLMENT AND INTERNSHIPS –** Low-cost dual enrollment and no-cost work-based learning internship options
2.3 - PROFESSIONAL DEVELOPMENT – Various professional development and conference opportunities for certificated staff	**2.12 - ENRICHMENT OPTIONS –** Academic and enrichment courses above and beyond the 6-period day
2.4 - TARGETED AV TEACHER INDUCTION MENTORING AND SUPPORTS – New teacher induction program	**2.13 – STUDENT ACHIEVEMENT SUPPORT –** Instructional Partners and other staff to provide classroom walk-through feedback and support
2.5 - CLASSROOM WALKTHROUGHS – "DigiCOACH" classroom walkthrough tools	**2.14 – NEXT GENERATION SCIENCE STANDARDS (NGSS) SUPPORT –** Coordinator for professional development, feedback, and lesson planning support
2.6 - AP PLACEMENT, EXAMS, AND TUTORING – Equitable access to AP classes, exams, and tutoring *(Limited - Low Income)*	**2.15 – VISUAL AND PERFORMING ARTS (VAPA) SUPPORT –** VAPA Coordinator
2.7 - CAREER TECHNICAL EDUCATION (CTE) OPPORTUNITIES – CTE course offerings and academy coordinators	**2.16 – IMPROVING GRADUATION RATES -** Targeted interventions and support services to help students stay on track to graduation
2.8 - AVID ELECTIVE – AVID elective sections	**2.17 – COLLEGE AND CAREER READINESS –** Comprehensive college and career readiness support
2.9 - TECHNOLOGY – Equipment to advance technology for students	

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 – Full access to standards-aligned instructional materials (BASE FUNDED)	**3.9 - CLASSIFIED PROFESSIONAL DEVELOPMENT –** Professional development opportunities to Classified staff
3.2 - FACILITIES IN "GOOD" REPAIR – Maintenance and operational expenses (BASE FUNDED)	**3.10 - SAFE, SECURE, AND POSITIVE LEARNING ENVIRONMENTS –** Proactively monitor the school environment, mentoring , and build positive relationships
3.3 - FULLY CREDENTIALED AND APPROPRIATELY ASSIGNED TEACHERS - Fully credentialed and appropriately assigned teachers. (BASE FUNDED)	**3.11 - SUPPLEMENTAL INTERVENTIONS AND SUPPORTS –** Site Targeted allocations
3.4 – CAREER TECHNICAL EDUCATION (CTE) PROGRAMS – Teachers and staff for Career Technical Education programs (BASE FUNDED)	**3.12 - TRANSPORTATION –** Transportation for Low Income and Foster Youth students *(Limited - Low Income and Foster Youth)*
3.5 - RECRUIT AND RETAIN TEACHERS – New and employed teachers	**3.13 - INDEPENDENT CITY AND RESILIENT SCHOLARS –** Independent City and Resilient Scholar meetings *(Limited - Foster Youth)*
3.6 - IMPROVE ATTENDANCE AND CHRONIC ABSENTEEISM – Community Attendance Workers implementing tiered re-engagement interventions	**3.14 - DIVERSITY TRAINING –** Professional development focusing on diversity and equity *(Limited - Low Income and Foster Youth)*
3.7 - STUDENT SUPPORT CENTERS – SSC Coordinators implementing a Multi-Tiered Systems of Support to address academic, behavioral, and social-emotional student needs	**3.15 - MULTI-TIERED SYSTEM OF SUPPORTS (MTSS) –** Districtwide MTSS Tier 2 and Tier 3 Teams
3.8 – POSITIVE BEHAVIOR INTERVENTION AND SUPPORT (PBIS) – PBIS and Habitudes curriculum	**3.16 – LOWER SUSPENSION RATES –** Professional development focused on implementing MTSS aimed at lowering 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 – Student Information System (BASE FUNDED)	**4.5 - OUTREACH TO SPANISH-SPEAKING FAMILIES –** Various community outreach channels and other outreach methods to inform listeners of district educational programs, services, and highlights *(Limited - ELs)*
4.2 - QUALTRICS – Survey data and analytics platform	**4.6 – PARENT AND FAMILY COLLABORATION –** Virtual and in-person parent workshops
4.3 - PARENT LINK – Mass communication platform	**4.7 - INCREASE COMMUNICATION –** Utilizing various agencies to increase communication and outreach efforts
4.4 – ENGLISH LEARNER (EL) PARENT WORKSHOPS – Provide college information, goal setting, financial aid and parenting workshops, for non-English-speaking parents *(Limited - ELs)*	**4.8 – SOCIAL-EMOTIONAL LEARNING (SEL) SUPPORTS –** Social-Emotional Learning Supports

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) – Increase access to Least Restrictive Environment (LRE) (BASE FUNDED)	**5.4 – WORKSHOPS FOR PARENTS OF STUDENTS WITH DISABILITIES –** Workshops and resources for parents to increase awareness, provide resources, and increase parent support (BASE FUNDED)
5.2 - INCREASED ACADEMIC SUPPORT - Ensure equitable access to a positive learning environment in general education courses (BASE FUNDED)	**5.5 – LOWER SUSPENSION RATE –** Implementation of MTSS in Special Education with the goal of reducing suspension rates for Students with Disabilities (BASE FUNDED)
5.3 – SPECIAL EDUCATION STAFF SUPPORT – Fulfill the requirements of the Special Education program (BASE FUNDED)	**5.6 – ENGLISH LANGUAGE ARTS AND MATH PROFICIENCY –** Professional development and classroom walkthrough feedback to SPED teachers to increase ELA and Math achievement (BASE FUNDED)

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 – Access to high-quality instruction, tutoring, counseling, and mental health services for students to thrive academically (EM FUNDED)	**6.5 – TRANSPORTATION -** Supplemental transportation for students (EM FUNDED)
6.2 – COLLEGE AND CAREER READINESS - Comprehensive college, career, and vocational readiness programs to bolster the CCI (EM FUNDED)	**6.6 – PROFESSIONAL DEVELOPMENT -** Certificated and classified staff will engage in professional development (EM FUNDED)
6.3 – INCREASE GRADUATION RATES – Personalized academic counseling to identify at-risk students and then provide targeted interventions and support (EM FUNDED)	**6.7 -BUILDING POSITIVE RELATIONSHIPS AND SCHOOL CULTURE –** Additional mentoring opportunities to support students' social-emotional, behavioral, and academic growth while strengthening relationships & support staff will implement positive interventions to enhance attendance, reduce suspensions, and promote a safe, inclusive, and supportive atmosphere that prioritizes the well-being and connectedness (EM FUNDED)
6.4 – LOWER SUSPENSION RATES – Professional development focused on MTSS with the goal of reducing suspensions (EM FUNDED)	**6.8 – PROFESSIONAL LEARNING COMMUNITIES (PLCs) –** Professional Learning Communities focused on analyzing student achievement, attendance, and behavior data. (EM FUNDED)

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 – 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 (LREBG GRANT)	**7.4 – ACCESS TO INSTRUCTION FOR CREDIT-DEFICIENT STUDENTS –** 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 (LREBG GRANT)
7.2 – CLOSE LEARNING GAPS – 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 (LREBG GRANT)	**7.5 – ADDITIONAL ACADEMIC SERVICES –** 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 (LREBG GRANT)
7.3 – HEALTH, COUNSELING, AND MENTAL HEALTH SERVICES AND SUPPORTS – Evidence-based student supports will be integrated to remove barriers to learning and provide staff with the necessary training and supports 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 (LREBG GRANT)	**7.6 – NEEDS ASSESSMENT –** A comprehensive needs assessment will be conducted to identify and address barriers to student success, ensuring equitable access to resources and support services (LREBG GRANT)
	7.7 – SUPPLEMENTAL INTERVENTIONS AND SUPPORTS – 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 (LREBG GRANT)

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)



KEEP – IMPROVE – ADD GALLERY WALK ACTIVITY

- Around the room are five stations representing all seven of our LCAP goals.
- Please visit each station.
- You can talk with others, but most importantly, leave us your feedback.
- Add a sticky note under Keep, Improve, or Add.
- You don't have to write something in every category, but please visit all five stations.

Goals 1 & 2
Academics, College / Career & Opportunities

Goal 3
Safe, Positive & Supportive Schools

Goal 4
Communication & Family/Community Partnerships

Goals 5 & 6
Students with Disabilities / Equity Multiplier

Goals 7
Learning Recovery

TITLE IV, PART A: STUDENT SUPPORT AND ACADEMIC ENRICHMENT

Federal Program

- Well-Rounded Education
  - Provide all students with access to a well-rounded education
- Use of Technology
  - Improve use of technology to improve the academic achievement and digital literacy of all students.
- Safety & Health Conditions for Student Learning
  - Improve safe & healthy conditions for student learning

AVUHSD'S TITLE IV FUNDS

- Arts Materials and Supplies
- Arts Technology
- Professional Learning for Arts Educators
- Arts Field Trips and Competitions
- Science and Project Lead the Way
- Financial Literacy
- Mental Health
- Substance Abuse Education and Intervention

LCAP & TITLE IV

- **Safe & Healthy Schools** *(LCAP Goal 3)*
  - *Actions:* Counseling, Student Support Centers, Safety & Attendance outreach
  - *Metrics:* Safety surveys, Attendance rates, Suspension trends
- **Well-Rounded Education** *(LCAP Goals 1 & 2)*
  - *Actions:* CTE Academies, AVID, AP courses & exam fees, College field trips, STEAM
  - *Metrics:* A-G completion, CTE pathway graduates, AP scores, Science (CAST)
- **Classroom Technology** *(LCAP Goal 2)*
  - *Actions:* Student devices, digital tools, 21st-century classrooms
  - *Metrics:* Classroom walkthroughs & digital tool utilization

Your survey responses will tell us if these actions are reaching your family, what barriers exist, and where we should adjust for next year!

LCAP SURVEY QR CODE

Please scan with your phone to start the survey.

Or type, https://tinyurl.com/2627AVUHSDLCAPSurvey to complete on a computer.

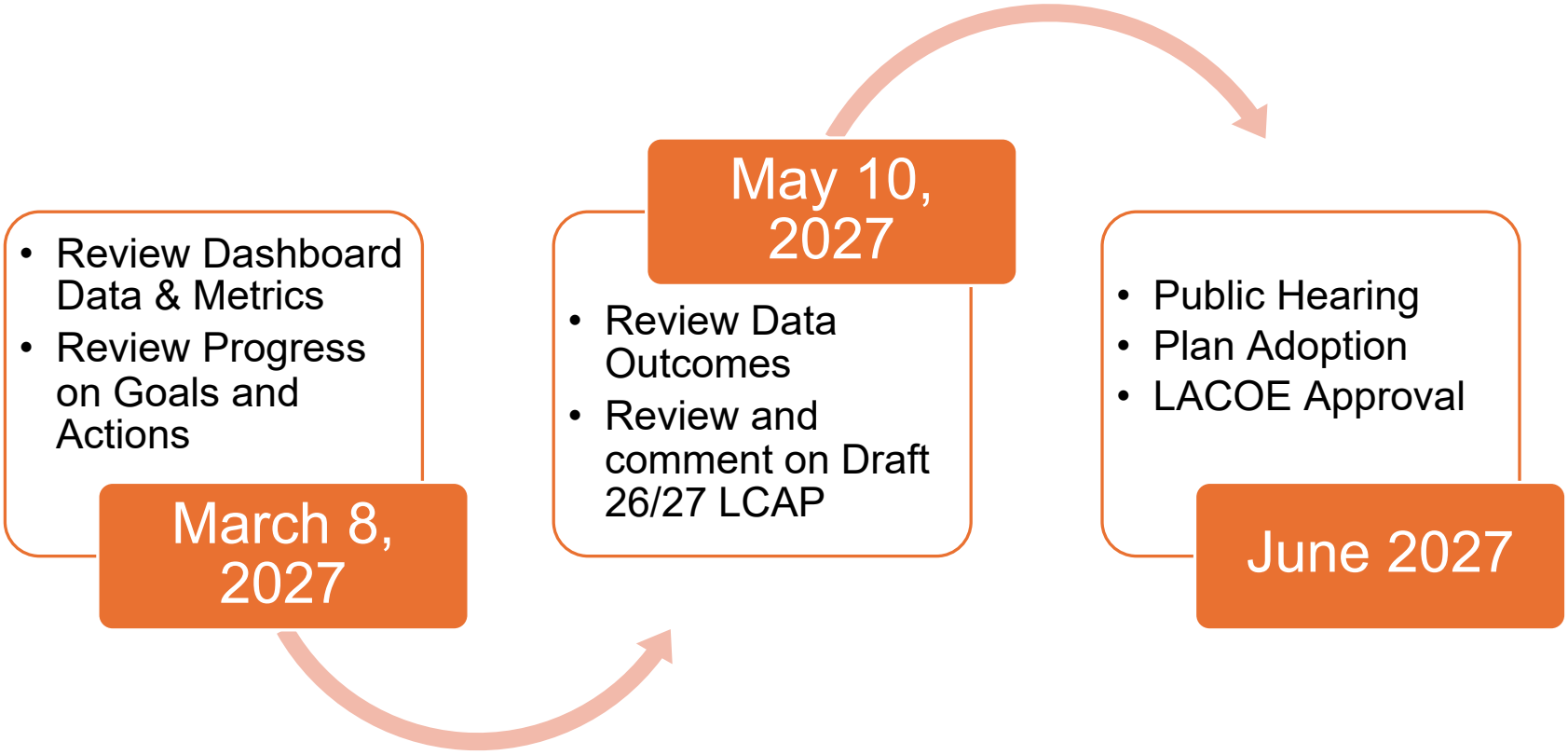
SURVEY QUESTIONS & OPEN RESPONSE QUESTIONS

- **Q1 -** Which services and/or programs were you aware of prior to today?
- **Q2** - Which services and/or programs have you participated in or used?
- **Q3 -** Were there barriers that made it difficult for you to use or participate in the services and/or programs offered?

- **What aspects of the LCAP do you feel have positively impacted the learning environment?**

- **Are there any suggestions or areas of improvement within the LCAP that you believe could further enhance the educational outcomes for AVUHSD?**

NEXT STEPS


• Review Dashboard Data & Metrics
• Review Progress on Goals and Actions
March 8, 2027
May 10, 2027
• Review Data Outcomes
• Review and comment on Draft 26/27 LCAP
• Public Hearing
• Plan Adoption
• LACOE Approval
June 2027

School Sites Share Out





ANTELOPE VALLEY UNION
HIGH SCHOOL DISTRICT

THANK YOU!
SEE YOU ON MARCH 8, 2027!

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https://www.avdistrict.org/about/district-departments/business-services/fiscal-reports/annual-strategic-plan