



Bienvenidos **Welcome** **DELAC**

02/27/2025

Nuestro Porque

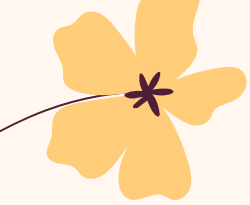
Our Why



“Dar lo mejor todos los días para que aquellos a quienes servimos estén inspirados y empoderados para convertirse en su mejor versión.”

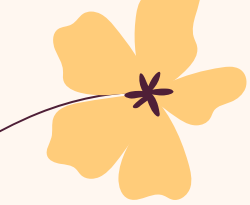
“To give our best everyday so that those we serve are inspired & empowered to become their true best.”





Agenda

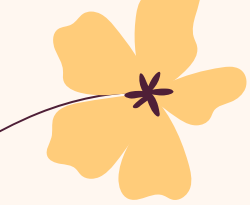
- LCAP – Dr. Slater-Sanchez
 - Title 1 – Dr. Harris
 - Oficina de Consejeria/Counseling Corner
 - Resultados de la Encuesta de Padres /Parent Survey results
 - Recomendaciones/Recommendations – Request Form
- 



Normas de Junta

Meeting Norms

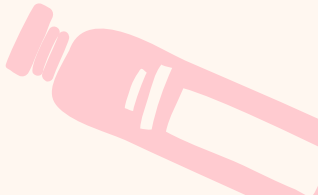
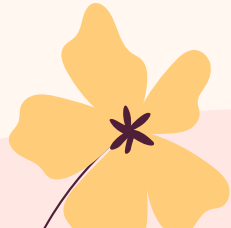
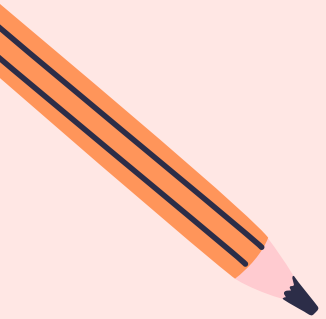
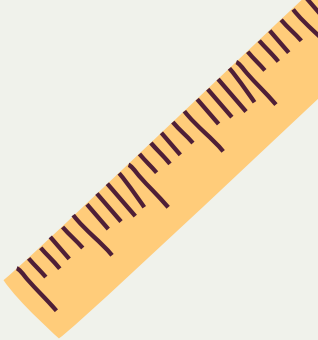
- Zoom
 - Verifique que su función de silencio esté activada al ingresar
 - Los chats se graban y tenga en cuenta que también se captura el chat privado
 - Ingrese todas las preguntas en el chat durante la sesión. Estaremos monitoreando durante la reunión.
 - Esta presentación de zoom se grabará.
 - Las preguntas específicas de su hijo (a) pueden hacerlas después de la reunión con fines
- Zoom
 - Verify that your mute feature is on when logging in.
 - Chats are recorded and note that private chat is also captured.
 - Enter all questions in the chat box during the session. We will be monitoring during the meeting.
 - This zoom presentation will be recorded.
 - Questions specific to your child can be addressed after the meeting for confidentiality
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Aprobación de Minutas

Approval of Minutes

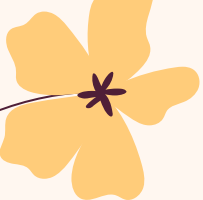
- 2 Mociones
 - 2 Motions
- 



01

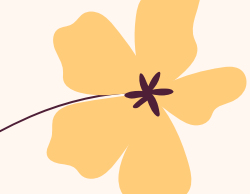
Title 1

Dr. Harris



Title I Updates

- **School Accountability Report Cards (SARC)** have been completed for the **2024–2025 School Year**. These are posted on the district website and on each school site's website in both English and Spanish.
 - **School Plans for Student Achievement (SPSA)** for the **2024–2025 School Year** are also posted on the district website and school websites. Sites are currently working collaboratively on the plans for the **2025–2026 school year** for **School Site Council (SSC)** approval in **May 2025**.
 - Please be on the lookout for **School Site Council** meeting dates at your respective school sites. This is an important part of our continued efforts to team up on the success of every student!
 - Work is currently underway with all school sites as they continue to align fiscal resources during the final months of the **2024–2025 school year**.
 - **Final District Title I meeting** is scheduled for **May 29, 2025**.
- 



Actualizaciones de Título I

- Se ha completado el Reporte Escolar de Rendición de Cuentas (SARC, por sus siglas en inglés) para el año escolar 2024–2025. Estos se publican en el sitio web del distrito y en el sitio web de cada escuela en inglés y español. Tómese un momento para revisar esta valiosa información.
- Los Planes Escolares del Rendimiento Estudiantil (SPSA, por sus siglas en inglés) para el año escolar 2024–2025 también se publican en el sitio web del distrito y en los sitios web de las escuelas. Los sitios actualmente están trabajando en colaboración en los planes para el año escolar 2025–2026 para la aprobación del Consejo Directivo Escolar (SSC, por sus siglas en inglés) en mayo de 2025.
- Estén atentos a las fechas de las reuniones del Consejo Directivo Escolar (SSC) en sus respectivos planteles escolares. ¡Esta es una parte importante de nuestros esfuerzos continuos para unirnos en el éxito de cada estudiante!
- Actualmente se está trabajando con todas las escuelas para continuar el alineamiento de los recursos fiscales durante los últimos meses del año escolar 2024–2025.

The background is a light cream color with large, soft, wavy shapes in light green and light pink. Various school supplies and nature elements are scattered around: a pink spiral notebook with blue lines in the top left; a yellow ruler with black markings in the top right; a blue leaf in the middle right; a pink flower with a black center in the bottom center; a yellow flower with a black center in the bottom center; a pink pencil with black lines in the bottom left; and a pink flower with a black center in the middle left.

02

LCAP

Dr. Slater-Sanchez



The Throughline ...

New AVUHSD Mission

To provide equitable learning opportunities for all students.

NEW AVUHSD Vision

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





La Línea Principal ...

Nueva Misión de AVUHSD

Brindar oportunidades de aprendizaje equitativas para todos los estudiantes.

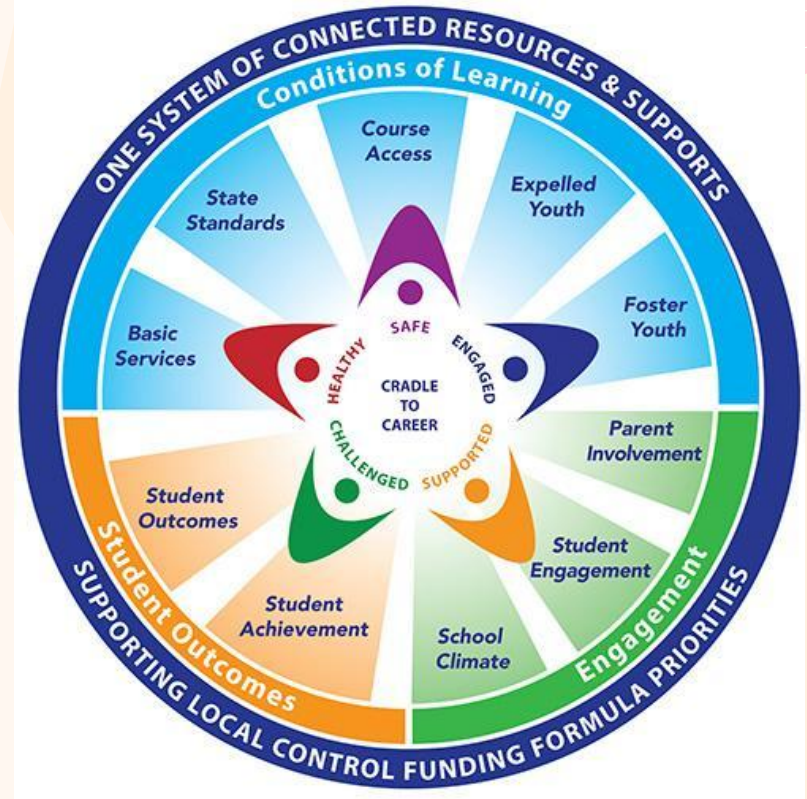
Nueva Visión de AVUHSD

Imaginamos que todos los graduados de AVUHSD poseerán las habilidades y los atributos para hacer una contribución afirmativa a su comunidad y al mundo.



California State Priorities (LCFF) Whole Child Resource Map

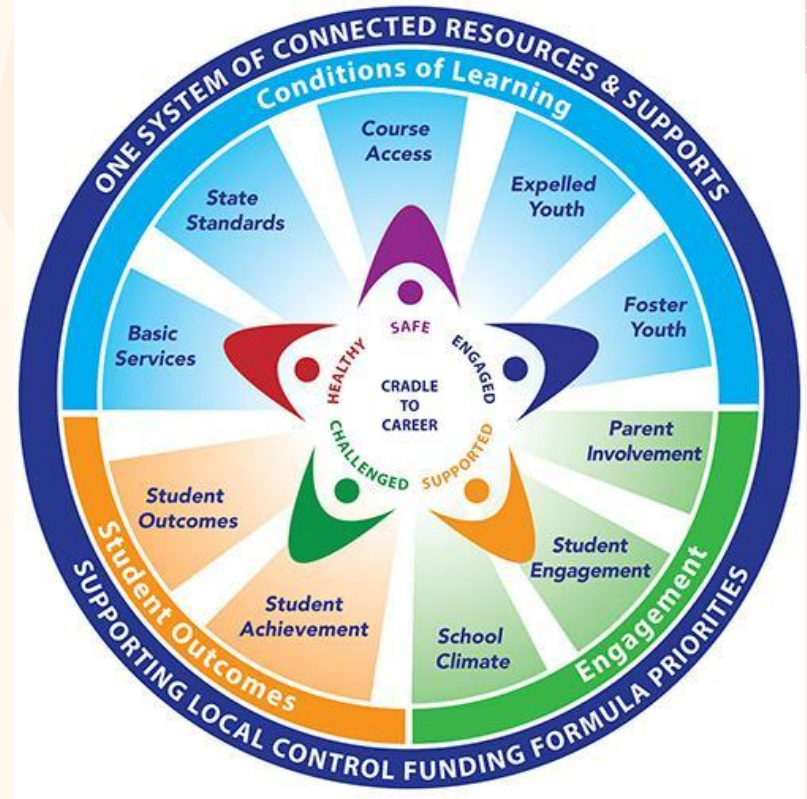
1. Basic Services
2. Implementation of State Standards
3. Parent Involvement
4. Student Achievement
5. Student Engagement
6. School Climate
7. Course Access
8. Student Outcomes

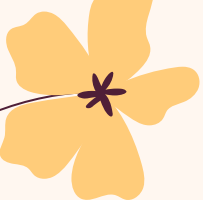


Prioridades del estado de California (LCFF)

Mapa de recursos para el niño en su totalidad

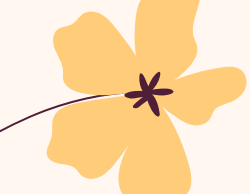
1. Servicios básicos
2. Implementación de los estándares estatales
3. Participación de los padres
4. Logros de los estudiantes
5. Participación de los estudiantes
6. Clima escolar
7. Acceso a los cursos
8. Resultados de los estudiantes





2024/25 LCAP Goals

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



Metas del LCAP 2024/25

1. Asegurarse de que todos los estudiantes sean competentes académicamente y estén preparados para la universidad y la carrera profesional.

2. Proporcionar un entorno de aprendizaje del siglo XXI y un plan de estudios riguroso que permita a los estudiantes tener múltiples experiencias y oportunidades para el crecimiento académico, universitario, profesional y personal.

3. Cultivar una cultura escolar segura y positiva que respalde el crecimiento personal y académico de todos los estudiantes.

4. Comunicarse de manera eficaz con todos los socios educativos y seguir construyendo relaciones en la comunidad que ayuden a brindar a nuestros estudiantes oportunidades educativas innovadoras.

5. Asegurarse de que los estudiantes con discapacidades tengan acceso equitativo a los recursos relacionados con la preparación para la universidad y la carrera profesional, el aprendizaje del siglo XXI y un clima escolar seguro y positivo.

6. *Mejorar la competencia académica y la preparación para la universidad y la carrera profesional de todos los estudiantes en los sitios de Equity Multiplier (Desert Winds, Phoenix y R. Rex Parris High Schools), con un enfoque específico en satisfacer las necesidades de los estudiantes con el rendimiento más bajo.*

Alignment with the Strategic Plan

— Areas of Focus



Equitable Learning



Safety & Wellness



Relationships Between School and Community



Modern Facilities that Foster Learning and Pride



Communicating District Excellence and Resources

Alineación con el Plan Estratégico

Áreas de Enfoque



Aprendizaje equitativo



Seguridad y Bienestar



Relaciones entre la escuela y la comunidad



Instalaciones modernas que fomentan el aprendizaje y el orgullo



Comunicación de la excelencia y los recursos del distrito

School Plan for Student Achievement (SPSA)



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

Key points about how an SPSA supports the LCAP:

Alignment of goals: The SPSA goals should directly reflect and be consistent with the goals established in the LCAP, ensuring a cohesive approach to student achievement across the district.

Data–driven decision making: Both plans rely on data analysis to identify specific needs and prioritize actions, with the SPSA tailoring those actions to the unique context of each school.

School–site level focus: While the LCAP outlines district–wide strategies, the SPSA translates those strategies into concrete actions that can be implemented at the school level.

Educational Partner engagement: Both plans involve input from various stakeholders, including teachers, parents, and community members, ensuring that the needs of the school community are considered.

Monitoring and evaluation: Both the SPSA and LCAP should include mechanisms to monitor progress towards goals and make adjustments as needed.



Plan Escolar para el Logro Académico de los Estudiantes (SPSA)



Un SPSA respalda el LCAP al brindar un plan específico para cada escuela que se alinea con los objetivos más amplios a nivel de distrito delineados en el LCAP, lo que garantiza que las estrategias y acciones a nivel de la escuela contribuyan directamente a lograr los objetivos generales establecidos por el distrito para el éxito de los estudiantes; esencialmente, el SPSA actúa como un plan de implementación detallado para el LCAP a nivel de escuela individual.

Puntos clave sobre cómo un SPSA respalda el LCAP:

Alineación de objetivos: los objetivos del SPSA deben reflejar directamente y ser coherentes con los objetivos establecidos en el LCAP, lo que garantiza un enfoque cohesivo para el logro de los estudiantes en todo el distrito.

Toma de decisiones basada en datos: ambos planes se basan en el análisis de datos para identificar necesidades específicas y priorizar acciones, y el SPSA adapta esas acciones al contexto único de cada escuela.

Enfoque a nivel de la escuela: si bien el LCAP describe las estrategias a nivel de distrito, el SPSA traduce esas estrategias en acciones concretas que se pueden implementar a nivel de escuela. **Participación de los socios educativos:** Ambos planes implican la participación de diversas partes interesadas, incluidos maestros, padres y miembros de la comunidad, lo que garantiza que se tengan en cuenta las necesidades de la comunidad escolar.

Seguimiento y evaluación: Tanto el SPSA como el LCAP deben incluir mecanismos para supervisar el progreso hacia las metas y realizar los ajustes necesarios.

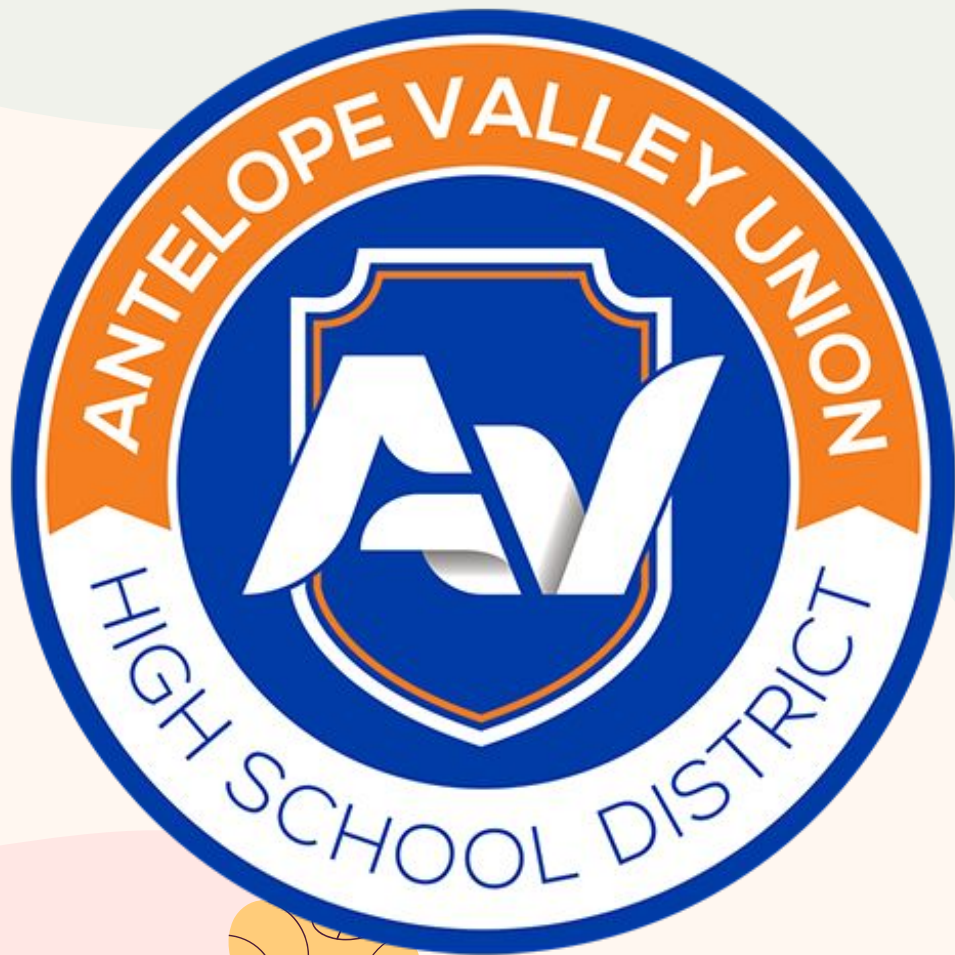


2024/25 LCAP Mid-Year Update

LCAP 2024/25 Actualización de mitad de año

Antelope Valley Union High School District

Distrito Unido de Escuelas Preparatorias del Valle del Antílope





GOAL 1

(Broad Goal)

META 1

(Objetivo General)

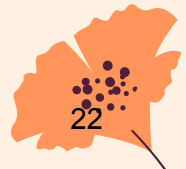
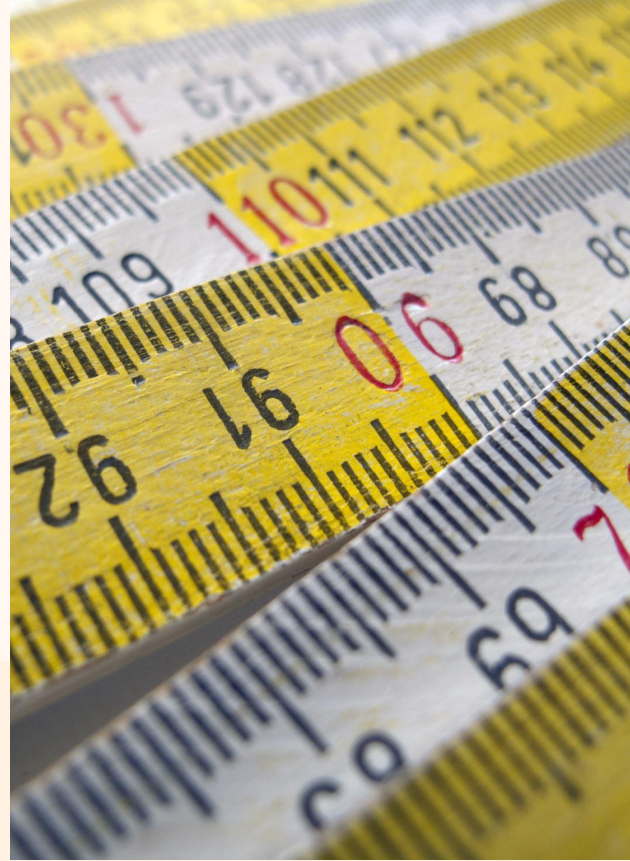
Ensure that all students are academically proficient and college and career ready.

Asegurarse de que todos los estudiantes sean académicamente competentes y estén preparados para la universidad y la carrera profesional.



Goal 1 METRICS

Meta 1 MÉTRICAS



	Metric	Baseline	Desired Outcome for 2026/27	2024/25 Mid-Year Report	Status
1	Implementation of Academic Standards (Priority 2)	2023/24 Local Indicator District and Site Leadership Survey: 3.8 (Full Implementation) - Based on a Likert Scale	2026/27 Local Indicator District and Site Leadership Survey: 5.0 (Full Implementation & Sustainability) - Based on a Likert Scale		In Progress
2	CAASPP ELA (Priority 4)	All Students Performance: 52.3 points below standard Progress: +5.8 points (Increased) FY Performance: 119.8 points below standard Progress: +11.1 points (Increased) LI Performance: 65.9 points below standard Progress: +8.3 points (Increased) EL Performance: 119.7 points below standard Progress: +18.7points (Increased) California Dashboard 2023	All Students Performance: 47 points below standard Progress: +10.8 points (Increased) FY Performance: 109.8 points below standard Progress: +21.1 points (Increased) LI Performance: 55.9 points below standard Progress: +18.3 points (Increased) EL Performance: 109 points below standard Progress: +28.7points (Increased) California Dashboard 2026	All Students Performance: 45.6 points below standard Progress: +6.7 points (Increased) FY Performance: 110.7 points below standard Progress: +9.1 points (Increased) LI Performance: 54.3 points below standard Progress: +11.6 points (Increased) EL Performance: 121.4 points below standard Progress: +1.7points (Maintained) California Dashboard 2024	Known
3	CAASPP Math (Priority 4)	All Students Performance: 149.9 points below standard Progress: +4.7 points (Increased) FY Performance: 204.4 points below standard Progress: +1.8 (Maintained) LI Performance: 164.8 points below standard Progress: +3.8 (Increased) EL Performance: 205.4 points below standard Progress: +9.7 (Increased) California Dashboard 2023	All Students Performance: 145 points below standard Progress: +10 points (Increased) FY Performance: 194 points below standard Progress: +10.8 (Maintained) LI Performance: 154 points below standard Progress: +13.8 (increased) EL Performance: 195 points below standard Progress: +19.7 (Increased) California Dashboard 2026	All Students Performance: 143.4 points below standard Progress: +6.5 points (Increased) FY Performance: 197.6 points below standard Progress: +6.8 (Increased) LI Performance: 152.9 points below standard Progress: +11.9 (Increased) EL Performance: 203.7 points below standard Progress: +1.7 (Maintained) California Dashboard 2023	Known

	Metric	Baseline	Desired Outcome for 2026/27	2024/25 Mid-Year Report	Status
4	California Science Test (Priority 4)	All Students - 12.69% Standard Met or Exceeded FY - 6.25% Standard Met or Exceeded LI - 9.66% Standard Met or Exceeded EL - 0.33% Standard Met or Exceeded SWD - 2.93% Standard Met or Exceeded California Dashboard 2023	All Students - 30% Standard Met or Exceeded FY - 20% Standard Met or Exceeded LI - 25% Standard Met or Exceeded EL - 15% Standard Met or Exceeded SWD - 20% Standard Met or Exceeded California Dashboard 2026	All Students - 14.83% Standard Met or Exceeded FY - 7.84% Standard Met or Exceeded LI - 12.34% Standard Met or Exceeded EL - 0.2% Standard Met or Exceeded SWD - 3.44% Standard Met or Exceeded California Dashboard 2024	<i>Known</i>
5	A-G Completion (Priority 4)	All Students - 32.3% FY - 8.0% LI - 29.2% EL - 15.2% SWD - 8.7% DataQuest 2022-2023	All Students - 50% FY - 20% LI - 45% EL - 30% SWD - 20% DataQuest 2025-2026	All Students - 36.3% FY - 17.6% LI - 32.7% EL - 17.9% SWD - 7.6% DataQuest	<i>Known</i>
6	CTE Pathway Completion (Priority 4)	All Students - 17.2% FY - 9.1% LI - 16.5% EL - 5.6% SWD - 8.7% College/Career Levels and Measures Report & Data - 2023	All Students - 45% FY - 25% LI - 30% EL - 20% SWD -20% College/Career Levels and Measures Report & Data – 2026	All Students - 20.8% FY - 10% LI - 21.2% EL - 10.7% SWD - 14.3% College/Career Levels and Measures Report & Data - 2024	<i>Known</i>
7	English Learner Progress Indicator (Priority 4)	English Learner Progress 38.5% - Maintained (-1.5%) California Dashboard 2023	English Learner Progress 50% - Maintained (-1.5%) California Dashboard 2026	English Learner Progress 37% - Maintained (-1.6%) California Dashboard 2024	<i>Known</i>

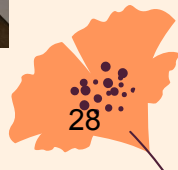
	Metric	Baseline	Desired Outcome for 2026/27	2024/25 Mid-Year Report	Status
8	English Learner Reclassification Rate (Priority 4)	9.64% CALPADS 2.16 & 8.1 2022-2023	20% CALPADS 2.16 & 8.1 2025-2026		<i>In Progress</i>
9	EAP % Students Prepared for College ELA (Priority 4)	All 11th Grade Students - 33.37% FY - 15.3% LI - 29.25% EL - 3.4% SWD - 5.16% https://caasppelpac.cde.ca.gov/ 2022-2023	All 11th Grade Students - 50% FY - 45% LI - 45% EL - 35% SWD - 20% https://caasppelpac.cde.ca.gov/ 2025-2026	All 11th Grade Students - 36.91% FY - 25.61% LI - 32.85% EL - 1.95% SWD - 7.66% https://caasppelpac.cde.ca.gov/ 2023-2024	<i>Known</i>
10	EAP % Students Prepared for College Math (Priority 4)	All 11th Grade Students - 9.11% FY - 1.01% LI - 6.23% EL - 0.57% SWD - 0.7% https://caasppelpac.cde.ca.gov/ 2022-2023	All 11th Grade Students - 50% FY - 45% LI - 45% EL - 35% SWD - 20% https://caasppelpac.cde.ca.gov/ 2025-2026	All 11th Grade Students - 10.73% FY - 0% LI - 7.92% EL - .98% SWD - 1.2% https://caasppelpac.cde.ca.gov/ 2023-2024	<i>Known</i>

	Metric	Baseline	Desired Outcome for 2026/27	2024/25 Mid-Year Report	Status
11	Seal of Biliteracy (Priority 8)	All Students Count = 329 Cohort of Reg HS Diploma = 4,460 Percent = 7.4% FY Count =1 Cohort of Reg HS Diploma = 112 Percent = 0.9% LI Count = 272 Cohort of Reg HS Diploma = 3,783 Percent =7.2% EL Count = 8 Cohort of Reg HS Diploma = 454 Percent =1.8% SWD Count = 1 Cohort of Reg HS Diploma = 589 Percent =0.2% DataQuest 2022-2023	All Students - 15% FY 5% LI - 10% EL - 5% SWD - 1% DataQuest 2025-2026	All Students Count = 125 Cohort of Reg HS Diploma = 4,467 Percent = 2.9% FY Count =1 Cohort of Reg HS Diploma = 119 Percent = 0.8% LI Count = 87 Cohort of Reg HS Diploma = 3,619 Percent =2.4% EL Count = 1 Cohort of Reg HS Diploma = 532 Percent =1.8% SWD Count = 1 Cohort of Reg HS Diploma = 533 Percent =0.2% DataQuest 2023-2024	Known

12	Local Indicator – ELA Assessment NWEA Map Assessment (11th grade)	All Students - High & High Average = 25% FY - High & High Average = 11% LI - High & High Average = 21% EL - High & High Average = 1% SWD - High & High Average = 5% Fall NWEA Local Assessment 2023-2024	All Students - High & High Average = 50% FY - High & High Average = 20% LI - High & High Average = 45% EL - High & High Average = 25% SWD - High & High Average = 20% Fall NWEA Local Assessment 2026-2027	All Students - High & High Average = 29% FY - High & High Average = 16% LI - High & High Average = 25% EL - High & High Average = 3% SWD - High & High Average = 8% Fall NWEA Local Assessment 2024-2025	<i>Known</i>
13	Local Indicator – Math Assessment NWEA Map Assessment (11th grade)	All Students - High & High Average = 22% FY - High & High Average = 10% LI - High & High Average = 18% EL - High & High Average = 4% SWD - High & High Average = 3% Fall NWEA Local Assessment 2023-2024	All Students - High & High Average = 50% FY - High & High Average = 20% LI - High & High Average = 45% EL - High & High Average = 25% SWD - High & High Average = 20% Fall NWEA Local Assessment 2026-2027	All Students - High & High Average = 26% FY - High & High Average = 10% LI - High & High Average = 21% EL - High & High Average = 13% SWD - High & High Average = 6% Fall NWEA Local Assessment 2024-2025	<i>Known</i>

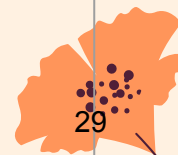
Goal 1 IMPLEMENTATION

Meta 1 IMPLEMENTACIÓN



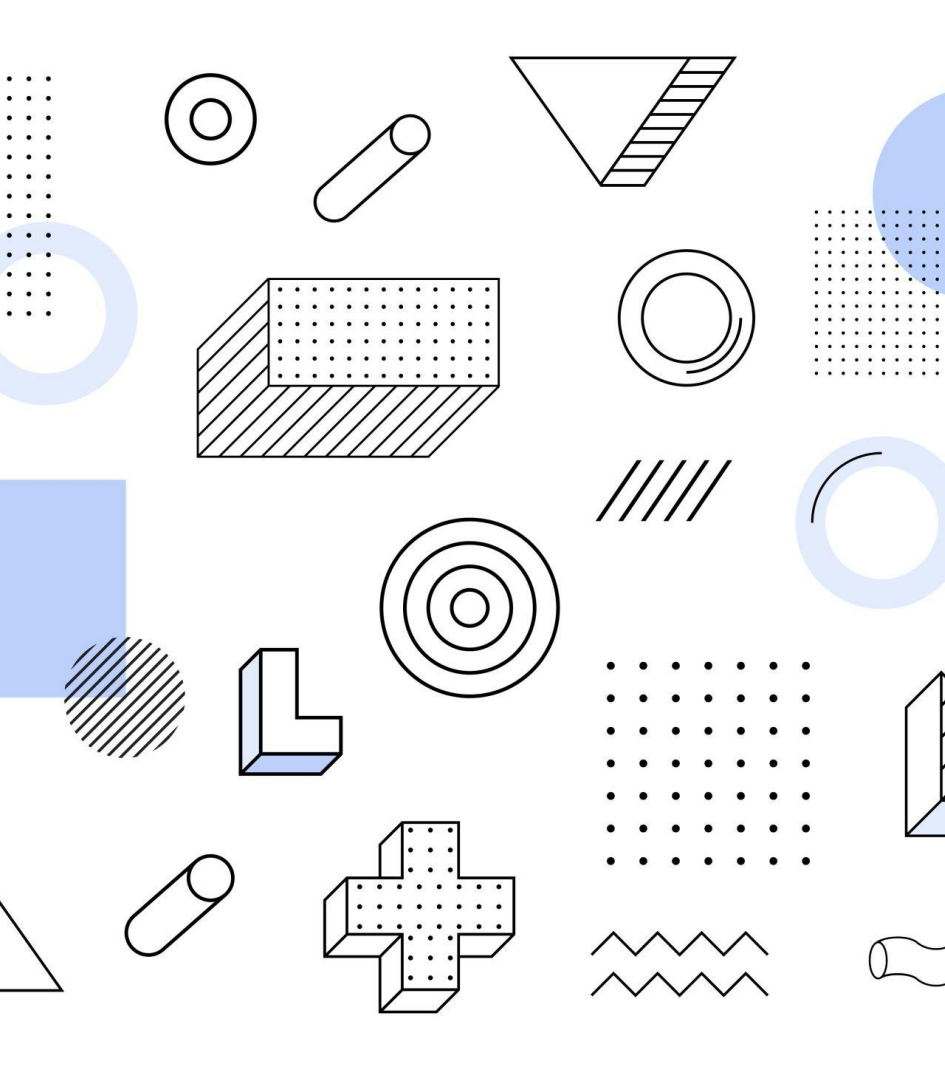
Implementation Update

Not Started	In Progress	Completed
	- Student Field Trips (1.1) - College Readiness Exams (1.2) - Advanced Placement (AP) Training & Tutoring (1.3) - Expanded Learning Opportunities (1.4) - Formative Assessment (1.5) - English Language Arts & Math Supports (1.6) - English Language (EL) Program Implementation (1.7) - English Learner (EL) Reclassification Support & Monitoring (1.8) - Student-Free Professional Development Days (1.9) - Variable Credit Recovery (1.10) - Enhanced Data Systems (1.11) - Ancillary Instructional Materials (1.12) - Focus on Writing (1.13) - Enhancing English Language Arts and Mathematics through Professional Development (1.14) - Targeted Intervention (1.15) - Professional Development for Long-Term English Learner Support (1.16) - Improving English Learner Proficiency (1.17)	
	All actions and services related to LCAP Goal 1, <i>“Ensure that all students are academically proficient and college and career ready.”</i>, have been successfully implemented and are currently in progress, with ongoing commitment to sustained improvement.	



Actualización de la Implementación

No Iniciado	En Progreso	Terminado
	- Excursiones de los estudiantes (1.1) - Exámenes de preparación para la universidad (1.2) - Capacitación y tutoría de Colocación Avanzada (AP) (1.3) - Oportunidades de aprendizaje ampliadas (1.4) - Evaluación formativa (1.5) - Apoyo en lengua y literatura inglesa y matemáticas (1.6) - Implementación del programa de lengua y literatura inglesa (EL) (1.7) - Apoyo y supervisión de la reclasificación de estudiantes de inglés (EL) (1.8) - Días de desarrollo profesional sin estudiantes (1.9) - Recuperación de créditos variables (1.10) - Sistemas de datos mejorados (1.11) - Materiales didácticos complementarios (1.12) - Enfoque en la escritura (1.13) - Mejorar la lengua y literatura inglesa y las matemáticas a través del desarrollo profesional (1.14) - Intervención dirigida (1.15) - Desarrollo profesional para el apoyo a largo plazo de los estudiantes de inglés (1.16) - Mejorar el dominio de los estudiantes de inglés (1.17)	
	Todas las acciones y servicios relacionados con el Objetivo 1 del LCAP, “Garantizar que todos los estudiantes sean académicamente competentes y estén preparados para la universidad y la carrera profesional”, se han implementado con éxito y actualmente están en progreso, con un compromiso continuo con la mejora sostenida.	



Goal 2

(Broad Goal)

Meta 2

(Objetivo General)

Provide a 21st Century learning environment and rigorous curriculum that allows students to have multiple experiences and opportunities for academic, collegiate, professional, and personal growth.

Proporcionar un entorno de aprendizaje del siglo XXI y un currículo riguroso que permita a los estudiantes tener múltiples experiencias y oportunidades de crecimiento académico, universitario, profesional y personal.

	Metric	Baseline	Desired Outcome for 2026/27	2024/25 Mid-Year Report	Status
1	CTE Completion and A-G Completion (Priority 4)	All Students - 398 (7.3%) FY - 4 (2.1%) LI - 309 (6.7%) EL - 21 (2.7%) SWD - 11 (1.3%) California Dashboard 2023	All Students - 15% FY - 10% LI - 15% EL - 10% SWD - 10% California Dashboard 2026	All Students - 407 (7%) FY - 4 (2.2%) LI - 337 (6.6%) EL - 21 (2.4%) SWD - 7 (.07%) California Dashboard 2024	Known
2	AP Exams with Qualifying Scores (Priority 4)	All Students - 2,074 FY - 6 LI - 926 EL - 48 SWD - 11 PowerSchool/DataCentral 2023	All Students - 2,500 FY - 25 LI - 1,500 EL - 75 SWD - 25 PowerSchool/DataCentral 2026	All Students - 2,916 FY - 14 LI - 1,829 EL - 61 SWD - 26 PowerSchool/DataCentral 2024	Known
3	Graduation Rate (Priority 5)	All Students - 86.7% FY - 75.2% LI - 85.7% EL - 76% SWD - 71.4% California Dashboard 2023	All Students - 90% FY - 75% LI - 90% EL - 80% SWD - 75% California Dashboard 2026	All Students - 81.7% FY - 66.1% LI - 80.4% EL - 73% SWD - 65.8% California Dashboard 2024	Known
4	Access to and Enrollment in a Broad Course of Study (Priority 7)	Number of Students Participating in AVID: 3,209 2023/24	Number of Students Participating in AVID: 5,000 2026/27		In Progress
5	College & Career Indicator/CCI (Priority 8)	All Students - 22.2% FY - 6.1% LI - 18.9% EL - 7.3% SWD - 2.8% 2023 - College/Career Levels and Measures Report & Data	All Students - 40% FY - 15% LI - 35% EL - 15% SWD - 5% 2026 - College/Career Levels and Measures Report & Data	All Students - 23.6% FY - 5.7% LI - 21.5% EL - 9.3% SWD - 3% 2024 - College/Career Levels and Measures Report & Data	Known

	Metric	Baseline	Desired Outcome for 2026/27	2024/25 Mid-Year Report	Status
6	Golden State Seal of Merit Diploma (Priority 8)	All Students Count = 969 Cohort of Reg HS Graduates = 4,460 Percent = 21.70% FY Count = 6 Reg HS Graduates = 112 Percent = 5.40% LI Count = 714 Reg HS Graduates = 3,783 Percent = 18.90% EL Count = 29 Reg HS Graduates = 454 Percent = 6.20% SWD Count = 24 Reg HS Graduates = 589 Percent = 4.10% 2022-2023 DataQuest	All Students - 25% FY - 10% LI - 25% EL - 10% SWD - 5% 2025-2026 DataQuest	All Students Count = 594 Cohort of Reg HS Graduates = 4,367 Percent = 13.6% FY Count = 5 Cohort of Reg HS Graduates = 119 Percent = 4.2% LI Count = 371 Cohort of Reg HS Graduates = 3,619 10.3% EL Count = 22 Cohort of Reg HS Graduates = 532 4.1% SWD Count = 31 Cohort of Reg HS Graduates = 553 5.6% 2023-2024 DataQuest	Known
7	Local Indicator – AP Students in the District	All Students - 21.45% EL - 9.8% of all English Learners 2023-2024 PowerSchool	All Students - 30% EL - 15% of all English Learners 2026-2027 PowerSchool	All Students - 18.02% EL - 8.33% of all English Learners 2024-2025 PowerSchool	Known
8	Local Indicator – AP Exams Taken	All Students - 5,478 FY - 28 LI - 2,989 EL - 109 SWD - 46 College Board & PowerSchool 2022-2023	All Students - 6,000 FY - 75 LI - 3,500 EL - 200 SWD - 75 College Board & PowerSchool 2025-2026	All Students - 7,366 FY - 71 LI - 4,914 EL - 182 SWD - 107 College Board & PowerSchool 2023-2024	Known
9	Local Indicator – Classroom Walkthroughs	4,480 Walkthroughs (DigiCOACH 2023-2024)	6,000 Walkthroughs (DigiCOACH 2026-2027)		In Progress 33%

Implementation Update

Not Started	In Progress	Completed
	- Professional Development (2.3) - Classroom Walkthroughs (2.5) - AP Placement, Exams, and Tutoring (2.6) - Career Technical Education (CTE) Opportunities (2.7) - Technology (2.9) - STEAM Support (2.10) - Enrichment Options (2.12) - Next Generation Science Standards (NGSS) Support (2.14) - Improving Graduation Rates (2.16)	- School Counselors (2.1) - Enhanced Counseling & Student Support Services (2.2) - Targeted AV Teacher Induction Mentoring and Supports (2.4) - AVID Elective (2.8) - Dual Enrollment and Internships (2.11) - Student Achievement Support (2.13) - Visual and Performing Arts (VAPA) Support (2.15) - College and Career Readiness Programs (2.17)
	The actions and services above, related to LCAP Goal 2, <i>“Provide a 21st Century learning environment and rigorous curriculum that allows students to have multiple experiences and opportunities for academic, collegiate, professional, and personal growth.”</i>, have been implemented and are actively in progress, fostering academic, collegiate, professional, and personal growth for all students.	The successful completion of the actions and services tied to LCAP Goal 2 is attributed to the hiring of dedicated staff members. Their commitment and expertise have played a pivotal role in advancing the goals of ensuring academic proficiency, college and career readiness, and creating a 21st Century learning environment.

Actualización de la Implementación

No Iniciado	En Progreso	Terminado
	- Desarrollo profesional (2.3) - Recorridos por el aula (2.5) - Colocación AP, exámenes y tutoría (2.6) - Oportunidades de educación técnica profesional (CTE) (2.7) - Tecnología (2.9) - Apoyo STEAM (2.10) - Opciones de enriquecimiento (2.12) - Apoyo a los estándares científicos de próxima generación (NGSS) (2.14) - Mejora de las tasas de graduación (2.16)	- Consejeros escolares (2.1) - Servicios mejorados de asesoramiento y apoyo estudiantil (2.2) - Tutoría y apoyo de inducción para docentes de AV específicos (2.4) - Curso optativo AVID (2.8) - Inscripción dual y pasantías (2.11) - Apoyo para el rendimiento estudiantil (2.13) - Apoyo para las artes visuales y escénicas (VAPA) (2.15) - Programas de preparación para la universidad y la carrera profesional (2.17)
	Las acciones y servicios anteriores, relacionados con la Meta 2 del LCAP, “Proporcionar un entorno de aprendizaje del siglo XXI y un currículo riguroso que permita a los estudiantes tener múltiples experiencias y oportunidades de crecimiento académico, universitario, profesional y personal”, se han implementado y están en progreso activo, fomentando el crecimiento académico, universitario, profesional y personal de todos los estudiantes.	La finalización exitosa de las acciones y servicios vinculados con el Objetivo 2 del LCAP se atribuye a la contratación de personal dedicado. Su compromiso y experiencia han desempeñado un papel fundamental en el avance de los objetivos de garantizar la competencia académica, la preparación para la universidad y la carrera profesional y la creación de un entorno de aprendizaje del siglo XXI.



Goal 3

(Broad Goal)

Meta 3

(Objetivo Principal)

Cultivate a safe and secure, positive school culture that supports all students' personal and academic growth.

Cultivar una cultura escolar segura y positiva que apoye el crecimiento personal y académico de todos los estudiantes.

	Metric	Baseline	Desired Outcome for 2026/27	2024/25 Mid-Year Report	Status
1	Access to Standards-Aligned Instructional Materials (Priority 1)	100% Fall 2023 Williams Visit	100% Fall 2026 Williams Visit		In Progress
2	Facilities in “Good” Repair As Measured by Facility Inspection Tool (FIT) (Priority 1)	100% Fall 2023 Williams Visit	100% Fall 2026 Williams Visit		In Progress
3	Fully Credentialed and Appropriately Assigned Teachers (Priority 1)	14% Teacher Misassignments 4% Teacher Vacancies Fall 2023 Census Day CALPADS 4.1 and 4.3	1% Teacher Misassignments 0.5% Teacher Vacancies Fall 2026 Census Day CALPADS 4.1 and 4.3		In Progress
4	Attendance Rate (Priority 5)	All Students - 90.86% CALPADS 14.2 2022-2023	All Students - 92% CALPADS 14.2 2025-2026	All Students - 91.18% CALPADS 14.2 2023-2024	Known
5	Chronic Absenteeism (Priority 5)	All Students - 29.5% FY - 43.3% LI - 33.6% EL - 33.4% SWD - 43.3% 2022-2023 DataQuest	All Students - 12% FY - 20% LI - 12% EL - 12% SWD - 30% 2025-2026 DataQuest	All Students - 29% FY - 42.5% LI - 31.7% EL - 31.2% SWD - 42% 2023-2024 DataQuest	Known
6	High School Dropout Rate (Priority 5)	All Students - 13.4% 2022-2023 DataQuest	All Students - 5% 2025-2026 DataQuest	All Students - 17.4% 2023-2024 DataQuest	Known

	Metric	Baseline	Desired Outcome for 2026/27	2024/25 Mid-Year Report	Status
7	Suspension Rate (Priority 6)	All - 8.6% FY - 20.8% EL - 8.9% LI - 10.2% SWD - 14.6% 2022-2023 DataQuest	All - 5% FY - 15% EL - 5% LI - 5% SWD - 10% 2025-2026 DataQuest	All - 7.3% FY - 21% EL - 8.1% LI - 7.4% SWD - 12.5% 2023-2024 DataQuest	<i>Known</i>
8	Expulsion Rate (Priority 6)	All - 0.2% FY - 0.9% EL - 0.1% LI - 0.3% SWD - 0.4% 2022-2023 DataQuest	All - 0.1% FY - 0.5% EL - 0.0% LI - 0.2% SWD - 0.2% 2025-2026 DataQuest	All - 0.2% FY - 0.4% EL - 0.2% LI - 0.2% SWD - 0.2% 2023-2024 DataQuest	<i>Known</i>
9	Student Perception of School Safety and Connectedness (Priority 6)	Fall Climate Survey Safety: 78% Agreed or Strongly Agree - "I feel safe at school." Connectedness: 62% Agreed or Strongly Agree - Students - "I feel like I am connected to this school." Fall Climate Survey 2023-2024	Fall Climate Survey Safety: 80% Agreed or Strongly Agree - Students - "I feel safe at school." Connectedness: 65% Agreed or Strongly Agree - Students - "I feel like I am connected to this school." Fall Climate Survey 2026-2027	Fall Climate Survey Safety: 70% Agreed or Strongly Agree - "I feel safe at school." Connectedness: 60% Agreed or Strongly Agree - Students - "I feel like I am connected to this school." Fall Climate Survey 2024-2025	<i>Known</i>
10	Teacher Perception of School Safety and Connectedness (Priority 6)	Fall Climate Survey Safety: 85% Agreed or Strongly Agree- Teachers - "I feel safe at work." Connectedness: 80% Agreed or Strongly Agree- Teachers - "I feel like our students are connected to this school." Fall Climate Survey 2023-2024	Fall Climate Survey Safety: 90% Agreed or Strongly Agree- Teachers - "I feel safe at work." Connectedness: 85% Agreed or Strongly Agree- Teachers - "I feel like our students are connected to this school." Fall Climate Survey 2026-2027	Fall Climate Survey Safety: 80% Agreed or Strongly Agree- Teachers - "I feel safe at work." Connectedness: 79% Agreed or Strongly Agree- Teachers - "I feel like our students are connected to this school." Fall Climate Survey 2024-2025	<i>Known</i>

	Metric	Baseline	Desired Outcome for 2026/27	2024/25 Mid-Year Report	Status
11	Local Indicator – Suspension Indicator	All Students Performance: 6.8% Progress: -0.4% (Declined) FY Performance: 18.5% suspended at least once Progress: Maintained (-0.4%) LI Performance: 8.1% suspended at least once Progress: Maintained (-0.3%) EL Performance: 7.1% suspended at least once Progress: Declined (0.9%) 2023 California Dashboard	All Students Performance: 7.3% FY Performance: 20% suspended at least once LI Performance: 9.6% suspended at least once EL Performance: 8.6% suspended at least once 2026 California Dashboard	All Students Performance: 7.3% Progress: +0.5% points (Increased) FY Performance: 21% Progress: Increased (+2.6 points) LI Performance: 8.1% Progress: Maintained (0 points) EL Performance: 7.4% Progress: Maintained (+0.3 points) 2024 California Dashboard	Known

Implementation Update

Not Started	In Progress	Completed
- Lower Suspension Rates (3.16)	- Access to Standards-Aligned Instructional Materials (3.1) - Facilities in Good Repair (3.2) - Recruit and Retain Teachers (3.5) - Positive Behavior Intervention and Support (PBIS) (3.8) - Classified Professional Development (3.9) - Supplemental Interventions and Supports (3.11) - Transportation (3.12) - Independent City and Resilient Scholars (3.13) - Diversity Training (3.14)	- Fully Credentialed and Appropriately Assigned Teachers (3.3) - Career Technical Education (CTE) Programs (3.4) - Improve Attendance and Chronic Absenteeism (3.6) - Student Support Centers (3.7) - Safe, Secure, and Positive Learning Environments (3.10) - Multi-Tiered System of Supports (MTSS) (3.15)
Lowering suspension rates remains a key priority, and we have been addressing this through MTSS trainings that align with this action. Additionally, efforts through PBIS (3.8) and one-time funding have supported positive behavior interventions to reduce suspensions. Moving forward, we plan to explore additional professional development opportunities specifically designed to lower suspension rates. These initiatives will ensure that educators have the tools and strategies needed to foster a positive and supportive learning environment for all students	The above actions and services related to LCAP Goal 3, <i>“Cultivate a safe and secure, positive school culture that supports all students' personal and academic growth.”</i>, have been implemented and are currently in progress, promoting a nurturing environment for the well-being and development of every student.	The completion of the above actions and services associated with LCAP Goal 3 is credited to the recruitment of dedicated staff members. Their commitment and expertise have been instrumental in furthering the objectives of fostering a safe and supportive school culture that enhances both personal and academic growth for all students.

Actualización de la Implementación

No Iniciado	En Progreso	Terminado
- Tasas de suspensión más bajas (3.16)	- Acceso a materiales didácticos alineados con los estándares (3.1) - Instalaciones en buen estado (3.2) - Contratación y retención de docentes (3.5) - Intervención y apoyo para conductas positivas (PBIS) (3.8) - Desarrollo profesional clasificado (3.9) - Intervenciones y apoyos complementarios (3.11) - Transporte (3.12) - Ciudad independiente y Resilient Scholars (3.13) - Capacitación en diversidad (3.14)	- Maestros con credenciales completas y asignados adecuadamente (3.3) - Programas de educación técnica y profesional (CTE) (3.4) - Mejorar la asistencia y el ausentismo crónico (3.6) - Centros de apoyo estudiantil (3.7) - Entornos de aprendizaje seguros, protegidos y positivos (3.10) - Sistema de apoyo de múltiples niveles (MTSS) (3.15)
Reducir las tasas de suspensión sigue siendo una prioridad clave y hemos estado abordando esto a través de capacitaciones de MTSS que se alinean con esta acción. Además, los esfuerzos a través de PBIS (3.8) y fondos únicos han respaldado intervenciones de comportamiento positivo para reducir las suspensiones. En el futuro, planeamos explorar oportunidades de desarrollo profesional adicionales diseñadas específicamente para reducir las tasas de suspensión. Estas iniciativas garantizarán que los educadores tengan las herramientas y las estrategias necesarias para fomentar un entorno de aprendizaje positivo y de apoyo para todos los estudiantes.	Las acciones y servicios anteriores relacionados con la Meta 3 del LCAP, “Cultivar una cultura escolar segura y positiva que apoye el crecimiento personal y académico de todos los estudiantes”, se han implementado y actualmente están en progreso, promoviendo un entorno enriquecedor para el bienestar y el desarrollo de cada estudiante.	La finalización de las acciones y servicios anteriores asociados con el Objetivo 3 del LCAP se atribuye a la contratación de personal dedicado. Su compromiso y experiencia han sido fundamentales para promover los objetivos de fomentar una cultura escolar segura y solidaria que mejore el crecimiento personal y académico de todos los estudiantes.



Goal 4

(Broad Goal)

Meta 4

(Objetivo Principal)

Communicate effectively with all educational partners and continue to build relationships in the community that help provide our students with innovative educational opportunities.

Comunicarse eficazmente con todos los socios educativos y continuar construyendo relaciones en la comunidad que ayuden a brindar a nuestros estudiantes oportunidades educativas innovadoras.

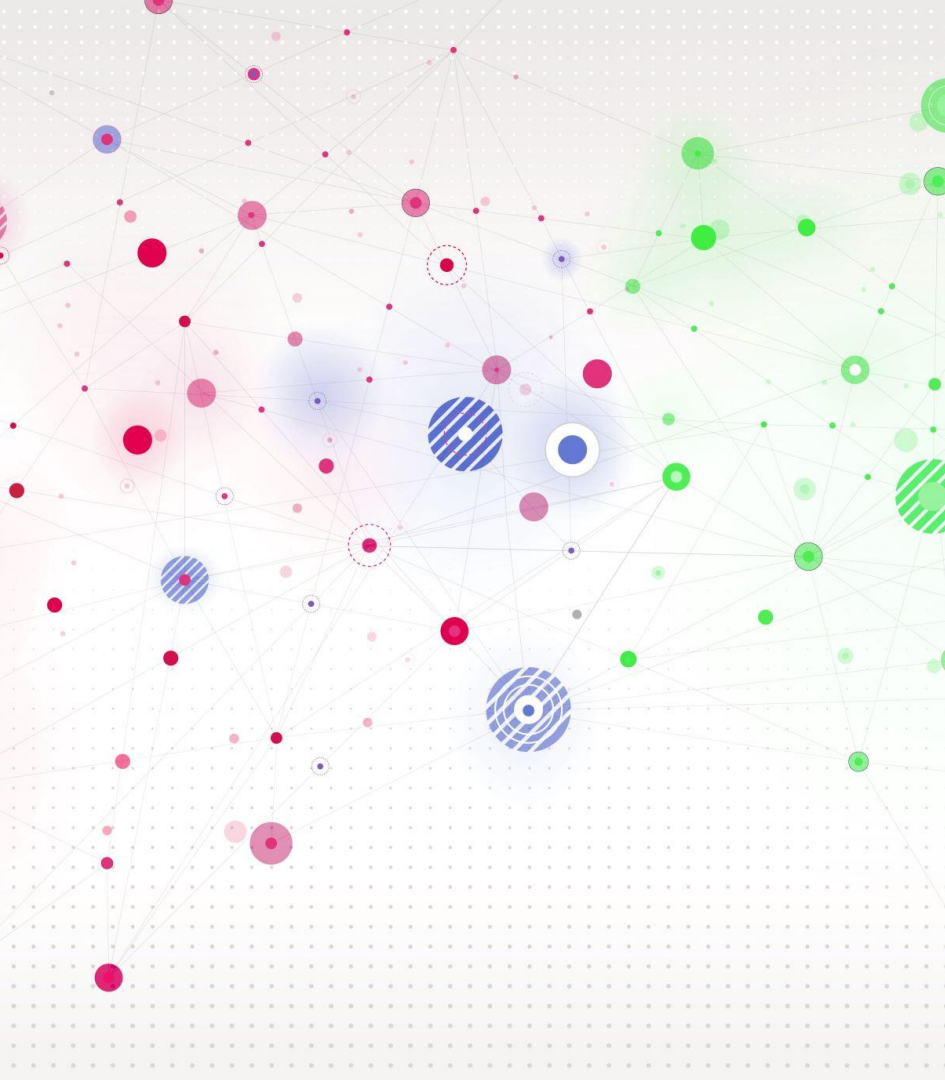
	Metric	Baseline	Desired Outcome for 2026/27	2024/25 Mid-Year Report	Status
1	Parent Engagement in Decision Making (Priority 3)	10% of parents/guardians participating in at least one decision making activity, i.e., Parent Conferences, Back-to-School Night, Open House, SSC, ELAC, LCAP meetings, etc.	50% of parents/guardians participating in at least one decision making activity, i.e., Parent Conferences, Back-to-School Night, Open House, LCAP meetings, etc.		<i>In Progress</i>
2	Parent Participation in Programs for Unduplicated Pupils (Priority 3)	10% of parents/guardians participating in at least one program for unduplicated students, i.e., Parent Conferences, Back-to-School Night, Open House, SSC, ELAC, LCAP meetings, etc.	50% of parents/guardians participating in at least one program for unduplicated students, i.e., Parent Conferences, Back-to-School Night, Open House, SSC, ELAC, LCAP meetings, etc.		<i>In Progress</i>
3	Local Indicator – Parent Perception of Communication and Connectedness	1,300 responses to Fall Climate survey 95% Agree or Strongly Agree - Intervention Support - "The school provides my student with resources to be successful." 89% Agree or Strongly Agree - Communication - "Open lines of communication exist at my student's school." 94% Agree or Strongly Agree - Expectations - "A teacher or some adult has high expectations of my student." 2023-2024 Qualtrics	2,000 responses to Fall Climate survey 95% Agree or Strongly Agree - Intervention Support - "The school provides my student with resources to be successful." 90% Agree or Strongly Agree - Communication - "Open lines of communication exist at my student's school." 95% Agree or Strongly Agree - Expectations - "A teacher or some adult has high expectations of my student." 2026-2027 Qualtrics	1,322 responses to Fall Climate survey 93% Agree or Strongly Agree - Intervention Support - "The school provides my student with resources to be successful." 88% Agree or Strongly Agree - Communication - "Open lines of communication exist at my student's school." 93% Agree or Strongly Agree - Expectations - "A teacher or some adult has high expectations of my student." 2024-2025 Qualtrics	<i>Known</i>

Implementation Update

Not Started	In Progress	Completed
	- English Learner (EL) Parent Workshops (4.4) - Outreach to Spanish-Speaking Families (4.5) - Parent and Family Collaboration (4.6) - Increase Communication (4.7) - Social-Emotional Learning (SEL) Supports (4.8)	- PowerSchool (4.1) - Qualtrics (4.2) - Parent Link (4.3)
	The actions and services pertaining to LCAP Goal 4, <i>"Communicate effectively with all educational partners and continue to build relationships in the community that help provide our students with innovative educational opportunities."</i>, have been put into effect and are currently underway, fostering a collaborative environment for enhanced communication and the creation of innovative educational opportunities for every student.	The completion of actions and services related to LCAP Goal 4 is attributed to the implementation of dedicated programs. These programs have played a pivotal role in advancing the goal of effective communication with educational partners and fostering community relationships to provide innovative educational opportunities for all students.

Actualización de la Implementación

No Iniciado	En Progreso	Terminado
	- Talleres para padres de estudiantes de inglés (EL) (4.4) - Extensión a familias hispanohablantes (4.5) - Colaboración entre padres y familias (4.6) - Aumento de la comunicación (4.7) - Apoyo al aprendizaje socioemocional (SEL) (4.8)	- PowerSchool (4.1) - Qualtrics (4.2) - Parent Link (4.3)
	Las acciones y servicios relacionados con la Meta 4 del LCAP, "Comunicarse eficazmente con todos los socios educativos y continuar construyendo relaciones en la comunidad que ayuden a brindar a nuestros estudiantes oportunidades educativas innovadoras" , se han puesto en práctica y están actualmente en marcha, fomentando un entorno colaborativo para una mejor comunicación y la creación de oportunidades educativas innovadoras para cada estudiante.	La finalización de las acciones y servicios relacionados con la Meta 4 del LCAP se atribuye a la implementación de programas dedicados. Estos programas han desempeñado un papel fundamental en la promoción de la meta de una comunicación eficaz con los socios educativos y el fomento de las relaciones comunitarias para brindar oportunidades educativas innovadoras para todos los estudiantes.



Goal 5

(Focus Goal)

Meta 5

(Objetivo de enfoque)

Ensure that Students with Disabilities are being provided equitable access to resources related to College and Career Readiness, 21st Century Learning, and a safe and positive school climate.

Asegúrese de que los estudiantes con discapacidades tengan acceso equitativo a los recursos relacionados con la preparación universitaria y profesional, el aprendizaje del siglo XXI y un clima escolar seguro y positivo.

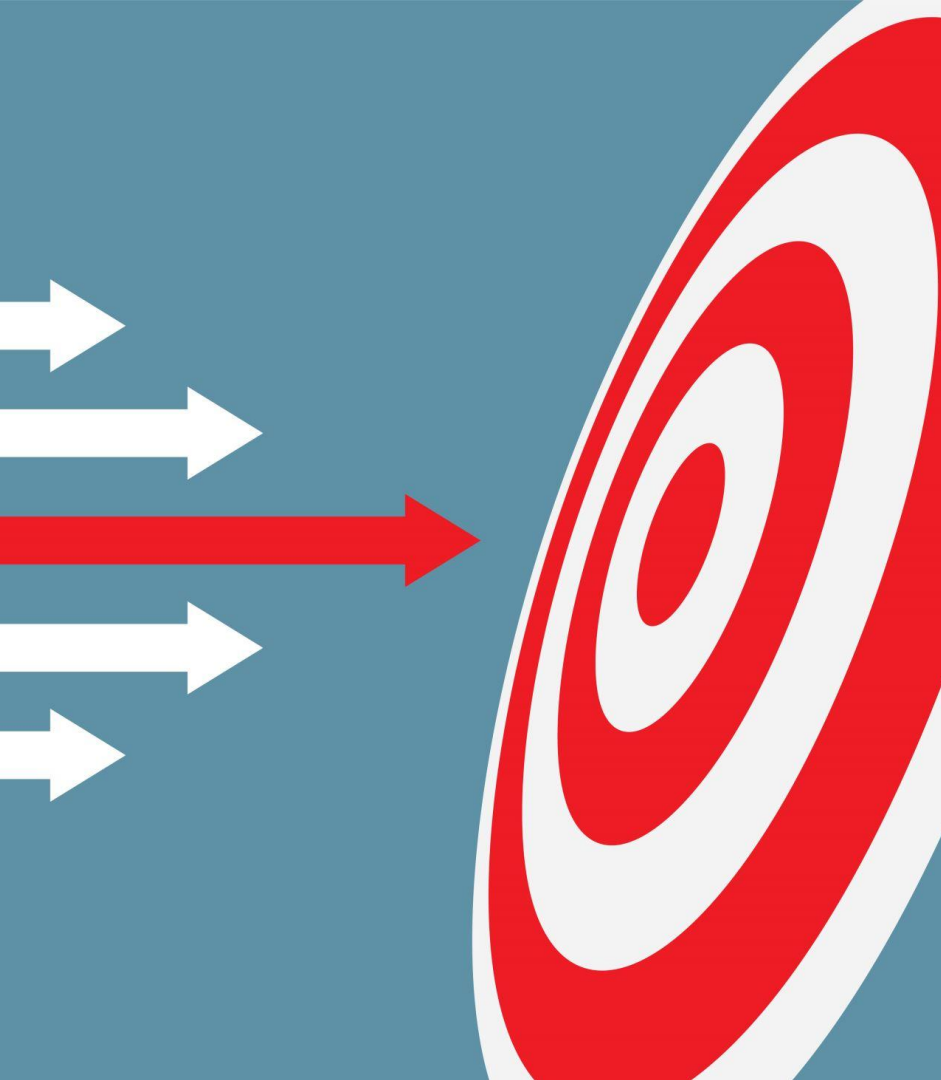
	Metric	Baseline	Desired Outcome for 2026/27	2024/25 Mid-Year Report	Status
1	A-G Completion (Priority 4)	SWD - 8.8% DataQuest 2022-2023	SWD - 8.8% DataQuest 2025-2026	SWD - 7.6% DataQuest 2023-2024	<i>Known</i>
2	Graduation Rate (Priority 5)	SWD - 71.4% DataQuest 2022-2023	SWD - 71.4% DataQuest 2025-2026	SWD - 65.8% DataQuest 2023-2024	<i>Known</i>
3	Suspension Rate (Priority 6)	SWD - 14.6% DataQuest 2022-2023	SWD - 5% DataQuest 2025-2026	SWD - 12.5% DataQuest 2023-2024	<i>Known</i>
4	College & Career Indicator/CCI (Priority 8)	SWD - 2.8% College/Career Levels and Measures Report & Data – 2023	SWD - 10% College/Career Levels and Measures Report & Data - 2026	SWD - 3% College/Career Levels and Measures Report & Data - 2024	<i>Known</i>
5	Local Indicator - Reading Assessment: NWEA MAP (All SWD)	SWD - High & High Average = 5% Fall NWEA Local Assessment 2023-2024	SWD - High & High Average = 10% Fall NWEA Local Assessment 2026-2027	SWD - High & High Average = 8% Fall NWEA Local Assessment 2024-2025	<i>Known</i>
6	Local Indicator – Math Assessment: NWEA MAP (All SWD)	SWD - High & High Average = 3% Fall NWEA Local Assessment 2023-2024	SWD - High & High Average = 10% Fall NWEA Local Assessment 2026-2027	SWD - High & High Average = 6% Fall NWEA Local Assessment 2024-2025	<i>Known</i>

Implementation Update

Not Started	In Progress	Completed
	- Access to Least Restrictive Environment (5.1) - Increased Academic Support (5.2) - Special Education Staff Support (5.3) - Workshops for Parents of Students with Disabilities (5.4) - Lower Suspension Rate (5.5) - English Language Arts and Math Proficiency (5.6)	
	The actions and services aligned with LCAP Goal 5, “<i>Ensure that Students with Disabilities are being provided equitable access to resources related to College and Career Readiness, 21st Century Learning, and a safe and positive school climate.</i>”, have been initiated and are currently underway. These actions aim to create an inclusive environment that supports the unique needs of all students, promoting their well-being and fostering academic growth.	

Actualización de la Implementación

No Iniciado	En Progreso	Terminado
	- Acceso a un entorno menos restrictivo (5.1) - Mayor apoyo académico (5.2) - Apoyo del personal de educación especial (5.3) - Talleres para padres de estudiantes con discapacidades (5.4) - Menor tasa de suspensiones (5.5) - Dominio de la lengua y las matemáticas en inglés (5.6)	
	Se han iniciado y están en marcha las acciones y servicios alineados con la Meta 5 del LCAP, “Garantizar que los estudiantes con discapacidades tengan acceso equitativo a los recursos relacionados con la preparación para la universidad y la carrera profesional, el aprendizaje del siglo XXI y un clima escolar seguro y positivo”. Estas acciones tienen como objetivo crear un entorno inclusivo que respalde las necesidades únicas de todos los estudiantes, promoviendo su bienestar y fomentando el crecimiento académico.	



Goal 6

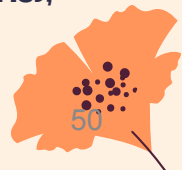
(Equity Multiplier Goal)

Meta 6

(Objetivo Multiplicador de Equidad)

Enhance academic proficiency and college and career readiness for all students at the Equity Multiplier sites (Desert Winds, Phoenix, and R. Rex Parris High Schools), with a specific focus on meeting the needs of the lowest-achieving students.

Mejorar la competencia académica y la preparación universitaria y profesional de todos los estudiantes en los sitios de Equity Multiplier (escuelas secundarias Desert Winds, Phoenix y R. Rex Parris), con un enfoque específico en satisfacer las necesidades de los estudiantes con menor rendimiento.



	Metric	Baseline	Desired Outcome for 2026/27	2024/25 Mid-Year Report	Status
1	CAASPP ELA (Priority 4)	Desert Winds High School – 129.9 points below standard Progress: 1.9 points (Maintained) Phoenix High School - Unavailable R. Rex Parris High School – 96.4 points below standard Progress: - 9.2 points (Declined) California Dashboard 2023	Desert Winds High School – 120 points below standard Phoenix High School - Unavailable R. Rex Parris High School - 90.4 points below standard California Dashboard 2026	Desert Winds High School – 152.8 points below standard Progress: -22.9 points (Declined Significantly) Phoenix High School - Unavailable R. Rex Parris High School – 112 points below standard Progress: - 15.6 points (Declined Significantly) California Dashboard 2024	<i>Known</i>
2	CAASPP Math (Priority 4)	Desert Winds High School - 213.9 points below standard Progress: - 6.1 points (Declined) Phoenix High School - Unavailable R. Rex Parris High School - 184.3 points below standard Progress: +3.1 points (Increased) California Dashboard 2023	Desert Winds High School - 205 points below standard R. Rex Parris High School - 180 points below standard Phoenix High School - Unavailable California Dashboard 2026	Desert Winds High School - 224 points below standard Progress: - 10.1 points (Declined) Phoenix High School - Unavailable R. Rex Parris High School - 201.3 points below standard Progress: +3.1 points (Declined Significantly) California Dashboard 2024	<i>Known</i>
3	Graduation Rate (Priority 5)	Desert Winds High School - 55.8% Phoenix High School - 45.5% R. Rex Parris High School - 56.0% DataQuest 2022-2023	Desert Winds High School - 60 % Phoenix High School - 50% R. Rex Parris High School - 60% DataQuest 2025-2026	Desert Winds High School - 36.4% Phoenix High School - Unavailable R. Rex Parris High School - 42.5% DataQuest 2023-2024	<i>Known</i>
4	Suspension Rate (Priority 6)	Desert Winds High School - 8.7% Phoenix High School - 35.4% R. Rex Parris High School - 5.2% DataQuest 2022-2023	Desert Winds High School - 5% Phoenix High School - 30% R. Rex Parris High School - 1% DataQuest 2025-2026	Desert Winds High School - 8.2% Phoenix High School - 48.8% R. Rex Parris High School - 4.3% DataQuest 2023-2024	<i>Known</i>

	Metric	Baseline	Desired Outcome for 2026/27	2024/25 Mid-Year Report	Status
5	College & Career Indicator/CCI (Priority 8)	Desert Winds High School - 0.7% Phoenix High School - Student group consists of 1-10 students which is below the minimum size for any reporting. R. Rex Parris High School - 0.4% College/Career Levels and Measures Report & Data - 2023	Desert Winds High School - 15% Phoenix High School - 5% R. Rex Parris High School - 15% College/Career Levels and Measures Report & Data - 2026	Desert Winds High School - 0.8% Phoenix High School - Unavailable R. Rex Parris High School - 0% College/Career Levels and Measures Report & Data - 2024	Known
6	Local Indicator – Reading Assessment: NWEA MAP	Desert Winds High School High & High Average = 9% Phoenix High School High & High Average = 8% R. Rex Parris High School High & High Average = 15% 2023-2024 Fall NWEA Local Assessment	Desert Winds High School High & High Average = 50% Phoenix High School High & High Average = 50% R. Rex Parris High School High & High Average = 50% 2026-2027 Fall NWEA Local Assessment	Desert Winds High School High & High Average = 11% Phoenix High School High & High Average = 0% R. Rex Parris High School High & High Average = 5% 2024-2025 Fall NWEA Local Assessment	Known
7	Local Indicator – Math Assessment: NWEA MAP	Desert Winds High School High & High Average = 5% Phoenix High School High & High Average = 8% R. Rex Parris High School High & High Average = 6% 2023-2024 Fall NWEA Local Assessment	Desert Winds High School High & High Average = 50% Phoenix High School High & High Average = 50% R. Rex Parris High School High & High Average = 50% 2026-2027 Fall NWEA Local Assessment	Desert Winds High School High & High Average = 5% Phoenix High School High & High Average = 0% R. Rex Parris High School High & High Average = 10% 2024-2025 Fall NWEA Local Assessment	Known

Implementation Update

Not Started	In Progress	Completed
- Increase Graduation Rates (6.3)	- English Language Arts and Math Proficiency (6.1) - College and Career Readiness (6.2) - Lower Suspension Rates (6.4) - Transportation (6.5)	
Increasing graduation rates has been a key focus, with progress made at Equity Multiplier schools. These efforts have been funded using one-time resources, providing valuable opportunities for students. Additionally, numerous parents at these sites have been attending the Parent Institute for Quality Education (PIQE) classes, funded through Goal 4, to support student success and graduation. As we move forward, we are exploring sustainable strategies through EM funding to ensure long-term success in improving graduation rates at these school sites.	The actions and services aligned with LCAP Goal 6 to <i>"Enhance academic proficiency and college and career readiness for all students at the Equity Multiplier sites (Desert Winds, Phoenix, and R. Rex Parris High Schools), with a specific focus on meeting the needs of the lowest-achieving students."</i>, have been initiated and are currently underway. These efforts aim to create an inclusive and supportive environment that addresses the unique challenges of the lowest-achieving students at the Equity Multiplier school sites, fostering their academic growth and preparing them for future success.	

Actualización de la Implementación

No iniciado	En Progreso	Terminado
- Aumentar las tasas de graduación (6,3)	- Dominio de la lengua y la literatura inglesas y de las matemáticas (6,1) - Preparación para la universidad y la carrera profesional (6,2) - Menores índices de suspensión (6,4) - Transporte (6,5)	
El aumento de las tasas de graduación ha sido un objetivo clave, y se han logrado avances en las escuelas Equity Multiplier. Estos esfuerzos se han financiado con recursos únicos, lo que ha proporcionado oportunidades valiosas para los estudiantes. Además, numerosos padres de estos sitios han asistido a las clases del Instituto de Padres para una Educación de Calidad (PIQE), financiadas a través del Objetivo 4, para apoyar el éxito y la graduación de los estudiantes. A medida que avanzamos, estamos explorando estrategias sostenibles a través de la financiación de EM para garantizar el éxito a largo plazo en la mejora de las tasas de graduación en estos sitios escolares.	Se han iniciado y están en marcha las acciones y los servicios alineados con la Meta 6 del LCAP para "Mejorar la competencia académica y la preparación universitaria y profesional de todos los estudiantes en los sitios de Equity Multiplier (Desert Winds, Phoenix y R. Rex Parrish High Schools), con un enfoque específico en satisfacer las necesidades de los estudiantes con el rendimiento más bajo". Estos esfuerzos tienen como objetivo crear un entorno inclusivo y de apoyo que aborde los desafíos únicos de los estudiantes con el rendimiento más bajo en los sitios escolares de Equity Multiplier, fomentando su crecimiento académico y preparándose para el éxito futuro.	

LCAP EXPENDITURES TO DATE

LCAP GASTOS HASTA LA FECHA



Fiscal Update

Goal	Budget	Spent/Obligated to Date	Percentage
1	\$ 12,675,346	\$ 8,854,632	69.86 %
2	\$ 38,998,884	\$ 37,745,728	96.79 %
3	\$ 179,386,781	\$ 165,904,965	92.48 %
4	\$ 3,996,678	\$ 2,073,146	51.87 %
5	\$ 83,192,238	\$ 75,155,68	90.34 %
6	\$ 2,436,793	\$ 445,327	18.28 %
Total	\$ 320,686,720	\$ 290,179,481	90.49 %

Detailed Expenditures by Goal and Action Available Upon Request

Actualización Fiscal

Meta	Presupuesto	Gastado / Obligado hasta la fecha	Porcentaje
1	\$ 12,675,346	\$ 8,854,632	69.86 %
2	\$ 38,998,884	\$ 37,745,728	96.79 %
3	\$ 179,386,781	\$ 165,904,965	92.48 %
4	\$ 3,996,678	\$ 2,073,146	51.87 %
5	\$ 83,192,238	\$ 75,155,68	90.34 %
6	\$ 2,436,793	\$ 445,327	18.28 %
Total	\$ 320,686,720	\$ 290,179,481	90.49 %

Gastos detallados por objetivo y acción disponibles a pedido

What's New for 2025/26 LCAP?

**Learning Recovery Emergency Block Grant
(LREBG)**

Beginning July 1, 2025 ...

- ✓ **Inclusion of LREBG funds into the Local Control Accountability Plan (LCAP) for the 2025/26, 2026/27, and 2027/28 school years.**



¿Qué novedades hay para el LCAP 2025/26?

Subvención en bloque de emergencia para la recuperación del aprendizaje (LREBG)

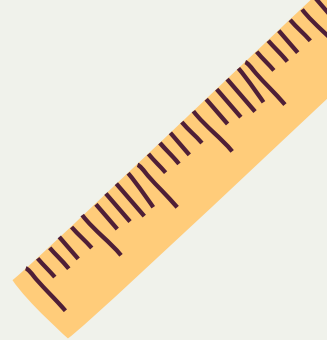
A partir del 1 de julio de 2025...

- ✓ **Inclusión de fondos LREBG en el Plan de Responsabilidad de Control Local (LCAP) para los años escolares 2025/26, 2026/27 y 2027/28.**

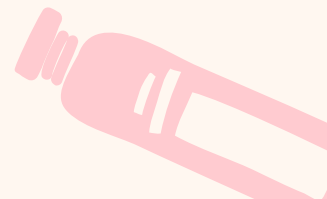
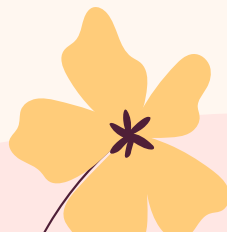
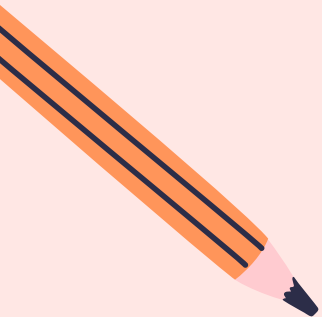


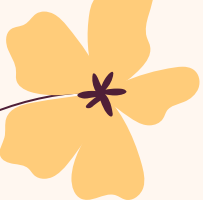


03



De la Oficina de Consejería Counseling Corner

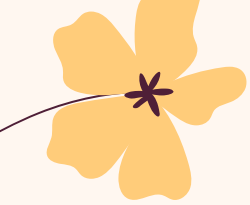




Dual Enrollment/Inscripcion Doble

- Erica Rough – Director of Industry Liaison & Post-Secondary Partnerships
- erough@avhsd.org





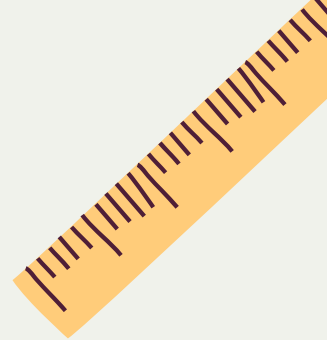
Open Enrollment/Inscripción Abierta

- Que es Open Enrollment/What is Open Enrollment
- Fecha Limite/Deadline

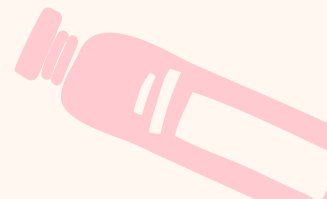
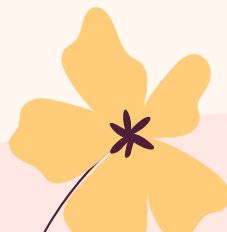
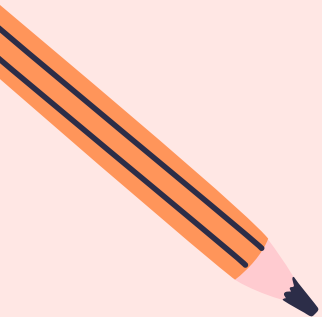




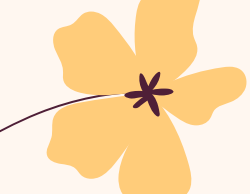
04



Encuesta de Padres Parent Survey

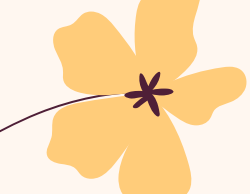






Resultados/Results

- Viendo los resultados, piense en lo siguiente:
 - Que está funcionando?
 - En qué podemos mejorar?
 - Cómo podemos trabajar juntos para llegar a nuestras metas?
- 



Sugerencias/Suggestions

Sugerencias or Preguntas

Suggestions or Questions



Por favor revise sus mensajes y correos electrónicos. Nuestro equipo lo contactará.

Please review your messages and emails. Our team will contact you.



Gracias!
Thank You!

Siguiente DELAC:
April 24, 2025

