

EOC Charter High School Comprehensive Needs Assessment For the Comprehensive School Improvement Plan

Current Stage: FY23 to FY27

Last Update: July 11, 2025



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Comprehensive Needs Assessment

For School Improvement Plan Of the EOC Charter High School FY23 to FY27

This tool is part of a series of resources and is designed to be used with the companion documents. The template may be adapted to meet the needs of state education agencies, schools, and schools. The reference for the series is: Layland, A. & Corbett, J. (2017). *Utilizing integrated resources to implement the school and school improvement cycle and supports: Guidance for schools, schools and state education agencies*. Washington DC: The Council of Chief State School Officers.

The Plan At-a-Glance

Date of Plan Jan 8, 2023 Date(s) of Update: Mar 12, 2023, May 23 2023, June 28, 2023, July 25, 2023, August 3, 2023, October 12, 2023, January 25, 2024, March 22, 2024, June 1, 2024, July 8, 2024, February 14, 2025, June 8, 2025, August 28, 2025

School Name: Educational Opportunity Center Charter High school Grade Levels 9-12

City/County Yuma Zip Code: Arizona Phone Number: 9285-329-0990

Principal Brian Grossenburg Contact Information: 928-3290 990 ext 4111; bgrossenburg@ypic.com

School: YPIC Superintendent: Patrick Goetz School Liaison/Contact: Amber Cygan

Federal Accountability Designation: School Improvement Grad Rate Title I Status: Non-Title 1

School Leadership
team Members:

Name	Position	Name	Position
Brian Grossenburg	Principal	Juan Lerma	Math Teacher
Patrick Goetz	Operations Director	William Rhodes	Social Science Teacher
Amber Cygan	Assistant to the Principal	Patricia Rush	Science Teacher
Daniel Law	Parent	Angel Scala	Parent
Chloe Law	Student	Paula Ramirez	Academic Advisor
	Student Council President	Virginia Villaneda	Meal Services
Prabha Nair	English Teacher		

School Strategic Direction

Vision:	The vision of our school is to provide at-risk students with a calm, safe learning environment where they feel they belong, and are capable of earning a diploma.
Mission:	At EOC Charter High School we welcome students to a safe, caring and supportive environment; we provide a relevant, high-quality education and prepare our diverse at-risk student body for future endeavors.
Instructional Vision:	Our vision is to have classrooms that are student centered where students collaborate to achieve the learning targets with rigor and interact respectfully with little teacher interference.
Operational Vision:	Our vision is to operate the school in manner which meet the expectations of the Arizona State Board of Charter Schools and all 30 of the Cognia standards.
Vision for English Learners	Our English Learners will become English proficient citizens through targeted and integrated instruction that utilizes classrooms that are student centered where students collaborate to reach content learning targets and English Language Learning targets.
Core Value 1:	With sensitivity for all, we must apply the policies of the handbook to ensure our students are prepared to meet the expectations of the workplace, society, and other controlled environments.
	Key Behavior: Statement of value must be present during behavior intervention.
	Key Behavior: Teachers will teach and modeled the importance of adhering to expectations in the classroom and the importance in how they apply to the workplace.
Core Value 2:	We must be committed to getting everyone to graduation while ensuring we have not reduced basic expectations of our school board.
	Key Behavior: Learning targets align to Standards.
Core Value 3:	With our limited staff and resources, we must commit to focus our instruction on developing workplace teaming and social skills as well as the skills required by Arizona Academic Standards.
	Key Behavior: Teaching work related behavior skills.
Core Value 4:	With our limited staff and resources, we must commit our services and actions to increase career awareness and to building community membership.
	Key Behavior: student teams are constructed in the classrooms and student governance.
Core Value 5:	We must always be caring and inviting and look for opportunities to give students voice and choice when our student body as a whole displays the maturity to be given the choice and voice with the priority to keep our school safe and calm
	Key Behavior: Statement of value will be present during behavior intervention.

Priorities: Graduation Rate, Attendance, ACT Scores, ASBCS & Cognia, School Safety (Archived 8/26/25)

7/25 PLC Team agrees with school board to archive improvement of school safety, and to add a priority of making school more interesting and relevant.

Priorities, Goals, and Measures

Priority 1		The school must raise the federal five year federal graduation rate to get out of school improvement.					
Goal :		By May 2026, the school will have a federal 5 year graduation rate of 75%.					
Measure:		Indicator(s)	Data Source	Baseline (FY2023)	Target Year 1 (FY2024)	Target Year 2 (FY2025)	Target Year 3(FY2026)
		1. 5 year federal graduation rate	ADE Grad Rate and Annual Performance and Perception Report	30.51 %	47%	70%	75%
Priority 2		The school needs to improve the academic scores on nationally based assessments, and especially the 11 th grade cohort, in order to improve overall school academic scores and provide greater college, trade school, and post-secondary opportunities.					
Goal A:		By May 2026, the school will have 40% of students scoring partially proficient or better on the Arizona Assessment in English, Reading, and Math.					
	Measure:	Indicator(s)	Data Source	Baseline(FY2023)	Target Year 1(FY2024)	Target Year 2(FY2025)	Target Year 3(FY2026)
		1. Arizona A-F Academic Achievement Indicator based on 11 th grade Spring ACT performance.	The school will use developed assessments that is cross walked to practice ACTS as a short cycle assessment to gauge cohort progress towards academic achievement in math, English, and Science. Data from the Pre-ACT is used determine cohort progress and ensure that reliability coincides with data from short cycle assessments. Data from the ACT is used to measure school performance and is based on the 11th grade cohort performance.	5%	30% 0% actual	30%	40%
	Goal B:	The school will maintain 100% of students showing an increase on the agency assessment from the first benchmark test and last benchmark test.					

	Measure:	Indicator(s)	Data Source	Baseline (FY2023)	Target Year 1(FY2024)	Target Year 2(FY2025)	Target Year 3(FY2026)
		1. Improvement between fall and spring Pre_ACT scores	Annual Performance and Perception Report	88%	100%	100%	100%
Priority 3		The school must reduce chronic absenteeism in order to improve graduation rate and Arizona academic performance indicators.					
Goal:		By May 2026, The school reduce the overall annual absenteeism rate to 10%.					
	Measure:	Indicator(s)	Data Source	Baseline (FY2023)	Target Year 1(FY2024)	Target Year 2(FY2025)	Target Year 3(FY2026)
		1. Annual Average Attendance Rate Calculation	Synergy ADM601 and Annual Attendance by Cohort Report	38%	25% 22% actual	17%	10%
Priority 4:		The school must ensure operational compliance to meeting the expectations of the Arizona State Board of Charter Schools and Cognia Standards.					
Goal:		By February 2027, the school will have maintained 100% compliance on all indicators established the Arizona State Board of Charter Schools and meet all 30 of Cognia of Standards and 7 Assurances.					
	Measure:	Indicator(s)	Data Source	Baseline (FY2024)	Target Year 1(FY2025)	Target Year 2(FY2026)	Target Year 3(FY2027)
		1. On site reviews completed by ASBCS monitors	Interval and Period Reports from ASBCS	95%	100% Actual: met 100% compliance no longer on probation	100%	100%
		2. Quarterly review of Assurances	ASBCS Assurance Compliance Tool	100%	100%	100%	100%
		2. ASBCS School Performance Frameworks	ASBCS Performance Dashboard	93%	100%	100%	100%
		3. Cognia Assurance Tool inside Candidacy Work Book indicates adherence to Assurances	gnia Assurance Tool inside Candidacy Work Book	7 out of 7	7 out of 7	7 out of 7	7 out of 7
		4. Standards Self-Assessment inside Cognia Self-Assessment Workbook indicates	Standards Self-Assessment Tasks and Cognia Reviewer Reports	23 out of 30	25 out of 30 Actual 23 out of 30.	27 out of 30	29 out of 30

		performance of 3 or 4 for standards.					
Priority 5:		The physical safety of the school facility must be improved and school wide strategies that improve the school culture must be implemented. (Archived by the Leadership Team on 8/30/24)					
Goal 6:		By May 2026, the school will continue and improve the safety and security of the environment for all students, staff, and visitors and to ensure the school is prepared to effectively respond to all emergencies that might affect safety or security of students and staff.					
	Measure:	Indicator(s)	Data Source	Baseline (FY2023)	Target Year 1(FY2024)	Target Year 2(FY2025)	Target Year 3(FY2026)
		Amount budgeted for Safety, Security, and School Culture	Annual Budget and Expense Reports	\$1,234	\$105,000	\$32,,000	\$32,000
		Number of fights occurring at school	Annual Discipline Report	3	0	0	0
		Number of referrals for student on student verbal conflict	Annual Discipline Report	53	40	30	25
Summary of Priority Areas (based on Needs Assessment) and Primary Strategies to Address Priorities							
Priority Area (based on Needs Assessment)			Strategies				
Five Year Graduation Rate	The school must raise the federal five year federal graduation rate to get out of school improvement.	1 Increase services to 5 year graduates that includes increased case management, and designating increased individualized services.					
		2. Ensure staff are available for intervention after school on weekends to recapture attendance and receive academic intervention.					
		3. Student council provides every student that makes A honor roll with a \$25 gift card and performs a drawing for A-B honor roll.					
		4. Contract with a vendor to provide an online high school course program and online credit recovery program that is aligned to Arizona standards.					
		5. Increase enrollment into the work study program to where at least 20% of the student body is in some form of work study.					
		6. Add credit recovery data to attendance reports for 5 year graduates.					
		7. Ensure 5 year cohort dropouts re-enroll in a diploma based program.					
Chronic Absenteeism	The school must reduce chronic absenteeism in order to improve	1. Use a mix of funds to employ an attendance coordinator to reduce daily absenteeism.					

	graduation rate and Arizona academic performance indicators.	2 Implement an Attendance Notification System that includes generic nudge letters, registrar calls home, home visits and attendance conferences.
		3 Implement an organizational maturity model where students and families have greater agency.
		4 Staff receive ongoing professional development on building student agency and student relationships.
		5 Implement a career development program to include more mini-career camps, career exploration tours, and motivational speakers.
		6 Enroll students with solid attendance in Career or Tech Institute classes.
		7 Have student council design and carry out school events that have interest to the study body.
3: Improve all academic scores with focus on 11 th grade students	The school needs to improve the academic scores on nationally based assessments, and especially the 11 th grade cohort, in order to improve overall school academic scores and provide greater college, trade school, and post-secondary opportunities.	1 Increase services to 11 th grade cohort that includes increased case management, and designating increased individualized services.
		2 Continue to cContract with a consultant that is funded through the Comprehensive School Improvement grant to analyze data, instruction, and systems in order to develop professional development plans and system development plans that increase course interest, course relevancy, instructional effectiveness and system improvements that increase student attendance.
		3 Implement a short cycle assessment system that parallels elements of mid-cycle and long-cycle assessments in order to better implement interventions and instructional improvement actions.
		4 Establish a virtual data den that houses data related to academic performance, sub-group populations, attendance, core value measures, and instructional performance measures.
4: Ensure compliance with Arizona State Board of Charter Schools and ensure compliance to Cognia Assurances	The school must ensure operational compliance to meeting the expectations of the Arizona State Board of Charter Schools and Cognia Standards.	1 Conduct quarterly audits using the published ASBCS Assurance Document and Cognia Diagnostic Tools.
		2. Ensure the principal and at least one lead staff are trained on the ELEOT tool, Cognia Standards, and AER process.
		3. Imbed PLC discussion of Cognia ELEOT tool into coaching and virtual data den.
5: Improve the safety and culture of the school	The physical safety of the school facility must be improved and school wide strategies that improve the school culture must be implemented.	1 Analyze the school facility and surrounding areas for potential safety risks and designate allocations within the budget to carry out actions to improve the facility.
		2 Employ a security guard for the school.
		3. Implement a clear or mesh backpack policy and BWC policy

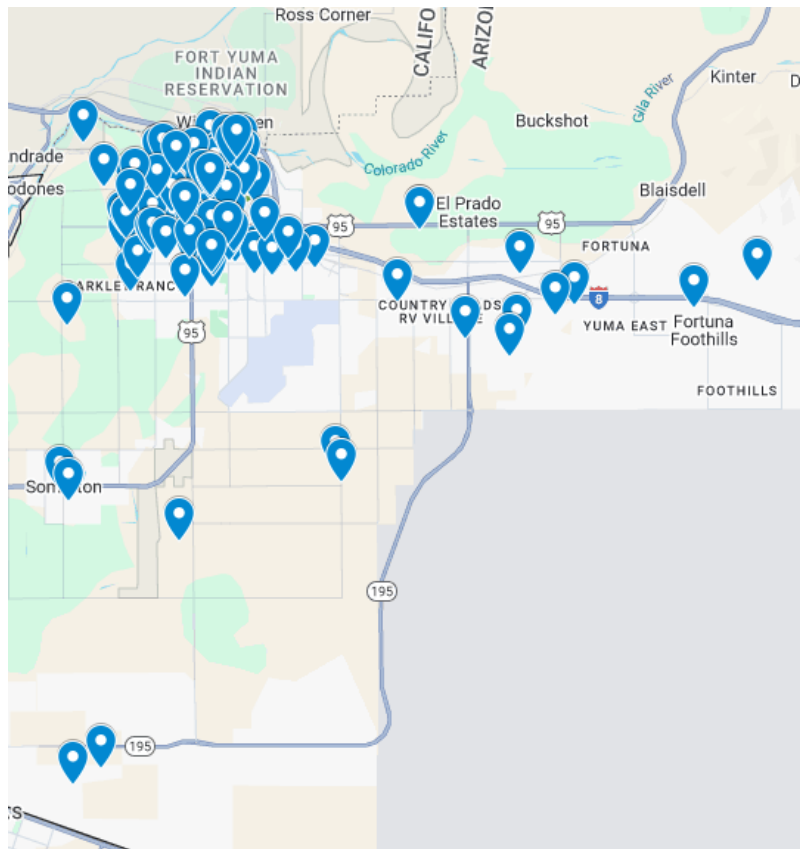
4. Install an external CCTV Camera System

Demographics

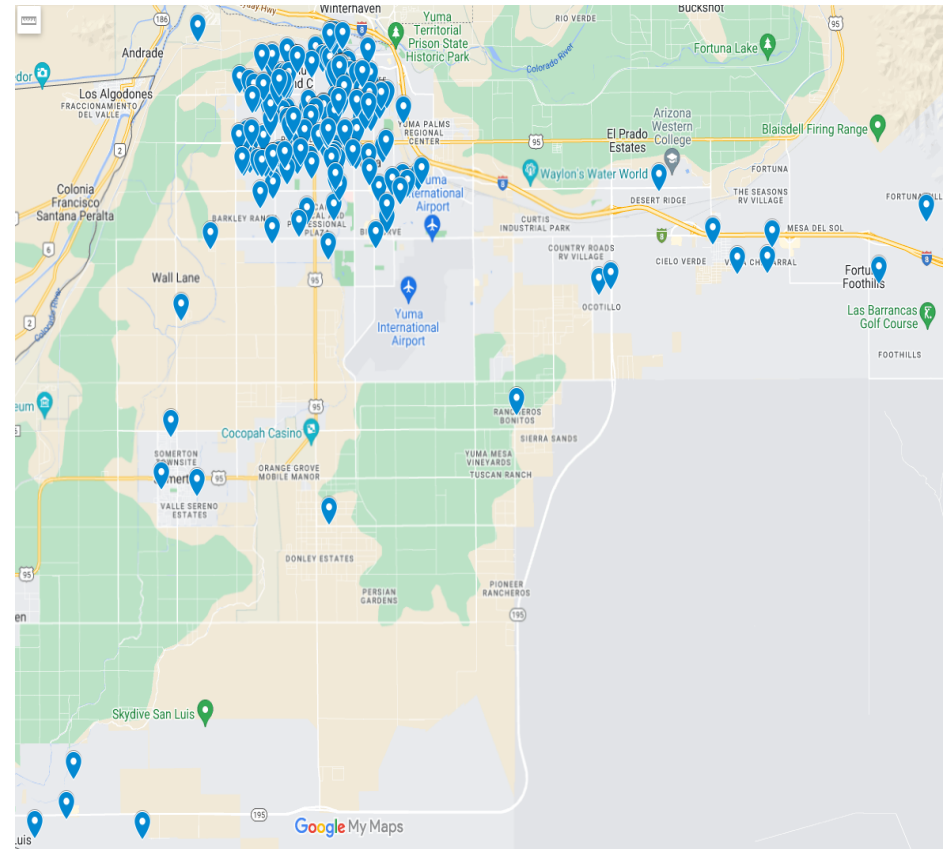
A. Student

Average ADM	FY25= 94
Gender	Female: 45% Male: 55%
Age	21 Years Old: 7% 20 Years Old: 9% 19 Years Old: 18% 18 Years Old: 27% 17 Years Old: 23% 16 Years Old: 16% Age of Majority: 61%
Ethnicity	Black: 3% Hispanic: 84% Native American: 3% Two More Races: 1% White: 8%
Subgroup	Special Education: 4% 504 Disability: 4% ELL: 3% Homeless: 1% In-Poverty: 92%
Non-Duplicated At-Risk Indicators where Academically At-Risk was identified first	*Academically At-Risk: 95% Adjudicated Youth: 1% Disruptive Behavior: 3% Primary Care Giver: 1% *Arizona defines Academically At-risk as being behind more than 6 credits than expected or below proficiency on state exams.

25-26 Student Address Distribution



22-23 Student Address Distribution



Budget: Revenues and Expenses

A. The following data is based on the FY26 Proposed Budget.

Estimated Revenue Sources for FY26	Amount
State Equalization Estimate	\$1,199,876
Federal Estimate	\$189,659
Total Revenue	\$1,389,535

B. Plan Base Year - FY23 Revenue.

Revenue Source	Budgeted	Actual
Equalization (BSA 55-1)	\$1,023,000	\$1,029,653.91
Prop 123	\$5,000	\$4,809.34
Federal	\$214,000	\$152,353
State Classroom Site Fund	\$114,000	\$114,381
Food Service	\$30,000	\$29,188
Instructional Improvement Program	\$4,000	\$9,044
Total	\$1,390,000.00	\$1,339,429.25

C. Average Teacher Salary.

Average Teacher Salary FY2026	\$54,960
Average Teacher Salary FY2025	\$52,342
Average Teacher Salary FY2024	\$51,337
Average Teacher Salary FY2023	\$ 48,893

D. Other Expenses and Carry Forward Funding.

Category	FY2022	FY2023	FY24	FY25	% Increase/Decrease
Regular Education					
Instruction	\$355,905	\$311,000	\$289,472.62	\$327,183.09	-14.6%
Support Services-Students	\$126,810	\$167,000	\$170,338.86	\$179,566.24	33.7%
Support Services-Instruction	\$0	\$0	\$0	\$0	0%
Support Services-School Administration	\$127,540	\$122,000	\$138,338.49	\$142,926.84	-8.5%
Support Services-Central Services	\$97,845	\$70,000	\$50,538.90	\$61,030.84	-48.35
Support Services-Operation & Maintenance of School	\$51,939	\$157,000	\$197,728.19	\$206,685.64	280.7%
Operation of non instructional services	\$77,282	\$75,000	\$60,546.82	\$2,429.04	-21.7
Regular education subtotal	\$843,061	\$946,000	\$906,963.88	\$963,254.43	7.6%

	FY2022	FY2023	FY24	FY25	% Increase/Decrease
Special Education					
Instruction	\$95,284	\$59,000	\$45,047.08	\$4,230.55	-52,7%
Special education subtotal	\$95,284	\$59,000	\$45,047.08	\$8,010.47	-52,7%
Other Services					
Pupil Transportation	\$1,800	\$2,000	\$3,000.00	\$1,750.00	66.7%
Total	\$940,145	\$1,007,000	\$1,355,913.19	\$973,060.30	7.1%
Carry Forward Funding	\$52,368.67	\$53,680.65	\$44,654.81	\$8,593.23	Carry Forward Total: \$159,297.36

School Policies

The school uses the Great Schools Partnership School and School Policy Checklist to assess the reasonableness of school policies. The checklist is intended for use by school and school leaders looking to review, revise, and develop policies for guiding the implementation of proficiency-based learning. The checklist provides a recommended order of priority, with the high-priority policies appearing at the top. Note that additional policies may need to be revised or created by schools.

Category	Determination	Comments
Graduation Requirements	Partially Meets	Graduation requirements are listed and the process of awarding credits is detailed, but little written evidence of processes used to lead students to graduation.
Multiple Pathways to Learning	Meets	The school offers multiple learning options to students, including academic courses; career and technical education programming; online and blended learning experiences; dual-enrollment, concurrent-enrollment, and early college courses; alternative and at-risk programming, internship and work experiences, and adult education. Many of these options are detailed in the student handbook, and some are available to all students through the regular course registration and enrollment process.
Discipline and Behavioral Policies	Meets	Policies are in place that are in full alignment with school discipline-related laws and regulations for U.S. states, U.S. territories, and the School of Columbia, and Arizona required policies.
Academic Recognition: Latin Honors and Grade Point Averages	Partially Meets	The school uses a proficiency-based Grade Point Averages to award academic recognition and distinction; however, it does not offer Latin honors. The school employs a consistent system of grading, scoring, and aggregating proficiency that will produce a rolling and cumulative Grade Point Average for each student.
Transcripts	Meets	An official transcript is created and maintained for all students who attend school. To ensure that the transcript conveys a full and accurate picture of a student's academic record and accomplishments, and that it can be accurately interpreted and understood by diverse external audiences the school uses a standardized format that is based on course category alignment towards graduation versus chronological order of course achievement.
Grading and Reporting System	Meets	The policy meets criteria by providing a clear framework for measuring student mastery, offering multiple opportunities for success, and ensuring timely feedback. This supports equitable grading practices and transparent credit determination.
Dual Enrollment and Early College	Meets	The school believes that all students must be exposed to a variety of engaging learning opportunities, and we develop an array of learning pathways that hold every student to

		high educational standards through supporting enrollment into the agency's Youth Service College and Career Program, enrollment into Arizona Western College, enrollment into the Southwest Technical Education agency of Yuma, and enrollment into trade school programs. The school provides limited funding to access these programs.
Demonstrations of Learning, Exhibitions, and Capstone Projects	Meets	Providing students the opportunity to demonstrate their learning progress and achievement is the cornerstone of the school's approach to proficiency-based education, promotion, and graduation. All students are expected to demonstrate achievement of the knowledge, skills, and work habits articulated in the content-area standards of the Arizona Standards. In addition to daily and periodic assessments administered by teachers, the school supports and promotes deeper learning through performance-based assessments such as exhibitions, portfolios, and capstones. In contrast to other methods of assessment, a demonstration of learning may take on a wide variety of forms and should provide students with opportunities to design their own projects and connect their learning to global, national, and local issues, resources, and opportunities. Some examples include, but are not limited to, projects such as: Oral presentations, speeches, or spoken-word poems; Video documentaries, multimedia presentations, websites, audio recordings, or podcasts; and Works of art, illustration, music, drama, dance, or performance.
Academic Support: Interventions and Extensions	Meets	Providing appropriate academic support is essential to the success of every student in our school. The school is committed to ensuring that administrators, teachers, support specialists, and other staff members assume responsibility for providing the support each student needs to succeed academically. Academic support should be available to all students regardless of whether their parents request additional support or whether state and federal policies (e.g., Title I, IEPs, 504 plans, English-language support) obligate the school to provide supplemental services. Academic support entails a variety of instructional methods, educational services, and school resources that help students accelerate skill acquisition and learning progress, meet expected school requirements and competencies, and succeed in their education. The school board has given school personnel the authority to mandate academic intervention where needed.
Academic Eligibility: Athletics and Co-Curricular Activities	N/A	The school does not participate in athletics. No policies on academic eligibility exist for athletics or co-curricular activities.

4. Agency/agency Support

The school uses the agency Readiness to Support School Turnaround by WestEd to assess the strengths and needs of the support given to the school by the agency. This updated resource provides state education agencies and agencies with guidance on assessing a agency's readiness to support school turnaround initiatives. First published in 2013, the guide has been updated to highlight how its approach to assessing agency readiness embeds and reflects key components of *Four Domains for Rapid School Improvement*, a framework developed by the Center on School Turnaround.

Category	Determination	Comments
Domain 1: Turnaround Leadership		
Prioritize improvement and communicate its urgency	Partially Meets	The agency provides great autonomy to school leadership and evaluates school leader based on national standards and Arizona statutes; but a system is not in place to identify school priorities that lead to bold changes.
Monitor short- and long-term goals	Meets	agency executive leadership holds principals, school leadership teams, and itself accountable for high, specific expectations and aligned goals throughout the improvement process.
Customize and target support to meet needs	Partially Meets	The agency does support the school by providing strategic and tailored resources for utilization, and rapid response to key needs. The agency builds capacity through identifying, creating, and providing appropriate development and support. The agency organizational structure has limited bandwidth for multiple members of its agency leadership team to orchestrate significant change for immediate school turnaround; and there is not a system in place that ensures a regular and purposeful agency presence in schools.
Domain 2: Talent Development		
Recruit, develop, retain, and sustain talent	Meets	The agency leadership implements intentional, rigorous, and prioritized hiring of school leaders by ensuring the position of school leader meets Arizona's Department of Education's Credentialing expectations for School principals; ensuring only experienced principals are considered for employment; and demonstrates a track record of success with growing a culture of improvement. agency leadership establishes conditions to increase the number of highly effective teachers in high-priority schools through recruitment, placement, and retention. The agency consistently conducts compensation studies to ensure salaries, wages and benefits remain competitive with Yuma county.

		agency leaders provide the principal with the autonomy to coordinate coaching, development, and accountability for leaders within the school in order to reliably advance school leadership capacity and empower school leaders to solve problems.
Target professional learning opportunities	Meets	agency leaders provide autonomy of school leadership to determine development at all levels. The agency provides the opportunity for the school principal to receive individualized coaching that helps them improve their instructional and organizational leadership within their unique school context.
Set clear performance expectations	Meets	The agency takes a developmentally appropriate approach to increasing performance expectations for teachers, leaders, and the agency itself. The agency develops and implements strategies to identify, understand, and address teacher underperformance, initially with enhanced coaching and support and ultimately with accountability when expectations are not met.
Domain 3: Instructional Transformation		
Diagnose and respond to student learning needs	Partially Met	The principal provides agency leadership with reports on student achievement where achievement is aligned to standards and/or national expectations. The agency ensures school leaders have sufficient, ongoing support to ensure completion and focused execution of high-quality school action plans that leverage data to identify significant challenges, detail a thoughtful, organized, and responsive way forward, and articulate how progress will be defined and sufficiently monitored for continuous learning and adjustment. The agency does not articulate a rigorous assessment strategy, with interim assessments clearly aligned to standards. All assessment strategies are articulated at the school level not the agency level.
Provide rigorous, evidence based instruction	Meets	Agency leadership ensures a clear, coherent, quality curriculum that guides teachers during weekly collaborative meetings, supports alignment of lesson plans to standards, and helps build teacher understanding of each standard. agency leadership ensures tools are in place for a data-driven culture that prioritize responsiveness, urgency, and individual student needs. agency leadership establishes practices and systems to ensure that instruction (core and intervention) aligns to the expectations of the curriculum and assessments and is high-quality in all classrooms to ensure student success

Remove barriers and provide opportunities	Meets	The agency provides flexibility, within reason, in key areas of hiring, scheduling, programming, and resource utilization and ensures that priority principals are not distracted by burdensome requirements or tangential meetings. The agency ensures that turnaround schools have sufficient authority over staffing, scheduling, and resources and have flexibility to achieve clear expectations, so that school leadership has agency in achieving each school's unique vision.
Domain 4: Culture Shift		
Build a strong community intensely focused on student learning	Partially Meets FY 23 Meets March, FY24	The agency ensures that school leadership has the ability to facilitate well-designed gatherings for school leaders to promote peer-to-peer learning, strengthen leaders' capacity, and ensure that principals only leave the campus for highly relevant development that meets key school needs. At the school level and agency level there is the assurance that high-quality, evidence-based collaboration among teachers, including establishing structures, expectations, and support for school leadership teams to help them maximize the value of time set aside for improving teacher practice and student outcomes. The agency establishes explicit expectations and support for each person's role (expected behaviors) both in the turnaround and in supporting student progress. There are school level opportunities, but not agency level opportunities for members of the school community to come together to discuss, explore, and reflect on student learning.
Solicit and act upon stakeholder input	Meets	The agency has a strategy for rapid response to effectively identify and address emergent needs critical to creating a dynamic culture of support and excellence for teaching and learning. The agency asks for perspectives from school personnel, students, families, and the broader community about the degree to which the school climate is or is not positive, and uses these perspectives to gauge the climate-related work to be done by a school striving for turnaround; the agency acknowledges and

		responds to constructive feedback, suggestions, and criticism; stakeholder perceptions are considered when identifying priorities and improving the underlying conditions that contribute to school climate issues.
Engage students and families in pursuing education goals	Partially Meets	The school and agency examine critical barriers and consider at least budget-neutral ideas and policy changes to overcome these barriers; in particular, leadership uncovers major barriers to ensure that the school has at least baseline resources and strategies to create a climate and culture conducive to student learning and to meeting students' emotional needs. agency and school leadership provides school board and community members with intermittent updates and opportunities to engage in supporting substantive needs. The agency empowers school leadership teams to garner agency and community support to articulate and pursue an ambitious school vision or branding, adapt scheduling and resource distribution to meet unique needs, add extended learning, and/or further enhance strategies to provide wraparound and enrichment support. The agency does not sponsor activities that invite parents to materially participate in their children's learning, progress, and interests, and in setting long-term goals. All actions related to students and families pursuing education goals occur at the school level.

Discipline Data

The school has many mechanisms in place to manage the conduct, behavior and procedures of students. From maintaining strict consequences for inappropriate behavior, to teaching desired behaviors and character skills, to maintaining a school wide incentive plan, the school encompasses a comprehensive discipline plan.

Review of Inappropriate Behaviors:

Inappropriate Behavior	18/19	19/20	20/21	21/22	22/23	23/24	24/25
Possession/Use of Firearm or destructive device	0	0	0	0	0	0	0
Possession/Use of a weapon other than a firearm	0	0	0	0	0	0	0
Possession/Use of illegal drug	10	3	5	7	9	7	8
Possession/Use of Alcohol	0	0	0	0	0	0	1
Possession/Use of Tobacco	13	3	8	11	7	16	13
Rape or Sexual Assault	0	0	0	1	0	0	0
Hate Crime	0	0	0	0	0	0	0
Bullying or Harassment	9	1	6	9	28	11	9
Motor Vehicle Theft	0	0	0	0	0	0	0
Physical attack/fight	1	1	3	2	3	1	1
Threat of attack/fight	2	0	12	13	19	7	5
Robbery	0	0	0	0	0	0	0
Theft	1	0	0	0	2	0	0
Sexual Harassment	0	0	1	1	2	0	0
Vandalism/criminal damage	1	1	3	13	8	0	0
Disruptive Behavior	52	28	64	72	68	47	26
Defiance	23	42	36	48	52	29	14
Other	79	31	83	71	85	64	51

Review of Suspensions and Expulsions:

Academic Year	Expulsions	Suspensions between 10 days and 1 year	Suspensions 1 day and 10 days	Suspension less than 1 day
18/19	0	8	16	20
19/20	0	4	0	43
20/21	2	10	5	75
21/22	0	9	8	29
22/23	0	7	7	16
23/24	0	5	11	22
24/25	0	7	7	15

Review of Repeat Offender (RO) Data:

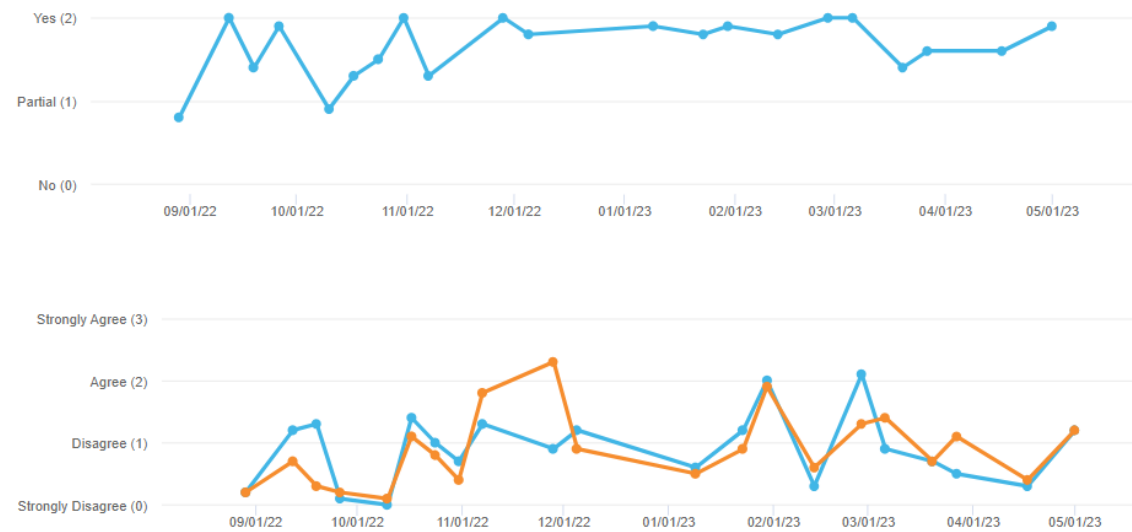
Definition of Repeat Offender: A student that displays inappropriate behavior on 4 events or more. No correlation between behaviors needs to exist.

Academic Year	Number of RO	Number of RO that displayed no decrease in behavior	Number of RO that displayed a decrease in behavior	Number of RO that extinguished inappropriate behavior
18/19	21	7	14	0
19/20	7	0	0	7
20/21	29	8	15	6
21/22	13	11	1	1
22/23	16	12	4	0
23/24	6	4	2	0
24/25	5	2	3	

Instruction
FY24

RigorWalk Walkthrough History

RigorWalk Area Summary	
● Standards-Based Student Evidence	Trend Result: 1.9
	Trend Start: 1.5
	Growth: 20%
	The "Trend Line Result" is based on the general trend of all walk data, rather than the most recent walk. The "Growth" percentage is also based on the general trend across all walks.
RigorWalk Area Summary	
● Organizing Students to Achieve the Standard	Trend Result: 1
	Trend Start: 0.8
	Growth: 7%
● Monitoring to Take Action Within a Lesson	Trend Result: 1.2
	Trend Start: 0.6
	Growth: 20%
	The "Trend Line Result" is based on the general trend of all walk data, rather than the most recent walk. The "Growth" percentage is also based on the general trend across all walks.



FY25

Rigor Walk 2.0 Walkthrough History

Rigor Walk 2.0 Area Summary

Standards-Based Student Evidence

Trend Result: 1.9
Trend Start: 1.3
Growth: 30%

The "Trend Line Result" is based on the general trend of all walk data, rather than the most recent walk. The "Growth" percentage is also based on the general trend across all walks.

Rigor Walk 2.0 Area Summary

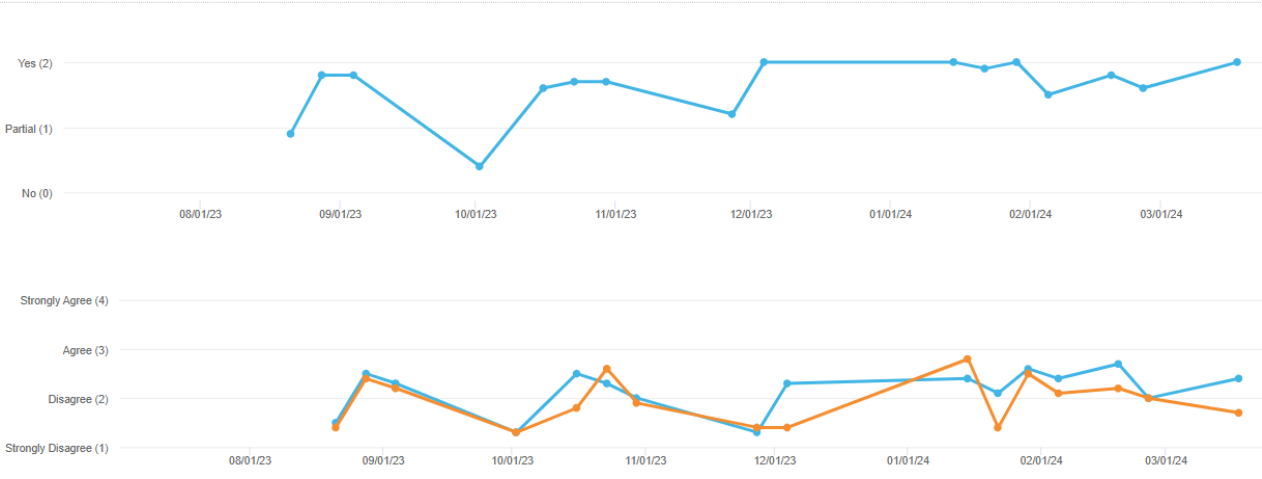
Organizing Students to Achieve the Standard

Trend Result: 2.4
Trend Start: 1.9
Growth: 17%

Monitoring to Take Action within a Lesson

Trend Result: 2
Trend Start: 1.9
Growth: 3%

The "Trend Line Result" is based on the general trend of all walk data, rather than the most recent walk. The "Growth" percentage is also based on the general trend across all walks.



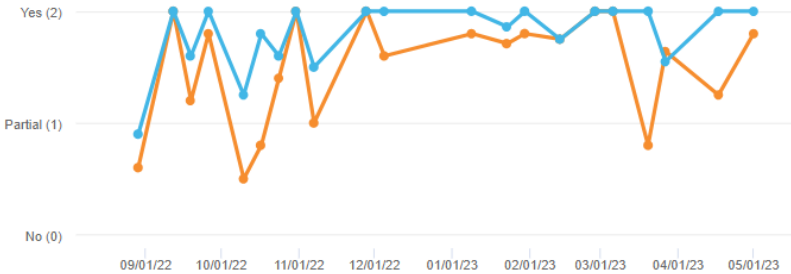
FY24

Growth History for RigorWalk Items

Click on a checkbox in the table to highlight its growth history. Click on the checkbox again to remove the highlight and select another. Click on 'See Details' in the table to view item specific data.

Standards-Based Student Evidence

TO COMPARE SELECT TWO		ITEMS	MORE	TREND START	TREND RESULT	GROWTH
☒	1	Does the lesson learning target address the standards?	See Details	1.6	2.0	20%
☒	4	Is the student task aligned to the learning target?	See Details	1.3	1.7	20%



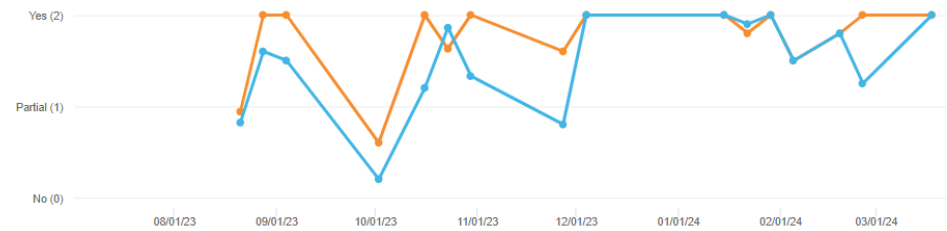
FY2

Growth History for Rigor Walk 2.0 Items

Click on a checkbox in the table to highlight its growth history. Click on the checkbox again to remove the highlight and select another. Click on 'See Details' in the table to view item specific data.

Standards-Based Student Evidence

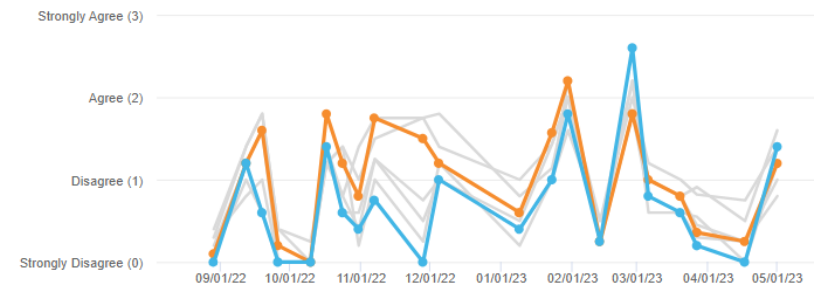
TO COMPARE SELECT TWO	ITEMS	MORE	TREND START	TREND RESULT	GROWTH
☒ 1	Is a standards-aligned lesson learning target provided to the students?	See Details	1.5	2.0	25%
☒ 4	Is the evidence of student learning aligned to the learning target?	See Details	1.1	1.9	40%



FY24

Organizing Students to Achieve the Standard

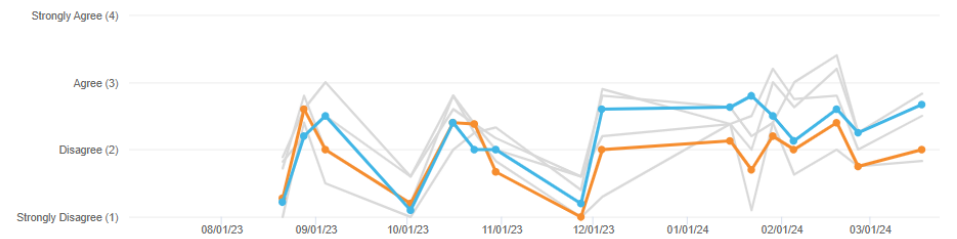
TO COMPARE SELECT TWO	ITEMS	MORE	TREND START	TREND RESULT	GROWTH
☐ 5	Students are interacting with partners or groups.	See Details	1.1	1.2	3%
☐ 5a	Students experience productive struggle.	See Details	1.1	1.2	3%
☒ 5b	Students use academic vocabulary.	See Details	1.0	1.0	0%
☐ 5c	Students challenge and question each other.	See Details	0.6	1.0	13%
☐ 5d	The performance task requires students to interact with partners or groups to achieve the learning target.	See Details	0.7	0.9	7%
☐ 5e	Students monitor each other to ensure all group members achieve the learning target.	See Details	0.6	0.9	10%
☒ 5f	Students work together in teams.	See Details	0.5	1.0	17%



FY25

Organizing Students to Achieve the Standard

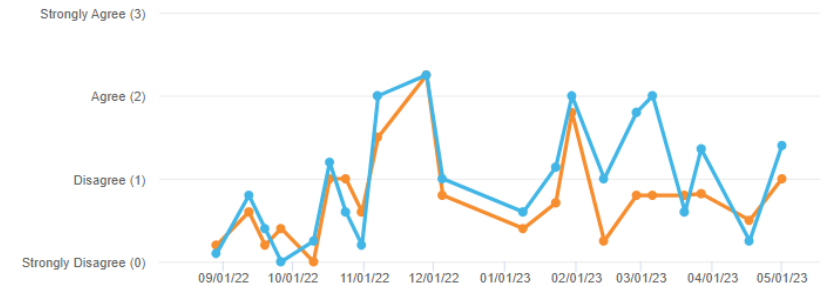
TO COMPARE SELECT TWO	ITEMS	MORE	TREND START	TREND RESULT	GROWTH
☐ 7	Students interact with partners or groups.	See Details	2.2	2.7	17%
☒ 8	The task requires students to interact with partners or groups to achieve the learning target.	See Details	1.7	2.6	30%
☐ 9	Students use precise academic vocabulary.	See Details	2.0	2.7	23%
☐ 10	Student teams experience productive struggle.	See Details	2.0	2.7	23%
☒ 11	Students challenge and question each other.	See Details	1.8	2.0	7%
☐ 12	Students monitor each other to ensure all group members are making progress toward the learning target.	See Details	1.6	1.9	10%



FY24

Monitoring to Take Action Within a Lesson

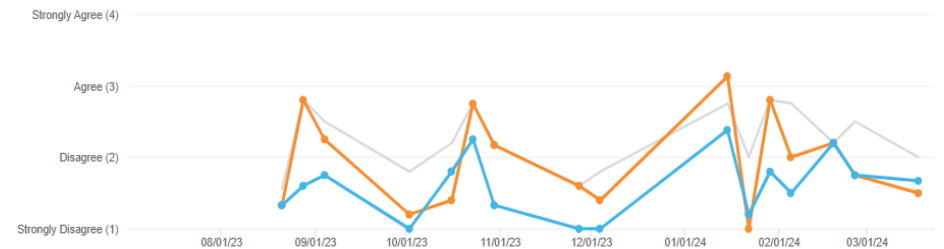
TO COMPARE SELECT TWO	ITEMS	MORE	TREND START	TREND RESULT	GROWTH
☒ 6	Teachers track evidence of students meeting the lesson learning target.	See Details	0.6	0.9	10%
☒ 7	Students self-monitor their progress toward the lesson learning target.	See Details	0.6	1.5	30%



FY25

Monitoring to Take Action within a Lesson

TO COMPARE SELECT TWO	ITEMS	MORE	TREND START	TREND RESULT	GROWTH
☒ 13	The teacher monitors and tracks student progress towards the learning target and takes action when needed.	See Details	2.0	2.0	0%
☒ 14	Students monitor and track their own progress toward the lesson learning target using evidence of their learning.	See Details	1.4	1.8	13%
☐ 15	Students act on feedback from teacher and peers to achieve the learning target.	See Details	2.2	2.4	7%

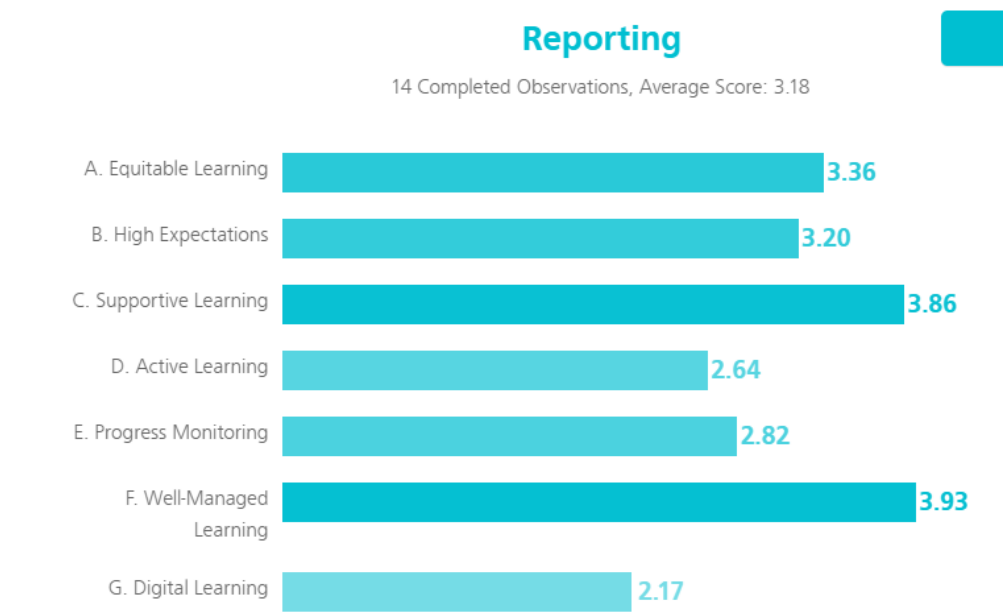


Summary of Rigor Walk Data:

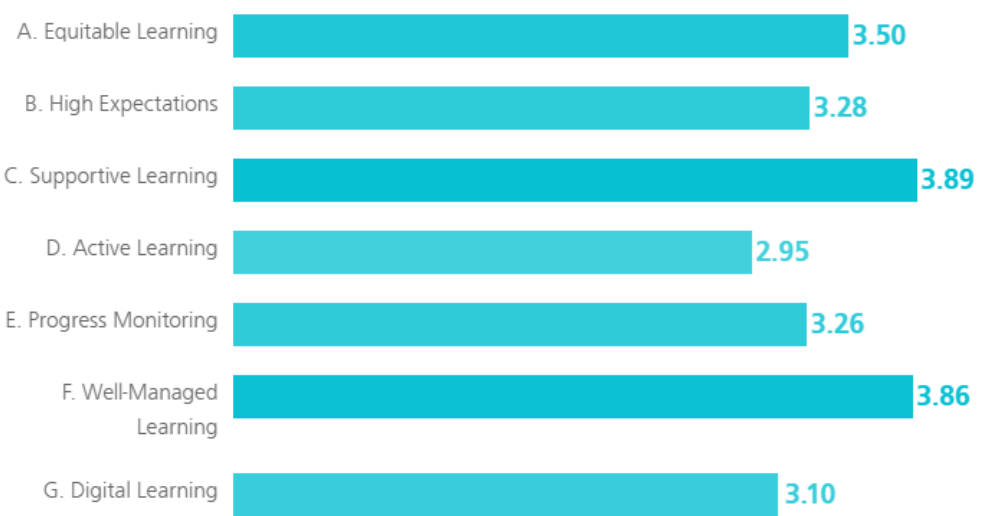
Over the past two years, the Rigor Walk data reveals meaningful growth in several key instructional areas. Teachers have shown marked improvement in aligning classroom tasks to academic standards, ensuring that learning activities consistently reflect grade-level expectations and rigor. There has also been a notable shift in how students are organized to achieve these standards, with more intentional grouping, scaffolding, and support structures in place.

Student interactions have become increasingly dynamic, with evidence of learners challenging each other's thinking, posing questions, and engaging in academic discourse. Additionally, student agency has strengthened, as more students are actively monitoring their own progress and demonstrating ownership of their learning. However, the data indicates only minimal improvement in teachers' real-time monitoring for learning, suggesting a continued need for professional development around formative assessment and responsive instruction.

FY24 School Wide Cognia’s ELEOT Report



FY25 School Wide Cognia’s ELEOT Report



Summary of ELEOT Data:

Over the two-year span reflected in the ELEOT data, the school demonstrated meaningful growth in several instructional domains. Notably, **Supportive Learning** and **Well-Managed Learning** remained consistently strong, with FY25 scores of 3.89 and 3.86 respectively, indicating a stable environment where students feel encouraged and classrooms are effectively structured. **Equitable Learning** and **High Expectations** also saw modest gains, suggesting that teachers are increasingly fostering inclusive practices and pushing students toward higher achievement. The most significant improvement was in **Digital Learning**, which rose from 2.17 in FY24 to 3.10 in FY25—pointing to expanded integration of technology and digital tools in instruction.

However, the data also highlights areas that require continued attention. **Active Learning**—while improved from 2.64 to 2.95—remains the lowest-rated domain, indicating that student engagement and participation in rigorous tasks still need strengthening. **Progress Monitoring** showed only slight growth (2.82 to 3.26), suggesting that while students are becoming more self-aware in tracking their learning, teachers may still need support in using formative assessment strategies to guide instruction. These trends align with your earlier observations: students are increasingly taking ownership of their learning and engaging in peer discourse, but teacher-led monitoring for learning remains a growth area. This sets a clear direction for future PD and PLC focus.

Student Perception

Student Perception of Teacher Performance

Item #	Item Descriptor	Lerma				Nair				Rhodes				Grossenburg			
		FY26-1	FY25	FY24	FY23	FY26-1	FY25	FY24	FY23	FY26-1	FY25	FY24	FY23	FY26-1	FY25	FY24	FY23
	<i>Number of Responses Per Teacher</i>	28	37.2	43.3	42	36	40.4	44.3	36	41	38.6	44.4	41.7	18	11.2	ND	ND
7	Teacher Effectiveness Rating	6.9	6.8	6.7	6.00	6.2	6.5	6.2	5.09	6.6	6.7	6.7	6.0	6.6	6.7	ND	ND
8	Course Relevancy	5.8	5.7	5.5	5.94	6.2	6.0	5.8	5.18	6.3	6.1	6.0	5.8	6.3	6.4	ND	ND
9	Teacher Pushes Students to Learn	6.8	6.8	6.8	6.31	6.4	6.8	6.7	5.46	6.0	5.8	5.7	6.3	6.5	6.3	ND	ND
	Average	6.5	6.7	6.6	6.08	6.3	6.4	6.2	5.24	6.3	6.2	6.1	6.1	6.4	6.4	ND	ND

Item #	Item Descriptor	Lerma				Nair				Rhodes				Grossenburg			
		FY26-1	FY25	FY24	FY23	FY26-1	FY24	FY23	FY22	FY26-1	FY24	FY23	FY22	FY26-1	FY25	FY24	FY23
11	Teacher Recognizes when Something is Bothering a Student	89%	88%	91%	79%	83%	82%	65%	52%	80%	60%	59%	56%	89%	88%	ND	ND
12	Teacher Demands Full Effort	100%	97%	94%	83%	92%	92%	86%	64%	83%	66%	91%	76%	89%	88%	ND	ND
13	Teacher asks questions to ensure students are following instruction.	100%	97%	99%	100%	94%	92%	92%	78%	94%	92%	94%	73%	94%	100%	ND	ND
14	Teacher recognizes when students are not understanding.	96%	97%	97%	95%	90%	88%	82%	68%	82%	84%	90%	76%	86%	80%	ND	ND
15	Students get bored in the teacher's class.	44%	42%	36%	48%	62%	58%	64%	76%	66%	68%	62%	69%	28%	9%	ND	ND
16	Teacher attempts to make boring stuff interesting	86%	83%	72%	71%	64%	66%	54%	50%	58%	64%	62%	73%	94%	100%	ND	ND
17	Students learn every day in class.	100%	97%	98%	97%	98%	92%	92%	70%	93%	94%	95%	85%	89%	100%	ND	ND
18	Teacher permits too many students to misbehave.	0%	0%	0%	5%	6%	6%	8%	14%	5%	6%	7%	14%	0%	0%	ND	ND
19	Teacher pushes students to complete work.	96%	97%	97%	100%	92%	92%	90%	92%	93%	88%	87%	84%	94%	100%	ND	ND
20	Teacher tries to make sure students understand what was taught before students leave the class.	96%	97%	99%	93%	92%	88%	84%	67%	93%	86%	84%	75%	94%	80%	ND	ND
21	Teacher really cares about each student.	100%	97%	92%	88%	92%	90%	88%	69%	90%	94%	90%	68%	94%	100%	ND	ND
22	Teacher allows students to leave early frequently.	0%	0%	1%	5%	8%	6%	4%	11%	12%	8%	5%	9%	6%	12%	ND	ND
23	Teacher tries their best to teach the information.	96%	97%	98%	98%	83%	86%	86%	75%	95%	96%	96%	98%	94%	88%	ND	ND
24	The teacher is available after school.	96%	97%	98%	93%	50%	78%	89%	81%	73%	100%	98%	98%	94%	100%	ND	ND
25	The teacher is really dedicated.	96%	97%	99%	100%	94%	94%	92%	78%	93%	95%	96%	98%	94%	100%	ND	ND
26	The teacher is good at explaining things.	86%	93%	96%	93%	86%	78%	75%	61%	90%	92%	91%	89%	83%	88%	ND	ND

Teacher Performance Trends Based on Student Perceptions



Lerma

Strengths:

- Exceptionally high marks in effort, instruction clarity, and student learning (100% in FY26-1 for Items 12, 13, 17, 19).
- Strong emotional attunement (Item 11: 89%) and care for students (Item 21: 100%).
- Misbehavior and early dismissal are nearly nonexistent (Items 18 & 22: 0%).

Growth Areas:

- Engagement remains a challenge (Item 15: 44% boredom rate), though improving.
- Making boring material interesting has risen (Item 16: 86%), showing intentional effort.

Trend Notes:

- Consistently high across all years, with FY26-1 showing peak performance in nearly every category.



Nair

Strengths:

- Solid instructional consistency (Items 13, 17, 19, 20 all above 90%).
- Caring and dedication are evident (Item 21: 92%, Item 25: 94%).

Growth Areas:

- Emotional awareness and engagement have improved but remain moderate (Item 11: 83%, Item 15: 62% boredom).
- Availability after school dipped in FY26-1 (Item 24: 50%), a noticeable drop from prior years.

Trend Notes:

- FY26-1 shows slight declines in emotional and relational categories, but core instructional metrics remain strong.



Rhodes

Strengths:

- Instructional clarity and effort are solid (Items 13, 17, 19, 23 all above 90%).
- Availability and dedication are consistently high (Items 24 & 25: 100% in FY26-1).

Growth Areas:

- Emotional connection and engagement are improving but still lag (Item 11: 80%, Item 15: 66% boredom).
- Misbehavior and early dismissal are slightly elevated compared to peers (Items 18 & 22: 5–12%).

Trend Notes:

- FY26-1 shows improvement in care and clarity, but engagement and classroom management remain areas to watch.

Strengths:

- Exceptional gains in engagement and emotional connection (Item 15: only 28% boredom, Item 11: 89%).
- Instructional effort, dedication, and availability are all at 94–100%.
- Misbehavior and early dismissal are minimal (Items 18 & 22: 0–6%).

Growth Areas:

- Slight dip in explanation clarity (Item 26: 83%) compared to prior years.
- Understanding checks (Item 14: 86%) could be strengthened further.

Trend Notes:

- FY26-1 reflects a major leap in engagement and care, with near-perfect scores in effort, dedication, and availability.

Industry Suggestions for Building Student Perceptions

Perception Descriptor	Industry Suggestions
General overall low perception scores or low to mid-level perception scores	General overall low perception scores or low to mid-level perception scores usually indicate overall unhappiness with an teacher. Student bodies that have general unhappiness in a class tend to rate the teacher low in all areas. True teacher performance rarely displays that an teacher has deficiencies in a majority of the areas assessed for perception. Most common factors that lead to general unhappiness are practices of favoritism, activities that promote excessive competition, and teacher practices that devalue groups or individual students (i.e. excessive criticism, labeling, nit-picking, and badgering) Best practices suggest teachers evaluate systems of grading and discipline to remove elements that indicate bias. Teachers should ensure all students have a clear understanding of the criteria and method of evaluation. Teachers need to ensure that all assignments follow that measure. Teachers should avoid excessive competitions where there are extreme winners and losers. Mild competition has been proven to improve student performance but the level of recognition of success must be mitigated with consideration towards student feelings of self. Culture within the classroom is primarily established by the actions and communications of the teacher. Teachers must continually display that they value every student in the room; even those student that push the boundaries of acceptable behavior. Verbal interventions should be calm and non-accusatory and focus on appropriate behavior. At the high school and adult level, teachers need to remember criticism in a group setting lead to lower feeling of self that become reflected upon the teacher. Teachers should use questions and choice to mitigate criticisms when having to apply interventions in front of other students.
Teacher Recognizes when Something is Bothering a Student	Teachers should be aware of the typical signs of both physical and emotional distress such has worried looks, being overly withdrawn, crying, head down on the desk, using clothing to cover face or head, or showing general frustration. Teachers should privately approach students suspected of being in either in physical or emotional distress. Successful techniques include leaving a small note next to the student or asking to speak to the student after class. Teachers that are primarily lectured based often receive a lower perception score because students perceive the teacher is focused on delivery of information and ignoring student presence.
Teacher Demands Full Effort	The perception of demanding full effort takes more than belaboring students with comments to get their work done. Teachers that are perceived as getting the full effort from students consistently and authentically praise students for effort. Raising perception involves continual surveying of student progress on tasks and assignments if they have validly made progress on assignments. Do not praise progress if little progress exists. Teachers need to ensure learning targets are clear to the students and that all classroom actions and student tasks lead towards the target. A clear target and detailed actions on how to achieve the target sustain student effort. A process that plans for student effort 1) List the most essential things all students must be able to proficiently do by the end of the first month of instruction. The list should be limited to no more than seven things. Think specifically about learning strategies you'd like the students to employ (i.e. taking notes, reviewing with team members, designing team-checks, keeping track of confusion).

	2) Develop anchor charts based on the five things and strategies that lead to those things. 3) Ensure all tasks relate back to at least one of the five things on the anchor chart. 4) Eliminate down time and non-essential assignments. 5) Ensure choice of tasks are present.
Teacher asks questions to ensure students are following instruction.	To build the perception of that questions are being asked – questions need to be asked – even when students are working independently or in teams. Teachers should avoid long periods of lecture. If lecture based instruction is utilized, questions should occur a minimum of every two to three minutes. Perception also increases if teachers pyramid deeper questions upon superficial questions. Teachers should encourage student opinions of other student answers to both factual questions and abstract questions.
Teacher recognizes when students are not understanding.	Teachers that receive low perception scores of not being able to recognize when students do not understand usually occurs because 1) the teacher dismisses student frustration or questions; 2) does not recognize general frustration; 3) ignoring continued failure or comments of not understanding. Teachers that achieve high perception scores consistently look for different ways to teach concepts and accept the that burden of student frustration as their own challenge. Teachers first openly recognize that their teaching methodology may be limited and then dedicate time with students and student teams to work together through the challenge.
Students get bored in the teacher's class.	Providing choice and evaluating tasks and assignments based on student interest and life relevancy are key to eliminating the perception of boredom. A common teaching strategy that leads to high levels of boredom is the lecture only format. Lectures should be short and minimal. Teachers should look to maximize learning by doing and investigating. Best practice includes strategically planning essential questions and small tasks that students and student teams work through that lead to full demonstration of the standard. A common rule of thumb is: Speak less – observe more –ask more.
Teacher attempts to make boring stuff interesting	Teachers that are perceived as making instruction interesting always plan for student interest and life relevancy. Lessons that lack a consideration of student interest or life relevancy will be perceived as tiresome. Teachers should also look to use humor when presenting mundane topics. Short breaks and movement also assist in keeping students alert and interested. Include problem based learning and activities that spur creative and original thinking into lessons.
Students learn every day in class.	Building the perception that learning occurs every day is achieved by eliminating tasks that are non-essential to the learning target and ensuring class time is filled with tasks that are relevant and truly yield learning towards the intended purpose. Down time and idle time diminishes the perception that learning occurs.
Teacher permits too many students to misbehave.	Teachers that achieve high perception scores of permitting too many students to misbehave have significant deficits with building and maintaining positive classroom culture. Improving the perception that a positive classroom exists is a long process that involves the dedication to kindly hold students accountable by following through with consequences that involve mutual student and teacher responsibility. Consequences and interventions that rely solely on student and school administrator effort rarely impact student behavior in the long term. Increasing the perception that student accountability exists by always modeling the behaviors that are expected and leading each lesson with a discussion of what behaviors are expected.
Teacher pushes students to complete work.	To improve the perception that an teacher appropriately pushes students to complete work requires the teacher to take notice of student work while students are in the process of completing the work. Teachers must move around the room and recognize progress made, offer intervention where needed, suggest alternate strategies, encourage team members to carry out assigned roles, and establish appropriate deadlines based off accurate student performance.
Teacher tries to make sure students understand what was taught before students leave the class.	Teachers that have the perception of ensuring students have learned carry a plan to check for understanding of each of the key concepts and/or components of the lesson to make sure students are on track throughout the entire class.

	Prior to allowing students to leave class, teachers use specific checking for understanding strategies for the appropriate purpose. Perception is further improved if the check for understanding is paired with requiring students to carry out monitoring of their own learning while providing evidence prior to being permitted to leave class.
Teacher really cares about each student.	Rarely is the case where an teacher does not care about the students they teach, but the perception of such occurs frequently because the teacher fails to empathize with student academic and emotional challenges. A person's sense of value within a group specifically relates to how the person perceives the leader's view of them as a participant within the culture. To build the perception of caring, teacher's maintain the role of being a relatable leader which means building a respectful rapport and recognizing when something is wrong academically, socially and emotionally; and then providing an appropriate amount of support when a student struggles academically, emotionally, or socially. To build the perception of caring, the teacher needs to perceive that every student is valuable to the success of the classroom. Improving the perception of caring is not about fawning over students, but more about applying practical strategies that support the social and emotional development of all students. The simple actions of greeting every student when they arrive, wishing students well when they leave, and telling students they are valuable to the class positively impacts the perception that an teacher cares.
Teacher allows students to leave early frequently.	To improve the perception of releasing students early, maintain the consistent behavior of cuing for release a few seconds after the scheduled release time. Teachers can also improve the perception by never releasing early unless absolutely necessary and by publically apologizing for events or duties that cause a class from being released early.
Teacher tries their best to teach the information.	Best practice to improve the perception that a teacher tries their best to teach, dictates that the teacher takes an active role in the learning process. Low perception scores are frequently attributed to teachers that dismiss student frustrations or look for alternative paths to learning. Teachers that are innovative and consistently working with students to assist in achieving the learning target are perceived to be trying their best.
The teacher is available after school.	To improve the perception of availability, teachers should look to adjust available office hours to meet student availability as much as possible. Often teachers that receive low perception scores in availability have the same number office hours available as teachers that have high perception scores, but the office hours occur at times that do not fit student schedules or desires. If office hours cannot be altered to better fit student schedules, increased scores in perception can still be achieved by posting available office hours. Individual invitations to meet during limited office hours also improve the perception of availability. Becoming available on weekends and breaks also improves perception of availability if paired with publicizing the extended time an instructor is willing to meet with students.
The teacher is really dedicated.	Perception of dedication and the actual time a teacher is perceived to be at school go hand in hand. Teachers that tend to leave school right after dismissal tend to receive lower perception scores of dedication even if the teacher arrives early to school to prepare for the day. Perception of dedication is also highly influenced the perception of caring. Efforts to build the perception of caring will reflect positively on the perception of dedication. Teachers that publicize and demonstrate that they value students and appear that they spend time at school after school achieve solid scores for being dedicated.
The teacher is good at explaining things.	Teachers that receive highly effective scores for the perception that they explain things well are proficient at breaking complex topics and concepts down into language, examples and non-examples that is understandable to their students. Teachers that wish to increase perception scores should practice verbal error corrections prior to the lesson, build examples and non-examples into the lesson plan so students are able to visualize what a concept is and is not. As with the perception of teachers that try their best, teachers that are perceived as good at explaining things are also innovative and consistently working with students to assist in achieving the learning target.

Student Perception of School

Qualtrics Student Perception Survey Results

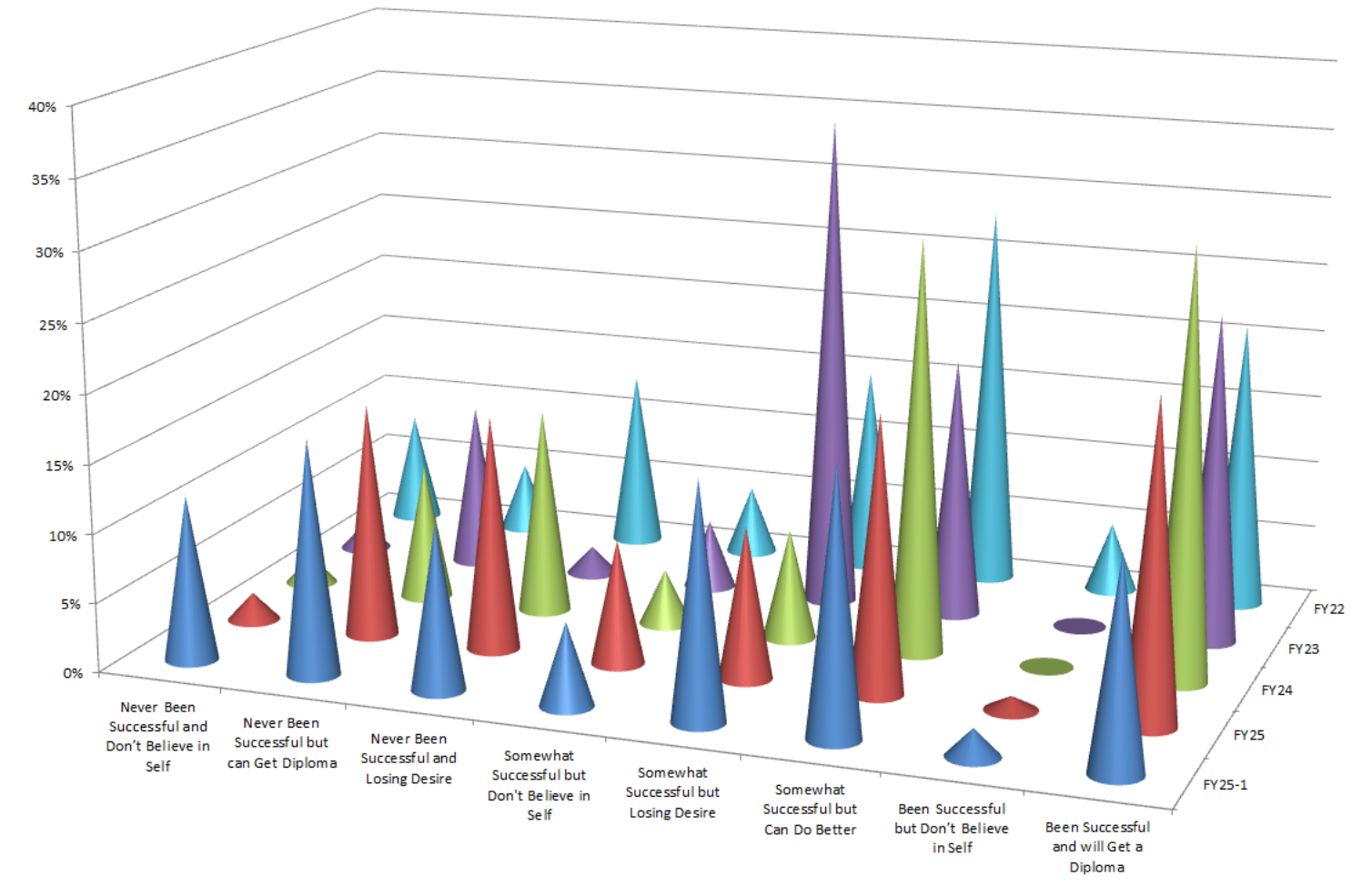
 = indicates significant item necessary for school success as determined by members of leadership team.

Note: FY26-Quarter 1 reflects responses from 52 students. 2024-2025 data reflects data from 64 of a possible 94 Students. Other years range between 71 students and 97 students.

School Value Perceptions																
Item #	Item Descriptor	Not Very					Somewhat					Very				
		FY26-1	FY25	FY24	FY23	FY22	FY26-1	FY25	FY24	FY23	FY22	FY26-1	FY25	FY24	FY23	FY22
1	Value of High School Experience	4%	2%	2%	0%	7%	23%	40%	43%	30%	45%	73%	58%	56%	70%	48%
2	Value of Things Learned in High School	12%	12%	15%	10%	24%	31%	44%	51%	59%	34%	58%	37%	34%	32%	41%
4	Topics in School are Interesting.	4%	4%	6%	18%	27%	58%	68%	74%	63%	59%	31%	28%	20%	19%	14%

10	Student effort given to succeed	No Effort					Some Effort					Great Effort				
		FY26-1	FY25	FY24	FY23	FY22	FY25-1	FY25	FY24	FY23	FY22	FY25-1	FY25	FY24	FY23	FY22
	Total Number	3	4	8	11	0	13	24	27	30	28	36	36	65	30	35
	Percent	6%	6%	8%	16%	44%	25%	38%	28%	42%	44%	69%	72%	64%	42%	56%
		Yes														
		FY26-1	FY25	FY24	FY23	FY22										
3	Overall Belief that School Staff Care	94%	92%	88%	94%	87%										
5	Diploma is necessary for life success	94%	98%	98%	96%	84%										

Indicator of Hope-Self Perception of School Success



Self Belief About School Success

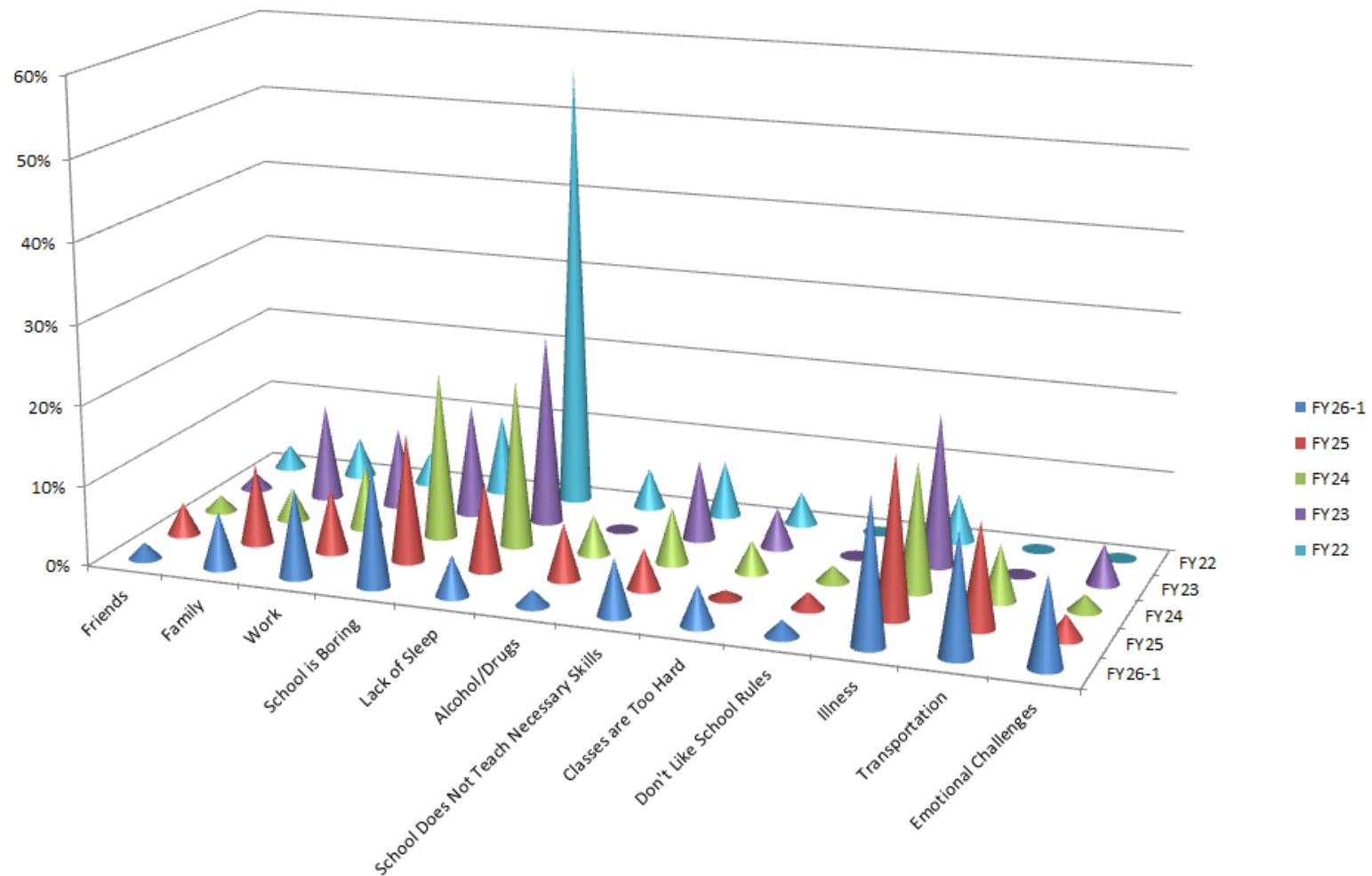
Item #	Description	FY26-1	FY25	FY24	FY23	FY22
6	Never Been Successful and Don't Believe in Self	12%	2%	2%	2%	8%
6	Never Been Successful but can Get Diploma	17%	17%	10%	12%	5%
6	Never Been Successful and Losing Desire	12%	17%	15%	2%	13%
6	Somewhat Successful but Don't Believe in Self	6%	9%	4%	5%	5%
6	Somewhat Successful but Losing Desire	17%	11%	8%	36%	15%
6	Somewhat Successful but Can Do Better	19%	20%	30%	19%	28%
6	Been Successful but Don't Believe in Self	2%	1%	0%	0%	5%
6	Been Successful and will Get a Diploma	15%	23%	31%	24%	21%

Summary of Self Belief about School Success

Over the past five years, student self-perception data reveals a complex mix of confidence, motivation, and academic identity. The most encouraging trend is the steady presence of students who feel successful and believe they will earn a diploma, peaking at 31% in FY24. However, a notable portion of students consistently report feeling “somewhat successful but can do better,” suggesting a growth mindset tempered by self-doubt. Meanwhile, the percentage of students who feel unsuccessful and are losing desire fluctuates, with a concerning spike in FY23 (36%) before dropping again. Across all years, a small but persistent group reports being successful yet lacking self-belief, highlighting the need for deeper emotional and motivational support.

In FY26-1 specifically, student responses show a shift toward uncertainty and diminished confidence. The percentage of students who feel they’ve never been successful and don’t believe in themselves rose to 12%, a sharp increase from previous years. Similarly, those who feel unsuccessful but are losing desire remained high at 12%, and those “somewhat successful but losing desire” jumped to 17%. While 19% of students still believe they can do better, only 15% feel successful and confident about earning a diploma—down from 23% the previous year. These trends suggest FY25-1 may reflect a transitional or challenging period for students, with motivation and belief in self requiring renewed attention and support.

Perceived Reasons for Student Absences



Perceived Reasons for Student Absences

	FY26-1	FY25	FY24	FY23	FY22
Friends	2%	4%	2%	2%	3%
Family	7%	10%	4%	12%	5%
Work	11%	8%	8%	10%	4%
School is Boring	15%	16%	21%	14%	10%
Lack of Sleep	5%	11%	21%	24%	56%
Alcohol/Drugs	2%	7%	5%	0%	5%
School Does Not Teach Necessary Skills	7%	5%	7%	10%	7%
Classes are Too Hard	5%	1%	4%	5%	4%
Don't Like School Rules	2%	2%	2%	0%	0%
Illness	18%	20%	16%	19%	6%
Transportation	15%	13%	7%	0%	0%
Emotional Challenges	11%	3%	2%	5%	0%

Summary of Perceived Reasons for Absences

Over the past five years, student-reported barriers to learning have shifted notably, with some challenges declining while others persist or re-emerge. The most dramatic improvement is in sleep-related issues, which dropped from a high of 56% in FY22 to just 5% in FY26-1. Similarly, concerns about alcohol and drugs have decreased from 7% in FY25 to 2% in FY26-1. However, illness remains a consistent obstacle, hovering around 16–20% across most years. Perceptions of school being boring peaked in FY24 (21%) and have slightly declined since. Transportation issues, once negligible, have risen steadily, reaching 15% in FY26-1. Emotional challenges, which were nearly absent in earlier years, have increased significantly, suggesting a growing need for mental health support.

In FY26-1 specifically, students identified illness (18%), boredom (15%), and transportation (15%) as their top barriers. Emotional challenges also rose sharply to 11%, marking the highest level in five years and indicating a potential shift in student well-being. While work-related stress increased slightly to 11%, family-related concerns dropped to 7%, and peer-related issues (friends) were minimal at 2%. The sharp decline in sleep deprivation and substance-related concerns is encouraging, but the rise in emotional and logistical barriers suggests that FY26-1 students may be facing more internal and environmental stressors than in previous years. These trends point to a need for targeted interventions in wellness, engagement, and access.

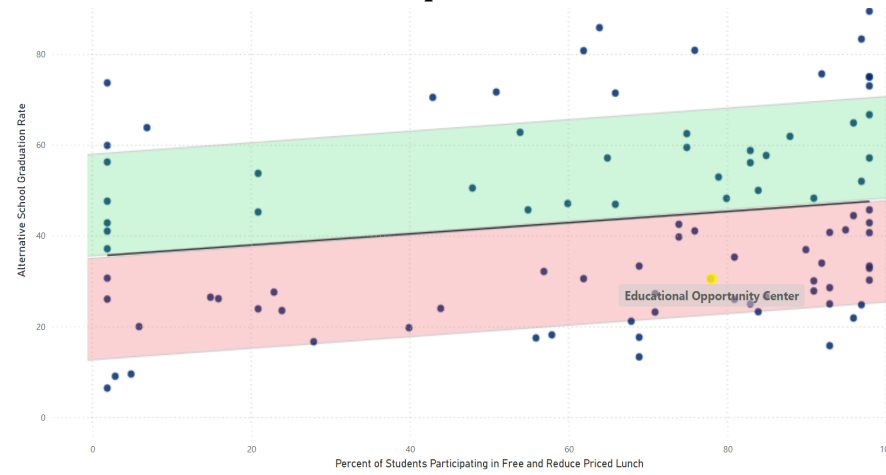
Attendance and Graduation Data

Metric	24-25	23-24	22-23	21-22
Number of Students with an Enrollment Record	150	141	192	176
Percent No Longer Enrolled Other than Graduating	28%	25%	41%	40%
Percent that Aged Out	2%	2%	3%	3%
Percent that Transferred Out	11%	8%	8%	8%
Percent that Sought GED	<1%	1%	1%	1%
Percent Long Term Incarcerated	3%	0%	0%	0%
Percent Deceased	2%	0%	0%	0%
Percent Continuing into Next Year	44%	26%	35%	42%
Percent that Graduated	30%	17%	10%	6%
5 Year Grad Rate	50%	44.9%	30.51%	31.25%
Chronic Absenteeism Rate	25%	27%	26%	30%
Cohort 2028	2%	0%	0%	0%
Cohort 2027	5%	1%	0%	0%
Cohort 2026	26%	9%	4%	0%
Cohort 2025	39%	21%	10%	2%
Cohort 2024	32%	37%	25%	8%
Cohort 2023	11%	20%	78%	13%
Cohort 2022	8%	7%	15%	39%
Cohort 2021	1%	2%	2%	13%
Cohort 2020	0%	3%	5%	11%
Cohort 2019	<1%	1%	2%	8%
Cohort 2018	0%	0%	0%	6%

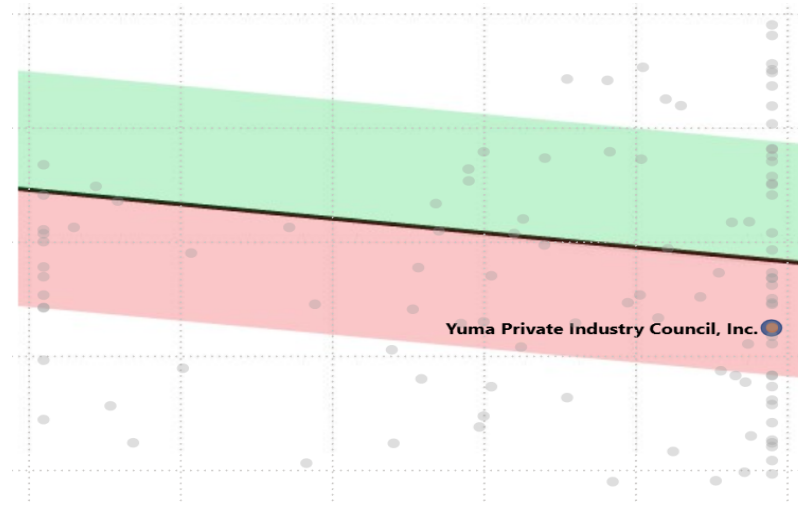
Over the past four years, the school has seen a steady increase in graduation rates—from just 6% in FY21–22 to 30% in FY24–25—indicating significant progress in student completion outcomes. Enrollment rebounded slightly in FY24–25 to 150 students after a dip in FY23–24, though it remains below the FY22–23 peak of 192. The percentage of students continuing into the next year also rose sharply to 44%, suggesting improved retention and engagement. Chronic absenteeism, while still a concern at 25%, has declined from its high of 30% in FY21–22. However, the percentage of students no longer enrolled for reasons other than graduation remains elevated at 28%, and new challenges have emerged, including a rise in long-term incarceration (3%) and student deaths (2%)—both previously at zero.

Cohort distribution data reveals a healthy shift toward younger cohorts, with Cohorts 2025–2028 now making up the majority of enrollment. This suggests successful outreach and onboarding of new students, while older cohorts (2020–2023) have largely phased out. The dramatic drop in Cohort 2023 from 78% in FY22–23 to just 11% in FY24–25 reflects both graduation and attrition. The growth in Cohorts 2026 and 2025—from 4% and 10% respectively in FY22–23 to 26% and 39% in FY24–25—aligns with the improved graduation and retention metrics, signaling that targeted interventions and support systems may be yielding results. Continued focus on chronic absenteeism, re-engagement strategies for high-risk students, and wraparound services for those facing incarceration or health crises will be essential to sustain this momentum.

FY23 Alternative School Graduation Rate Compared Arizona Alternative School Graduation Rate



FY24 Alternative School Graduation Rate Compared Arizona Alternative School Graduation Rate



Student Academic Achievement and Performance

Pre-ACT Data

ACT Arizona Cut Scores	
Proficient	19 or >
Anproaching	15 -18
low Standards	14 or <

A	B
16	15
17	16
20	19
14	13
18	17

y vary +/-1 point

FY 25 Demographics

	Beginning of the Year Benchmark	End of the Year Benchmark
Grades Tested	9 through 12	9 through 12
Total Tested	48	54
Grade Level Demographics	9 th Grade = 1 10 th Grade = 1 11 th Grade = 9 12 th Grade = 37	9 th Grade = 1 10 th Grade = 1 11 th Grade = 23 12 th Grade = 23

FY 24 Demographics

	Beginning of the Year Benchmark	End of the Year Benchmark
Grades Tested	9 through 12	9 through 12
Total Tested	71	54
Grade Level Demographics	9 th Grade = 0 10 th Grade = 8 11 th Grade = 18 12 th Grade = 45	9 th Grade = 1 10 th Grade = 10 11 th Grade = 21 12 th Grade = 22

FY 23 Demographics

	Beginning of the Year Benchmark	End of the Year Benchmark
Grades Tested	9 through 12	9 through 12
Total Tested	70	73
Grade Level Demographics	9 th Grade = 1 10 th Grade = 2 11 th Grade = 20 12 th Grade = 47	9 th Grade = 7 10 th Grade = 6 11 th Grade = 24 12 th Grade = 36

End of Year Scores

FY23 Average EOY Scores by Category								
	Number Tested	% of Population	Composite	Math	English	Reading	Science	STEM
9th - 10th	13	17%	13.82	14.17	10.92	15.91	12.91	13.9
11th	24	33%	13.83	14.88	11.83	15.54	12.67	14
12th	36	50%	16.72	16.94	16.19	17.31	15.14	17.4
Schoolwide	73		15.3	15.79	13.86	16.49	13.96	15.8
Arizona Average			18.4	18.5	17.3	18.8	18.5	ND
Difference from State Average			-3.1	-2.71	-3.4	-2.31	-4.54	

FY24 Average EOY Scores by Category (Total Tested = 54)							
9th Grade = 1 10th Grade = 10 11th Grade = 21 12th Grade = 22							
	Number Tested	Composite	Math	English	Reading	Science	STEM
9th - 10th	11	14.54	15.63	13.55	15.18	13.45	14.9
11th	21	14.06	14.41	13.24	14.94	13	14.06
12th	22	13.01	14.04	10.54	13.17	13.33	13.83
Schoolwide	54	13.88	14.63	12.56	14.48	13.23	14.23
Arizona Average		18.4	18.5	17.3	18.8	18.5	ND
Fall Difference from State Average		-4.3	-4	-2.2	-6.3	-4.4	-
May Difference from State Average		-4.52	-3.87	-4.74	-4.32	-5.27	-

FY25 Average EOY Scores by Category								
	Number Tested	% of Population	Composite	Math	English	Reading	Science	STEM
9th - 10th	2	17%	15.54	15.69	13.86	17.34	14.43	14.34
11th	23	33%	15.64	15.64	14.12	17.28	14.4	14.78
12th	23	50%	15.55	15.55	14.01	17.31	15.14	17.4

Schoolwide	54	15.3	15.79	13.86	17.15	14.37	14.77
2024 ACT -Arizona Average		17.7	18.5	17.3	18.8	18.5	ND
Difference from State Average		-2.4	-2.71	-3.44	-1.65	-4.13	

FY25: End of the Year Pre-ACT Analysis

End-of-year Pre-ACT scores from FY23 to FY25 show steady academic gains across grade levels, particularly in Reading and Science, while the schoolwide composite score remained consistent at 15.3. In FY23, 12th graders significantly outperformed their younger peers, lifting the overall average, though the school still trailed state benchmarks by 3 to 4 points across most categories. By FY25, scores among 9th–11th graders rose markedly, narrowing the gap with seniors and contributing to a more balanced performance profile. Notably, Reading scores improved by nearly a full point schoolwide, and Science gains helped reduce the deficit against Arizona’s average from -4.54 to -4.13. These trends suggest that instructional strategies and targeted interventions are yielding measurable improvements, especially in foundational literacy and STEM readiness, even as the school continues to work toward closing the statewide achievement gap.

Beginning of the Year Scores

FY23 Initial Pre-ACT Scores - New Enrolled vs. Returning Student Pre-ACT Scores								
	Number Tested	% of Population	Composite	Math	English	Reading	Science	STEM
Returning Students	41	55%	13.04	12.12	12.37	14.14	11.77	14.16
New Students	32	45%	11.59	9.97	10.33	13.01	11.41	13.27
Difference Between Returning vs. Newly Enrolled			1.45	2.15	2.04	1.13	.36	.89

FY24 Initial Pre-ACT Scores - New Enrolled vs. Returning Student Pre-ACT Scores								
	Number Tested	% of Population	Composite	Math	English	Reading	Science	STEM
Returning Students	45	63%	14.8	14.76	15.04	15.13	13.2	15.76
New Students	26	37%	13.15	14.19	12.61	13.73	11.31	13.84
Difference Between Returning vs. Newly Enrolled			1.65	.57	2.43	1.4	1.89	1.92

FY25 Initial Pre-ACT Scores - New Enrolled vs. Returning Student Pre-ACT Scores								
	Number Tested	% of Population	Composite	Math	English	Reading	Science	STEM
Returning Students	30	63%	14.57	14.83	12.94	16.64	13.36	14.34
New Students	18	37%	14.28	14.6	12.7	16.1	13.23	14.13
Difference Between Returning vs. Newly Enrolled			.29	.23	.24	.54	.13	.21

FY25: Beginning of the Year Pre-ACT Analysis

Over the past three years, initial Pre-ACT scores at the start of each fiscal year reveal a consistent performance gap between returning and newly enrolled students, though that gap has narrowed significantly by FY25. In FY23, returning students outperformed new enrollees by an average of 1.45 points on the composite score, with the largest disparities in Math and English. FY24 saw a notable rise in overall scores for both groups, especially among returning students, with the composite gap increasing slightly to 1.65, driven by sharp gains in English and STEM. However, by FY25, the performance gap nearly closed, with composite scores between the two groups differing by just 0.29 points and minimal differences across all subject areas. This trend suggests that incoming students are arriving better prepared, and that instructional or onboarding interventions may be effectively leveling the academic playing field earlier in the school year.

FY 25 End of Year Growth Data

Note: Growth data is based off from students that have both a beginning of the year score and end of the year score. Students with only one data point are excluded. There were 40 students with both a beginning of the year score and end of the year score.

9TH – 10TH GRADE GROWTH DATA (2 STUDENTS WITH PRE AND EOC SCORES)

	COMPOSITE	MATH	ENGLISH	READING	SCIENCE	STEM
FALL AVERAGE	14.5	15.0	12.0	17.0	13.0	14.5
SPRING AVERAGE	16.0	15.5	13.0	18.0	14.5	15.0
CHANGE	1.5	.5	1.0	1.0	1.5	.5
NUMBER THAT IMPROVED	2		PERCENT THAT IMPROVED			100%

11TH GRADE GROWTH DATA (10 STUDENTS WITH PRE AND EOC SCORES)

	COMPOSITE	MATH	ENGLISH	READING	SCIENCE	STEM
FALL AVERAGE	13.0	14.0	10.7	15.0	10.8	13.0
SPRING AVERAGE	15.1	15.1	12.3	16.3	12.5	14.0
CHANGE	2.1	1.1	1.6	1.3	1.7	1.0
NUMBER THAT IMPROVED	9		PERCENT THAT IMPROVED			90%

12TH GRADE GROWTH DATA (20 STUDENTS PRE AND EOC SCORES)

	COMPOSITE	MATH	ENGLISH	READING	SCIENCE	STEM
FALL AVERAGE	15.4	15.3	13.9	17.1	14.2	15.4
SPRING AVERAGE	16.6	16.1	15.1	18.2	15.3	16.3
CHANGE	1.2	.8	1.2	1.1	1.1	.9
NUMBER THAT IMPROVED	18		PERCENT THAT IMPROVED			90%

SCHOOL WIDE GROWTH DATA (32 STUDENTS PRE AND EOC SCORES)

	COMPOSITE	MATH	ENGLISH	READING	SCIENCE	STEM
FALL AVERAGE	13.82	14.17	10.92	15.91	12.91	13.90
SPRING AVERAGE	15.30	15.79	13.86	17.15	14.37	14.77
CHANGE	1.48	1.62	2.94	1.24	1.46	.87
NUMBER THAT IMPROVED	28		PERCENT THAT IMPROVED			88%

Historical Growth Data

FY 23 End of Year Growth Data

Note: Growth data is based off from students that have both a beginning of the year score and end of the year score. Students with only one data point are excluded. There were 40 students with both a beginning of the year score and end of the year score.

22-23 9TH – 10TH GRADE GROWTH DATA (4 STUDENTS WITH PRE AND EOC SCORES)

	COMPOSITE	MATH	ENGLISH	READING	SCIENCE	STEM
FALL AVERAGE	9.25	8.25	8.75	10.75	8.5	9.75
SPRING AVERAGE	14.5	15	12.25	21	12.75	13.75
CHANGE	5.25	6.75	3.5	10.25	4.25	4
NUMBER THAT IMPROVED	4		PERCENT THAT IMPROVED			100%

22-23 11TH GRADE GROWTH DATA (14 STUDENTS WITH PRE AND EOC SCORES)

	COMPOSITE	MATH	ENGLISH	READING	SCIENCE	STEM
FALL AVERAGE	11.36	11.07	9.21	11.50	11.57	12.79
SPRING AVERAGE	11.45	14.43	12.64	15.79	12.71	13.93
CHANGE	0.09	3.36	3.43	4.29	1.14	1.14
NUMBER THAT IMPROVED	9		PERCENT THAT IMPROVED			64%

22-23 12TH GRADE GROWTH DATA (22 STUDENTS PRE AND EOC SCORES)

	COMPOSITE	MATH	ENGLISH	READING	SCIENCE	STEM
FALL AVERAGE	13.09	11.64	12.41	13.91	13.55	14.51
SPRING AVERAGE	16.86	17.09	16.64	17.14	15.14	17.82
CHANGE	3.77	5.45	4.23	3.23	1.59	3.31
NUMBER THAT IMPROVED	22		PERCENT THAT IMPROVED			100%

22-23 SCHOOL WIDE GROWTH DATA (40 STUDENTS PRE AND EOC SCORES)

	COMPOSITE	MATH	ENGLISH	READING	SCIENCE	STEM
FALL AVERAGE	12.1	11.1	10.93	12.75	12.35	13.93

SPRING AVERAGE	15.63	15.95	14.8	17.05	14.05	16.05
CHANGE	3.53	4.85	3.87	4.3	1.7	2.12
NUMBER THAT IMPROVED	35		PERCENT THAT IMPROVED			88%

FY 24 End of Year Growth Data

Note: Growth data is based off from students that have both a beginning of the year score and/or February and/or May Score. Students with only one data point are excluded. Students with an improved February or May score are counted as improved. There were 41 students with both a beginning of the year score and end of the year score.

23-24 9TH – 10TH GRADE GROWTH DATA (10 STUDENTS WITH PRE AND POST SCORES)

	COMPOSITE	MATH	SCIENCE	STEM	ENGLISH	READING
FALL AVERAGE	14.50	15.17	14.33	15.17	12.17	15.50
SPRING AVERAGE	15.19	16.26	15.52	15.71	13.95	15.67
CHANGE	.69	1.09	1.19	.54	1.78	.17
NUMBER THAT IMPROVED	9		PERCENT THAT IMPROVED			90%

23-24 11TH GRADE GROWTH DATA (16 STUDENTS WITH PRE AND POST SCORES)

	COMPOSITE	MATH	SCIENCE	STEM	ENGLISH	READING
FALL AVERAGE	13.27	11.07	13.72	13.56	10.5	15
SPRING AVERAGE	15.25	14.75	14.46	14.88	14.04	17.13
CHANGE	1.98	3.68	.74	1.32	3.54	2.13
NUMBER THAT IMPROVED	12		PERCENT THAT IMPROVED			75%

23-24 12TH GRADE GROWTH DATA (15 STUDENTS PRE AND EOC SCORES)

	COMPOSITE	MATH	SCIENCE	STEM	ENGLISH	READING
FALL AVERAGE	14.45	14.78	14.27	14.8	13.55	14.98
SPRING AVERAGE	14.24	14.67	15.1	15.05	12	14.57
CHANGE	-.21	-.11	.83	.25	-1.55	-.41
NUMBER THAT IMPROVED	7		PERCENT THAT IMPROVED			46%

23-24 SCHOOL WIDE GROWTH DATA (41 STUDENTS PRE AND EOC SCORES)

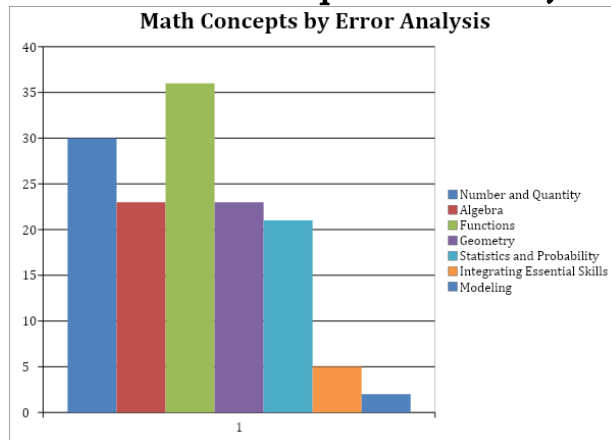
	COMPOSITE	MATH	SCIENCE	STEM	ENGLISH	READING
FALL AVERAGE	14.12	14.5	14.12	14.59	12.5	14.94
SPRING AVERAGE	15.89	15.22	15.37	15.21	13.33	16.79
CHANGE	1.77	.72	1.25	.62	.83	1.85
NUMBER THAT IMPROVED	26		PERCENT THAT IMPROVED			63%

Summary of Historical Data

The historical Pre-ACT data from FY23 through FY25 reveals a clear trajectory of academic growth across all grade levels, with particularly strong gains in English, Reading, and Math. In FY23, younger students—especially 9th and 10th graders—showed dramatic improvement, with composite scores rising over five points and Reading jumping more than ten, suggesting effective early interventions. By FY25, growth remained consistent but more balanced, with 11th graders leading in composite score gains and English emerging as the most responsive subject across the board. Schoolwide, the percentage of students showing improvement held steady at 88–100%, underscoring the impact of sustained instructional strategies and targeted supports. While FY23 gains were steeper, FY25 data reflects a maturing academic culture where progress is more evenly distributed, and students are entering the year better prepared. This pattern points to a school environment that’s not only improving outcomes but also stabilizing performance across cohorts.

End of Year Concept Error Analysis

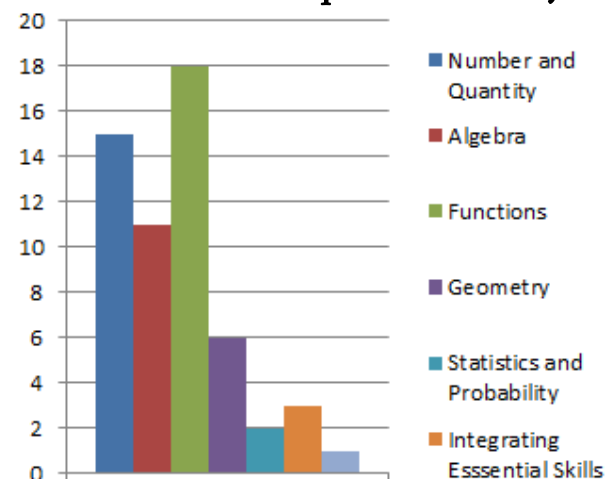
FY23 Math Concept Error Analysis



Note: Of the 73 students tested 36 of the students had difficulty with identifying the correct Pre-Act answer for questions related to assessing knowledge of **Functions**. Based on publications produced by ACT, Functions make up 12% to 15% of the math test.

30 of the students had difficulty with identifying the correct Pre-Act answer for questions related to assessing knowledge of **Number and Quantity** which makes up 7% to 10% of the test.

FY24 Math Concept Error Analysis



Note: of the 54 Students tested, 18 students had difficulty with **functions**. Based on publications produced by ACT, Functions make up 12% to 15% of the math test.

15 of the students had difficulty with identifying the correct Pre-Act answer for questions related to assessing knowledge of **Number and Quantity** which makes up 7% to 10% of the test.

FY25 Math Concept Error Analysis



Note: Of the students tested , 17 students demonstrated difficulty with questions related to Functions, which according to ACT publications comprise approximately 12% to 15% of the math test.

Additionally, 13 students struggled with items assessing Number and Quantity, a domain that typically represents 7% to 10% of the overall math section.

While Integrating Essential Skills continues to appear as the area requiring the least emphasis for improvement, it should not be overlooked. Despite not being identified as a top concern in error analysis, this domain accounts for approximately 40% to 42% of the ACT math section. Given its weight in the overall assessment, targeted intervention in Integrating Essential Skills remains a strategic priority.

Math Concept Descriptors

Number and Quantity (7-10% of Test)	1) Demonstrate knowledge of real and complex number systems. Students will understand and reason with numerical quantities in many forms, including integer and rational exponents, and vectors and matrices; and 2) recognize and apply place value, rounding, and basic properties of integers
Algebra (12-15% of Test)	1) Solve, graph, and model multiple types of expressions. Students will employ many different kinds of equations, including but not limited to linear, polynomial, radical, and exponential relationships. The student will find solutions to systems of equations, even when represented by simple matrices, and apply their knowledge to applications; and 2) use mathematical symbols and variables to express a relationship between quantities (e.g., the number of 59¢ candy bars that you can buy for \$5 must satisfy $59n \leq 500$)
Functions (12-15% of test)	1) The questions in this category test knowledge of function definition, notation, representation, and application. Questions may include but are not limited to linear, radical, piecewise, polynomial, and logarithmic functions. Students will manipulate and translate functions, as well as find and apply important features of graphs.; and 2) compare numerical patterns generated by a simple addition rule (e.g., add 2) and a simple multiplication rule (e.g., multiply by 2)
Geometry (12-15% of test)	1) Define and apply knowledge of shapes and solids, such as congruence and similarity relationships or surface area and volume measurements. Understand composition of objects, and solve for missing values in triangles, circles, and other figures, including using trigonometric ratios and equations of conic sections.; and 2) apply the definitions of parallel and perpendicular lines to describe characteristics of real-world and mathematical problems
Statistics and Probability (8-12% of test)	1) Describe center and spread of distributions, apply and analyze data collection methods, understand and model relationships in bivariate data, and calculate probabilities, including the related sample spaces.; and 2) conduct simple probability experiments, and represent results using different displays
Integrating Essential Skills (40-43% of test)	Synthesize and apply understandings and skills to solve more complex problems. Items address concepts such as rates and percentages; proportional relationships; area, surface area, and volume; average and median; and expressing numbers in different ways. Solve non-routine problems that involve combining skills in chains of steps; applying skills in varied contexts; understanding connections; and demonstrating fluency.

Modeling (28%-31% of test)	Involve producing, interpreting, understanding, evaluating, and improving models. Each question is embedded and counted in other appropriate reporting categories above. This category is an overall measure of how well you use modeling skills across mathematical topics.
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Reading Concept Descriptors

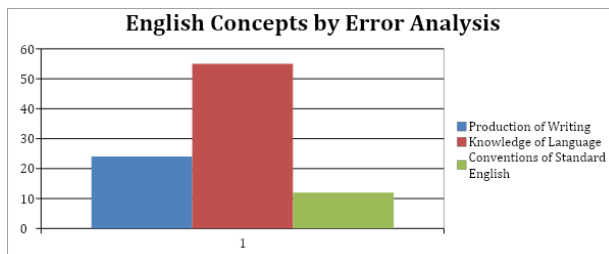
FY23 Reading Concept Error Analysis Note: Of the 73 students tested 35 of the students had difficulty with identifying the correct Pre-Act answer for questions related to assessing Integration of Knowledge and Ideas. Integration of Knowledge and Ideas make up 13% to 18% of the ACT.	FY24 Reading Concept Error Analysis Note: Of the 54 students tested 34 of the students had difficulty with identifying the correct Pre-Act answer for questions related to assessing Craft and Structure. Craft and Structure make up 25% to 30% of the ACT.	FY25 Reading Concept Error Analysis Based on the Pre-ACT data, the reading error analysis reveals a clear concentration of challenges in the domain of Craft and Structure, where approximately 35 students showed difficulty—making it the most impacted category. This aligns with ACT’s emphasis on analytical reading skills, as Craft and Structure questions often require deeper interpretation of tone, purpose, and textual organization. Although Craft and Structure had the highest error rate in this year’s reading analysis, Key Ideas and Details should remain the primary area of instructional focus moving forward. This domain accounted for the second highest number of student errors and represents 55% to 60% of the ACT reading section, making it the most heavily weighted category. Strengthening comprehension, evidence-based reasoning, and textual analysis in this area will have the greatest impact on overall reading performance and ACT readiness.
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Concept Descriptions

Key Ideas and Details (55–60% of test)	This category requires you to read texts closely to determine central ideas and themes. Summarize information and ideas accurately. Understand relationships and draw logical inferences and conclusions, including understanding sequential, comparative, and cause-effect relationships. Items will require you to demonstrate the following in increasingly challenging texts: 1) identify key evidence, 2) make logical inferences and conclusions, and 3) predict how a character's actions would likely impact a specific situation.
Craft and Structure (25–30% of test)	These questions ask you to determine word and phrase meanings; analyze an author's word choice rhetorically; analyze text structure; understand the author's purpose and perspective; and analyze characters' points of view. Interpret authorial decisions rhetorically and differentiate between various perspectives and sources of information. Items will test your ability to demonstrate the following in increasingly challenging texts: 1) identify how an author's or narrator's choice of words can shape a topic and affect a reader's opinion, 2) identify which sentences in a text are essential to understanding the author's or narrator's intended message, and 3) identify the author's or narrator's values, motives, or thinking.
Integration of Knowledge and Ideas (13–18% of test)	This category requires you to understand authors' claims, differentiate between facts and opinions, and use evidence to make connections between different texts that are related by topic. Some questions will require you to analyze how authors construct arguments, and to evaluate reasoning and evidence from various sources. Items will test your ability to demonstrate the following in increasingly challenging texts: 1) identify evidence that verifies or contradicts a specific point made by the author or narrator, and 2) identify correct comparisons across texts and determine if they are fair (e.g., balanced and impartial) and appropriate.

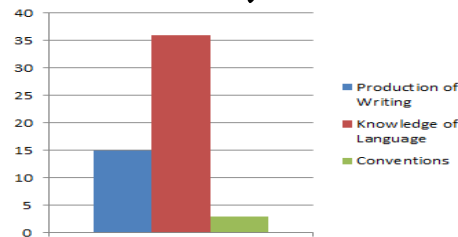
English Concept Descriptors

FY23 English Concept Error Analysis



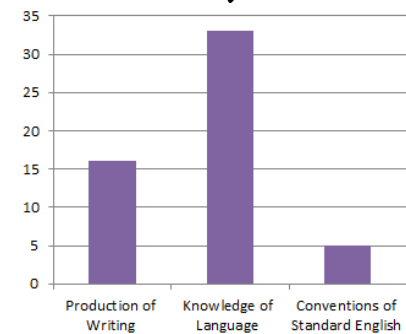
Note: Of the 73 students tested 55 of the students had difficulty with identifying the correct Pre-Act answer for questions related to assessing Knowledge of Language.

FY24 English Concept Error Analysis



Note: Of the 54 students tested 36 of the students had difficulty with identifying the correct Pre-Act answer for questions related to assessing Knowledge of Language. Knowledge of Language Questions make up 13% to 19% of the ACT.

FY25 English Concept Error Analysis



Based on Pre-ACT data, the English error analysis reveals that the greatest concentration of student difficulty lies in the Knowledge of Language domain, with approximately 33 students struggling in this area.

This domain focuses on clarity, style, and effective word choice—skills that are essential for both academic writing and ACT success.

Production of Writing followed as the second most impacted area, with around 15 students showing errors related to organization, purpose, and development of ideas.

Conventions of Standard English, which includes grammar and usage, had the fewest errors, with only about 5 students

		affected. While Conventions appears to be a relative strength, the high error rate in Knowledge of Language—combined with its significant representation on the ACT—signals a clear need for targeted instruction in sentence structure, transitions, and precision of expression.
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Concept Descriptions	
Production of Writing (29–32% of test)	Requires you to apply your understanding of the purpose and focus of a piece of writing where you must 1) focus on Topic Development by demonstrating an understanding of, and control over, the rhetorical aspects of texts; 2) identifying the purposes of parts of texts, determine whether a text or part of a text has met its intended goal, and evaluate the relevance of material in terms of a text's focus; 3) demonstrate Organization, Unity, and Cohesion by using various strategies to ensure that a text is logically organized, flows smoothly, and has an effective introduction and conclusion; and 4) act like an editor and delete inappropriate or extraneous information from drafts.
Knowledge of Language (13–19% of test)	These questions require you to demonstrate effective language use through 1) ensuring precision and concision in word choice and maintaining consistency in style and tone in a variety of genres, focusing on using transition words and phrases to establish time relationships; and 2) revising passages to delete vague words (e.g., really, very, big, kind of) or inappropriate semantics
Conventions of Standard English (51-56% of test)	These questions require you to apply an understanding of the conventions of standard English grammar, usage, and mechanics to revise and edit text. Items require you to appropriately apply skills related to: 1) Sentence Structure and Formation: Apply understanding of sentence structure and formation in a text and make revisions to improve the writing. 2) Punctuation: Recognize common problems with standard English punctuation and make revisions to improve the writing. 3) Usage: Recognize common problems with standard English usage in a text and make revisions to improve the writing; such as using comparative and superlative adjectives (e.g., well, less, worst) correctly.

11th Grade ACT Data

Metric	FY25	FY24	FY23	FY22
Total 11th Grade Tested	20	22	18	24
Total FAY Expected to Test	15	21	18	21
Total FAY Tested	15	18	16	20
Total 11th Graders Enrolled on Test Date	21	26	33	27
Total Percent Passing	20%	0%	6%	4%
FAY Percent Passing	25%	0%	6%	4%
Arizona Percent Passing	ND	27.75%	27.75%	23.61%

	Composite				Math				English				Reading			
	FY25	FY24	FY23	FY22	FY25	FY24	FY23	FY22	FY25	FY24	FY23	FY22	FY25	FY24	FY23	FY22

Average	15.25	13.95	13	11.91	14.8	13.53	14.39	11.74	14.15	12.1	11.72	11.35	15.9	13.89	12	12.18
FAY Average	15.38	13.73	13.36	12.98	15.25	13.4	14.21	13.82	14.31	11.93	12	12.04	15.69	13.67	12.64	12.36

Parent, Guardian, Caretaker Perception Survey Results

Perception of Parent-Teacher-School Satisfaction is based on a Likert Average Rating Scale from 1 through 5.

Item #	Item Descriptor	FY2 5	FY2 4	FY2 3	FY2 2
1	Overall satisfaction with the school	4.60	4.49	4.17	4.32
2	Overall satisfaction with course material	4.35	4.20	3.33	3.82
3	Satisfaction with involvement in school decision-making	3.90	3.74	3.43	3.33
4	Satisfaction with involvement in course material selection/review	4.85	4.80	4.81	4.86
5	Satisfaction with accessibility of teachers	4.70	4.65	4.23	3.17
6	Satisfaction with accessibility to support staff	4.80	4.71	3.84	4.13
7	Satisfaction with accessibility to school administrator	4.40	4.30	4.43	3.68

8	Satisfaction with accessibility to agency administrators	3.40	3.25	2.86	2.63
9	Overall satisfaction with school staff	4.65	4.55	4.73	4.68
10	Overall satisfaction with teachers	4.85	4.80	4.81	4.86
11	Overall satisfaction with school safety	4.75	4.66	3.64	3.33
12	Overall satisfaction with school appearance	3.80	3.69	3.77	3.17
13	Satisfaction with school security/safety	4.40	4.25	3.83	3.21
14	Satisfaction with protection to/from school	3.25	3.11	3.17	2.86
15	Satisfaction with protection in classrooms/common areas	4.45	4.30	3.67	3.81
	Average	4.35	4.23	3.91	3.72

Likert Scale Coding: Scale of 1.0- 2.9 Perception of Low Satisfaction; Scale of 3.0-4.1 Perception of Typical School Satisfaction; Scale of 4.2 – 5.0 Perception of High Satisfaction

Parent, Guardian, Caretaker
Perception of Parent Beliefs Regarding Student to School Relationships

Scores are based on a “Yes” or “No” answer where percentages are representative of percent of respondents and not based on overall enrollment of the school.

Item #	Item Descriptor	FY2 5	FY2 4	FY2 3	FY2 2
16	Belief that student is performing better than in the past	96%	95%	93%	89%
17	Belief that staff meet expectations of student and family	90%	87%	83%	76%
18	Belief that student is better prepared to succeed in life	84%	82%	81%	83%
19	Belief that staff are responsive to emotional needs	85%	81%	84%	82%
20	Belief that school is focused on student achievement	95%	93%	86%	87%

21	Belief that staff care about student well-being	97%	96%	82%	88%
22	Belief that student feels connected and valued	88%	86%	84%	81%
	Average	91%	88%	85%	84%

FY25 Parent Comments Returned on Surveys

- **High Graduation Rates:** Families consistently noted pride in the increasing number of students graduating, viewing it as a direct reflection of the school's supportive environment and academic rigor.
- **Work Study Opportunities:** Many parents praised the availability of real-world learning experiences, emphasizing how these programs helped students build confidence and prepare for life beyond high school.
- **Caring and Accessible Staff:** Comments frequently mentioned the dedication of teachers and support staff, with families feeling that their children were genuinely cared for and emotionally supported.

FY25 Summary of Parent, Guardian, Caretaker Perceptions

Parent perception data from FY22 to FY25 reveals a steady and encouraging rise in satisfaction across nearly all dimensions of school experience. Overall satisfaction with the school increased from 4.32 in FY22 to 4.60 in FY25, placing it firmly in the “high satisfaction” range. Notably, satisfaction with course material saw the most dramatic improvement, climbing from a modest 3.33 in FY23 to 4.35 in FY25, suggesting that recent curricular adjustments have resonated positively with families. Accessibility to teachers and support staff also showed strong upward trends, with FY25 scores of 4.70 and 4.80 respectively, reflecting a more responsive and connected school environment. Safety perceptions improved significantly, with satisfaction around school safety rising from 3.33 in FY22 to 4.75 in FY25. While most indicators now fall within the high satisfaction range, areas like accessibility to agency administrators (3.40) and involvement in decision-making (3.90) remain in the typical range, signaling opportunities for deeper engagement and transparency.

In parallel, parent beliefs about student-to-school relationships have grown stronger each year. In FY25, 97% of respondents affirmed that staff care about student well-being, up from 82% in FY23. Similarly, 96% believe their child is performing better than in the past, and 95% feel the school is focused on student achievement. These consistently high percentages reflect a deepening trust in the school's mission and its commitment to student success. The overall average for parent belief responses rose from 84% in FY22 to 91% in FY25, underscoring a school culture that is increasingly viewed as supportive, effective, and emotionally attuned to student needs.

School Security and Safety (Last Date of Evaluation: April 22, 2025)

The School Security Assessment Tool (SSAT) is designed to help inform your school's safety and security planning process by taking stock of what security measures and associated supports are in place across your campus, and where you can make improvements to improve the safety and security of your school community. The tool focuses on protection (keeping people and property safe from threats and emergencies) and mitigation (reducing the damage or harm from safety-related incidents) and will help you apply the three physical security strategies of detection, delay, and response. The SSAT Scores each option from 1 to 4; where 4 identifies evidence that the option is strongly in place and a 1 means no evidence in place for option.

Improvement Options	Why is this appearing?	Cost Symbol	Cost Text	Climate Symbol	Climate Text	FY23	FY24	FY25	FY26
Dedicated Security Staff Such as School Safety Officers, School Resource Officers or Security Guards	Dedicated security staff at a school can support detection, delay and response to incidents through their training and capability to act if an incident occurs.	\$\$\$	Hiring dedicated security staff such as a School Resource Officer, School Security Officer, or other professional security personnel can be a significant expense for schools. However, many School Resource Officer Programs are funded through federal grants from the Department of Justice. A school or agency can also explore other grants or other	+/-	The impact that uniformed police personnel, School Resource Officers, and School Security Officers have on school climate can vary, and will depend on the roles and responsibilities assigned to them. While law enforcement officers in schools can work to deter violence in some contexts, they might have adverse effects on school climate and negatively affect student perceptions of safety. Schools hiring dedicated security personnel should take care to establish SRO or SSO monitoring and evaluation programs and memoranda	1	3	4	

			types of funding that may be available through state or local agencies.		of understanding that identify clear roles and responsibilities that can attenuate any negative effects.				
Additional Personnel Monitoring Perimeter Entry Points or Patrolling the Perimeter	Personnel tasked with monitoring for threatening incidents in a layer can provide detection, delay and response capability and can provide linkage to other layers in the security system.	\$\$\$	Hiring or reassigning staff to monitor perimeter entry points or to patrol the school perimeter can be expensive. Consider whether full time monitoring is needed at your school, or whether monitors would be most useful at specific times during the day.	+/-	Consider how placing staff at the perimeter of school grounds might affect school climate. Personnel who are trained to interact positively with students will likely enhance a school's welcoming ambiance. Personnel whose actions and roles are perceived by students as punitive may have detrimental effects on school climate, and reduce the extent to which students feel safe and welcome at their school.	1	3	4	
Additional Personnel Monitoring or Patrolling the School Grounds	Personnel tasked with monitoring for threatening incidents in a layer can provide detection, delay and response capability and can provide linkage to other layers in the security system.	\$\$\$	Hiring or reassigning staff to patrol school grounds can be expensive. Consider whether full time patrols are needed at your school, or whether monitors would be most useful at specific times during the day.	+/-	Consider how staff patrolling the school grounds might affect school climate. Personnel who are trained to interact positively with students will likely enhance a school's welcoming ambiance. Personnel whose actions and roles are perceived by students as punitive may have detrimental effects on school climate, and reduce the extent to which students feel safe and welcome at their school.	1	2	3	
Tip Line	Tip lines and communication of information submitted to those lines to staff can support detection of potential incidents.	\$-\$	Implementing a tip line is a relatively low-cost safety and security improvement, but costs can vary depending on specific features of a tip line. Schools can implement tip lines that receive reports of problems through multiple media, including telephones, web portals, and other electronic messaging platforms. Costs will vary depending on the media they select to receive such reports, and the number of school staff and staff time required to field, triage, and address tips. Schools will also need to train staff to develop the skills needed when they receive a report, for example reflective listening, collaborative problem solving, and crisis management.	+/-	The impact of school tip lines on school safety and on school climate is the subject of ongoing research. Tip lines will contribute positively to school climate if students feel they can trust that their tips will result in action, and that the information they share will be treated as confidential, if not anonymous. Schools should also ensure that staff responsible for the tip line have the skills to address reports provided over the tip line, and have earned the trust of students.	1	1	1	

Emergency Call Boxes Connected to Law Enforcement	Call boxes provide direct communication with responders and can speed the start of response.	\$\$	Emergency call boxes installed throughout school grounds--for example in parking lots, along walkways, and at event facilities--can be somewhat expensive. Costs will range depending on the technology installed (e.g. Analog, Wireless, IP call boxes) and on associated infrastructure already in place at the school.	+/-	Emergency call boxes situated across school grounds are unlikely to have a significant impact on school climate. Boxes that are installed at strategic, but limited, locations across grounds are unlikely to have any effect. Schools should also ensure that emergency call boxes are ADA compliant with Braille labels and other features to ensure accessibility by all members of the school community.	1	1	1	
Perimeter Barrier	Barriers around the school perimeter can both delay an incident by slowing how fast a threatening person can enter and can also assist in detection if climbing the barrier is required.	-\$\$\$\$	A wide variety of perimeter barriers are available to schools. Costs to purchase, install, and maintain hedges and other landscaping as a barrier could be prohibitive, as can costs associated with ornamental fencing. Chain link fencing, concrete or cinder block walls are less expensive solutions.	+/-	A wide variety of perimeter barriers are available to schools. Hedges and landscaping are visually appealing and can make a school campus appear more attractive and make the school feel safer and more welcoming. Ornamental fencing is also visually appealing. On the other hand, chain link fencing or concrete or cinder block fencing are less visually appealing and may reduce the extent to which a school campus feels welcoming.	1	1	1	
Vehicle Barriers at School Perimeter	Vehicle barriers can reduce risk of incidents involving rapid entry of a vehicle onto school campus, or the use of vehicles as weapons.	-\$\$\$\$	Vehicle barriers installed at the school grounds perimeter to prevent or limit access are typically low-cost measures. They can include drop-down gates, concrete bollards, signage, or water- or sand-filled barricades.	+/-	Vehicle barriers installed at the entrance to school grounds are unlikely to affect school climate, either positively or negatively.	1	1	1	
Measures to Slow Traffic on School Grounds	Measures that slow traffic can delay an incident and reduce the effectiveness of an attack when a vehicle is used as a weapon.	\$	Installing measures to slow traffic, such as speed bumps or modular traffic barriers along school driveways, is a relatively low-cost measures. However, other options to slow traffic such as curved driveways could impose more significant costs if significant rerouting and landscaping is required.	+/-	Measures to slow traffic such as speed bumps or modular traffic barriers are unlikely to have any effect on school climate.	1	3	3	
Emergency Notification Systems - Covering School Grounds	Notification systems that allow communication with staff and students help in triggering responses like	\$	Most schools already have a public address system in place, and incur relatively low long term costs to maintain and upgrade these over time.	+/-	Emergency notification systems such as public address systems are unlikely to have any effect on school climate.	2	2	2	

	lockdown, lockout or evacuation.								
CCTV System Covering the School Grounds Perimeter	CCTV systems can deter incidents, but can also support detection (if there are staff monitoring video feeds) and response to incidents (if responders have real time access to footage).	\$\$\$	Installing CCTV cameras and hiring associated staff to monitor camera feeds in real time can be expensive. CCTV systems also have maintenance and upgrade costs that will accrue over time. Some schools install non-functioning or unmonitored CCTVs as a cost-saving measure, but there is no evidence that these work as effective deterrents to crime or violence.	-	Surveillance measures such as CCTVs can have detrimental effects on school climate, and reduce the welcoming ambience that a school might otherwise provide. Students may feel unfairly monitored, and may move illicit behavior to other, unmonitored areas on or off school campus. CCTV cameras can also violate the privacy and other rights of students and other members of the school community if they not implemented with these concerns in mind.	1	1	2	
Dedicated Emotional Counselors, Therapists, and Social Workers	Emotional Counselors, Therapists, and Social Workers prevent all forms of school violence, including mass killing, in schools as well as guide schools in recovery after a crisis has occurred. Today more than ever, there is a growing need for school social workers to help prevent school violence and to support students in moments of crisis.	\$\$\$	Hiring Emotional Counselors, Therapists, and Social Workers, or other professional personnel can be a significant expense for schools. However, many programs are funded through federal grants from the Department of Justice or Department of Education. A school or agency can also explore other grants or other types of funding that may be available through local agencies.	+	School social workers can help students develop coping skills, resilience, self-esteem, and academic motivation. They can also facilitate access to resources and services that can improve their health, safety, and family stability. School social workers can also collaborate with teachers, administrators, and other professionals to create a supportive and inclusive school climate that promotes learning and diversity.	1	1	1	

Insights & Recommendations

- **Significant progress** has been made in physical security staffing and perimeter monitoring, with scores rising from minimal to strong implementation.
- **Low-cost measures** like tip lines and emergency call boxes remain underutilized, despite their potential for early detection and rapid response.
- **Climate considerations** are critical: while some measures (e.g., SROs, CCTV) may improve safety, they can also impact student perceptions and school culture if not carefully managed.

- **Mental health supports** remain an area of concern, with no growth in dedicated emotional support personnel despite their proven impact on prevention and recovery.

Facilities Appraisal Dates: April 18, 2023, March 23, 2024, April 22, 2025

A. Primary Site and Building

Name of Contractor: Max Hall Construction

Initial Construction Year: 1994

Address: 3810 W 16th Street, Yuma, Arizona, 85364

Name of Landlord/Owner/Management Company: Katherine Maack suncrestplaza@gmail.com

Setting: Urban

Site/Campus Acreage: 6.57

Number of Buildings: 7

Building Sq Footage: 4,576 sq ft

Occupancy Total: 120

Number of Classrooms: 5

Number of Support Rooms: 2

Number of Offices: 2.5

Number of Bathrooms: 2

Energy Source: Electric with gas capabilities

Air Conditioning: Roof Top - Central Type – Shared Room Units with Thermostat Sensors

Heating: Roof Top - Central Type – Shared Room Units with Thermostat Sensors; Forced Air

Type of Construction: Wood Frame and Wood Ceiling Truss with Stucco

B. Appraisal Summary

Section	Points Possible	FY 23 Points Earned	FY24 Points Earned	FY25 Points Earned	FY26 Points Earned
School Site	100	78	82	85	
Structural and Mechanical	200	126	140	150	
Site Maintainability	100	81	81	86	
School Building Safety & Security	200	127	150	151	
Educational Adequacy	200	38	38	44	
Environment for Education	200	94	101	124	
Total	1,000	544	592	640	

C. The School Site 100 Points

Section	Points Possible	FY23 Points Earned	FY24 Points Earned	FY25 Points Earned	FY26 Points Earned
Site is large enough to meet present and future educational needs as defined by state and local requirements	25	18	18	20	
Site is easily accessible and conveniently located for the present and future populations	20	20	20	20	
Location is removed from undesirable business, industry, traffic and natural hazards	10	10	10	10	
Site is well landscaped and developed to meet educational needs.	10	6	8	9	
Well equipped athletic areas are adequate with sufficient solid surface parking	10	3	4	4	
Topography is varied enough to provide desirable appearance and without steep inclines.	5	5	5	5	
Site has stable, well drained soil free of erosion	5	3	4	4	
Site is suitable for special instructional needs, e.g. outdoor learning.	5	3	3	3	
Pedestrian services including adequate sidewalks with designated crosswalks, curb cuts and correct slopes.	5	5	5	5	
Sufficient on-site, solid surface parking is provided for faculty, students, staff and community.	5	5	5	5	
Total	100	78	82	85	

D. Structural and Mechanical 200 Points

Section	Points Possible	FY23 Points Earned	FY24 Points Earned	FY25 Points Earned	FY26 Points Earned
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Structure meets all barrier-free requirements both externally and internally.	15	12	15	15	
Roofs appear sound, have positive drainage, and are weather tight.	15	9	11	12	
Foundations are strong and stable with no observable cracks	10	6	6	5	
Site is well landscaped and developed to meet educational needs.	10	6	8	9	
Exterior and interior walls have sufficient expansion joints and are free of deterioration.	10	10	10	10	
Entrances and exits are located so as to permit efficient student traffic flow.	10	4	4	6	
Building "envelope" generally provides for energy conservation	10	3	5	5	
Structure is free of friable asbestos and toxic materials.	10	9	10	10	
Interior walls permit sufficient flexibility for a variety of class sizes.	10	1	1	1	
Adequate light sources are well maintained, properly placed and are not subject to overheating..	10	8	8	8	
HVAC system, features and units are functioning and adequate to provide adequate air flow and temperature control.	10	1	5	8	
Each teaching/learning area has adequate convenient wall outlets, phone and computer cabling for technology applications	10	10	10	7	
Electrical controls are safely protected with disconnect switches easily accessible.	10	8	8	10	
Drinking fountains are adequate in number and placement, and are properly maintained including provisions for the disabled	10	10	10	10	
Number and size of restrooms meet school needs.	10	1	1	5	
Drainage systems are properly maintained and meet requirements	10	7	7	8	
Fire alarms, smoke detectors and sprinkler systems are properly maintained and meet requirements.	10	10	10	10	
Intercommunication system consists of a central unit that allows dependable two-way communication between the office and instructional areas.	10	1	1	1	
Overall water supply is sufficient and available for normal usage.	10	10	10	10	
Total	200	126	140	150	

E. Site Maintainability 100 Points

Section	Points Possible	FY23 Points Earned	FY24 Points Earned	FY25 Points Earned	FY26 Points Earned
Exterior windows, doors and walls are of material and finish requiring minimum maintenance.	15	15	15	15	

Floor surfaces throughout the building require minimum care.	15	15	15	15	
Ceilings and walls throughout the building, including service areas, are easily cleaned and resistant to stain.	10	6	6	8	
Built-in equipment is designed and constructed for ease of maintenance.	10	8	8	8	
Finishes and hardware, with a compatible keying system, are of durable quality.	10	10	10	10	
Restroom fixtures are wall mounted and of quality finish.	10	4	4	5	
Adequate custodial storage space with water and drain is accessible throughout the building.	10	3	3	5	
Adequate electrical outlets and power, to permit routine cleaning, are available in every area.	10	10	10	10	
Outdoor light fixtures, electric outlets, equipment, and other fixtures are accessible for repair and replacement.	10	10	10	10	
Total	100	81	81	86	

F. School Building Safety & Security 200 Points

Section	Points Possible	FY23 Points Earned	FY24 Points Earned	FY25 Points Earned	FY26 Points Earned
Student loading areas are segregated from other vehicular traffic and pedestrian walkways.	15	1	1	1	
Walkways, both on and offsite, are available for safety of pedestrians.	10	7	10	10	
Internal and external access streets have sufficient signals and signs to permit safe entrance to and exit from school area.	10	4	8	8	
Vehicular entrances and exits permit safe traffic flow.	5	4	4	4	
Athletic field equipment is properly located and is free from hazard.	5	1	3	3	
The heating unit(s) is located away from student occupied areas.	10	10	10	10	
Exterior doors open outward and are equipped with panic hardware.	10	5	5	5	
Emergency lighting is provided throughout the building with exit signs on separate electrical circuits.	10	10	10	10	

Classroom doors are recessed and open outward.	10	10	10	10	
Building security systems are provided to assure uninterrupted operation of the educational program	10	4	4	4	
Flooring (including ramps and stairways) is maintained in a nonslip condition.	5	5	5	3	
Glass is properly located and protected with wire or safety material to prevent accidental student injury or unwanted entry.	10	1	10	10	
Fixed projections in the traffic areas do not extend more than 6" from the corridor wall.	5	5	5	5	
Traffic areas terminate at an exit or a stairway leading to an egress.	5	5	5	5	
Adequate fire safety equipment is properly located.	10	7	10	10	
There are at least two independent exits from any point in the building.	10	10	10	10	
Fire-resistant materials are used throughout the structure.	10	10	10	10	
Automatic and manual emergency alarm system with a distinctive sound and flashing light is provided.	10	10	10	10	
Storage is available to keep classrooms, corridors and walkways free from clutter and objects.	10	1	1	1	
Internal and external CCTV cameras are maintained and functioning	10	1	1	5	
Electrical covers for outlets and switches are unbroken and in good condition.	10	10	10	10	
Doors fasten securely with at least a functioning handle lock and dead bolt.	10	6	8	7	
Total	200	127	150	151	

G. Educational Adequacy 200 Points

Section	Points Possible	FY23 Points Earned	FY24 Points Earned	FY25 Points Earned	FY26 Points Earned
Size of academic learning areas meets desirable standards.	15	1	1	4	
Classroom space permits arrangements for small group activity.	10	2	2	4	
Location of academic learning areas is near related educational activities and away from disruptive noises	10	8	8	8	
Personal space in the classroom away from group instruction allows privacy time for individual students.	5	0	0	0	
Storage for student materials is adequate	10	0	0	0	
Storage for teacher materials is adequate	10	1	1	0	
Size of specialized learning area(s) such as special education, art, music, shop and technology meets standards.	10	1	1	1	

Design of specialized learning area(s) is compatible with instructional need.	10	6	6	6	
Library/Resource/Media Center provides appropriate and attractive space.	10	4	4	6	
Indoor and outdoor facilities adequately serve physical education instruction.	10	2	2	2	
Space is allocated for specialized programs such as art, music, shop and technology.	10	0	0	0	
Space for art is appropriate for instruction, supplies and equipment.	10	0	0	0	
Space for technology education permits use of state-of-the-art equipment.	10	2	2	2	
Space for small groups and remedial instruction is provided adjacent to classrooms	10	1	1	1	
Storage for student and teacher material is adequate	10	0	0	0	
Teacher's lounge and work areas support teachers as professionals.	10	0	0	0	
Cafeteria/Kitchen is attractive with sufficient space for seating/dining, delivery, storage and food preparation	10	0	0	0	
Administrative offices are consistent in appearance and function with the maturity of the students served.	10	8	8	8	
Counselor's office insures privacy and sufficient storage.	5	2	2	2	
Clinic is near administrative offices and is equipped to meet requirements.	5	0	0	0	
Suitable reception space is available for students, teachers and visitors.	5	0	0	0	
Administrative personnel are provided sufficient work space and privacy.	5	0	0	0	
Total	200	38	38	44	

H. Environment for Education

Section	Points Possible	FY23 Points Earned	FY24 Points Earned	FY25 Points Earned	FY26 Points Earned
Overall design is aesthetically pleasing and appropriate for the age of students.	15	8	11	13	
Site and buildings are well landscaped	10	7	8	9	
Exterior noise and surrounding environment do not disrupt learning	10	6	6	6	
Entrances and walkways are sheltered from sun and inclement weather.	10	7	7	7	
Building materials provide attractive color and texture.	5	4	4	4	
Color schemes, building materials and decor provide an impetus to learning.	10	6	6	8	
Year around comfortable temperature and humidity are provided throughout the building.	20	4	6	16	

Ventilating system provides adequate quiet circulation of clean air and meets 15cfm VBC requirement.	15	12	12	14	
Lighting system provides proper intensity, diffusion and distribution of illumination.	15	12	12	12	
Sufficient drinking fountains and restroom facilities are conveniently located.	15	15	15	15	
Communication among students is enhanced by commons area	10	0	0	0	
Traffic flow is aided by appropriate sized foyers and corridors.	10	0	0	0	
Areas for students to interact are suitable to the age group.	5	1	1	1	
Large group areas are designed for effective management of students.	10	1	1	1	
Acoustical treatment of ceilings, walls and floors provides effective sound control.	10	2	2	2	
Window design contributes to a pleasant environment	10	8	9	9	
Furniture and equipment provide a pleasing atmosphere.	10	1	1	7	
Environment supports a wide variety of educational activities from technology based to hands on experiences.	10	0	0	0	
Total	200	94	101	124	

Facilities Appraisal Summary:

The Facilities Appraisal from FY23 to FY25 highlights consistent improvement in the school's physical infrastructure, safety systems, and environmental conditions, with the total score rising from 544 to 640—a 17.6% increase over three years. Notable gains were made in structural and mechanical systems, including HVAC upgrades, improved restroom capacity, and enhanced electrical safety. School safety also saw significant progress, with better emergency lighting, fire safety protocols, and expanded CCTV coverage. The educational environment improved markedly, particularly in temperature control, ventilation, and lighting, contributing to a more comfortable and conducive learning space. However, the appraisal also underscores persistent challenges in instructional adequacy. Despite modest gains, this category remains the lowest scoring, with ongoing deficits in classroom space, specialized instructional areas, and storage for both students and staff. Site maintainability improved slightly, but custodial infrastructure and restroom fixture quality continue to lag. Overall, the appraisal reflects a school that is becoming safer and more functional, yet still requires targeted investment to fully support instructional needs and optimize learning conditions.

Community Partnerships

1. Yuma County Juvenile Courts
2. Southwest Technical Education agency of Yuma (STEDY)
3. Arizona Western College (AWC)
4. Yuma Southwest Contractors Association (YSCA)
5. Jay's Party Supply
6. Weld Like a Girl
7. Small Business Development Center (SBDC)
8. The Yuma SHINE Leadership Academy
9. Az@Work
10. Goodwill of Yuma
11. Pathways of Yuma

12. Fostering Hope Yuma (FHA)
13. Instructional Empowerment
14. Wright Web Design
15. Desert Mirage Farms
16. Armed Forces Recruiting Office -Yuma

CNA Summary

How was the needs assessment, including the root cause analysis, completed and who was involved?	How was stakeholder input included?
Every year the school updates the Continuous School Improvement Plan/Integrated Action Plan based on the results of a comprehensive needs assessment (CNA). The school improvement is based on a cycle of six years of data. This information is meant to provide information to the school community regarding achievements, gap analysis, and goals/actions set in place to ensure continued improvement at the school. A diverse group of stakeholders which comprises the leadership team begins a review of data in October of each year to start the planning	Recruitment of stakeholders begins on the vacancy of position within the team. Through newsletters, direct calls, and social media, the community is informed of vacancies. School leadership works with stakeholders to establish mutually agreeable times for meetings and also provides members the ability to attend virtually.

process. The leadership team meets monthly from August to December. From January to May, the leadership team meets biweekly to establish the integrated action plan. From May to June, the leadership team begins to train and/or enact strategies into test effectiveness in the beta stage. The leadership team does not meet during the month of July. In August, the leadership team receives an update of the SIAP to include goals, strategies, and action steps.	The school uses the school's website to post public notices and receive feedback regarding school improvement projects, policies and programs. Stakeholder input included a combination of surveys, consultation with staff and leaders, and semi-structured interviews.
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Data Analysis

Strengths (What does the school have that makes improvement accessible)	Evidence	What can be leveraged to move us closer to our goals?
1. Ability to to use resources and dollars efficiently to ensure funding is available to continue improvements. 2. Quality Teachers that are student focused. 3. Provide sufficient opportunities for students to earn elective credits, faster. 4. Student perception of teacher effectiveness 5. Teacher student relationships 6. EOY performance data 7. Perception of Parent-Teacher-School Satisfaction is based on a Like Average Rating Scale form 1-5- 38 families responded in FY23 and 21 families in FY22 8. Dual Enrollment and Early College 9. Develop and implement a system of common formative, benchmark, and summative assessments to inform teachers and guide instruction in the classroom learning system. 10. Weekly meetings to discuss student performance across all classes. Identify students at risk of failing subjects, and engage in interventions (tutoring, peer mentoring,) 11. Re-enrollments based on cohorts 12. Target professional learning opportunities 13. Discipline Data	1. School budget PAGE 12 2. Per student perception of teacher performance, teachers ranked with perception of high effectiveness 3. Club activities and Welding classes. 4. Teacher effectiveness, course relevancy and teacher pushes students to learn- rank between 4.5 and 6.5 out of 8. On pg. 43, student perception survey results, 87% of students believe that the staff cares about them (22-23 SY) 5. page 26- Student perception of teacher effectiveness based on dichotomous rating scale of Yes responses based on 71 student responses 6. p. 34- average EOY scores by category shows that we are not far off with competing with the Arizona Averages 7. pg. 47- overall satisfaction with the school, staff and teachers ranked Moderate to High Satisfaction. 8. pg. 15 with explanation of our pathways that students can earn college credit through Arizona Western College, Youth Service College and Career Program, Southwest Technical Education agency of Yuma and enrollment into trade school programs. 10. PLC Agendas Samples 11. pg. 32- see info on all enrollment based on cohort. 12. pg. 17- staff meetings and agenda- agency leaders provide autonomy of school leadership to determine development at all levels. The agency provides the opportunity for the school principal to receive individualized coaching that helps them improve their instructional and organizational leadership within their unique school context. 13. pg. 20- review of inappropriate behaviors- last 5 years, no possession/use of firearms/weapons; no alcohol	1. School should spend the deficit budget on improving curriculum and hands on material, student activities. 2&9. By implementing school wide testing and incorporating math, english, reading, science and STEM, scores are improving and can improve more with effective ACT practice. 1. Can improve this by using funding to provide a safer campus- which is currently being done with our officer that is here daily; and improve the appearance of the school with new paint, desks, and better improvements throughout. 4. Provide training to teachers on how to actively engage students through Cooperative Learning.
Opportunities (What does the school have that makes improvement possible with slight changes)	Evidence	
1. Proper counseling and planning of strategies for students close to graduation, or aging out. 2. Families and schools work together to help students achieve high academic standards. 3. Access to dual credits and early college	1. Demographics data provided on page 10 2. Open house is held at the beginning of each semester. Students are encouraged/ given incentives to bring their parents/guardian to the open house. Community perception data on pg. 47. 3. pg. 15- see if there are other ways students can earn college credits other than the ones listed- could be an improvement to what we could offer.	

		3. Increase liaison between Arizona Western College, STEDY, SHINE Leadership Program, Pathways.
Weaknesses (What does the school have or lack that makes improvement difficult or challenging)	Evidence	What are the root causes?
1. There is a lack of extra-curricular activities in school to improve social emotional skills in students. 2. Lack of a unified agency to build a strong community intensely focused on student learning.	1. School Policy Data provided on pg. 15 under - Academic Eligibility: Athletics and Co-Curricular Activities 2. pg. 18- Domain 4- Culture Shift- There are school level opportunities, but not agency level opportunities for members of the school community to come together to discuss, explore and reflect on student learning	1. At risk behaviors outside of school 2. pg 26- More than half of students report of boredom in classes- but high percentages with teachers making effort to make boring material more interesting. 3. Lack of school to career connection in coursework. 4. Family/ drug problems 5. Lack of another school agency where teachers can come together and discuss various things within their respective disciplines.
Threats (What must be changed immediately so school improvement can occur.)	Evidence	What are the root causes?
1. Attendance must be fixed in order to improve graduation rate and low academic performance. 2. Five Year Graduation Rate 3. Percent proficient on the Pre-ACT 4. 11th Grade Proficient on ACT	1. Chronic absenteeism has been consistently high for past 3 years.. 2. Graduation rate for Five Year Graduates is below 40% for past three years. 3. Below 7% of the population scores proficient on the Pre-ACT for past three years.	1. Student perception surveys indicate boredom and lack of relevance are indicators for absenteeism 2 through 4. Attendance impacts the graduation rate along with over 95% of the students behind academically when they enter the school.

List top five priority areas based on the needs assessment. Although more can be identified, going deeper in improving fewer areas is often more effective.

FY23, FY24, FY25

1. The school must raise the federal five year federal graduation rate to get out of school improvement. Ramirez/Grossenburg
2. The school must reduce chronic absenteeism in order to improve graduation rate and Arizona academic performance indicators Villanueva/Amber
3. The school needs to improve the academic scores on nationally based assessments, and especially the 11th grade cohort, in order to improve overall school academic scores and provide greater college, trade school, and post-secondary opportunities. (working toward that goal with the implementation of School Wide Practice Testing) Rush/Lerma/Nair/Grossenburg
4. The school must ensure operational compliance to meeting the expectations of the Arizona State Board of Charter Schools and Cognia Standards. Grossenburg/Huizar/Goetz

Retired Priorities:

5. The physical safety of the school facility must be improved and school wide strategies that improve the school culture must be implemented. Grossenburg/McBride/Sanchez/Goetz/Morang- all comes from general budget. (Retired August 29, 2024: All goals were met. No new priority was created.)