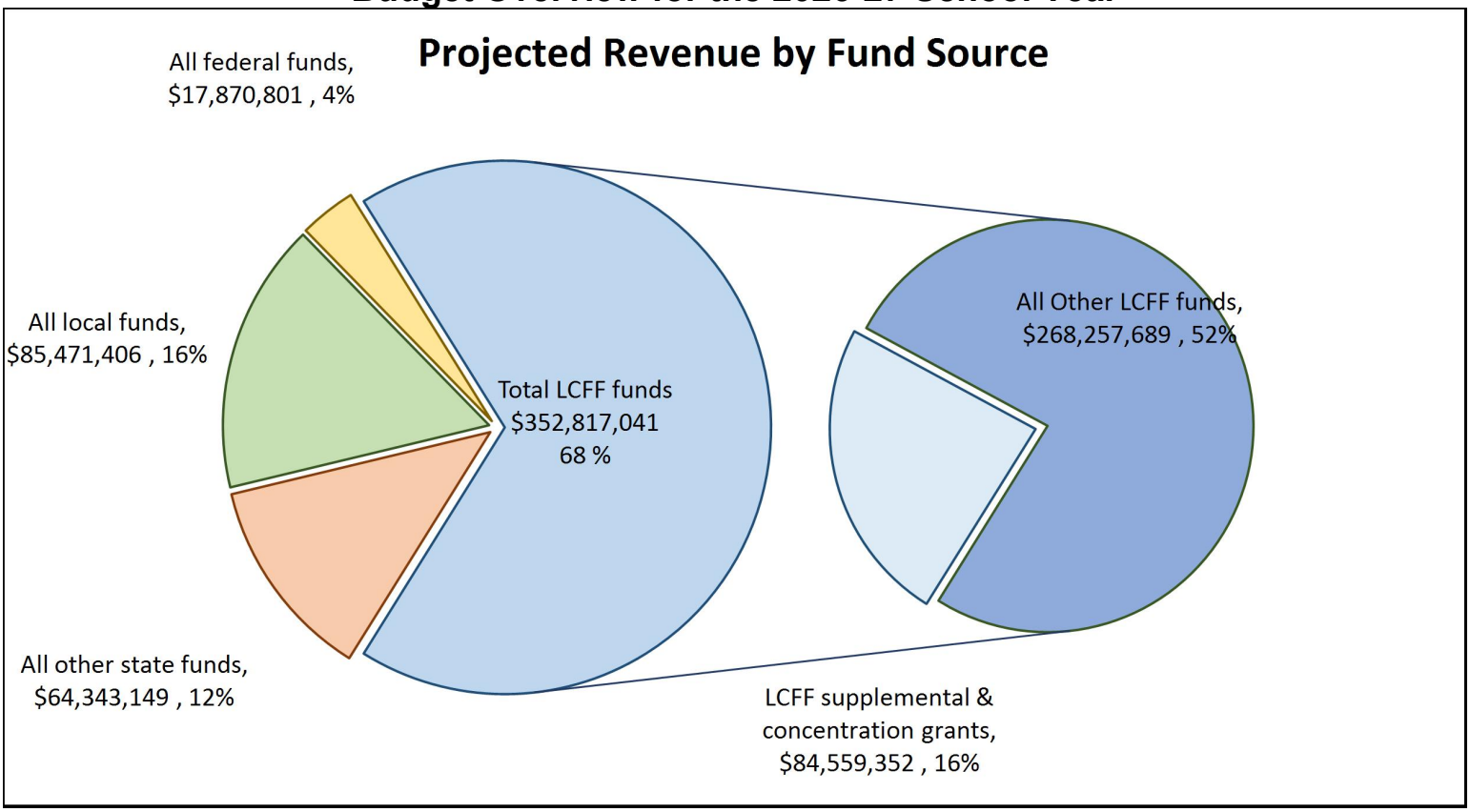
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Desert Sands Unified School District
CDS Code: 33670580000000
School Year: 2026-27
LEA contact information:
Kelly May-Vollmar, Ed.D
Superintendent
kelly.may-vollmar@desertsands.us
(760) 771-8501

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2026-27 School Year



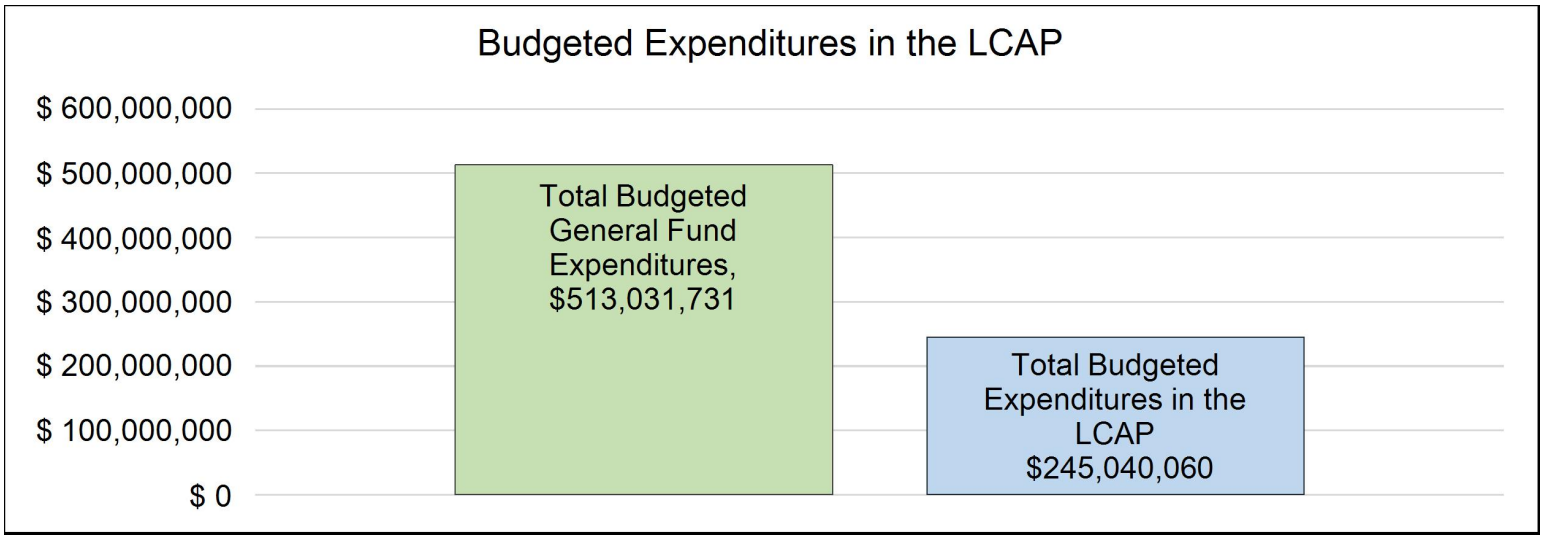
This chart shows the total general purpose revenue Desert Sands Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Desert Sands Unified School District is $520,502,397, of which $352,817,041.00 is Local Control Funding Formula (LCFF), $64,343,149.00 is other state funds, $85,471,406.00 is local funds, and $17,870,801.00 is federal funds. Of the

$352,817,041.00 in LCFF Funds, $84,559,352.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Desert Sands Unified School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Desert Sands Unified School District plans to spend $513,031,731.00 for the 2026-27 school year. Of that amount, $245,040,060.00 is tied to actions/services in the LCAP and $267,991,671 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

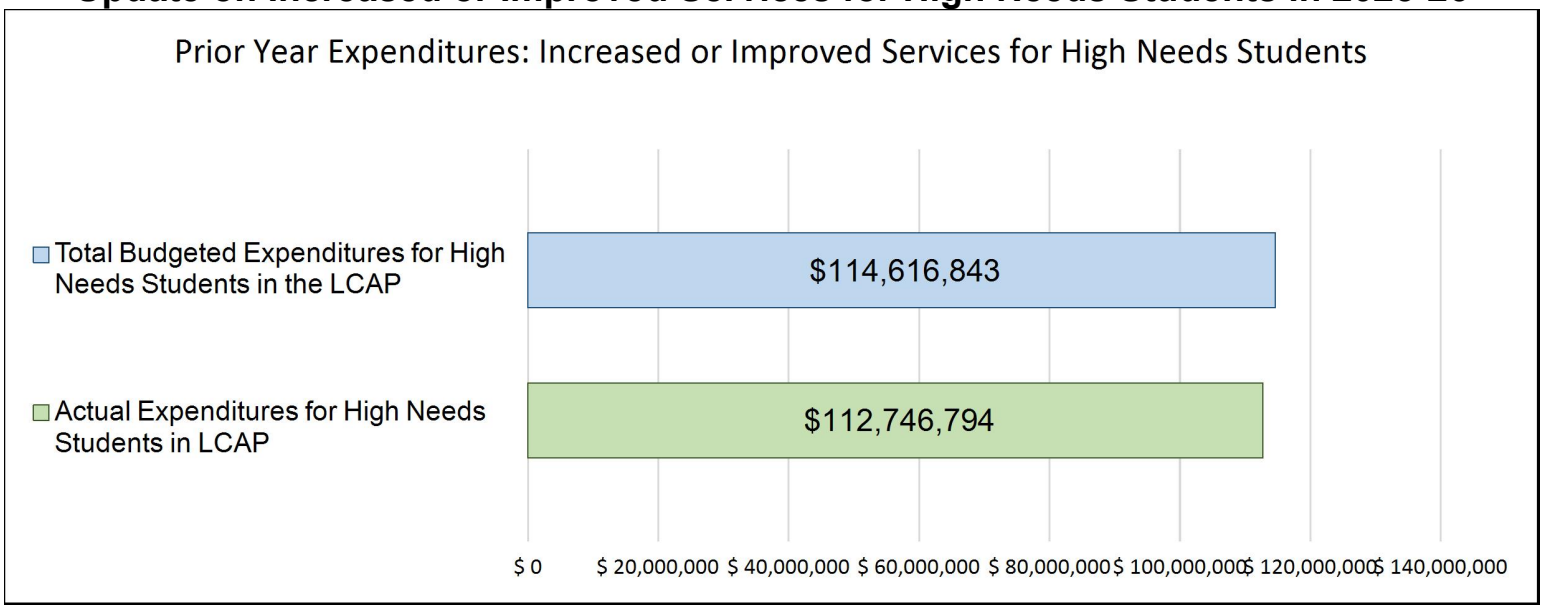
General Fund Budget Expenditures not included in the LCAP are: Teachers serving to meet the minimum required pupil-to-teacher ratios, STRS On-Behalf, copier and lease payments, capital equipment purchases, school administration, district administration, centralized data processing, utilities, special education supplies and services, Expanded Learning Opportunities Program expenditures and other one-time funds.

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Desert Sands Unified School District is projecting it will receive $84,559,352.00 based on the enrollment of foster youth, English learner, and low-income students. Desert Sands Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Desert Sands Unified School District plans to spend $117,073,906.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26



This chart compares what Desert Sands Unified School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Desert Sands Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Desert Sands Unified School District's LCAP budgeted $114,616,843.00 for planned actions to increase or improve services for high needs students. Desert Sands Unified School District actually spent $112,746,794.00 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $1,870,049 had the following impact on Desert Sands Unified School District’s ability to increase or improve services for high needs students:

Due to the District receiving one-time funds such as the Art, Music, and Instructional Material Discretionary Block Grant and the Educator Effectiveness Block Grant and the need to expend these funds by their respective deadlines, the most restrictive funds were utilized first. This resulted in one-time savings in unrestricted funds. DSUSD students continued to receive a high quality education, essential support and interventions, and staffing ratios were not negatively impacted. There is no carryover obligation for the coming LCAP year.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Desert Sands Unified School District	Kelly May-Vollmar, Ed.D Superintendent	kelly.may-vollmar@desertsands.us (760) 771-8501

Plan Summary [2026-27]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Geographic and Community Overview
Desert Sands Unified School District is located in the central area of the Coachella Valley and is geographically and demographically diverse due to its central location. To the east of the district are vast areas dedicated to agriculture and farming and to the west of the district is a vibrant city known for its mid-century modern architecture, resort lifestyle, and luxury resorts and golf courses. The school district serves a demographically diverse population from primarily five communities: Bermuda Dunes, Indian Wells, Indio, La Quinta, and Palm Desert and spans 752 square miles of Riverside County. The district is one of the largest employers in the Coachella Valley, with approximately 4300 district employees (certificated, classified, and support) supporting our schools and communities, and operates on a projected annual budget of $520,502,397.

Schools and Student Enrollment
Desert Sands Unified School District is comprised of 32 schools and programs across eighteen elementary schools, six middle schools, four comprehensive high schools, two continuation high schools, and one virtual school of choice. In addition, the district operates an early childhood learning center, which includes nine special education early childhood programs, along with three Head Start and State Preschool programs. As of Census Day Fall 2025, the district enrollment for students TK-12 was 23,263, of which 79.8% are Hispanic, 11.9% are White, 2.0% are Asian, 1.2% are Black/African American, and 5.2% are of another ethnicity.

Mission and Vision

Desert Sands mission statement is “to inspire and nurture every student…one opportunity at a time.” The vision for DSUSD is to “be the district of choice to successfully prepare every student for college, career, and life.” The mission and vision statements guide all decision making as well as being evident in our LCAP goals and priorities. In addition to the mission and vision statement, DSUSD has created a Portrait of a Graduate which includes competencies that all students will graduate with in order to be successful in life. The Portrait of a Graduate represents a collective vision that articulates the district’s aspirations for every student in the district. It builds on the mission and vision and serves as a North Star for all schools. It examines the hopes, dreams, and aspirations that our community has for our young people, builds on skills and mindsets that are believed to be most important in an ever-changing and complex world, and promotes equitable access to the experiences that will help enrich the lives of all students in Desert Sands. The core competencies include: adaptability, critical thinking, collaboration, empathy, communication, and integrity.

DSUSD’s LCAP encompasses the district’s commitment to the mission, vision, and Portrait of a Graduate competencies that will enable students to live out a positive trajectory for their futures. The LCAP is principally directed to support our English Learners, low income students, and foster youth. All of the goals and actions in the plan are viewed through the lens of equity, impact, and effectiveness in order for all students to make growth and achieve at high levels, thus preparing them for careers and/or colleges for their future. DSUSD is committed to ensuring there is a strong MTSS framework and system in place to support all students through all tiers and interventions, access to AVID and CTE programs to promote a smooth transition from high school into a college or career of their choice, and digital equity for technology and access to AI and other innovative tech in order to ensure that all students are equipped with the necessary knowledge to thrive in our ever changing world and workforce.

Unduplicated and High-Need Student Groups
Desert Sands Unified School District represents a vastly diverse student population with significant and varying needs. Of the 23,263 students, 78.4% (18,231) are socioeconomically disadvantaged, 17.8% (4,145) are English Learners, 14% (3,246) are Students with Disabilities, 2.4% (561) are Homeless and .7% (163) are Foster Youth. The district has an unduplicated pupil percentage of 79.6% (18,510); of which 22.4% (4,145) are English language learners (EL), 98.3% (18,197) are from low-income (LI) families eligible for free or reduced-priced meals, including 0.9% (163) foster youth (FY) and 3.0% (561) homeless students.

Community Challenges and Commitments
DSUSD is a very diverse and large district. Schools on the east side of the district have higher low-income populations and the majority also have higher EL populations, making the needs for those schools greater than some of the other schools across the district. Low income families experience economic hardship, which may limit access to stable housing, nutritious food, and additional resources. Certain low-income neighborhoods in the district have more safety concerns, with gangs and affiliation affecting the communities and the school sites themselves. The discrepancy between income and access to resources requires the district to respond with not only high-quality instruction and equitable access to programs at schools, but also to address trauma, mental health, and community partnerships. Additionally, the percentage of EL students is varied in the district, with pockets of EL students being very high (40% or higher) in most of the east valley schools. This barrier to language requires a response from the district as well to increase resources and engagement for students and families.

Equity Multiplier Schools

Four schools have been identified as Equity Multiplier Schools: Amistad Continuation High School, Horizon, Summit Continuation High School, and James Madison Elementary School. In response, the district has developed Equity Multiplier Focus Goals, detailed in the LCAP Goals 4, 5, 6 and 7.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Schools within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard:

- Amelia Earhart Elementary School of International Studies (ELPI)
- Amistad High (Continuation) (Suspension, ELA, Math, CCI)
- Colonel Mitchell Paige Middle (Chronic Absenteeism, Suspension, Math)
- Desert Ridge Academy (Math)
- Herbert Hoover Elementary (Suspension, Math)
- Indio High (Suspension, Math)
- Indio Middle School (Math)
- John F. Kennedy Elementary (ELA, Math)
- John Glenn Middle School of International Studies (Chronic Absenteeism)
- La Quinta Middle (Suspension)
- Shadow Hills High (Suspension, ELPI)
- Summit High (Continuation) (ELA, CCI)
- Theodore Roosevelt Elementary (ELA)
- Thomas Jefferson Middle School (ELA)

Student groups within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard:

- African American (AA): ELA, Math, Suspension
- English Learners (EL): ELA, Math
- Filipino: Chronic Absenteeism
- Foster Youth (FY): ELA, Math, Suspension
- Homeless: ELA, Math, Chronic Absenteeism, Suspension
- Students with Disabilities (SWD): ELA, Math

Student group(s) within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard:

- Abraham Lincoln Elementary: EL (ELA), SWD (ELA)
- Amelia Earhart Elementary School of International Studies: SWD (ELA), EL (ELPI)
- Amistad High (Continuation): SED (ELA, Math, Suspension, CCI), Hispanic (ELA, Math, Suspension, CCI), EL (Suspension, CCI)
- Andrew Jackson Elementary: EL (ELA), SED (ELA), SWD (ELA)

- Benjamin Franklin Elementary: EL (ELA), SWD (ELA, Math)
- Colonel Mitchell Paige Middle: EL (ELA, Math, Chronic Absenteeism, Suspension), SWD (ELA, Math, Chronic Absenteeism, Suspension), Hispanic (Math, Chronic Absenteeism, Suspension), SED (Math, Suspension), White (Chronic Absenteeism, Suspension)
- Desert Ridge Academy: EL (ELA, Math), SWD (ELA), SED (Math)
- Dr. Reynaldo J. Carreon Jr. Academy: SWD (Math)
- Gerald R. Ford Elementary: SWD (ELA, Math), Two or More Races (Chronic Absenteeism)
- Harry S. Truman Elementary: SWD (Math), Two or More Races (Chronic Absenteeism)
- Herbert Hoover Elementary: EL (Math, Suspension), Hispanic (Math, Suspension), SED (Math, Suspension)
- Indio High: EL (Math, Suspension), Hispanic (Math, Suspension), SED (Math, Suspension), SWD (Suspension, CCI), White (Suspension)
- Indio Middle: EL (ELA, Math), SWD (ELA, Math), Hispanic (Math), SED (Math)
- James Earl Carter Elementary: Asian (Chronic Absenteeism), EL (Chronic Absenteeism)
- James Madison Elementary: EL (ELA), SED (ELA, Math)
- James Monroe Elementary: EL (ELA)
- John F. Kennedy Elementary: EL (ELA, Math), Hispanic (ELA, Math), SED (ELA, Math)
- John Glenn Middle School of International Studies: SWD (ELA, Math, Chronic Absenteeism), EL (Chronic Absenteeism), SED (Chronic Absenteeism), Hispanic (Chronic Absenteeism), White (Chronic Absenteeism)
- La Quinta High: EL (ELA, Suspension), AA (Suspension), SWD (Suspension)
- La Quinta Middle: SWD (ELA, Math, Suspension), White (Chronic Absenteeism), EL (Suspension), Hispanic (Suspension), SED (Suspension)
- Lyndon B. Johnson Elementary: SWD (Chronic Absenteeism)
- Martin Van Buren Elementary: EL (Chronic Absenteeism)
- Palm Desert High: SWD (ELA, Math)
- Ronald Reagan Elementary: SWD (ELA)
- Shadow Hills High: EL (Suspension, ELPI), SWD (Suspension, CCI), White (Suspension)
- Summit High (Continuation): Hispanic (ELA, CCI), SED (CCI)
- Theodore Roosevelt Elementary: EL (ELA), Hispanic (ELA), SED (ELA), SWD (ELA)
- Thomas Jefferson Middle: Hispanic (ELA), SED (ELA), SWD (ELA)

Schools within the LEA that received the lowest performance level on one or more state indicators on the 2025 Dashboard:

- Amelia Earhart Elementary School of International Studies (ELPI)
- Amistad High (Continuation) (Suspension, CCI)
- Colonel Mitchell Paige Middle (Suspension, Math)
- Desert Ridge Academy (Chronic Absenteeism)
- Dr. Reynaldo J. Carreon Jr. Academy (Chronic Absenteeism)
- Herbert Hoover Elementary (ELA)
- Indio Middle School (Math, ELA, ELPI)
- James Earl Carter Elementary (Chronic Absenteeism)

- James Madison Elementary (ELA, Math, Chronic Absenteeism)
- John F. Kennedy Elementary (Math)
- La Quinta Middle (Chronic Absenteeism)
- Palm Desert High (ELPI)
- Shadow Hills High (Math)
- Summit High (Continuation) (ELA, Math)
- Thomas Jefferson Middle School (ELA, Math, ELPI)

Student groups within the LEA that received the lowest performance level on one or more state indicators on the 2025 Dashboard:

- African American (AA): Chronic Absenteeism, Math
- English Learners (EL): Math
- Long-Term English Learners (LTEL): Chronic Absenteeism, ELA, Math
- Foster Youth (FY): Suspension
- Homeless: Math
- American Indian (AI): Chronic Absenteeism

Student group(s) within a school within the LEA that received the lowest performance level on one or more state indicators on the 2025 Dashboard:

- Abraham Lincoln Elementary: SED (Suspension), SWD (Suspension)
- Amelia Earhart Elementary School of International Studies: SWD (ELA, Math), EL (ELPI)
- Amistad High (Continuation): EL (CCI, Suspension), Hispanic (CCI), LTEL (CCI, Suspension), SED (CCI, Suspension)
- Andrew Jackson Elementary: SWD (Chronic Absenteeism)
- Benjamin Franklin Elementary: SWD (ELA, Math), EL (Chronic Absenteeism)
- Colonel Mitchell Paige Middle: SWD (ELA, Math, Suspension), SED (Math, Suspension), White (Math, Suspension), LTEL (Chronic Absenteeism), Hispanic (Suspension)
- Desert Ridge Academy: LTEL (ELA, Math, Chronic Absenteeism), White (Math, Chronic Absenteeism), EL (Chronic Absenteeism), Hispanic (Chronic Absenteeism), Two or More (Chronic Absenteeism), SED (Chronic Absenteeism), SWD (Chronic Absenteeism)
- Dr. Reynaldo J. Carreon Jr. Academy: EL (Chronic Absenteeism), Hispanic (Chronic Absenteeism), SED (Chronic Absenteeism), SWD (Chronic Absenteeism)
- Gerald R. Ford Elementary: SWD (ELA, Chronic Absenteeism), EL (Chronic Absenteeism), SED (Chronic Absenteeism)
- Harry S. Truman Elementary: SWD (Math), EL (Chronic Absenteeism)
- Herbert Hoover Elementary: SED (ELA), EL (Chronic Absenteeism)
- Indio High: EL (ELA, Math), LTEL (Math), SWD (CCI), Two or More (Suspension)
- Indio Middle: EL (ELA, Math, ELPI), Hispanic (ELA, Math), SED (ELA, Math), SWD (ELA), LTEL (Math)
- James Earl Carter Elementary: EL (Chronic Absenteeism), Hispanic (Chronic Absenteeism), SED (Chronic Absenteeism), White (Chronic Absenteeism)
- James Madison Elementary: EL (ELA, Math, Chronic Absenteeism), Hispanic (ELA, Math, Chronic Absenteeism), SED (ELA, Math, Chronic Absenteeism), Two or More (Chronic Absenteeism)
- James Monroe Elementary: Two or More (Chronic Absenteeism)

- John F. Kennedy Elementary: SED (ELA, Math), EL (Math), Hispanic (Math)
- John Glenn Middle School of International Studies: LTEL (ELA, Math)
- La Quinta High: EL (ELA), LTEL (ELA), Homeless (Suspension)
- La Quinta Middle: LTEL (ELA, Chronic Absenteeism, Suspension), EL (Chronic Absenteeism, Suspension), Hispanic (Chronic Absenteeism), Two or More (Chronic Absenteeism, Suspension), SED (Chronic Absenteeism), White (Chronic Absenteeism), SWD (Suspension)
- Lyndon B. Johnson Elementary: SED (ELA), SWD (ELA, Math)
- Martin Van Buren Elementary: Homeless (Suspension)
- Palm Desert High: EL (ELA, Math, ELPI), LTEL (ELPI)
- Richard O. Oliphant Elementary: SWD (Chronic Absenteeism), EL (Suspension)
- Ronald Reagan Elementary: SWD (ELA, Math)
- Shadow Hills High: EL (ELA, Math), Hispanic (Math), LTEL (Math), SED (Math)
- Summit High (Continuation): Hispanic (ELA, Math), SED (ELA, Math)
- Theodore Roosevelt Elementary: SWD (Chronic Absenteeism)
- Thomas Jefferson Middle: EL (ELA, Math, ELPI), Hispanic (ELA, Math), SED (ELA, Math, Chronic Absenteeism), LTEL (Math, ELPI, Chronic Absenteeism), SWD (Math, Chronic Absenteeism)

Reflection
English Language Arts (ELA) performance has increased steadily over the past three years, moving from the overall orange indicator (-35.8 DFS) in 2023 to the yellow indicator (34 DFS) in 2025. Notably, student group performance has also strengthened, with five student groups in the red indicator in 2023 (African American, English Learner, Foster Youth, Homeless, and Students with Disabilities) reduced to just one student group (Long Term English Learners) in 2025. These upward trends suggest that Early Literacy initiatives, Integrated and Designated ELD, ELD Coaching and Professional Development, and PLC professional development and training are yielding measurable results.

Mathematics, however, remains an area of improvement district-wide, with only slight overall growth between 2023 (-78.8 DFS) and 2025 (-77.5 DFS). While Foster Youth and Students with Disabilities have moved out of the red indicator, several student groups-including African American, English Learners, Long-Term English Learners, and Homeless students remain in the red indicator and continue to be student groups that must be prioritized. Educational partner input, student input, and input from teachers and principals all indicate a continuing need to support students in math-related skills.

English Learner Progress Indicator (ELPI) progress experienced a slight decline between 2023 and 2025, with 45.8% of students meeting progress expectations in 2025 compared to 48.5% in 2023. However, the district's steadily increasing reclassification rate reflects that English Learners are receiving support and experiencing success. Reclassification rates for English Learners in 2023 were at 11.7% and increased each year, with 14.8% in 2025. Long-Term English Learners have reclassified at a higher percentage, beginning in 2023 with a 14.3% reclassification rate and at 19.7% in 2025. These upward trends indicate that students who are scoring at the Level 4 on the ELPAC are being successfully targeted to reclassify and are making progress.

The College and Career Indicator (CCI) continues to be a major strength for Desert Sands Unified, earning a green rating with an 11.6% increase in students classified as "Prepared" between 2023 (44.8% prepared) and 2025 (56.4% prepared). Expansion of CTE pathways, IB,

AP, and Dual Enrollment opportunities, along with district-wide AVID initiatives beginning in elementary schools, have contributed to this improvement, and systems used by high-performing sites are being replicated district wide. While no student groups fall in the red indicator for CCI, targeted support will continue for Homeless and Students with Disabilities, who currently remain in the orange.

Overall chronic absenteeism decreased from 34.8% of students chronically absent in 2023 to 27.1% chronically absent in 2025. Although the two student groups identified in red in 2023 have exited (Filipino and Homeless), three new student groups entered red in 2025 (African American, American Indian, and Long Term English Learners). In response, the district has hired a dedicated attendance project facilitator focused on improving attendance outcomes, with particular emphasis on these high-need student groups as well as priority school sites with red indicators in chronic absenteeism.

Graduation rate remains a point of celebration, with the district maintaining a 93.7% graduation rate and no student groups in the red indicator and only one in orange (Homeless who declined by 5% with a 79.3% overall graduation rate). The rest of the student groups previously at orange or yellow have shown continued improvement and now fall within higher performance levels (green and blue indicators), demonstrating positive momentum. English Learners increased by 3% with an 85.6% graduation rate, Foster Youth increased by 2.9% with a graduation rate of 92.6%, Hispanic increased by 1.1% with a 93% graduation rate, Long-Term English Learners increased by 2.6% with a graduation rate of 86.4%, Students with Disabilities increased by 4.5% with an 83% graduation rate, and socioeconomically disadvantaged maintained at .9% with a 93.2% graduation rate. All of these student groups are in the green performance indicator for 2024-2025. Asian (97.6%), Two or More Races (97.9%) and White (96.2%) are in the blue performance indicator.

Finally, suspension rates decreased by 1.1% between 2023 (4.5% suspended at least one day) and 2025 (3.4% suspended at least one day). Dashboard data for 2025 indicated African American and Homeless students moving out of the red indicator. Foster Youth, however, remains a red indicator. Although suspension rates have improved overall as a district, much higher rates still exist for Long Term English Learners (8.2%), Foster Youth (10.4%) and African American (7.6%) student groups.

The district has unexpended Learning Recovery Emergency Block Grant (LREBG) funds. Based on the findings from the LREBG Needs Assessment conducted during the 2024-25 academic year, DSUSD is committed to continuing efforts to support student success in English Language Arts (ELA), Math, and improving school attendance. These focus areas were identified as priorities by our school community. The actions outlined in the 2026-27 LCAP, which are fully or partially funded through the LREBG, are designed to directly respond to these needs.

Learning Recovery Emergency Block Grant (LREBG) Actions

- Goal 1, Action 1-2d: Professional Development-Guest Teachers
- Goal 1, Action 1-3c: Instructional Materials/Assessments-Don Johnson Toolkit
- Goal 1, Action 1-5b: Interventions-Foundations of Early Literacy
- Goal 1, Action 1-5c: Interventions-Summer School
- Goal 1, Action 1-5g: Interventions-Secondary Math
- Goal 1, Action 1-8a: Site Based Student Achievement Support-Site Allocations
- Goal 1, Action 1-9b: Early Childhood Educational Programs-Early Childhood Center
- Goal 1, Action 1-10e: English Learner Supports-Elementary ELD Support

- Goal 2, Action 2-4b: College-Going Culture/Broad Course of Study-A-G Guidance
- Goal 3, Action 3-2a: Site Based Positive Behavior Support Programs
- Goal 3, Action 3-3d: Counseling Support and Behavioral Health-Mental Health

Please see the Action Description for each referenced action above for a detailed explanation on the rationale for selecting each action funded with LREBG funds, how the action is aligned with the allowable uses of funds as identified in EC Section 32523(c)(2), and how the action is expected to address the area(s) of need for the students and schools identified in the needs assessment required by EC Section 32526(d).

Red Indicator Actions
Unless otherwise noted, the Red Indicator Actions address the needs of the district, schools, and student groups that were identified as a red performance indicator on the 2022-23 Dashboard data, as well as any new schools or student groups that were identified on the 2024-25 Dashboard data.

- Goal 1, Action 1-1a: Highly Qualified Staff-Recruitment and Retainment
- Goal 1, Action 1-1e: Highly Qualified Staff-DSLA
- Goal 1, Action 1-2a: Professional Development
- Goal 1, Action 1-2b: Professional Development-After-School Academies
- Goal 1, Action 1-4g: Technology-Data Monitoring Systems
- Goal 1, Action 1-5b: Interventions-Foundations of Early Literacy (elementary school sites only)
- Goal 1, Action 1-5d: Interventions-Middle School Math (middle school sites only)
- Goal 1, Action 1-5g: Interventions-Secondary Math
- Goal 1, Action 1-8a: Site Based Student Achievement Support- Site Allocations
- Goal 1, Action 1-10b: English Learner Supports- Professional Development (EL and LTEL students only)
- Goal 1, Action 1-10c: English Learner Supports (EL and LTEL students only)
- Goal 1, Action 1-10d: English Learner Supports- HIgh School ELD Support
- Goal 1, Action 1-10e: English Learner Supports- Elementary ELD Support
- Goal 2, Action 2-4d: College-Going Culture/Broad Course of Study-AVID Training
- Goal 2, Action 2-4e: College-Going Culture/Broad Course of Study-AVID Project Facilitators
- Goal 3, Action 3-1a: Improve School Attendance-Coordinator
- Goal 3, Action 3-1b: Improve School Attendance-Red Indicators
- Goal 3, Action 3-1c: Improve School Attendance-Site Attendance Lead (SAL)
- Goal 3, Action 3-1e: Improve School Attendance-Attendance Clerks
- Goal 3, Action 3-1f: Improve School Attendance-RAAWEE
- Goal 3, Action 3-2a: Site Based Positive Behavior Support Programs
- Goal 3, Action 3-3a: Counseling Support and Behavioral Health-District SAP Team
- Goal 3, Action 3-3e: Counseling Support and Behavioral Health-Prevention Intervention Psychologists (PIPs), Psychologists and Board-Certified Behavior Analysts (BCBAs)
- Goal 3, Action 3-3f: Counseling Support and Behavioral Health- Site SAP Counselors
- Goal 3, Action 3-5e: Positive and Safe Environment-APs

- Goal 3, Action 3-9a: Foster Youth Support (FY only)

Please see the Action Description for each referenced action above for a detailed explanation for how the red indicator will be addressed.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

As part of the 2024-25 Dashboard data, DSUSD was identified for Differentiated Assistance (DA) for two student groups:

- Long-Term English Learners: ELPI (Priority #4) and Chronic Absenteeism (Priority #5)
- African American: Academics (Priority #4) and Chronic Absenteeism (Priority #5)

Both groups reported as a red indicator for Chronic Absenteeism with Long-Term English Learners reporting 37% chronically absent and African American students reporting 29.8% chronically absent. Long-Term English Learners reported as an orange indicator for the ELPI with 46.2% of students making progress, which was a 4.2% decline from the prior year. African American students reported as a red indicator for Math (-111.2 DFS; a decline of 7.4 points from the prior year) and an orange indicator for ELA (-76.1 DFS; where they maintained with a -0.1 points from the prior year).

To address the areas of need specifically, DELAC and AAPAC were both involved in a data review, root cause analysis, and a needs analysis. Additionally, the LCAP Advisory team conducted another root cause analysis for both LTEL and AA students and additional areas of investigation were brought to the Design and Development team and Leadership team to reflect on how DSUSD will adjust focus in various actions to ensure that Long-Term English Learners and African American student groups are prioritized and progress monitored throughout the 2026-27 LCAP. The following actions in the 2026-27 LCAP have been updated as an intentional focus and identified as DA actions:

- Goal 1, Action 1-1a: Highly Qualified Staff-Recruitment and Retainment
- Goal 1, Action 1-2a: Professional Development
- Goal 1, Action 1-2b: Professional Development-After-School Academies
- Goal 1, Action 1-4g: Technology-Data Monitoring Systems
- Goal 1, Action 1-5b: Interventions-Foundations of Early Literacy
- Goal 1, Action 1-5g: Interventions-Secondary Math
- Goal 1, Action 1-8a: Site Based Student Achievement Support- Site Allocations
- Goal 1, Action 1-10b: English Learner Supports- Professional Development
- Goal 1, Action 1-10c: English Learner Supports
- Goal 1, Action 1-10d: English Learner Supports- HIgh School ELD Support
- Goal 2, Action 2-4c: College-Going Culture/Broad Course of Study-PD for Counselors
- Goal 3, Action 3-1a: Improve School Attendance-Coordinator
- Goal 3, Action 3-1b: Improve School Attendance-Red Indicators
- Goal 3, Action 3-1c: Improve School Attendance-Site Attendance Lead (SAL)
- Goal 3, Action 3-1e: Improve School Attendance-Attendance Clerks
- Goal 3, Action 3-1f: Improve School Attendance-RAAWEE

- Goal 3, Action 3-3a: Counseling Support and Behavioral Health-District SAP Team
- Goal 3, Action 3-3b: Counseling Support and Behavioral Health-Counselors
- Goal 3, Action 3-3d: Counseling Support and Behavioral Health-Mental Health
- Goal 3, Action 3-3f: Counseling Support and Behavioral Health- Site SAP Counselors

For detailed descriptions of how these actions support Long-Term English Learners and African American students, please refer to the Actions as explained in the Increased and Improved Services section.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

None identified.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

None identified.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

None identified.

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
All Educational Partners (Teachers, Principals, Administrators, Other School Personnel, Parents, Students, Community Members)	DSUSD reached out to all educational partners (parents, community members, DSUSD employees) to advise of LCAP development through the district-wide calling system, emails, social media, and the district website. Opportunities for feedback were provided through Town Hall Meetings and two main surveys-the Thought Exchange Survey and the Panorama Survey. These opportunities allowed DSUSD to elevate student, staff, parent, and community voices. The information informed the district on the educational partners' priorities, needs, perceptions, and feelings. The Thought Exchange Survey was offered one time during the months of November, December, and January. This survey focused on the question, "What are the most important actions Desert Sands Unified can do to expand and increase success for every student?" Educational partners had the opportunity to answer this question and rate the thoughts of others by assigning stars (1-5) to show how much they agreed or disagreed with the idea. Additionally, prior to sharing and rating thoughts, educational partners participated in a short survey. The questions in the survey helped satisfy the requirement on the CA Dashboard for Priority 3: Parent and Family Engagement. Educational partner feedback from the Thought Exchange highlighted several priorities to better support student learning and well-being

Educational Partner(s)	Process for Engagement
	across the district. A consistent theme was the need to reduce class sizes, particularly at the secondary level, to allow for more individualized attention and improved classroom management. Partners emphasized the importance of clearer, more consistent consequences for student behavior, especially incidents involving bullying, racism, and harassment, to ensure a safe and inclusive environment for all students. School safety was identified as a critical concern, both within classrooms and across campuses, with educational partners affirming the proactive measures already in place to promote physical and emotional security. Additional feedback focused on strengthening supports for diverse student needs. Educational partners requested increased resources for Special Education, including additional classroom materials, additional certificated staff, and expanded paraprofessional support. Professional development was identified as a priority to equip teachers with effective strategies to support students with disabilities, English Learners, and to manage behaviors in larger classes. Additionally, educational partners expressed the need for meaningful opportunities for parent involvement and improved communication between schools and families. Finally, concerns were raised about chronic absenteeism and the impact of attendance on student achievement, underscoring the need for targeted strategies to improve consistent student engagement and attendance. The Panorama survey, which focused on gathering perceptions around Skills and Competencies (Self-Management, Social Awareness, Grit, Growth Mindset, and Self-Efficacy) and Support and Environment (Teacher-Student Relationships, Sense of Belonging, School Climate, School Safety, and Engagement), was offered during the month of February 2026. Students, DSUSD staff, and family members all had the opportunity to answer questions and rate statements to indicate areas that were favorable and less favorable. The questions in the survey helped satisfy the requirements on the CA Dashboard for Priority 3: Parent and Family Engagement and Priority 6: School Climate.

Educational Partner(s)	Process for Engagement
	Top priorities based on student feedback indicated that for Grades 3-5 (elementary school) a focus on Self Management and School Safety were most important. Grades 6-8 (middle school) and 9-12 (high school) student responses showed a large decline between elementary and secondary in most topics with Engagement being a top priority for continued reflection and discussion, as was Self Efficacy. Family Panorama survey feedback indicated a positive trend from the prior year in all topics with no one topic standing out as an area of top priority. The draft of the 2026/2027 LCAP will be posted publicly on the district website on May 29, 2026. The draft will also be published for public inspection in the Desert Sun from June 4, 2026 through June 9, 2026. Public inquiries can be made via email or directly in writing to the district.
DSUSD LCAP Advisory (Parents, Principals, Administrators,Teachers, Other School Personnel, Community Members, Board Members, Bargaining Unit Members)	The LCAP Advisory Team is composed of 61 members that include parents, principals, administrators, teachers, other school personnel, community members, board members, and bargaining unit members. The purpose of the LCAP Advisory Team is to collaboratively support the continuous improvement of DSUSD schools by engaging in meaningful dialogue, thoughtful reflection, and data-driven decision making that centers on student success. The team analyzes information and data to deepen their understanding and offer feedback and recommendations to be considered in the development and the refinement of the DSUSD LCAP. They are community ambassadors who are tasked with advocating for the LCAP, sharing accurate information, promoting transparency, and helping to strengthen the connection between schools, families, and the broader community. The LCAP Advisory Team met three times:

Educational Partner(s)	Process for Engagement
	• November 6, 2025: The Team reviewed their purpose, LCAP Goals, Dashboard Data, and participated in the Thought Exchange Survey. • January 22, 2026: The Team reviewed all Actions in the LCAP and identified the goals and metrics associated with each; Thought Exchange Feedback from Educational Partners was reviewed and priorities were recommended and suggested to be reviewed with district leadership and Cabinet. Feedback was given on top priorities and included the following to be further discussed: 1.) Provide Safe, Inclusive, and Consistent School Environments 2.) Ensure High-Quality Instruction and Capacity Building 3.) Remove Barriers to Academic, Behavioral, and Mental Health Interventions 4.) Expand Equitable Access to Opportunities, Supports, and Enrichment 5.) Provide Staffing, Resources, and Family Partnership • April 2, 2026: The Team reviewed all Actions that were updated in the 2026/2027 LCAP as a result of educational partner feedback; they participated in a Root Cause Analysis activity for the two groups in Differentiated Assistance (Long-Term English Learners and African American students). Feedback and recommendations were developed to be provided to district leadership and the Design and Development Team.
Design and Development Committee (Administrators and Other School Personnel)	The Design and Development Team is composed of 26 members that include administrators, project facilitators, and other school personnel. The purpose of the Design and Development Team is to use innovation and design thinking to strategically, systematically, and transparently analyze goals and actions of the LCAP, allocate resources to drive high levels of learning for all students, close opportunity gaps, and provide every student with the tools and resources they need to succeed.

Educational Partner(s)	Process for Engagement
	The Design and Development Committee met three times: • October 28, 2025: The Committee reviewed their purpose, reviewed the budget, reviewed the commendations and additional dialogue from the 2025/2026 letter from RCOE, and participated in an activity to review the current goals, metrics, and actions on the LCAP. • January 27, 2026: A Needs Analysis was conducted using the priorities recommended and suggested from the LCAP Advisory. Additionally, an analysis of the current implementation and progress monitoring metrics for all actions was reviewed and conducted. • April 7, 2026: Feedback and recommendations from the LCAP Advisory were reviewed, discussed, and analyzed. Through the process, specific actions in the LCAP were updated to ensure Long-Term English Learners and African American students are prioritized for ELPI, Academics, and Chronic Absenteeism. Please see “Reflections: Technical Assistance” for a list of the updated Actions.
African American Parent Advisory Committee (AAPAC)	The district and AAPAC worked closely together to ensure the LCAP comprehensively addressed the needs of the African American (AA) population. AAPAC members actively provided essential feedback on the LCAP. AAPAC reviewed and provided feedback on the LCAP four times: • September 9, 2025: Reviewed what LCAP is, why it’s important, reviewed overall budget, reviewed Dashboard estimates for AA students and Panorama survey data from Spring 2025. Questions were collected and reviewed and responded to in writing. • October 14, 2025: In response to estimated Dashboard data, the committee chose to focus on Suspension Rate, CAASPP Math, and Sense of Belonging (Panorama) for a Root Cause Analysis. A Root Cause Analysis was conducted with the group. Additional questions and clarification of data were collected and reviewed and responded to in writing.

Educational Partner(s)	Process for Engagement
	• December 16, 2025: Reviewed DA status, Reviewed the Root Cause Analysis Problem Statements, Root Cause Analysis generated questions, and the Root Cause Analysis possible solutions based on recommendations from parents. Feedback was clarified and refined and provided to be considered by the LCAP Advisory Team and Design and Development Committee. Feedback included: required annual training on cultural competence for all DSUSD employees (from the board down), required district-wide lessons for all students regarding race and bullying, district-wide implementation (in alignment with board policy and ed code) for disciplinary consequences for bullying based on race, intentional recruiting and retaining of Black/African American educators, and a mentor/community opportunity specifically for Black/African American students to be part of. Thought Exchange Survey was presented and QR and link codes were given to bring back to their respective sites. • April 28, 2026: Panorama data was shared, highlighting how AA students are viewing themselves and the school as compared to the district average. Parents participated in a discussion regarding Sense of Belonging and helping AA students succeed academically. Actions pertaining to AA students in differentiated assistance were also reviewed for the 2026-27 LCAP.
District English Learner Advisory Committee (DELAC)	The district and DELAC worked closely together to ensure the LCAP comprehensively addressed the needs of the English Learner (EL) and Long-Term English Learner (LTEL) population. DELAC members actively provided essential feedback on the LCAP. DELAC reviewed and provided feedback on the LCAP four times: • September 10, 2025: Reviewed what LCAP is, why it's important, reviewed overall budget, reviewed Dashboard estimates for EL & LTEL students and Panorama survey data from Spring 2025. Feedback provided was considered by the LCAP Advisory Team and Design and Development Committee. Feedback included: a request for additional

Educational Partner(s)	Process for Engagement
	interventions to support EL Learning (specifically, tutoring just for EL students offered on a Saturday), more early intervention options rather than waiting until the student was in higher grade levels and already at risk of becoming an LTEL, additional clubs specifically for EL students who want to practice English and get help with homework, and an opportunity for EL students to read with somebody who is a volunteer to help with pronunciation and confidence in speaking a new language. Additionally, the Latino Literacy Project was shared. Questions were collected and reviewed and responded to in writing. • November 12, 2025: Reviewed Dashboard estimates with 3-year history and specific actions from the LCAP that were aligned to the Dashboard metrics. Additional information was provided on the Latino Literacy Project and a discussion ensued on ways to scale the project to additional sites. Thought Exchange Survey was presented and QR and link codes were given to bring back to their respective sites. • February 11, 2026: Feedback from the Thought Exchange was shared, highlighting the priorities that were lifted up by the LCAP Advisory and reviewed by the Design and Development Committee. Further information was shared explaining how each action will directly address the specific needs of the English Learners in our district. • April 8, 2026: Panorama data was shared, highlighting how EL students are viewing themselves and the school as compared to the district average. Parents participated in a discussion regarding School Safety and helping EL students transition from elementary school to middle school and from middle school to high school.
Special Education Parent Advisory Committee (SEPAC)	The district and SEPAC worked closely together to ensure the LCAP supports the needs of the Special Education population. SEPAC members actively provided essential feedback on the LCAP. SEPAC reviewed and provided feedback on the LCAP two times:

Educational Partner(s)	Process for Engagement
	• September 17, 2025: Reviewed what LCAP is, why it's important, reviewed overall budget, reviewed Dashboard estimates for Students with Disabilities (SWD) and Panorama survey data from Spring 2025. Feedback provided was considered by the LCAP Advisory Team and Design and Development Committee. Feedback included: a request that more money be allocated for field trips at the high school level as many students learn best through tactile and sensory input, additional SPED staff for after school opportunities, additional paras for classroom support, and additional paras for general education classes for support. Questions were collected and reviewed and responded to in writing. • February 11, 2026: Feedback from the Thought Exchange was shared, highlighting the priorities that were lifted up by the LCAP Advisory and reviewed by the Design and Development Committee. Further information was shared explaining how each action will directly address the specific needs of the Students with Disabilities in our district.
SELPA Consultation	The district SELPA representative participated in all of the LCAP Advisory meetings and all the Design and Development meetings in order to provide continuous feedback and suggestions on the integration of LCAP actions designed for Students with Disabilities (SWD). On April 10, 2026 the district SELPA representative participated in a review of the LCAP actions and the connections to the district's Compliance and Improvement Monitoring (CIM) plan efforts. The 2026-27 LCAP draft was presented to and discussed with the district SELPA representative on May 7, 2026. The discussion included how Students with Disabilities (SWD) are supported within the 2026-27 LCAP and how that is connected to the CIM plan.
Joint Parent Advisory Committee (PAC)	The district and the Joint Parent Advisory Committee (PAC) worked closely together to ensure the LCAP comprehensively addressed the needs of all students within DSUSD, with a focus on our low income, English Learners, and Foster Youth students. Members actively engaged in a review of the LCAP and the parent representatives from the District Advisory Committee (DAC), District English Learner

Educational Partner(s)	Process for Engagement
	Advisory Committee (DELAC), African American Parent Advisory Committee (AAPAC), Native American Parent Advisory Committee, Migrant Parent Advisory,and Special Education Parent Advisory Committee (SEPAC) were given information to bring back to their respective sites to share. PAC reviewed and provided feedback on the LCAP three times: • October 30, 2025: Reviewed what LCAP is, why it's important, DSUSD LCAP Goals, State Priorities, LCFF funding formula and overall budget, and a sampling of actions in the LCAP. LCAP books were provided to anybody who wanted one (English and Spanish versions). Questions were collected and reviewed and responded to in writing. • December 11, 2025: Reviewed Dashboard metrics with 3-year history, Spring 2025 Panorama data, and AP/IB data. Questions were collected and reviewed and responded to in writing. Thought Exchange Survey was presented and QR and link codes were given to bring back to their respective sites. • January 29, 2026: Feedback from the Thought Exchange was shared, highlighting the priorities that were lifted up by the LCAP Advisory and reviewed by the Design and Development Committee.
Principal Group	In addition to the opportunities provided to all educational partners, the district and site principals work closely together to ensure that feedback from the principals provides alignment between actions listed in the LCAP and actions listed in school SPSA plans. Monthly principal meetings provide time for principals to provide discussion, feedback, and updates for the actions and services in their SPSA plans and for the district to solicit discussion, feedback, and updates on LCAP actions and goals. Close alignment between the SPSA and the LCAP process is reviewed and discussed during monthly meetings. Additionally, principals participated in a Thought Exchange Survey specifically designed for principals during the Principal Meeting on

Educational Partner(s)	Process for Engagement
	December 11, 2025. In an effort to further align the LCAP and SPSA, as well as to gather feedback for priorities and needs of sites, the question posed to principals was, “What support can the LCAP/district provide for you and/or your site to help expand and increase success for every student?” Responses to the Thought Exchange Survey for principals highlighted the need to strengthen academic support systems as a central priority for the upcoming LCAP cycle. A key focus is maintaining and expanding intervention staffing to ensure students receive timely, targeted support in both literacy and mathematics. Site leaders emphasized that intervention teachers and support staff play a critical role in accelerating learning and providing differentiated support for English learners, students with disabilities, and other student groups requiring additional supports to close opportunity gaps. Furthermore, principals strongly supported the continuation of project teachers and reading coaches, particularly in the area of early literacy. These positions have been instrumental in building teacher capacity, implementing evidence-based instructional practices, analyzing data to inform instruction, and supporting small-group and individualized reading interventions. Leaders noted that sustained investment in early literacy is essential to improving long-term academic outcomes and ensuring students are reading proficiently by the end of third grade.
Assistant Principal Group	In addition to the opportunities provided to all educational partners, the assistant principals participate in monthly meetings where LCAP actions and services are reviewed and discussed. Assistant principals have the opportunity to collaborate with their peers while also receiving feedback and updates on best practices for the actions within the LCAP and their site SPSA plan. Additionally, assistant principals participated in a data dive on Dashboard data and a reflection activity on student empathy interviews related to the LCAP on November 20, 2025. They were then given time and the QR code and link to participate in an

Educational Partner(s)	Process for Engagement
	additional Thought Exchange Survey designed just for assistant principals. The question posted to assistant principals was, “What support can the LCAP/district provide for you and/or your site to help expand and increase success for every student?” Responses from assistant principals highlighted Academic Interventions, Tier III Interventions, and the use of SAP Counselors as top priorities and needs for their sites. The responses indicated that math was a primary concern at their sites as was behavior and discipline incidents. They mentioned a reduction in class size to help mitigate behavior incidents as well as give more time to students struggling in classes. They also indicated a need for additional intervention supports that were consistent and intentional across all sites.
Teachers	In addition to the opportunities provided to all educational partners, teachers participated in a Thought Exchange Survey specifically designed to gain insight into teacher perceptions on the effectiveness of curriculum, instructional materials, and the support they receive to strengthen their teaching practice. Overall, responses highlighted the value of collaboration and clear instructional priorities. Teachers indicated that having dedicated time to work together—to review student data, share strategies, and plan instruction—improves their ability to meet student needs. Responses from teachers highlighted the need for guidance and direction from the district regarding key instructional priorities and strategies, ensuring consistency and focus across classrooms. They requested training and support in serving English Learners and students receiving special education services be a priority for the 2026-27 academic year. This includes strategies for differentiating instruction, improving access to grade-level content, and effectively addressing a wide range of learning needs and behaviors.
Students	Input from students was collected through three primary different types in order to ensure that a diverse student voice and perspective was gained.

Educational Partner(s)	Process for Engagement
	As in past years, the Panorama survey, which focused on gathering perceptions around Skills and Competencies (Self-Management, Social Awareness, Grit, Growth Mindset, and Self-Efficacy) and Support and Environment (Teacher-Student Relationships, Sense of Belonging, School Climate, School Safety, and Engagement), was offered during the month of February 2026. Students all had the opportunity to answer questions and rate statements to indicate areas that were favorable and less favorable. The questions in the survey helped satisfy the requirements on the CA Dashboard for Priority 6: School Climate. Additionally, the Superintendent's Student Advisory Committee held two Youth Leadership Days for students in middle and high school. Middle school and high school students who were seen as "leaders" in their school were invited to participate. The first event took place on October 24, 2025 and approximately 90 students attended. Students who participated had the opportunity to participate in reflection circles where students were asked questions about their experiences at school, what they want for their sites, how they feel they are being prepared for their futures, and what they would add or change. A second event took place on March 13, 2026 and approximately 90 students attended. Students who participated had the opportunity to participate in reflections around attendance and chronic absenteeism, AI and the ethical uses of it in education, as well as hear from guest speakers in different industries talking about the importance of building skills for leadership. Additional student feedback was provided through empathy interviews. Between the months of November through March, empathy interviews were conducted. Again, questions were asked pertaining to their experiences, how they view the school, what they would add or change, and what they feel is going well.

Educational Partner(s)	Process for Engagement
	The following feedback was provided: Overall, students describe their school experience as generally positive and supportive, with many reporting that teachers, counselors, and staff care about them, offer help, and are available through office hours, tutoring, and one-on-one support. Relationships with trusted adults, strong family support, and peer encouragement are consistently identified as major sources of motivation. Many students feel valued and heard, particularly when teachers check in, provide feedback, or offer individualized assistance, and participation in sports, clubs, pathways, and programs like AVID and Renaissance is seen as motivating and meaningful. At the same time, students identified several areas for growth. A common concern is the need for more engaging, interactive, and hands-on instruction, especially in math and science, where students report excessive lecturing, limited guidance, and difficulty understanding content. Students also expressed a strong desire for more life skills education, including financial literacy, taxes, career pathways, trade options, and real-world preparation. Additionally, some students—particularly students of color—shared concerns about belonging, representation, bullying, and racism, noting that while individual adults are supportive, schoolwide systems do not always ensure that all students feel equally heard and respected. Expanding student voice, culturally responsive practices, mental health supports, and opportunities for involvement emerged as key opportunities to strengthen the overall school experience. Student feedback was presented to school principals, assistant principals, the LCAP Advisory Committee and Design & Development Team to inform the LCAP.
LCAP Extended Cabinet	The LCAP Extended Cabinet is composed of 20 members that includes Principals, Directors, Assistant Superintendents and the Superintendent. The purpose of the LCAP Extended Cabinet is to develop a clear understanding of the overall context, review recommendations and

Educational Partner(s)	Process for Engagement
	suggestions from the LCAP Advisory Committee, and examine data and information from multiple perspectives. The committee thoughtfully considers options for moving forward and supports informed decision-making by synthesizing key findings, priorities, and proposed actions to ensure alignment in the district's LCAP decision-making process. The LCAP Extended Cabinet met once: • January 26, 2026: A summary of all LCAP related meetings and educational partner feedback was provided. Additionally, the top priorities from the LCAP Advisory Committee were reviewed. A discussion ensued ensuring that the priorities were in alignment with LCAP goals and board priorities. Additionally, each priority was analyzed to ensure that the actions associated with the priority had evidence based research to support effectiveness and alignment in the district.
Governing Board	A Mid-Year Report was presented to the Governing Board on February 17, 2026. Expenditures and progress of actions towards goals were shared. The 2026/2027 draft of the LCAP will be presented at a regular board meeting of the Board of Education on June 9, 2026. The 2026/2027 LCAP will be adopted at a regularly scheduled Board of Education meeting on June 23, 2026.
Equity Multiplier Schools: Amistad High School, Madison Elementary School, Summit High School, Horizon K-12 School	Input regarding Equity Multiplier–funded actions was collected multiple times throughout the year to ensure meaningful partner engagement and alignment to identified student needs. Staff meetings were held at all three school sites to review student performance data, with particular attention to red performance indicators identified in the Fall 2025 release of the California School Dashboard (Amistad High School 2/17/2026, Madison Elementary School 2/10/2026, Summit 3/5/2026, Horizon 3/17/2026).

Educational Partner(s)	Process for Engagement
	These discussions focused on analyzing root causes and identifying targeted, evidence-based strategies to address areas of greatest need. Each school also engaged parents and families through dedicated conversations about the Equity Multiplier funding source, allowable uses of funds, and identified site-specific priorities. School Site Councils (SSC) and English Learner Advisory Committees (ELAC) were consulted in the Fall and Spring to provide input on student needs and potential actions. Additionally, feedback and findings gathered through the School Plan for Student Achievement (SPSA) development process — including survey data and comprehensive needs assessments — informed funding decisions. Collectively, this input guided the strategic allocation of Equity Multiplier funds to support evidence-based services primarily focused on improving outcomes in areas identified with Red performance indicators and/or low performance on the California School Dashboard.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Throughout the 2025-2026 school year, the district continued to engage educational partners in ongoing dialogue focused on aligning LCAP goals, metrics, and actions with broader district priorities. Collaborative efforts were prioritized to ensure the LCAP was both comprehensive and responsive to student needs. Input was collected through a variety of channels, including in-person forums, stakeholder discussions, and digital surveys. This feedback played a key role in shaping and refining the actions and services outlined in the LCAP to better support student outcomes.

Actions that were influenced by feedback from community surveys and committee input:

Goal 1: All students will demonstrate growth as measured by federal, state and district assessments.

- Action 1-2a: Professional Development
- Action 1-2b: Professional Development-After-School Academies
- Action 1-3a: Supplemental Materials-Core Content
- Action 1-6a: School Site Staffing-High School

- Action 1-6b: School Site Staffing-Students with Disabilities
- Action 1-7a: Parent Engagement-PIQE
- Action 1-10a: English Learner Supports-DLI
- Action 1-10e: English Learner Supports-Elementary ELD

Goal 2: All students will graduate and be prepared to make a successful transition to further education and/or career opportunities.
- Action 2-1a: Course Access/Advanced Programs- AP
- Action 2-1b: Course Access/Advanced Programs- IB
- Action 2-2c: Opportunities Outside of Traditional Program-Ophelia Project
- Action 2-2d: Opportunities Outside of Traditional Program-Gents Alliance
- Action 2-3f: Career Technical Education-Pathways

Goal 3: All students will develop and consistently demonstrate responsible, respectful and ethical behavior in a safe, clean and orderly learning environment.
- Action 3-1b: Improve School Attendance-Red Indicators
- Action 3-3a: Counseling Support and Behavioral Health-District SAP Team
- Action 3-3b: Counseling Support and Behavioral Health-Counselors
- Action 3-3d: Counseling Support and Behavioral Health-Mental Health
- Action 3-3f: Counseling Support and Behavioral Health- Site SAP Counselors
- Action 3-5c: Positive and Safe Environment- Law Enforcement
- Action 3-5e: Positive and Safe Environment-APs
- Action 3-5h: Positive and Safe Environment-Site Monitors
- Action 3-6b: Additional staff to support clean schools- Extra Custodial Staffing
- Action 3-8e: Parent Engagement-Bilingual Site Support

For detailed descriptions of these actions and how they were supported by educational partner feedback from community surveys and committee input, please refer to the Increased and Improved Services section for each Goal and Action.

Equity Multiplier Schools:

Goal 4: Amistad High
Based on an evaluation of the data and the success of Math and Grad Rate moving out of the red performance levels, educational partner input suggested increasing participation in CTE and dual enrollment in order to increase student engagement as well as meet CCI qualification measures. Additionally, they wanted continued support for social-emotional and mental health in order to continue to increase Sense of Belonging as well as support student skills in Self-Efficacy. Educational partners believed the data showed that current intervention systems in place were having a positive effect and they wanted to continue efforts and support for students academically, specifically in math. For suspension, they suggested that monitoring support specifically for SWD and SED students would be helpful.

Goal 5: Summit High

Based on a comprehensive review of the data, educational partners offered reflections and identified several areas for improvement. Educational partners noted that the addition of a part-time counselor clearly had positive benefits for students, and they wanted to ensure that support continued. The graduation rate improved from the yellow to the blue performance level, and suspension rates decreased resulting in movement from the red to the green performance level, reflecting meaningful gains in both student outcomes and school climate. In addition, there were positive increases in school climate and teacher-student relationships, indicating a stronger, more supportive learning environment. Building on these successes, input from educational partners emphasized the importance of taking the next step by focusing on improving the College and Career Indicator (CCI). With graduation rates now high, the priority is to ensure that students are not only graduating, but are also well-prepared for college and career opportunities. Educational partners also identified ELA and Math achievement as key areas for continued growth, recognizing the need to strengthen academic outcomes alongside graduation success. In reviewing student feedback through the Panorama survey, partners noted lower results in Growth Mindset and Student Engagement. As a result, there was a strong recommendation to focus on increasing students' belief in their ability to succeed and expanding opportunities that make learning more engaging and relevant. This may include developing additional or alternative pathways, such as pre-apprenticeships or career-focused programs, that are accessible and meaningful within an alternative high school setting. They also advocated for enrichment and more college and career experiences for students, ensuring that they were able to see and feel what that career or campus was in order to increase participation in them.

Goal 6: Madison Elementary
Educational partner feedback reflected both appreciation for recent progress and concern in key areas. Partners expressed satisfaction with the increase in English Learner progress (ELPI) and were encouraged by the support provided to English Learner students both by staff and the ELD Instructional Teacher Coach. However, they also raised concerns about the lack of growth in ELA, declines in Math performance, and persistently high rates of chronic absenteeism. Families shared strong appreciation for the new principal, noting positive leadership and a sense of renewed direction for the school. They also emphasized that teachers are caring and committed to supporting students, which has contributed to a more positive school environment. Recent parent engagement events, such as Family Literacy Nights, were valued by families. At the same time, educational partners expressed concern about larger class sizes, particularly in the upper grades, and the potential impact on individualized support for students.

Goal 7: Horizon K-12
Educational partner feedback reflected strong satisfaction with the growth demonstrated across multiple areas of the Dashboard. Partners were especially encouraged by the improvement in graduation rate, noting the movement from the orange to the green performance level is an important milestone. While there is still a goal to increase the graduation rate beyond 90%, this progress was viewed as a significant and positive first step. In addition, partners were pleased to see that ELA, Math, and English Learner Progress (ELPI) all improved, moving out of the red performance level. These gains signal meaningful progress in academic achievement and support for students. Despite these improvements, educational partners identified chronic absenteeism as the most pressing concern. Although there has been some progress, the rate remains close to 50%, which continues to be a significant challenge. Partners emphasized the importance of prioritizing attendance moving forward. There was also a desire to see continued academic growth in both ELA and Math, with particular emphasis on accelerating improvement in Math. In discussing next steps, partners highlighted the importance of increasing student engagement, while also acknowledging the challenges associated with a virtual learning environment and a program primarily focused on credit recovery.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	ALL STUDENTS WILL DEMONSTRATE GROWTH AS MEASURED BY FEDERAL, STATE AND DISTRICT ASSESSMENTS	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

As part of the Plan-Study-Do- Act in the LCAP process, educational partners supported carrying forward the previous LCAP goal with a renewed commitment to support equitable outcomes throughout the district.

This goal emphasizes the important role of data in the Multi-tiered System of Supports established in the LEA. DSUSD looks at this data regularly to see what's working and what needs to improve, both at individual schools and across the district. Tools like the CA Dashboard, iReady, and others help track progress and make sure everything we're doing to help students—like training teachers, using good materials, and involving parents—is working well. To keep moving forward, DSUSD has a focus on providing teachers with high quality training and resources to help students succeed.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Annual Williams/SARC Report Teacher Vacancy or Misassignment	100% of all district core classroom teachers are appropriately assigned and fully credentialed.	2024-25 Quarterly Report on Williams Uniform Complaints:	2025-26 Quarterly Report on Williams Uniform Complaints:	All district core classroom teachers are appropriately assigned and fully credentialed.	2025-26 Quarterly Report on Williams Uniform Complaints:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	All district core classroom teachers are appropriately assigned and fully credentialed.		Q4 Apr. - Jun. 2024: 100% (7/16/24) Q1 Jul. - Sept. 2024: 100% (10/25/24) Q2 Oct. - Dec. 2024: 100% (01/24/25) Q3 Jan. - Mar. 2025: 100% (04/25/25)	Q4 Apr. - Jun. 2025: 100% Q1 Jul. - Sept. 2025: 100% Q2 Oct. - Dec. 2025: 100% Q3 Jan. - Mar. 2026: 99.9%		Q4 Apr. - Jun. 2025: 0% Q1 Jul. - Sept. 2025: 0% Q2 Oct. - Dec. 2025: 0% Q3 Jan. - Mar. 2026: -0.1%
1.2	Williams Textbook/Materials Compliance Quarterly Report	Williams Textbook/Materials Compliance Quarterly Report 100% of all district students have access to textbooks and instructional materials.	2024-25 Quarterly Report on Williams Uniform Complaints: Q4 Apr. - Jun. 2024: 100% (7/16/24) Q1 Jul. - Sept. 2024: 100% (10/25/24) Q2 Oct. - Dec. 2024: 100% (01/24/25) Q3 Jan. - Mar. 2025: 100% (04/25/25)	2025-26 Quarterly Report on Williams Uniform Complaints: Q4 Apr. - Jun. 2025: 100% Q1 Jul. - Sept. 2025: 100% Q2 Oct. - Dec. 2025: 100% Q3 Jan. - Mar. 2026: 100%	All district pupils have access to the standards-aligned instructional materials.	2025-26 Quarterly Report on Williams Uniform Complaints: Q4 Apr. - Jun. 2025: 0% Q1 Jul. - Sept. 2025: 0% Q2 Oct. - Dec. 2025: 0% Q3 Jan. - Mar. 2026: 0%
1.3	California School Dashboard Academic Indicator for English Language Arts - Distance from Standard	California Dashboard Academic Indicator for ELA 2022-23: • DSUSD: 35.8 points below standard	California Dashboard Academic Indicator for ELA 2023-24: • DSUSD: 39.2 points	California Dashboard Academic Indicator for ELA 2024-25: • DSUSD: 34 points	Each year all students and student groups will increase their ELA academic achievement, by 3 distance points	California Dashboard Academic Indicator for ELA 2024-25: Improved

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		• EL: 73.4 points below standard • LTEL: 115.1 points below standard • SED: 49.1 points below standard • SWD: 123 points below standard • Foster Youth: 94.8 points below standard • Homeless: 109.2 points below standard • African American: 79.3 points below standard • Hispanic: 45.9 points below standard CAASPP Met/Exceeded: 2022-23 • DSUSD: 40.07% • EL: 7.57% • RFEP: 56.17% • SED: 33.54%	below standard • EL: 79.5 points below standard • LTEL: 132.6 points below standard • SED: 52.0 points below standard • SWD: 127.7 points below standard • Foster Youth: 84.6 points below standard • Homeless: 90.9 points below standard • African American: 62.6 points	below standard • EL: 76.1 points below standard • LTEL: 131.4 points below standard • SED: 47.1 points below standard • SWD: 118.8 points below standard • Foster Youth: 65.6 points below standard • Homeless: 76.5 points below standard • African American: 62.7 points	from standard. California Dashboard Academic Indicator for ELA: • DSUSD: 26.8 points below standard • EL: 64.4 points below standard • SED: 40.1 points below standard • SWD: 114 points below standard • Foster Youth: 85.8 points below standard • Homeless: 100.2 points below standard • African American:	• DSUSD: -1.8 points below standard • SED: -4.9 points below standard • SWD: -2 points below standard • Foster Youth: -29.2 points below standard • Homeless: -32.7 points below standard • Hispanic: -2.6 points below standard Maintained NA Declined • EL: 2.7points below standard

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		• Foster Youth: 26.19%	below standard • Hispanic: 49.8 points below standard CAASPP Met/Exceeded: 2023-24 • DSUSD: 39.06% • EL: 5.61% • RFEP: 51.62% • SED: 33.26% • Foster Youth: 12.20%	below standard • Hispanic: 43.3 points below standard CAASPP Met/Exceeded: 2024-25 • DSUSD: 41.06% • EL: 5.96% • RFEP: 51.65% • SED: 35.08% • Foster Youth: 6.67%	70.3 points below standard • Hispanic: 36.9 points below standard	• LTEL: 16.3 points below standard • African American: 16.6 points below standard CAASPP Met/Exceeded: 2024-25 • DSUSD: .99% • EL: -1.61% • RFEP: -4.52% • SED: 1.54% • Foster Youth: -19.52%
1.4	California School Dashboard Academic Indicator for Mathematics - Distance from Standard	California Dashboard Academic Indicator for Math 2022-23: • DSUSD: 78.8 points below standard • EL: 110.6 points below standard	California Dashboard Academic Indicator for Math 2023-24: • DSUSD: 79.7 points below standard	California Dashboard Academic Indicator for Math 2024-25: • DSUSD: 77.5 points below standard	Each year all students and student groups will increase their math academic achievement, by 3 distance points from standard. California	California Dashboard Academic Indicator for Math 2024-25: Improved • DSUSD: -1.3 points below standard

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		• LTEL: 176.6 points below standard • SED: 92.7 points below standard • SWD: 152.7points below standard • Foster Youth: 130.5 points below standard • Homeless: 142.9 points below standard • African American: 100.9 points below standard • Hispanic: 90.6 points below standard CAASPP Met/Exceeded: 2022-23 • DSUSD: 26.02% • EL: 5.44% • RFEP: 30.01% • SED: 19.89% • Foster Youth: 7.14%	• EL: 114.2 points below standard • LTEL: 188.7 points below standard • SED: 92.9 points below standard • SWD: 156.2 points below standard • Foster Youth: 102.1 points below standard • Homeless: 124.0 points below standard • African American: 103.9 points below standard	• EL: 116.3 points below standard • LTEL: 194.9 points below standard • SED: 90.9 points below standard • SWD: 152.2 points below standard • Foster Youth: 94.8 points below standard • Homeless: 124.2 points below standard • African American: 111.2 points below standard	Dashboard Academic Indicator for Mathematics: • DSUSD: 69.8 points below standard • EL: 101.6 points below standard • LTEL: 167.6 points below standard • SED: 83.7 points below standard • SWD: 143.7points below standard • Foster Youth: 121.5 points below standard • Homeless: 133.9 points below standard	• SED: -1.8 points below standard • SWD: -0.5 points below standard • Foster Youth: -35.7 points below standard • Homeless: -18.7 points below standard • Hispanic: -2.7 points below standard Maintained NA Declined • EL: 5.7 points below standard • LTEL: 18.3 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			• Hispanic: 90.9 points below standard CAASPP Met/Exceeded: 2023-24 • DSUSD: 26.17% • EL: 5.28% • RFEP: 27.02% • SED: 20.65% • Foster Youth: 12.50%	• Hispanic: 87.9 points below standard CAASPP Met/Exceeded: 2024-25 • DSUSD: 27.34% • EL: 4.41% • RFEP: 29.1% • SED: 21.38% • Foster Youth: 0%	• African American: 91.9 points below standard • Hispanic: 81.6 points below standard	below standard • African American: 10.3 points below standard CAASPP Met/Exceeded: 2024-25 • DSUSD: 1.32% • EL: -1.03 % • RFEP: -0.91% • SED: 1.49% • Foster Youth: -7.14%
1.5	California School Dashboard English Learner Progress Indicator (ELPI)	California Dashboard ELPI Indicator: English Learners making progress towards English Language Proficiency: 2022-23 • All EL: 48.5% (n=4285) • LTEL: 44.4% (n=1808)	California Dashboard ELPI Indicator: English Learners making progress towards English Language Proficiency: 2023-24 • All EL: 45.3% (n=3857)	California Dashboard ELPI Indicator: English Learners making progress towards English Language Proficiency: 2024-25 • All EL: 45.8% (n=3621)	English learners will make 2% annual progress toward English proficiency to maintain or increase performance level. • All EL:54.5% • LTEL: 50.4%	California Dashboard ELPI Indicator: English Learners making progress towards English Language Proficiency: 2024-25 Improved • LTEL: 1.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			• LTEL: 50.4% (n=1548)	• LTEL: 46.2% (n=1321)		Maintained NA Declined • All EL: -2.7%
1.6	Reclassification Rate English Learner Redesignated Fluent English Proficient (RFEP) Long Term English Learners (LTEL) Redesignated Fluent English Proficient (RFEP)	Each year our English Learners will be reclassified at an increase of 5% annually. 2022-23 Reclassification Rate Estimation • All EL: 11.7% (707/6033) • LTEL: 14.3% (329/2301) DataSources: DSUSD Data Warehouse - ELL Reclassification CA Dashboard	Each year our English Learners will be reclassified at an increase of 5% annually. 2023-24 Reclassification Rate Estimation • All EL: 13.2% (755/5718) • LTEL: 17.1% (351/2049) DataSources: DSUSD Data Warehouse - ELL Reclassification CA Dashboard	Each year our English Learners will be reclassified at an increase of 5% annually. 2024-25 Reclassification Rate Estimation All EL: 14.8% (767/5190) LTEL: 19.6% (334/1705) DataSources: CALPADS EOY Rpts - 8.1 Student Profile List	Each year our English Learners will be reclassified at an increase of 5% annually. Reclassification Rate will be at or above: • All EL: 26.7% • LTEL: 29.3%	Each year our English Learners will be reclassified at an increase of 5% annually. 2024-25 Reclassification Rate Estimation Improved • All EL: 1.6% • LTEL: 2.5% Maintained NA Declined NA
1.7	DSUSD Administrator Survey Teachers Implementing Common Core State Standards	2024 DSUSD Administrator Survey: 100%	2025 DSUSD Administrator Survey: 100%	2026 DSUSD Administrator Survey: 100%	100% of district teachers are implementing California State Standards.	0% of district teachers are NOT implementing California State Standards.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.8	DSUSD Administrator Survey English Learner students have access to California State Standards including ELD	2024 DSUSD Administrator Survey: 100%	2025 DSUSD Administrator Survey: 100%	2026 DSUSD Administrator Survey: 100%	100% of district English learner students have access to California State Standards including ELD.	0% of district English learner students have DO NOT HAVE access to California State Standards including ELD.
1.9	Parent engagement: Local Indicator Priority 3 Self-Reflection Tool, Priority 3 - Average Score This metric is based on the CDE self-reflection questions which have been distributed as a parent survey. The responses include the parents of unduplicated pupils and individuals with exceptional needs.	2023-24 Local Indicator Self-Reflection Tool, Priority 3 average: 3.68	2024-25 Local Indicator Self-Reflection Tool, Priority 3 average score: 3.68	2025-26 Local Indicator Self-Reflection Tool, Priority 3 average: 3.83	Local Indicator Self-Reflection Tool, Priority 3 average score: 5.0	2025-26 Local Indicator Self-Reflection Tool, Priority 3 average: Improved .15
1.10	Winter iReady Diagnostic English Language Arts - On Or Above Grade Level	2023-24 Winter ELA iReady Diagnostic K-5: 41% • EL: 20% • SWD: 14% • SED: 41% • Foster Youth: 22.4% • Homeless: 13.3% • Afri. Am.: 38.2%	2024-25 Winter ELA iReady Diagnostic K-5: 41% • EL: 16% • SWD: 13% • SED: 35% • Foster Youth: 39% • Homeless: 15%	2025-26 Winter ELA iReady Diagnostic K-5: 40% • EL: 17% • SWD: 13% • SED: 40% • Foster Youth: 19% • Homeless: 19%	Each year the percentage of student scoring on or above grade level will increase by 3% in each grade level span as measured by the Winter ELA iReady Diagnostic The percentage of student scoring on or above grade	2025-26 Winter ELA iReady Diagnostic Improved K-5 • Homeless: 5.7% 6-8 • SWD: 2% • Foster Youth: 11.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		6-8: 34% • EL: 4% • SWD: 5% • SED: 33% • Foster Youth: 6.9% • Homeless: 13.8% • Afri. Am.: 38.4% 9-10: 28% • EL: 4% • SWD: 4% • SED: 28% • Foster Youth: 35.7% • Homeless: 12.5% • Afri. Am.: 18.4%	• African American: 57% 6-8: 32% • EL: 3% • SWD: 5% • SED: 27% • Foster Youth: 8% • Homeless: 15% • African American: 22% • LTEL: 3% 9-10: 28% • EL: 7% • SWD: 6% • SED: 22% • Foster Youth: 0% • Homeless: 13% • African American: 20% • LTEL: 9%	• African American: 37% 6-8: 32% • EL: 3% • SWD: 7% • SED: 33% • Foster Youth: 18% • Homeless: 16% • African American: 23% • LTEL: 4% 9-10: 29% • EL: 15% • SWD: 9% • SED: 29% • Foster Youth: 18% • Homeless: 13% • African American: 24% • LTEL: 17%	level will be K-5: 50% • EL: 29% • SWD: 23% • SED: 50% • Foster Youth: 31.4% • Homeless: 22.3% • African American: 47.2% 6-8: 43% • EL: 13% • SWD: 14% • SED: 42% • Foster Youth: 15.9% • Homeless: 22.8% • African American: 47.4% 9-10: 37% • EL: 13% • SWD: 13% • SED: 37%	• Homeless: 2.2% 9-10: 1% • EL: 11% • SWD: 5% • SED: 1% • Homeless: .5% • African American: 5.6% Maintained 6-8 • SED: 0% Declined K-5: -1% • EL: -3% • SWD: -1% • SED: -1% • Foster Youth: -3.4% • African American: -1.2% 6-8: -2% • EL: -1% • African American: -15.4% 9-10

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					• Foster Youth: 44.7% • Homeless: 21.5% • African American: 27.4%	• Foster Youth: -17.7% NA • LTEL: 6-10
1.11	Winter iReady Diagnostic Mathematics - On Or Above Grade Level	2023-24 Winter Math iReady Diagnostic K-5: 26% • EL: 11% • SWD: 10% • SED: 26% • Foster Youth: 11.7% • Homeless: 10.3% • Afri. Am.: 25% 6-8: 22% • EL: 2% • SWD: 4% • SED: 22% • Foster Youth: 3.2% • Homeless: 9.0% • Afri. Am.: 16% 9-10: 27% • EL: 8% • SWD: 5% • SED: 27%	2024-25 Winter Math iReady Diagnostic K-5: 26% • EL: 10% • SWD: 7% • SED: 21% • Foster Youth: 11% • Homeless: 8% • African American: 22% 6-8: 23% • EL: 1% • SWD: 4% • SED: 17% • Foster Youth: 8% • Homeless: 5%	2025-26 Winter Math iReady Diagnostic K-5: 25% • EL: 9% • SWD: 8% • SED: 24% • Foster Youth: 19% • Homeless: 9% • African American: 27% 6-8: 24% • EL: 3% • SWD: 4% • SED: 24% • Foster Youth: 5% • Homeless: 9%	The percentage of students scoring on or above grade level will increase by 3% annually for each grade level span, as measured by the Winter Math iReady Diagnostic The percentage of student scoring on or above grade level will be at or above: K-5: 35% • EL: 20% • SWD: 19% • SED: 35% • Foster Youth: 20.7% • Homeless: 19.3% • Afri. Am.: 34%	2025-26 Winter Math iReady Diagnostic Improved K-5: 1% • Foster Youth: 7.3% • African American: 2% 6-8 • EL: 1% • SED: 2% • Foster Youth: 1.8% 9-10 • EL: 3% • SWD: 2% Maintained • SWD: 0% • Homeless: 0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		• Foster Youth: 18.8% • Homeless: 25.8% • Afri. Am.: 21.3%	• African American: 18% • LTEL: 1% 9-10: 24% • EL: 8% • SWD: 7% • SED: 19% • Foster Youth: 14% • Homeless: 17% • African American: 30% • LTEL: 9	• African American: 15% • LTEL: 2% 9-10: 22% • EL: 11% • SWD: 7% • SED: 21% • Foster Youth: 8% • Homeless: 8% • African American: 14% • LTEL: 11%	6-8: 31% • EL: 11% • SWD: 13% • SED: 31% • Foster Youth: 12.2% • Homeless: 18.0% • Afri. Am.: 24% 9-10: 39% • EL: 17% • SWD: 14% • SED: 36% • Foster Youth: 27.8% • Homeless: 34.8% • Afri. Am.: 30.3%	Declined K-5 • EL: -2% • SWD: -2% • SED: -2% • Homeless: -1.3% 6-8: -2% • African American: -1% 9-10: -5% • SED: -6% • Foster Youth: -10.8% • Homeless: -17.8% • African American: -7.3% NA • LTEL: 6-10
1.12	California School Dashboard Graduation Rate Indicator	2023 California School Dashboard Graduation Rate: Cohort Graduation Rate: • All students 93.8% • EL: 87.9%	2024 California School Dashboard Graduation Rate: Cohort Graduation Rate: • All students 92.7%	2025 California School Dashboard Graduation Rate: Cohort Graduation Rate: • All students 93.7%	Combined four-year and five-year cohort graduation rate will increase by 2.5% annually. CA Dashboard	2025 California School Dashboard Graduation Rate: Cohort Graduation Rate: Improved • SWD: 2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		• SED: 93.3% • SWD: 81.0% • Foster Youth: 83.3% • Homeless: 84.5% • African American: 94.1% • Hispanic: 93.1% • LTEL: 88.0%	• EL: 82.6% NOTE CORRECTION: 86.2% incorrectly reported • LTEL: 83.8% • SED: 92.3% • SWD: 78.5% • Foster Youth: 89.7% • Homeless: 84.3% • African American: 84.2% • Hispanic: 91.9%	• EL: 85.6% • LTEL: 86.4% • SED: 93.2% • SWD: 83% • Foster Youth: 92.6% • Homeless: 79.3% • African American: 97.6% • Hispanic: 93%	Graduation Rate will be at or above: • All students 100% • EL: 95.4% • LTEL: 95.5% • SED: 100% • SWD: 88.8% • Foster Youth: 90.8% • Homeless: 92% • African American: 100% • Hispanic: 100%	• Foster Youth: 9.3% • African American: 3.5% Maintained NA Declined • All students - 0.1% • EL: -2.3% • LTEL: -1.6% • SED: -0.1% • Homeless: -5.2% • Hispanic: -0.1%

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

During the 2025–26 school year, Desert Sands Unified School District (DSUSD) successfully implemented all actions and services outlined in Goal 1, with a primary focus on improving academic achievement for low-income (LI), English Learner (EL), and Foster Youth (FY) students. These actions were initially developed based on both state and local data, and the district remained responsive throughout the year by adjusting services as needed through ongoing progress monitoring and data analysis. This ensured that supports remained aligned to evolving student needs.

Several areas of success were identified across Goal 1 actions. The district's continued emphasis on early literacy showed strong implementation and fidelity, with early signs of improvement reflected in student data. The summer school program was also effective, not only in supporting credit recovery, but in helping students transition more smoothly from middle school to high school. Targeted support for specific student groups resulted in measurable gains for Students with Disabilities (SWD) and Foster Youth, particularly in ELA and Math, demonstrating progress in closing achievement gaps. Additionally, the Dual Language Immersion (DLI) program remained a strong area of success, with students performing above district averages on the English Learner Progress Indicator (ELPI) and transitioning successfully into middle school.

Conversely, areas of challenge were also identified across Goal 1 Actions. Efforts to support English Learners (EL) were implemented as planned and included targeted professional development, additional site staffing, and the expansion of ELD Instructional Teacher Coaches at elementary schools. While these supports represent an important investment in improving instruction and services for English Learners, their impact is not yet reflected in current student outcome data. These efforts will continue and be refined over time as additional data becomes available. The district also provided professional development opportunities for staff during the school day and through after-school sessions, ensuring access to ongoing learning and support. While these opportunities were successfully implemented, a review of available data indicates that the impact on classroom instruction has been inconsistent, suggesting a need for stronger alignment, follow-through, and support to ensure that professional learning translates into improved teaching practices. At the secondary level, intervention programs were put in place for middle and high school students to address academic needs. However, there is not yet clear evidence that these interventions are producing the desired outcomes, indicating that further analysis is needed to evaluate their effectiveness and determine necessary adjustments.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation is listed below for each action:

- 1-1a: Highly Qualified Staff, Recruitment and Retainment: Implemented as planned. Recruitment events were participated in as planned (13) and all staff participated in Structured Academic Support Time (SAST) each week as planned. There are ongoing challenges to recruit difficult to fill positions, such as high school sciences and math as well as special education positions; however, for the 2025-26 school year, all positions with the exception of five (as compared to 25 in the prior year) were filled for the beginning of the school year.
- 1-1b: Highly Qualified Staff, PAR/Induction: Implemented as planned. 133 Induction Candidates participated in the program. An additional three teachers were added to the 130 Induction Candidates at the beginning of the year due to unexpected retirements. The DSUSD Induction program remains recognized as a model program in the county. All participants are on track and making progress.
- 1-1c: Highly Qualified Staff, Leadership Development: Implemented as planned. Leadership opportunities for school administrators and aspiring administrators were offered with high participation rates. The Aspiring Administrators program has been put in place to develop a pipeline of leaders within DSUSD, the Alder Residency program has been implemented in order to develop teachers from within the district and the Coachella valley. The LeadHERship Academy was offered for the second time to women leaders in the district, and the Desert Sands Leadership Academy was offered again with a group of 21 leaders who all graduated.
- 1-1d: Highly Qualified Staff, Office Specialist: Implemented as planned. The Office Specialist successfully ensured all Leadership programs and Induction programs were monitored and reported to the necessary outlets.

- 1-1e: High Qualified Staff, DSLA: Implemented with adjustments. The Desert Sands Leadership Academy successfully graduated the 21 participants that began the program last Spring. Plans to begin a new cohort in Spring 2026 have been placed on hold until an in-house facilitator has been trained and is ready to begin the new cohort. This change will allow the costs of the program to decrease while still building the capacity of leaders within DSUSD. Additionally, the focus for the upcoming cohort will be on assistant principals and instructional coaches in order to build capacity to ensure leaders are ready when opportunities arise for promotion.
- 1-2a: Professional Development: Implemented as planned. While UDL and ELD standards are modeled during professional development, challenges related to the strategies being integrated into the classroom remain an issue. In order to ensure that professional development is implemented into the classroom, and therefore effective, an additional focus for next year on coaching support and accountability measures as well as priority focuses from the district will be reviewed.
- 1-2b: Professional Development, After School Academies: Implemented as planned. Challenges related to this action pertained to the academies being optional attendance. Because there is not a way to guarantee or even expect all teachers to attend, it was difficult to ensure that the teachers who needed the training received it. As a focus for next year, additional strategies for offering after school academies will be reviewed and accountability measures will be implemented as part of this action.
- 1-2c: Professional Development, Special Education: Implemented as planned. Paraprofessionals received ongoing training related to SWD as well as SWD that are dually identified as EL.
- 1-2d: Professional Development, Guest Teachers (LREBG): Implemented as planned. Two training sessions were offered to guest teachers. No challenges or barriers were identified; however, as a next step a training before school starts will be considered.
- 1-3a: Supplemental Materials, Core Content: Implemented with adjustments. All supplemental materials were offered and textbook adoptions took place as planned. However, once the textbooks were decided upon, additional training was offered in a proactive capacity for teachers in order to prepare them for the official roll-out of the new curriculum next year, resulting in additional expenses for the new textbook adoption process.
- 1-3c: Instructional Materials/Assessments, Don Johnson Toolkit (LREBG): Implemented as planned. The toolkit was installed on all computers as an additional support for students who needed the resource.
- 1-3d: Instructional Materials/Assessments: Implemented as planned. All materials and assessments were provided in a timely manner.
- 1-4a: Technology, Chromebooks: Implemented as planned. Continued challenges related to breakage and replacement of Chromebooks continues, but in order to mitigate this, technology staff have ensured a priority around upkeep and maintenance so there is a small inventory available for sites to access while Chromebooks are being repaired.
- 1-4e: Technology, Chief Innovation Officer: Implemented as planned. Successes include the AI RISE Framework continuing implementation as well as the Tech and Tiaras event being initiated for the first year. Additionally, opportunities for staff to learn about AI, Canva, and a variety of additional tools were available.
- 1-4f: Technology, IT Specialist: Implemented as planned. All systems have been maintained and no access issues have been unresolved.
- 1-4g: Technology, Data Monitoring Systems: Implemented as planned. Data Monitoring Systems received an upgrade this year making data even easier and more comprehensive to sort through and monitor. Some challenges for this action include ensuring consistent, site-level use of the data platform and building staff capacity to navigate the system effectively. Additionally, refining and integrating multiple data sources could make reporting for classification more seamless.
- 1-5a: Interventions, Kinder: Implemented as planned. All sites have full staffing to offer full-day kindergarten at all schools.

- 1-5b: Interventions, Foundations of Early Literacy (LREBG): Implemented as planned. Full day trainings and success in DIBELS, iReady and CAASPP ELA data indicate that all aspects of Early Literacy as a priority initiative have been going as planned. For next year, the focus will be on maintaining the implementation of routines through walk-throughs and continued monitoring.
- 1-5c: Interventions, Summer School (LREBG): Implemented with adjustments. Future Freshman courses were added to help insure a smooth transition for students into high school. Additional success for summer school included an additional 41 seniors who were able to recover credits in summer school and graduate.
- 1-5d: Interventions, Middle School Math: Not implemented as planned. With the new textbook adoption in middle school, it is clear that intervention needs to be refined and updated in order to be successful in middle school math.
- 1-5e: Interventions, 504 supports: Implemented as planned; however, due to a lower number of students requiring resources than originally planned, this action was unused.
- 1-5f: Interventions, Goalbook: Not implemented as planned. While SPED teachers have been regularly using Goalbook to help write measurable goals and linguistically appropriate goals for students who are dually identified as a SWD and EL, the general education teachers have not had the ability to receive training on how to use Goalbook for UDL. Since Goalbook is not a mandatory training for teachers, finding the time has been difficult. Additionally, the cost of the Goalbook program has gone up in contract price.
- 1-6a: School Site Staffing, High School: Implemented as planned. A challenge with this action includes that while school sites receive additional funding for teachers, the calculation is based on an average of teachers to student ratio. Therefore, while the ratio is set to be a 1:31 ratio, not all classes experience the same average. It is extremely dependent on the school sites, courses offered, and needs of the students.
- 1-6b: School Site Staffing, Students with Disabilities: Implemented as planned. The success of reducing class sizes has begun to show benefits for SWD, as they have increased scores in ELA and Math CAASPP scores.
- 1-6c: School Site Staffing, Special Education Staffing: Implemented as planned. The additional hours for paraeducators to be with students is contributing to the success of SWD, as they have increased scores in ELA and Math CAASPP scores.
- 1-6d: School Site Staffing, Classified: Implemented as planned. Additional hours for classified staff have been added to all sites to ensure access to adults for all students.
- 1-6e: School Site Staffing, SLP assistants: Implemented as planned. Additional SLPs provide more targeted support and lower case loads.
- 1-7a: Parent Engagement, PIQE: Implemented as planned. Feedback from parents indicates that this program is highly valuable to them. A challenge for this program is the low participation levels among families at certain sites offered. Another challenge is that more sites would like to offer the program than budgets can accommodate right now, and families are not comfortable going to sites that are not their own to participate.
- 1-7b: Parent Engagement: Implemented as planned. A challenge for parent engagement at the district level parent advisory meetings is the low participation levels among families.
- 1-7c: Parent Engagement, Translation: Implemented as planned. The feedback from parents on the Thought Exchange Survey indicated that 88% of EL families indicated they felt supported in the language of their preference when it came to correspondence, events, and site meetings.
- 1-8a: Site Based Student Achievement Support, Site allocations (LREBG): Implemented as planned. Sites received allocations based on their enrollment and the expectations for use; however, a barrier to the effective use of these funds is due to new site leaders not having the background knowledge or capacity for how to use the funds properly and write them into their SPSA plans.

Changes to this action include continued training with RCOE to ensure that all site leadership teams understand funding and how to allocate the funds properly in the SPSA and how to monitor them for effectiveness.

- 1-9a: Early Childhood Educational Programs: Implemented as planned. Teachers received continued coaching and support ensuring curriculum fidelity and fostering positive teacher-student interactions.
- 1-9b: Early Childhood Educational Programs, Early Childhood Center (LREBG): Implemented as planned. Teachers received continued coaching and support ensuring curriculum fidelity and fostering positive teacher-student interactions.
- 1-10a: English Learner Supports, Dual Language Immersion: Implemented as planned. This program continues to be highly successful and in high demand by parents. This year, the program moved into middle school. Students from elementary transitioned successfully to the DLI program at the middle school level. Challenges included ensuring consistent implementation of DLI program structures and instructional practices across all sites as the program has grown.
- 1-10b: English Learner Supports, Professional Development and 1-10c: English Learner Supports: Implemented as planned. The professional development for the 2025-26 academic year focused primarily on designated ELD. A challenge for this is to begin to logistically find additional time for professional development to start focusing on Integrated ELD and fidelity of the EL strategies within non-ELD classrooms.
- 1-10d: English Learner Supports, High School ELD Support: Implementation was adjusted. Originally, this action planned on adding 19 teachers to support ELD at the secondary level with an equal distribution across sites; however, based on a reflection and analysis of this plan, the district has adjusted to now determining the most strategic placement of the additional teachers based on the highest needs in order to maximize student support. Challenges have included identifying the most effective placement for the additional teachers as scheduling and balancing of classes can be time consuming, as well as ensuring equitable ELD support while also maintaining access to core content and electives.
- 1-10e: English Learner Supports, Elementary ELD Support: Implemented as planned. Eleven ELD Instructional Teacher Coaches delivered targeted interventions, model lessons, and provided teacher coaching. There were some adjustments to site assignments, but the implementation remained consistent. Some challenges have included coordinating schedules to allow ELD ITCs to provide both direct student interventions and coaching for classroom teachers. There is also variability in teacher experience with ELD strategies that has required follow-up. Efforts have helped build teacher capacity and provided focused language development for all students.
- 1-10f: English Learner Supports, Coordinator of Multilingual Learner Programs: Implemented as planned. The Coordinator of Multilingual Learner Programs serves as the centralized leadership position to ensure consistent instructional practices and alignment of research-based strategies across all sites as well as responsible for parent engagement efforts and program fidelity. Some challenges have been balancing the wide scope of responsibilities and working across departments to ensure fidelity to programs for EL students. However, initiatives this year have been aligned and supports have been established. Continued small changes for next year include expanding tools and systems for fidelity and tracking progress for students.
- 1-10g: English Learner Supports, Bilingual Office Specialist: Implemented as planned. This support role serves to ensure that program data is collected, coordinating schedules, and ensuring communication to all families for both smaller and large-scale events has been communicated both personally and through various digital and written channels. Based on the high percentage of positive feedback from EL families, the efforts of this staff member have had a positive impact on building family engagement at the district level.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

The district defined a material difference as 20% for a greater difference between planned expenditures and estimated actual expenditures.

Action 1-1e: High Qualified Staff, DSLA
Planned Allocations: $150,550
Actual Expenditures: $2,662
Material Difference: $148,288
Explanation: DSUSD personnel was used to finish the cohort that graduated in Fall 2025. The contract with NCEE has not and will not be renewed due to DSUSD personnel facilitating DSLA beginning in Fall 2026. The Spring 2026 cohort was put on hold and will resume Fall 2026.

Action 1-3a: Supplemental Materials, Core Content
Planned Allocations: $4,509,983
Actual Expenditures: $6,614,096
Material Difference: ($2,104,113)
Explanation: Additional expenses incurred due to Math Textbook Adoption for elementary.

Action 1-5b: Interventions-Foundations of Early Literacy
Planned Allocations: $870,155
Actual Expenditures: $50, 506
Material Difference: $819,649
Explanation: Less expenses incurred due to use of EEBG funding first since it was expiring this year instead of LREBG funding for this action.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Goal 1 implementation resulted in a range of outcomes in 2025-26. As part of the Fall 2025 Dashboard release, DSUSD was identified for Differentiated Assistance (DA) based on the status reporting of two student groups: Long-Term English Learners (LTEL) and African American (AA) students. LTEL students were identified for progress on the English Learner Progress Indicator (ELPI) and chronic absenteeism (discussed in Goal 3). AA students were identified for academics (Math) and chronic absenteeism (discussed in Goal 3). All actions listed below have been organized based on the services offered and the focus of each group of actions.

English Learner, Multilingual, and Dual Language Supports
Focus: DLI, ELD, Reclassification, Multilingual Systems, Staffing, and Family Access

- 1-10a: English Learner Supports, Dual Language Immersion
- 1-10b: English Learner Supports, Professional Development
- 1-10c: English Learner Supports

- 1-10d: English Learner Supports, High School ELD Support
- 1-10e: English Learner Supports, Elementary ELD Support
- 1-10f: English Learner Supports, Coordinator of Multilingual Learner Programs
- 1-10g: English Learner Supports, Bilingual Office Specialist

Metrics: Metric 1.3 CA Dashboard ELA, Metric 1.4 CA Dashboard Math, Metric 1.5 CA Dashboard ELPI (All and broken down for DLI schools: Jackson & Reagan), Metric 1.6: Reclassification Rate, Local Data: Number of EL and LTEL students not reclassified by graduation
*Note: Action 1-10b, Action 1-10e and Action 1-10f were updated, changes explained in Prompt 4.

Action 1-10b: English Learner Professional Development, Action 1-10c: English Learner Supports, Action 1-10d: English Learner Supports, High School ELD Support and Action 1-10e: English Learner Supports, Elementary ELD Support indicate partial effectiveness based on results from the 2024–25 California School Dashboard English Learner Progress Indicator (ELPI). While professional development was offered multiple times throughout the year, and ELD teachers were required to take part in it, other content area participation was optional, which resulted in a much smaller group of teachers participating. There was a lack of participation by all teachers in strategies for Integrated ELD. While the dedicated teachers in both high school and elementary are offering support in Designated ELD classes, the lack of growth for EL students indicates that that alone is not enough. Overall, 45.8% of all English Learners made progress. This is a 5.2 percentage point increase for the district from last year; however, it represents a 2.7 percentage point decline from 2022-23 baseline data, indicating that current strategies have not yet sustained or improved growth for the overall EL population and remains below the district's annual growth target of making 2% annual progress toward English proficiency to maintain or increase performance level. In contrast, while Long-Term English Learners (LTELs) declined by 4.2 percentage points from the prior year (46.2% making progress), the group has showed a 1.8 percentage point improvement from the 2022-23 baseline data, suggesting that targeted supports for this subgroup are beginning to yield positive results.

Reclassification data from 2024–25 showed continued improvement, though results remain below long-term growth targets. The overall EL reclassification rate increased to 14.8%, a 1.6 percentage point gain from baseline, while LTEL reclassification increased to 19.6%, reflecting a 2.5 percentage point improvement. These gains indicate that targeted efforts, lessons, and student support plans implemented by the High School ELD and Elementary ELD Support personnel are contributing to reclassification and the additional supports are having a positive impact, particularly for LTELs; however, overall progress has not yet met the district's goal of 5% annual growth, highlighting the need for continued refinement and strengthening of supports. Furthermore, 87.3% of the 2024–25 graduating cohort who were classified as English Learners were LTELs, indicating a need for earlier and more effective interventions to accelerate language development and increase reclassification prior to high school graduation.

Action 1-10a: English Learner Supports, Dual Language Immersion (DLI) demonstrates strong and consistent effectiveness in supporting English Learner progress. The professional development for DLI teachers, the supports for students, and the focused walkthroughs using the Seven Guiding Principles for Dual Language Education have resulted in a strong program and success for DLI students. At Jackson Elementary, DLI students showed 55.4% of students were making progress on the ELPI, which exceeded the site average of 44.6% in ELPI growth and the district average of 45.8%. A similar trend was observed at Reagan Elementary, with DLI students showing 68.0% of students making growth on the ELPI, outperforming the site average of 61.3% and the district average as well. This indicates that participation in DLI is associated with higher rates of language acquisition. Additionally, 100% of fifth-grade students who transitioned to middle school from the DLI programs earned the Pathway to Biliteracy certification, further highlighting the program's success in promoting bilingualism and

biliteracy outcomes.

Actions 1-10f: English Learner Supports, Coordinator of Multilingual Learner Programs and Action 1-10g: English Learner Supports, Bilingual Office Specialist Family have been effective in the support provided to sites. This year, each school participated in individual data chats as well as walkthroughs in order to determine needs and capacity for all school sites and all teachers. Based on this work, a need became clear that Integrated ELD professional development was necessary for the district and that continued work with Instructional Coaches at all sites to support EL strategies in the classroom was necessary.

Additionally, family engagement efforts have been mostly effective. DELAC participation remains steady, with approximately 17–20 parents actively engaged in ongoing meetings, and outreach efforts continue to expand participation. Individual phone calls to families, parent workshops, and guest speakers were all offered to the community. While participation rates fluctuated due to unforeseen political barriers, the district was able to pivot and offer many of these options via a virtual platform that allowed for continued participation by families. For the CABE conference this year, six parents attended alongside district personnel. The Priority 3 Reflection Tool, as measured through the Thought Exchange results, indicate that 88% of English Learner families report being able to communicate and receive information in a language they understand, and 72% report a positive overall experience, suggesting that district efforts to support multilingual communication and family engagement are having a meaningful impact while continuing to grow.

Staff Recruitment, Retention, Professional Development and Leadership Development
Focus: Building and sustaining a high-quality workforce and leadership pipeline and evidence-based PD, PLCs, inclusion, and instructional improvement

- 1-1a: Highly Qualified Staff, Recruitment and Retainment
- 1-1b: Highly Qualified Staff, PAR/Induction
- 1-1c: Highly Qualified Staff, Leadership Development
- 1-1d: Highly Qualified Staff, Office Specialist
- 1-1e: High Qualified Staff, DSLA
- 1-2a: Professional Development
- 1-2b: Professional Development, After School Academies
- 1-2d: Professional Development, Guest Teachers (LREBG)

Metrics: Metric 1.3: CA Dashboard ELA, Metric 1.4: CA Dashboard Math, Red Indicators on CA Dashboard
*Note: Action 1-1a, Action 1-1c and Action 1-1e were updated, changes explained in Prompt 4.

Actions 1-1a: Highly Qualified Staff, Recruitment and Retainment and 1-1b: Highly Qualified Staff, PAR/Induction were highly effective in strengthening staffing and supporting new educators. Recruitment efforts were more strategic and targeted, resulting in a significant reduction in hard-to-fill positions. At the start of the 2025–26 school year, the district had only five difficult-to-fill vacancies, compared to 25 vacancies the previous year. This improvement reflects a focused approach to recruiting from regions and networks that have proven successful in the past, helping to ensure that schools are staffed with qualified educators at the start of the year. In addition, the district launched the Alder Residency Program, a grow-your-own initiative designed to recruit and develop future teachers from within the district and the local valley. While the long-term impact of this program will take time to fully realize, it has already had a strong and promising start,

reaching full capacity in its first year. This program represents an important investment in building a sustainable pipeline of well-prepared educators who are connected to the community.

Support for new teachers has also been a key strength. The PAR/Induction Program continues to provide high-quality mentoring and coaching to beginning teachers. During the 2025–26 school year, 133 CTI Induction candidates, 3 CTE Induction candidates, and 45 interns participated in the program. All participants engaged in weekly meetings with their mentor coaches and successfully completed program requirements, demonstrating strong implementation and support.

Actions 1-1c: Highly Qualified Staff, Leadership Development, 1-1d: Highly Qualified Staff, Office Specialist and 1-1e: High Qualified Staff, DSLA were mostly effective in building leadership capacity across the district. The Desert Sands Leadership Academy (DSLA) successfully graduated 21 candidates during the 2025–26 school year, with six participants already promoted during or shortly after completing the program. This reflects the program's success in developing a strong pipeline of future school leaders and supporting internal advancement. Through DSLA, participants engage in action-research projects focused on addressing priority areas at their school sites, particularly those identified as red performance indicators. These projects are designed to build leaders' ability to analyze data, identify root causes, and implement targeted strategies for improvement. While the program has been successful in developing leadership skills and increasing leadership capacity, the impact of this learning has not yet resulted in measurable improvements in red indicators at the school level. This suggests that additional time, ongoing support, and continued implementation are needed for the strategies developed through the program to translate into measurable student outcomes.

Overall, these actions have been effective in building a strong foundation for leadership development, but continued focus will be needed to ensure that the knowledge and skills gained through the program lead to sustained improvement in student performance and school outcomes.

Actions 1-2a: Professional Development and 1-2b: Professional Development, After School Academies were partially effective in supporting improved teaching and learning. Teachers participated in professional development focused on strengthening instruction in core content areas and while there is overall student improvement at the district level for English Language Arts, there are still persistent subgroup disparities. DSUSD improved from -39.2 points below standard in 2023–24 to -34 points below standard in 2024–25, accompanied by an increase in CAASPP Met/Exceeded rates from 39.06% to 41.06%, suggesting that core instructional efforts are beginning to positively impact overall student performance. Several student groups also showed improvement in distance from standard, including Students with Disabilities (-127.7 to -118.8), Socioeconomically Disadvantaged students (-52.0 to -47.1), Homeless students (-90.9 to -76.5), and Foster Youth (-84.6 to -65.6), indicating that targeted supports may be yielding gains. However, outcomes remain low for key groups, particularly Long-Term English Learners (-131.4 below standard) and Students with Disabilities (-118.8 below standard), and English Learners continue to demonstrate minimal improvement in proficiency rates (5.96% Met/Exceeded), signaling limited impact of current strategies on accelerating learning. Overall, the data reflects incremental progress in closing gaps in distance from standard, but continued systemic inequities in achievement and low proficiency rates, indicate a need for more intensive, targeted, and differentiated supports—particularly for English Learners, Long-Term English Learners, Students with Disabilities, and Foster Youth. Additionally, Math outcomes indicated much of the same in terms of overall and group analysis. Three-year math data indicates overall improvement with persistent and, in some cases, widening achievement gaps across student groups. At the district level, DSUSD showed improvement in distance from standard from -79.7 points below standard in 2023–24 to -77.5 in 2024–25, alongside an increase in CAASPP Met/Exceeded rates from 26.17% to 27.34%,

suggesting some impact of current instructional strategies in math. While some student groups demonstrated incremental improvement in distance from standard—such as Socioeconomically Disadvantaged students (-92.9 to -90.9), Students with Disabilities (-156.2 to -152.2), Foster Youth (-102.1 to -94.8), and Hispanic students (-90.9 to -87.9)—these gains remain relatively small and overall performance levels are still significantly below standard. Conversely, several groups experienced declines, including English Learners (-114.2 to -116.3), Long-Term English Learners (-188.7 to -194.9), and African American students (-103.9 to -111.2), indicating that current supports are not effectively accelerating learning for these populations. Proficiency rates remain low across all groups, with English Learners declining to 4.41% Met/Exceeded and Foster Youth dropping to 0%, highlighting severe gaps in grade-level mastery. Overall, the data reflects slight improvements in some areas but continued and significant inequities, particularly for English Learners, Long-Term English Learners, Students with Disabilities, and African American students, signaling a need for more intensive, coherent, and targeted math instruction and intervention systems.

These gaps suggest that while professional development is being provided, instructional strategies, supports, and scaffolds are not yet being implemented consistently or effectively across all classrooms. Ensuring that all students have access to rigorous, grade-level instruction with appropriate supports remains an area for continued focus.

In addition to core professional development, after-school academies were offered to provide deeper learning on strategies for supporting specific student groups and increasing student engagement. However, participation in these sessions was optional, which may have limited their overall impact.

Moving forward, it will be important to evaluate the effectiveness of professional development efforts and ensure that all teachers receive the targeted, job-embedded support needed to address the diverse needs of students. This includes prioritizing equitable instructional practices, strengthening the use of scaffolds and differentiation, and increasing accountability for implementation across classrooms.

Lastly, Action 1-2d: Professional Development, Guest Teachers (LREBG) was effective in strengthening the quality of classroom support provided by substitute teachers. The district offered two professional development sessions, each serving approximately 40 guest teachers per training. Priority was given to less experienced guest teachers, ensuring that those who would benefit most from additional training received targeted support. The training focused on key areas essential for success in the classroom, including classroom management, restorative practices, strategies to support English Learners, and understanding and implementing IEP accommodations. These topics were selected to better prepare guest teachers to meet the diverse academic and behavioral needs of students. Feedback from participants indicated that the training increased their confidence and preparedness, particularly in managing classroom expectations, maintaining consistent routines, and responding to student needs effectively. Guest teachers reported feeling more equipped to step into classrooms and provide a more stable and supportive learning environment.

In addition, school sites reported noticeable improvements in the effectiveness of guest teachers and less guest teachers dropping assignments at the last minute, which ensured that sites had adequate coverage at all times when teachers were out for professional development or unexpected personal reasons. Feedback indicated that guest teachers were better prepared, more consistent in implementing expectations, and more successful in maintaining positive classroom environments. This contributed to a smoother instructional experience for students during teacher absences. This action has strengthened the district’s ability to provide consistent, high-quality instruction and support, even when the regular classroom teacher is not present.

Curriculum, Instructional Materials, and Assessment Systems
Focus: Standards-aligned instruction, diagnostics, and learning materials

- 1-3a: Supplemental Materials, Core Content
- 1-3c: Instructional Materials/Assessments, Don Johnson Toolkit (LREBG)
- 1-3d: Instructional Materials/Assessments

Metrics: Metric 1.10: Winter iReady-ELA, Metric 1.11: Winter iReady-Math, Panorama Education-Engagement
*Note: Action 1-3a and Action 1-3d were updated, change explained in Prompt 4.

Action 1-3d: Instructional Materials/Assessments was effective. This action focused on ensuring that all students have equitable access to high-quality instructional materials. According to the Williams Report, 100% of students have access to standards-aligned, viable curriculum across all core subject areas.

Action 1-3a: Supplemental Materials, Core Content and 1-3c: Instructional Materials/Assessments, Don Johnson Toolkit (LREBG) was effective in providing differentiated supports and hands-on learning access to students. Supplemental materials such as Don Johnson Toolkit, Pivot, Gizmos, and DBQ Online are proving effective in terms of usage, offering differentiated support, and have been provided to strengthen the delivery of instruction, deepen student connections to content, and increase hands-on learning and engagement. While Don Johnson Toolkit offers students accommodations for reading support, Pivot, Gizmos, and DBQ are instructional platforms that have contributed to higher student engagement, as reflected in strong usage reports and high rates of assignment, video, and STEM case completion. Pivot Interactives is supporting authentic scientific inquiry in advanced courses, with 46 unique assignments completed by 540 students, demonstrating active participation in hands-on, data-driven learning experiences. DBQ Online shows significant engagement, with 96 teachers, 1,855 active students, and over 29,000 student sessions along with extensive assignment implementation and continued demand for paper-based units, particularly in middle school social studies. Gizmos further supports STEM engagement, with 12,227 student accounts and strong completion of interactive cases across topics such as cell structure, chemical changes, wave properties, and ecosystems. The usage report data indicates that supplemental materials are being widely used and are effectively increasing student engagement across grade levels and subject areas.

Engagement on the Panorama for students indicates increases for elementary and middle school students with engagement levels maintained for high school. Elementary students had a 23% point increase from the prior year when asked how focused they are on the activities in the class, indicating that strategies and tools at the elementary level have increased engagement for this group of students. Middle school students also had a 3% point increase from the prior year for engagement, with top favorable responses indicating that they were interested in their classes and they were often so focused on activities that they lost track of time. While high school showed a maintained percentage for engagement, they had a 2% point increase when asked how interested they were in their classes. Overall, the positive trajectory of the student engagement percentages on the Panorama indicates that strategies and initiatives are effective and are having a positive impact on student engagement.

In terms of overall success as supported by data on the ELA: Summative Composite Claim 2 Score Average-Writing and Research and on the CA Dashboard for English Language Arts, supplemental materials appear to be partially effective, supporting gradual improvement at the

district level, but not yet sufficient to close opportunity gaps. Continued focus on fidelity, progress and effectiveness monitoring, and targeted implementation, particularly for high-need student groups, will be critical to accelerating progress and determining a correlation between the supplemental materials and high-stakes end-of-year state testing. This is also supported by local data on the iReady Winter ELA Benchmark.

Instructional Technology, Data Systems, and Innovation
Focus: Digital learning, infrastructure, data use, and digital student safety

- 1-4a: Technology, Chromebooks
- 1-4e: Technology, Chief Innovation Officer
- 1-4f: Technology, IT Specialist
- 1-4g: Technology, Data Monitoring Systems

Metrics: Metric 1.3: CA Dashboard ELA, Metric 1.4: CA Dashboard Math, Metric 1.5: CA Dashboard ELPI, Metric 1.6: Reclassification Rate
*Note: Action 1-4e and Action 1-4g were updated. All changes explained in Prompt 4

All actions have been effective in expanding equitable access to technology and strengthening systems that support student learning, safety, and data-informed decision-making. All students have been provided with individual Chromebooks, ensuring consistent access to digital learning tools both at school and at home. To protect students, the district has implemented ClassLink, which enhances student safety, data security, and confidentiality, while minimizing students' digital footprint and safeguarding personal information.

In addition, the district has made significant upgrades to its technology infrastructure, resulting in higher levels of monitoring, security, and reliability across district systems. These improvements support a safe, stable, and secure digital learning environment for students and staff.

The district's Data Warehouse has been effective in providing timely and accurate reports to schools and departments and is updated regularly to ensure access to the most current local and state assessment data. This has strengthened the district's ability to prioritize best first instruction, monitor student progress, and target interventions based on real-time data. Based on the overall improvement of CAASPP Math and ELA scores districtwide, the implementation of reports and analysis during PLC time indicates that teachers having access has been effective. However, since there are still wide gaps for specific student groups, it is necessary to continue to monitor and track students and prioritize best first instruction and re-teach opportunities.

Early Learning, Literacy, and Academic Interventions
Focus: Foundational skills, early intervention, tiered supports and access to core instruction.

- 1-5a: Interventions, Kinder
- 1-5b: Interventions, Foundations of Early Literacy (LREBG)
- 1-5c: Interventions, Summer School (LREBG)
- 1-5d: Interventions, Middle School Math
- 1-5f: Interventions, Goalbook
- 1-9a: Early Childhood Educational Programs

Metrics: DIBELS Data, Metric 1.3: CA Dashboard ELA, Metric 1.10: Winter iReady-ELA, Metric 1.4: CA Dashboard Math (all and grades 6-8 only), Metric 1.12: Grad Rate, Spring DRDP
*Note: Action 1-5b, Action 1-5d and Action 1-9a were updated, changes explained in Prompt 4.

Local and state assessment data indicate that Action: 1-5a: Interventions, Kinder and Action1-5b: Interventions, Foundations of Early Literacy (LREBG) have been effective. Teachers have participated in multiple professional development trainings on foundations of literacy and sites conduct walkthroughs with district personnel monthly with targeted feedback. Additionally, the principals participate monthly in a review of the literacy foundations and what to look for in order to support their sites.

Mid-year assessment data for kindergarten through third grade are having a positive impact on foundational reading skills. DIBELS results show increases in the percentage of students performing at or above benchmark across most grade levels compared to the prior year, suggesting that targeted supports such as early intervention staffing, structured literacy instruction, and small-group reading support are strengthening early skill development. Kindergarten increased by 5.39 percentage points (from 31.13% to 36.52%), and first grade increased by 2.68 points (from 41.67% to 44.35%), reflecting improved early phonological awareness and decoding readiness. Second grade remained stable with a slight increase (+0.14 points), indicating maintenance of gains, while third grade demonstrated a notable improvement of 6.33 points (from 49.80% to 56.12%), suggesting that continued intervention and coaching are supporting students as they transition to more complex reading demands.

State assessment results in English Language Arts further support these trends. CAASPP 2024-25 performance level data indicates a 6% increase in the number of students scoring standard met or standard exceeded (overall 41% of students) as compared to the prior year CAASPP data (overall 35%), indicating progress toward grade-level standards. Additionally, Students with Disabilities showed a gain of 2% overall for meeting or exceeding standard and a decrease of 3% for students scoring standard not met; Foster Youth showed a remarkable gain of 25% for standard met or exceeded and closed the gap for standard not met by 15%; Homeless students have made considerable gains with a 10% gain in students achieving standard met or exceeded and 6% of students improving out of standard not met; Hispanic increased by 5% for standard met or exceeded and African American students made a gain of 3% improvement for standard met or exceeded but a significant gain of 21% of students moving from standard not met to standard nearly met.

At the same time, the percentage of English Learner students declined in 2024-25 for students met or exceeded standard (10% compared to the prior year of 12%) and the percentage of students scoring as standard not met increased by 4% (from 64% on the prior CAASPP to 68% on the 2025 CAASPP). While gaps are closing for most of the student groups, the number of students still scoring as standard not met or standard nearly met underscores the ongoing need for sustained intervention, particularly for English Learners, SWD, Foster Youth, Hispanic, and African American students requiring additional support to achieve proficiency.

Overall, the combined DIBELS and CAASPP data suggest that early literacy initiatives are effective, and they are contributing to improved foundational skills and gradual movement toward proficiency.

Action 1-5c: Interventions, Summer School (LREBG) was effective. Summer school results indicate meaningful impact for student outcomes by expanding access to credit recovery and supporting on-time graduation. A total of 1,368 students participated, successfully completing courses to make up deficient credits or retake classes, which helped keep them on track academically. Notably, an additional 41 students

were able to graduate as a direct result of completing required coursework during the summer, demonstrating the program's effectiveness in removing barriers and increasing graduation opportunities.

Based on current CAASPP math data, Action 1-5d: Interventions, Middle School Math in grades 6–8 are not effective at this time, as overall student performance on the state assessment indicates continued declines. While the ST Math program was used to supplement classroom instruction and provide an opportunity for students to have concepts re-taught in an engaging way, the lessons and participation are not delivering the intended results. The percentage of students meeting or exceeding standards decreased from 29% in 2024 to 27% in 2024-25, while students nearly meeting standards declined from 27% to 24%, respectively. At the same time, the percentage of students not meeting standards increased from 43% in 2023-24 to 48% in 2024-25, indicating that more students are performing below grade-level expectations. Multi-year trends confirm this pattern. Since 2023, the percentage of students meeting or exceeding standards has dropped from 33% to 27%, while the percentage of students not meeting standard has increased from 41% to 48%, indicating that current strategies for intervention in math in middle school have not produced improvement.

Additionally, subgroup data highlight significant equity concerns. English Learners experienced a notable increase in students not meeting standards between 2024 and 2025 CA Dashboard data (78% to 88%) alongside a decline in those meeting or exceeding standards (5% to 2%). Students with Disabilities also saw a decrease in meeting or exceeding standards (7% to 5%). Foster Youth showed declines, with students meeting or exceeding standards decreasing and the percentage not meeting standards rising (54% to 63%). Similarly, African American students experienced decreases in meeting or exceeding standards (25% to 17%) and increases in not meeting standards (54% to 61%). Among all subgroups, only the Homeless student population showed a small improvement, with a 2 percentage point increase in students meeting or exceeding standards indicating that math instruction and support is not effective for subgroups in the district. Local indicator data from the mid-year iReady Math Winter Diagnostic indicate similar trends, reaffirming the data from the 2025 CA Dashboard for Mathematics.

Overall, the data indicate that while interventions are offered, they have not resulted in measurable improvements in student outcomes. The trends suggest a need to examine Tier I Best First Instruction, implementation fidelity to the adopted curriculum, alignment of instructional supports, and an analysis and review of interventions, particularly for student groups experiencing the greatest declines. Continued monitoring and potential adjustments to instructional strategies, targeted supports, and professional development will be critical to improving outcomes in middle school mathematics.

Lastly, Action 1-9a: Early Childhood Educational Programs have been effective in supporting foundational development while reinforcing the importance of continued investment in high-quality early learning. Preschool teachers have been implementing foundations of literacy aligned to the district that are appropriate for preschool aged children and working with an SEL curriculum in order to develop young children's social and emotional skills and regulation. Mid-year DRDP results for the preschool program indicate that a majority of preschool students are demonstrating skills at the Building Earlier, Middle, or Later competency level on progress monitoring across key developmental domains, with strongest progress in Language Development (61%). Social-Emotional Development (56%) and Literacy (56%). Cognition–Math (46%) and Approaches to Learning/Self-Regulation (45%) suggest areas of moderate growth. This action has demonstrated effectiveness at providing a high-quality education in order to reduce equity gaps as students begin their official academic careers.

Special Education and Student Support Services
Focus: Class size, staffing, related services, and compliance supports

- 1-2c: Professional Development, Special Education
- 1-5e: Interventions, 504 supports
- 1-6a: School Site Staffing, High School
- 1-6b: School Site Staffing, Students with Disabilities
- 1-6c: School Site Staffing, Special Education Staffing
- 1-6d: School Site Staffing, Classified
- 1-6e: School Site Staffing, SLP assistants
- 1-9b: Early Childhood Educational Programs, Early Childhood Center (LREBG)

Metrics: Metric 1.3: CA Dashboard ELA, Metric 1.4: CA Dashboard Math
*Note: Action 1-6a and Action 1-6b were updated, changes explained in Prompt 4.

Actions 1-2c: Professional Development, Special Education, 1-6b: School Site Staffing, Students with Disabilities and 1-6c: School Site Staffing, Special Education Staffing have been partially effective in improving outcomes for students with disabilities. Through these actions, the district made targeted investments to better support students, including reducing class sizes in special education settings and increasing both the hours and training for paraprofessionals (paraeducators). These changes have strengthened the level of individualized support available to students and improved the overall learning environment. As a result, there are early signs of academic improvement. In English Language Arts (ELA), the distance from standard improved from -127.7 points below standard to -118.8 points below standard, and in Math, from -156.2 points below standard to -152.2 points below standard. While these gains are modest, they represent positive movement toward closing opportunity gaps. These results indicate that the actions are beginning to have an impact; however, student performance remains significantly below standard, highlighting the need for continued focus and refinement. The incremental nature of the progress suggests that while supports are improving, greater consistency in implementation and additional targeted strategies will be necessary to accelerate learning.

Action 1-9b: Early Childhood Educational Programs, Early Childhood Center (LREBG) programs have demonstrated effectiveness in supporting students with disabilities and their families through increased recruitment, enrollment, and consistent attendance. These programs are successfully engaging families early and ensuring that students with identified needs are connected to services as soon as possible. With the addition of staffing support to meet the needs of enrolled students, ECE programs are better able to provide timely accommodations and begin the Individualized Education Program (IEP) process prior to students entering traditional elementary school settings. This early identification and support helps ensure that students start their educational journey with appropriate services already in place. As a result, this work has had a meaningful impact on families, students, and receiving school sites. Families benefit from clearer support systems and earlier access to services, students experience a more seamless transition into school with established supports, and elementary schools receive students with foundational plans already developed to support learning and inclusion. Overall, ECE programs are contributing to a stronger, more coordinated system of support that improves early identification and ensures students with disabilities are better prepared for long-term success in school.

Action 1-6a: School Site Staffing, High School enabled all schools to decrease staff to student ratio from 32:1 to 31:1. This ratio is based on an overall average of teachers per site to students per site and is not necessarily indicative that every classroom has a 31:1 teacher to

student ratio. The additional school site staffing is dependent on each site and the needs of each site, and is therefore not consistent in any one content or grade level in the district. As such, in terms of measuring effectiveness based on increased CA Dashboard data in ELA and math, class size reduction has demonstrated mixed effectiveness in improving student outcomes across school sites. While some schools, such as Indio High School, showed positive gains in both ELA (8.7 point increase with a total -33.8 DFS) and Math (7.5 point increase with a total -141.3 DFS) with all student groups improving or maintaining, other sites experienced limited or negative growth, particularly in Math and among specific student groups. For example, La Quinta High School demonstrated strong improvement in Math (18.7 point increase with a total -64.7 DFS), but English Learner (EL) and Long-Term English Learner (LTEL) students declined in ELA (-13.5 point decline for EL and -14.8 point decline for LTEL), indicating that reduced class size alone did not fully address the needs of these student groups. Similarly, Palm Desert High School and Shadow Hills High School experienced declines in both overall performance and subgroup outcomes in math (Palm Desert High School declined by 8.1 points in math and Shadow Hills High School declined by 8.7 points), suggesting that smaller class sizes did not consistently translate into improved academic achievement. Overall, the data indicates that while class size reduction may create more favorable conditions for learning, such as increased opportunities for individualized support and stronger student-teacher relationships, it is not sufficient as a standalone strategy to drive consistent academic improvement. To increase effectiveness, class size reduction must be paired with high-quality, standards-aligned instruction, targeted supports for student groups such as EL, LTEL, and socioeconomically disadvantaged (SED) students, and ongoing progress monitoring. Continued refinement of instructional practices will be necessary to ensure this investment leads to meaningful and sustained student achievement gains.

Action 1-5e was not implemented during this school year, and therefore its effectiveness cannot be determined. No specific needs were identified that required the use of this action during the year, and as a result, no activities or expenditures were carried out. Moving forward, the district will continue to review this action to determine whether it should be revised, repurposed, or activated based on identified student and site needs in future planning cycles.

Classified staff (Action 1-6d: School Site Staffing, Classified) and Speech-Language Pathology (SLP) assistants (Action: 1-6e: School Site Staffing, SLP assistants) provided consistent, on-demand support to students as needs arose throughout the school year. This approach was effective in ensuring that students had increased access to caring adults and timely support, contributing to a more responsive and supportive learning environment. While this level of support was valuable in meeting immediate student needs and strengthening access to services, it did not yet show a direct or measurable impact on assessment outcomes.

Family Engagement, Parent Voice, and Community Partnerships
Focus: Parent education, advisory input, and language access

- 1-7a: Parent Engagement, PIQE
- 1-7b: Parent Engagement
- 1-7c: Parent Engagement, Translation

Metrics: PIQE parent participation rate, PIQE parent completion rate, and PIQE Parent Survey
*Note: Action 1-7c was updated, change explained in Prompt 4.

Actions pertaining to Family Engagement, Parent Voice, and Community Partnerships demonstrate high effectiveness in advancing family engagement and capacity-building goals within the LCAP; however, the impact of the actions is limited due to low participation numbers.

Action 1-7a: Parent Engagement, PIQE program was implemented at three sites (Amistad High School, Shadow Hills High School, and Colonel Mitchell Paige Middle School). Total enrollment across all three sites was a total of 65 participants. Of the 65 participants, 100% of parents graduated from the program, with 98% of participants rating the program favorably and reporting it as helpful or very helpful to their family. Parent feedback indicates strong gains in understanding how to support students' social-emotional development, connect with academic counselors, engage in their child's education to support college readiness, understand CAASPP testing, and navigate financial aid processes.

Action 1-7b: Parent Engagement supported the consistently held parent advisory meetings at the district level. The District Advisory Committee (DAC) held five meetings, the District English Learner Advisory Committee (DELAC) held five meetings, Native American Parent Advisory Committee (NAPAC) held four meetings, Special Education Parent Advisory Committee (SEPAC) held five meetings and the African American Parent Advisory Committee (AAPAC) held five meetings. These meetings were held on dates throughout the year and from 6-7:30 pm ensuring ongoing opportunities for parent voice and engagement. Childcare and supper are provided at the meetings. While overall attendance remains modest, participants demonstrate a high level of commitment and sustained involvement. Additionally, to promote equitable access, all meetings and communications are automatically translated into Spanish, with additional interpretation services provided for other languages during meetings and by phone.

In addition to the translation services provided at all district level meetings, translation services are provided to all sites as needed and in all digital and written correspondence. Based on feedback from families of students who are English Learners on the Thought Exchange survey, 88% of families feel the school and district have provided opportunities for them to communicate and receive information in a language they understand. This indicates that the efforts for Action 1-7c: Parent Engagement, Translation has been effective in ensuring families do not have a barrier to the school and district due to language.

School-Based Planning, Accountability, and Continuous Improvement
Focus: Site-level decision making and targeted supports

- 1-8a: Site Based Student Achievement Support, Site allocations (LREBG)

Metrics: Metric 1.3: CA Dashboard ELA, Metric 1.4: CA Dashboard Math, Metric 3.5: DataQuest Chronic Absenteeism
*Note: Action 1-8a was updated, change explained in Prompt 4.

This action demonstrates mixed effectiveness in advancing student outcomes through site-based decision-making and targeted use of LREBG funds. While schools received allocations aligned to identified needs in ELA, Math, and Chronic Absenteeism, and actions were reviewed annually through the SPSA and School Site Council (SSC) process, outcome data show uneven results across sites. Specifically, 29% of schools with orange and red indicators decreased, indicating that targeted, evidence-based supports were effective in those schools at improving outcomes for socioeconomically disadvantaged, EL, and Foster Youth students. However, 58% of schools increased in their red and orange indicators, and 13% of schools remained unchanged, suggesting that the implementation, selection, or intensity of interventions was not consistently sufficient to accelerate progress or close learning gaps districtwide for our most at-risk student groups. To ensure effective use of the funds, there needs to be a focus on strengthening consistency, accountability, and effectiveness of site-level decisions, while still honoring site autonomy.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

A comprehensive review of Dashboard data, local assessment results, Panorama survey feedback, and educational partner input led the district to conduct a thorough root cause and needs analysis. This analysis received input from all educational partners and was vetted through a process that took place during the 2025-26 academic year. This process clarified districtwide priorities and informed key adjustments to actions, metrics and target outcomes within the LCAP.

As a result of the suggestions and recommendations that transpired from the root cause and needs analysis, the following changes have been made for the coming year.

The Educational Services Department conducted a detailed audit of English Language Arts (ELA), Mathematics, and English Language Development (ELD) programs. One of the most significant findings was the need to elevate Mathematics as a primary area of focus and increase Integrated ELD across all contents. In response, the district is implementing a reset of professional development, centered on strengthening Tier 1 “best first instruction” and ensuring consistent use of the district adopted curriculum across all classrooms.

To support this work, the district has established clear non-negotiables for high-quality instruction for all contents, including the consistent use of research-based strategies and scaffolds to support English Learners (EL), students with disabilities (SWD), and students performing below grade level. Professional development will now be more intentionally aligned to ELA, Math, and ELPI outcomes, ensuring a direct connection between adult learning and student results.

Moving forward, all professional learning will emphasize:

- Tier 1 strategies and scaffolds for all students and the use of best first instruction in all content areas
- Building staff capacity to effectively serve specialized student groups, including EL, SWD, Foster Youth, Homeless, SED students and those identified through Differentiated Assistance (African American and LTEL students)
- Delivering engaging, hands-on, and conceptually rich instruction
- Providing structured time for collaboration, reflection, and instructional refinement using a data-driven approach

To ensure consistency and impact, the district will implement clear progress monitoring systems, including:

- Adult implementation metrics to monitor instructional practices
- Student outcome metrics to measure academic growth, specifically for EL, SWD, Foster Youth, Homeless, SED, LTEL and AA students
- Ongoing monitoring for fidelity of implementation across classrooms and sites

In addition, the district conducted an intervention audit to better understand how supports are being implemented across grade spans and sites. This audit examined time, frequency, subject focus, progress monitoring practices, and measures of effectiveness. While this work has provided valuable insight, the district remains in the research and planning phase for refining intervention systems. Next steps include identifying the most effective ways to deploy trained interventionists, as well as establishing clear entry and exit criteria for academic interventions.

Furthermore, based on reflection and data, adjustments are also being made to after-school academies. While they will continue, their structure will be refined to increase access and impact. Academies will be:

- Driven by identified needs based on progress monitoring data
- Offered during Student Academic Support Time (SAST) across multiple sites to increase teacher access
- Supplemented with additional sessions after school hours based on staff need and request

Participation in Academies will be more closely monitored, with follow-up to ensure implementation of learned strategies in classroom practice.

Moreover, the district is also making improvements to parent engagement opportunities. Based on family feedback, meeting schedules will be adjusted to allow parents to attend different parent advisory sessions in one evening. In addition to continuing to provide childcare, the district is exploring opportunities to offer on-site tutoring for students during parent meetings, allowing families to engage more fully while also supporting student learning. This approach responds directly to partner feedback requesting increased access to tutoring and academic support.

Lastly, to address uneven outcomes across schools with the use of site based allocations, the district will strengthen guidance, monitoring, and accountability for site-based use of LREBG funds. While maintaining school-level flexibility, there will be a stronger emphasis on ensuring that all actions are evidence-based, aligned to identified needs, and implemented with fidelity.

School sites will participate in Strategic Leadership professional development from RCOE throughout the school year in order to:

- Strengthen alignment between their root cause analysis and selected actions within the SPSA process
- Align actions to vetted, evidence-based strategies that target improvement in ELA, Math, and/or Chronic Absenteeism
- Expand ongoing progress monitoring cycles, including a mid-year data review and adjustments
- Establish clear expectations for measuring impact, including defined metrics, timelines, and accountability structures

Sites will also have the opportunity to participate in targeted coaching and differentiated support as well as having the time to collaborate across sites on successful practices

Additionally, a root cause and needs analysis was conducted specifically for the two student groups in Differentiated Assistance, LTEL and AA students. Based on the recommendations and suggestions from the analysis, AA and LTEL students will be progress monitoring for academics (Math, ELA, and ELD) during monthly staff PLC dedicated time. All sites that have red indicators will be provided with updated monthly reports based on local progress monitoring and assessment data and during monthly administrative and leadership meetings, data will be provided to principals, assistant principals, instructional coaches and project facilitators to review, determine adjustments to site plans or actions, and bring back to their sites for updates.

Specifically for LTEL students, data chats will be implemented between teachers and all EL students in order for students to understand where they are at in terms of reclassifying, set goals, and monitor progress.

Based on feedback from educational partners and a review of current priorities, actions and metrics, the following have been updated and aligned for clarity and consistency:

- Priorities for Goal 1: Priority 8-Other Pupil Outcomes was removed. Priority 7-Course Access was added.
- Metric 1.3: Baseline percentages for CAASPP Met/Exceeded were added. This was omitted from the 2025-26 LCAP in error. Additionally, the Target for Year 3 Outcome was updated from 46.9 to 36.9 as it was calculated in error. The DFS Target for Year 3 Outcome should be 36.9.
- Metric 1.4: LTEL has been added as a subgroup since it is now called out as its own group on the CA Dashboard.
- Metric 1.5: LTEL and ALL have been broken apart in order to provide clarity for educational partners for the ELPI since LTEL is now its own group on the CA Dashboard.
- Metric 1.9: Baseline years changed from 202-21 to 2023-24. This was an error in the 2025-26 LCAP.
- Action 1-1a: Highly Qualified Staff-Recruitment and Retainment metrics were changed from Number of new teachers hired to Metrics 1.3: CA Dashboard ELA and Metric 1.4: CA Dashboard Math in order to better align with the purpose of the action. Additionally, the title was updated for clarity.
- Action 1-1c: Highly Qualified Staff-Leadership Development metrics were changed from 100% completion rate for DSLA participants to Metric 1.3: CA Dashboard ELA and Metric 1.4: CA Dashboard Math in order to better align with the purpose of the action. Additionally, the title was updated for clarity.
- Action 1-1e: Highly Qualified Staff-DSLA metrics were changed from 100% completion rate for DSLA cohort to Red Indicators on CA Dashboard in order to better align with the purpose of the action.
- Action 1-1f: Highly Qualified Staff-Employee Evaluation was removed due to the Cardonex evaluation program being discontinued. No money was associated with this non-contributing action.
- Action 1-3a: Supplemental Materials-Core Content metric was updated from ELA Smarter Composite Claim 2 Score Average to Metric 1.10 Winter iReady-ELA and Metric 1.11 Winter iReady-Math and Panorama-Engagement to better align with the intent and purpose of the action. Additionally, the title was updated to align with the purpose of the action.
- Action 1-3b: Instructional Materials-Consumables was removed due to already being included as part of Action 1-3a Supplemental Materials-Core Content. No money was associated with this non-contributing action.
- Action 1-4b: Technology-Blended Learning was removed because the action was fully implemented and sites are maintaining the action independent of LCAP resources. No money was associated with this non-contributing action.
- Action 1-4c: Technology-Coding was removed because the action was fully implemented and sites are maintaining the action independent of LCAP resources. No money was associated with this non-contributing action.
- Action 1-4d: Technology-Digital Tools was removed because the action was fully implemented and sites are maintaining the action independent of LCAP resources. No money was associated with this non-contributing action.
- Action 1-4e: Technology-Chief Innovation Officer and Action 1-4f: Technology-IT Specialist budget lines were updated due to an internal reporting error on the 2025-26 LCAP.
- Action 1-4g: Technology-Data Monitoring Systems metrics were changed from Metrics 1.3-1.6 to Metric 1.10 Winter iReady ELA and Metric 1.11 Winter iReady Math to better align with the purpose of the action. Additionally, the title was updated to align with the purpose of the action.
- Action 1-5b: Interventions-Foundations of Early Literacy title was updated to align with the purpose of the action. Additionally, metrics in the action were clarified to include Metric 1.10 Winter iReady ELA as part of the requirement from the LREBG description.

- Action 1-5d: Interventions-Middle School Math title was updated to align with the purpose of the action.
- Action 1-5g: Interventions-Secondary Math has been added based on new math interventions being put in place and unexpended LREBG funds being used to pay for this new action beginning in the 2026-27 academic year.
- Action 1-6a: School Site Staffing-High School metrics were changed from Metric 3.3 Suspension and Metric 3.6 Sense of Belonging to Metric 1.3 CA Dashboard ELA and Metric 1.4 CA Dashboard Math to better align with the purpose of the action.
- Action 1-6b: School Site Staffing-Students with Disabilities title was updated to align with the purpose of the action and the metric was updated to clarify the data being reported was only for EL/FY/SED students who were dually identified along with SWD.
- Action 1-7c: Parent Engagement-SPSA metrics were added to include PIQE Parent Participation and PIQE Parent Survey in order to provide relevant information for the action. Additionally, title was updated to align with the purpose of the action.
- Action 1-8a: Site Based Student Achievement metrics were changed from Metric 1.10: iReady Winter ELA and Metric 1.11: iReady Winter Math to Metric 1.3: CA Dashboard ELA, Metric 1.4: CA Dashboard Math, and Metric 3.5: Chronic Absenteeism in order to match the description and be aligned with LREBG language in the action.
- Action 1-9a: Early Childhood Educational Programs metric was updated to specify that the DRDP used for the monitoring metric is the Spring DRDP.
- Action 1-10b: English Learner Supports-Professional Development metrics were updated to include Metric 1.3: CA Dashboard ELA and Metric 1.4: Ca Dashboard Math in order to better align with the purpose of the action.
- Action 1-10e: English Learner Supports-Elementary ELD Support title was updated to align with the purpose of the action. Additionally, the action was updated to include LREBG money that added in the description due to unexpended funds being used to partially pay for this action beginning in the 2026-27 academic year.
- Action 1-10f: English Learner Supports-Coordinator of Multilingual Learner Programs metrics were updated to include Metric 1.3: CA Dashboard ELA, Metric 1.4: CA Dashboard Math and Metric 1.6: Reclassification Rates. Additionally, the title was updated to align with the purpose of the action.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1-1a	Highly Qualified Staff-Recruitment and Retainment	Recruit and retain fully certified teachers, specifically teachers who are CLAD/BCLAD certified, in order to prioritize best first instruction to all students and ensure that teachers have the knowledge base in their subject matter to deliver engaging, differentiated, and scaffolded strategies for all learners. Additionally, in order to provide students with best first instruction, additional opportunities for learning and rigorous lessons, DSUSD	$17,482,459.00	Yes

Action #	Title	Description	Total Funds	Contributing
		allocates Structured Academic Support Time (SAST) for educators to strengthen collaborative practices within the professional learning community (PLC). This dedicated time is used to analyze student data, collaborate around differentiated strategies for all student groups that are showing academic gaps and/or are red performance indicators, plan instructional lessons that include strategies and scaffolds for all student groups, best first instruction, design targeted re-teach opportunities, and ensure district-wide alignment to CA state standards in each teacher's respective content. Please see additional information regarding this action in the Increased or Improved Services section.		
1-1b	Highly Qualified Staff- PAR/Induction	Provide PAR/Induction programs to teachers as quality job-embedded professional development through ongoing mentoring from a highly qualified teacher in order to improve new teacher retention, confidence and instructional quality. These programs ensure that teachers develop and use effective, evidence-based classroom strategies in order to foster a high level of student engagement, better classroom management, and greater stability and consistency for students which results in improved student academic performance and classrooms that are inclusive and foster a strong sense of belonging.	$964,917.00	No
1-1c	Highly Qualified Staff-Leadership Development	Provide professional leadership development, overseen by the Director of Personnel who works with both teachers and school administrators, with a focus on cultural competency, inclusive practices, and a commitment to closing opportunity gaps. There are multiple opportunities for leadership development offered to staff, including Desert Sands Leadership Academy (DSLA), which utilizes the National Institute for School Leadership (NISL) curriculum, the Aspiring Administrators program, the RCOE Mentor Program for clearing Administrative Credentials, LeadHERship Academy, the Alder Residency program and the oversight of all assistant principals throughout the district for support and alignment to district priorities.	$286,149.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Please see additional information regarding this action in the Increased or Improved Services section.		
1-1d	Highly Qualified Staff-Office Specialist	Provide an office specialist position to support leadership development and ensure maintenance of calendars, professional development offerings, and necessary and required paperwork is completed.	$106,714.00	No
1-1e	Highly Qualified Staff-DSLA	Offer the Desert Sands Leadership Academy (DSLA), partnered with the National Institute for School Leadership (NISL) to cohorts of professionals selected for their commitment to education and desire to continue to grow in their leadership roles. Participants in DSLA complete the NISL 12-month program that includes developing and implementing a site-specific problem of practice and action research project centered on identifying and dismantling systemic barriers contributing to opportunity gaps specifically for English Learners, Foster Youth, and socioeconomically disadvantaged students. These projects are designed to directly improve outcomes aligned to California Dashboard red performance indicators at each school site. By grounding leadership development in equity and evidence-based practices, DSLA increases the district's capacity to implement effective systems, strengthen instructional leadership, and ensure improved and increased services that elevate academic outcomes and expand opportunities for all students to succeed in school and beyond. Please see additional information regarding this action in the Increased or Improved Services section.	$150,550.00	Yes
1-2a	Professional Development	Provide professional development that is intentionally aligned to support fidelity to the district adopted curriculum and best first instruction in all content areas, with integration of evidence-based strategies and scaffolds to support English Learners, Students with Disabilities and all student groups scoring below the district average on CAASPP assessments.	$225,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		To address red performance indicators, the district will ensure alignment and coherence through the use of evidence-based, high-leverage instructional practices, including early literacy initiatives that include the science of reading strategies, academic discourse with a focus on Standards for Mathematical Practice (SMPs), and by working with each school site to develop an academic plan that supports the needs of all students with specific strategies, scaffolds, and supports for unduplicated student groups. Please see additional information regarding this action in the Increased or Improved Services section.		
1-2b	Professional Development-After-School Academies	Provide additional professional development opportunities to all staff during the non-instructional portion of the day to support teachers with topics, best practices, and time to develop further as an educator or to learn additional evidence-based strategies relevant to their teaching experience and current context. A focus on unduplicated student supports and red performance indicator student groups (both district and site level) will be offered by instructional and district coaches in order to ensure that after school academies are aligned to the district adopted curriculum and prioritized evidence-based strategies and scaffolds to support English Learners, Students with Disabilities and all student groups scoring below the district average on CAASPP assessments. Additionally, to address red indicators for all student groups district-wide, the after-school academies will ensure alignment and coherence through the use of evidence-based, high-leverage instructional practices, including early literacy initiatives that include the science of reading strategies, academic discourse with a focus on Standards for Mathematical Practice (SMPs) and alignment to the district adopted curriculum. After-school academies will focus on offering topics and training that supports the priorities of the district and will be offered in response to data	$100,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		collected from sites through walk-through visits and/or data from local assessments and feedback from sites. Please see additional information regarding this action in the Increased or Improved Services section.		
1-2c	Professional Development- Spec. Ed.	Continue to provide professional development for special education paraeducators on academic strategies, scaffolds, and social-emotional supports in order to provide a positive environment and best learning experience for students in the classroom.	$0.00	No
1-2d	Professional Development- Guest Teachers	Provide professional development for guest teachers on common core standards, curriculum, technology, instructional strategies, and effective classroom management strategies. Learning Recovery Emergency Block Grant Funds Action: DSUSD has unexpended LREBG funds. The LREBG Needs assessment identified various opportunity gaps for English Learners, Long Term English Learners, and Students with Disabilities across the district. To address this need, the district will need to provide increased training and support to school sites. To ensure the successful implementation of high-leverage research-based instructional strategies and professional learning aligned to the district's LCAP goals, guest teachers are essential to provide classroom coverage during staff training sessions. Professional Development is an allowable use of LREBG funding, and there is a body of research documenting the positive impact of professional development opportunities on student outcomes. This investment will allow DSUSD educators to fully engage in professional development without disrupting student learning. High-quality professional development equips teachers with the skills and knowledge to implement effective instructional practices that directly improve student achievement and close learning gaps. When not substituting, guest	$1,551,363.00	No

Action #	Title	Description	Total Funds	Contributing
		teachers will be strategically deployed to deliver small-group and targeted academic interventions, particularly for English Learners, Students with Disabilities, Foster Youth, and other identified student groups who are not on track to meet grade-level standards or A–G requirements. This dual role maximizes staffing flexibility while addressing both professional capacity building and urgent student academic needs. The effectiveness of this action will be measured by improvement in Metric 1.3: CA Dashboard ELA and Metric 1.4: CA Dashboard Math. Total LREBG Funds: $1,551,363.00		
1-3a	Supplemental Materials-Core Content	Provide supplemental materials to increase student engagement and opportunities for hands-on learning to supplement the lessons happening through the use of the district adopted curriculum. Please see additional information regarding this action in the Increased or Improved Services section.	$2,139,938.00	Yes
1-3c	Instructional Materials/Assessments- Don Johnson Toolkit	Provide district diagnostics and universal screening tools to monitor student learning progress in grades TK-12 to ensure students are on track for mastering standards in core content areas. Learning Recovery Emergency Block Grant Funds Action: To address these needs, the district will use LREBG funds to provide the Don Johnston toolkit at all school sites. This evidence-based resource is an allowable use of LREBG funds and is designed to reduce barriers to learning. The Don Johnston toolkit offers essential assistive technology, such as text-to-speech, word prediction, and speech-to-text, that helps students with disabilities access the curriculum more independently, engage in learning, and demonstrate their knowledge. Research shows that assistive technology tools like those in the Don Johnston toolkit can significantly improve reading comprehension, writing fluency, and	$66,712.00	No

Action #	Title	Description	Total Funds	Contributing
		academic engagement for students with learning disabilities. These supports promote greater inclusion, confidence, and participation in grade-level content alongside peers. This action will be measured by Metric 1.10: Winter iReady-ELA and Metric 1.3: CA Dashboard ELA. Total LREBG Funds: $66,712.00		
1-3d	Instructional Materials/ Assessments	Provide all students with the required textbooks and supplies in a timely manner and in compliance with the Williams Act. To do this, an additional Assistant Warehouse Driver position has been added to increase routes and shorten delivery time.	$113,549.00	No
1-4a	Technology- Chromebooks	Provide and sustain a 21st-century learning environment for students and teachers by supporting instructional technology to deliver a rigorous and relevant curriculum aligned with the core content standards. Chromebooks will be provided for students in grades 2-12. Tablets will be provided for students in grades K-2. Chromebooks will also be provided to teachers to support planning and instructional technology integration. The district will maintain a robust technology network and student information system infrastructure to support the learning environment and ensure equitable access.	$9,871,536.00	No
1-4e	Technology- Chief Innovation Officer	Support a shared vision of innovative best practices for educational technology, oversee the development and implementation of policies and standards for students to ensure safety and security, and ensure equitable access is provided to all students for digital tools, technology, and resources.	$434,379.00	No
1-4f	Technology-IT Specialist	Ensure that students and classrooms in the district have reliable technology through continuous monitoring and upkeep of related hardware	$210,475.00	No

Action #	Title	Description	Total Funds	Contributing
		and software in order to ensure equitable access and security throughout the district.		
1-4g	Technology-Data Monitoring Systems	Progress monitor students' academic learning through the Data Warehouse system. This data systems is in place to provide streamlined reports for learning growth that are aligned to the priorities and initiatives of the district. Individual students as well as student groups will be monitored, state dashboard red performance indicators for SED, Foster Youth, and EL students as well as Homeless, Students with Disabilities, African American, Hispanic and Filipino students, in the areas of Mathematics, ELA, ELPI and progress toward reclassification will be monitored, and reports will be included as part of teacher SAST and PLC time as well as during leadership meetings for administrators. Please see additional information regarding this action in the Increased or Improved Services section.	$208,000.00	Yes
1-5a	Interventions-Kinder	Provide full-day kindergarten at all elementary sites maintaining a ratio of 24:1 in the classroom environment.	$370,999.00	No
1-5b	Interventions-Foundations of Early Literacy	Provide diagnostic tools, curriculum, lesson frameworks and interventions for foundations of early literacy so all students are equitably supported and learn to read. Research shows that students can learn to read at highly effective levels when they are taught with evidence-aligned instruction, specifically systematic, explicit, and structured literacy approaches that cover phonemic awareness, phonics, fluency, vocabulary, and comprehension. Early literacy development is critical in pre-K to grade 3 and can determine future success. Elementary schools with red indicators will receive additional coaching and progress monitoring. Learning Recovery Emergency Block Grant Fund Action:	$1,306,434.00	Yes

Action #	Title	Description	Total Funds	Contributing
		DSUSD has unexpended LREBG funds. The LREBG Needs Assessment identified English Language Arts (ELA) as a significant area of need across the district. Specific student groups--including English Learners, Long-Term English Learners, and Students with Disabilities--also show red indicators in ELA, highlighting persistent achievement gaps that require targeted support. To strengthen the district's early literacy initiative, LREBG funds will be used to support educator training and implementation of three evidence-based programs: LETRS (Language Essentials for Teachers of Reading and Spelling), Lexia, and the Institute for Multisensory Education (IMSE) training. Research on the Science of Reading strongly supports structured literacy approaches, which emphasize explicit, systematic instruction in phonemic awareness, phonics, vocabulary, fluency, and comprehension. Each of these programs contributes uniquely to building teacher capacity and improving student outcomes. LETRS provides educators with deep theoretical and practical knowledge about how children learn to read, enabling them to apply research-based practices in the classroom. Lexia offers adaptive, personalized literacy instruction and real-time data to guide instruction and intervention, making it effective for supporting a wide range of learners. IMSE training delivers multisensory, Orton-Gillingham-based strategies that are particularly beneficial for students with dyslexia and other language-based learning differences. Multiple studies have shown that these programs lead to significant improvements in foundational reading skills, especially when implemented with fidelity as part of a comprehensive early literacy plan. Together, these three programs create a robust professional learning plan that equips teachers with the tools to provide high-quality early literacy instruction. All three programs fall under the allowable use of LREBG funds for professional development that builds capacity for teachers in English Language Arts. This action will be measured by the DIBELS diagnostic, Metric 1.10: Winter i-Ready-ELA, and for students in grades 3–5, Metric 1.3-CA Dashboard ELA. Total LREBG Funds: $1,186,434.00		

Action #	Title	Description	Total Funds	Contributing
		Please see additional information regarding this action in the Increased or Improved Services section.		
1-5c	Interventions-Summer School	Provide a summer school program that offers an evidence-based intervention opportunity to implement accelerated learning strategies, credit recovery, and extended instructional time in small class sizes in order to mitigate learning loss and recover deficient credits for students who are not on track with graduation requirements or want to become A-G eligible. Learning Recovery Emergency Block Grant Fund Action: DSUSD has unexpended LREBG funds. The LREBG Needs Assessment identifies significant disparities in academic performance among student groups, particularly English Learners (ELs), Students with Disabilities (SWD), socioeconomically disadvantaged (SED) students, Foster Youth, and African American students. These groups show lower proficiency rates and slower academic recovery post-pandemic, as evidenced in diagnostic assessments and Dashboard indicators. To address these gaps, the district has prioritized research-based strategies that increase access to learning time, accelerate credit recovery, and provide targeted interventions. This action falls under the allowable use of LREBG funds that extends instructional time. This funding will be used to supplement the existing DSUSD summer school program. Research shows that well-designed summer school programs can lead to measurable gains in student achievement, particularly when they focus on individualized instruction, high-interest content, and alignment with core academic standards. The effectiveness of the action will be measured by Metric 1.12: CA Dashboard-Grad Rate. Total LREBG Funds: $841,861.00	$1,741,861.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Please see additional information regarding this action in the Increased or Improved Services section.		
1-5d	Interventions-Middle School Math	Provide academic research-based math support for middle school students in addition to the district adopted curriculum that fills gaps in mathematical and conceptual math knowledge. Middle schools with red indicators will receive additional support for training, coaching, and progress monitoring. Please see additional information regarding this action in the Increased or Improved Services section.	$72,600.00	Yes
1-5e	Interventions- 504 support	Provide additional materials, equipment, and/or tools to support students who have a 504 plan or who are in process of a 504 plan.	$0.00	No
1-5f	Interventions-Goalbook	Provide Goalbook Toolkit as a supplemental resource for teachers to use with all students to help build UDL strategies into their classrooms as well as a tool for special education teachers to use to write effective, progress monitored goals for all students with IEPs in order to ensure all students are supported to make growth on state assessments.. Please see additional information regarding this action in the Increased or Improved Services section.	$143,381.00	Yes
1-5g	Interventions-Secondary Math	Provide a technology enhanced formative assessment platform in order to improve student academic performance on high-stakes state math assessments. Research shows that integrating embedded assessment into the learning process helps shift student understanding in mathematical thinking. Classtime is a platform that explicitly teaches Strategic Thinking and	$575,240.00	No

Action #	Title	Description	Total Funds	Contributing
		layering of mathematical skills and technology skills in math while practicing targeted grade-level standards. The platform assessments mirror the state-testing experience in a low-stakes environment to counteract the main cause of math anxiety. The platform allows for real-time actionable data as well as instructional routines to help teachers quickly understand students' needs and strengths. Middle and high schools with red indicators will receive additional coaching and progress monitoring. Learning Recovery Emergency Block Grant Fund Action: DSUSD has unexpended LREBG funds. The LREBG Needs Assessment identified Math as a significant need across the district. Specific student groups--including African American, English Learners, Long-Term English Learners and Homeless--also show red indicators in Math, highlighting the persistent opportunity gaps that require targeted support. To strengthen the district's math initiative, LREBG funds will be used to support educator training and implementation of the evidence-based program: Classtime. Research on Classtime strongly supports the layered assessment routine, such as the one leveraged in Classtime, to support students' understanding of mathematical concepts and retainment of learned skills. Research also shows that teachers' math teaching anxiety negatively impacts student achievement. Strategic thinking in math has been recognized as a method for reducing math anxiety and improving math scores. Research also shows that dimensions of the class climate substantially impact individual students' mathematical self-efficacy, which is particularly important for multilingual learners. Classtime leverages engagement features focused on cooperative challenges to promote a positive class climate around math achievement. This group-centered gamification promotes a social learning experience that encourages knowledge-sharing and is more enjoyable. Lastly, the platform's real-time data analysis feature allows teachers to swiftly adapt their teaching strategies and focus on specific strategic thinking gaps, allowing student performance on standardized math assessments to increase. Since this program is meant to progress monitor students needs and strengths in		

Action #	Title	Description	Total Funds	Contributing
		mathematical thinking, this program falls under the allowable use of LREBG funds for additional academic services for pupils, such as diagnostic, progress monitoring, and benchmark assessments of pupil learning. This action will be progress monitored through Classtime assessments and local assessments. The effectiveness of this action will be measured by Metric 1.4: CA School Dashboard-Mathematics (Grades 6-8 & 11). Total LREBG Funds: $575,240.00 Please see additional information regarding this action in the Increased or Improved Services section.		
1-6a	School Site Staffing-High School	Promote additional opportunities for students to engage with teachers by maintaining the high school staffing ratio at 31:1. Please see additional information regarding this action in the Increased or Improved Services section.	$11,709,126.00	Yes
1-6b	School Site Staffing-Students with Disabilities	Promote more opportunities for active participation, including increased turn-taking, oral language development, and peer interaction in special education settings by reducing class sizes in special education classroom. Please see additional information regarding this action in the Increased or Improved Services section.	$2,046,196.00	Yes
1-6c	School Site Staffing-Spec. Ed. Staffing	Promote safety, independence, and additional tailored academic supports for students by providing education paraeducators at 6.5 hours per day.	$49,969,962.00	No

Action #	Title	Description	Total Funds	Contributing
1-6d	School Site Staffing-Classified	Provide a positive school climate and additional student support from adults by providing additional funding for classified staff salaries beyond the staffing formula.	$146,408.00	No
1-6e	School Site Staffing-SLP assistants	Provide (2) Speech/Language Pathologist (SLP) Assistants to provide speech and language services to students.	$208,362.00	No
1-7a	Parent Engagement-PIQE	Provide the PIQE program at various times, different locations, and in additional languages throughout the school district in order to partner with parents on how to help them actively engage in their children's K-12 education. The program is designed to help parents understand the school system, A-G college requirements, and how to advocate for their children. By providing this program to parents, parents gain an understanding on how to support their children and gain access to resources to use in the home and at school to provide additional support so their children can achieve academic success. Additionally, it provides parents with information on how to become involved and stay involved with schools. Please see additional information regarding this action in the Increased or Improved Services section.	$312,958.00	Yes
1-7b	Parent Engagement	Foster parent engagement, support and capacity through the existing District Advisory Committee (DAC) and District English Learner Advisory Committee (DELAC) in order to receive feedback on how to support all students and to offer opportunities for learning for all parents and guardians.	$0.00	No
1-7c	Parent Engagement-SPSA	Provide translation and interpretation for Spanish and other languages for school and district meetings, information and resources that support parent involvement.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
1-8a	Site Based Student Achievement Support- Site Allocations	Provide additional LCFF funding, allocated to each site based on their unduplicated student count, prioritizing red performance indicators, in order for school sites to address the specific needs in ELA, Math, and/or Chronic Absenteeism of the students on their campus. School site actions and services are reflected in the School Plan for Student Achievement (SPSA) and are reviewed, evaluated, and revised annually by the School Site Council (SSC), which includes parents, staff, and students. Learning Recovery Emergency Block Grant Fund Action: DSUSD has unexpended LREBG funds. The LREBG Needs assessment identified ELA, Math, and Chronic Absenteeism as areas of significant need. Schools will receive an LREBG allocation to address these areas of need in their schools, prioritizing red and orange indicators on their CA Dashboard. Schools will make a determination on the programs and services they select to accelerate progress and close learning gaps through the implementation, expansion, or enhancement of evidence-based learning supports, which is an allowable use of LREBG funds. Research supports the effectiveness of site-based decision-making and targeted resource allocation, especially when schools use data to select evidence-based interventions tailored to the needs of their student populations. Such strategies have been shown to improve academic performance and reduce disparities among student groups. This action will be measured by Metric 1.3: CA Dashboard-ELA, Metric 1.4: CA Dashboard-Math, and Metric 3.5: DataQuest Chronic Absenteeism. Total LREBG Funds: $3,670,193.00 Please see additional information regarding this action in the Increased or Improved Services section.	$8,082,034.00	Yes

Action #	Title	Description	Total Funds	Contributing
1-9a	Early Childhood Educational Programs	Provide high-quality preschool programs at DSUSD, specifically for students who face systemic barriers such as English Learners and low-income students to ensure that these unduplicated students have access to a strong foundation for their education. Please see additional information regarding this action in the Increased or Improved Services section.	$491,709.00	Yes
1-9b	Early Childhood Educational Programs-Early Childhood Center	Provide a high-quality preschool program at DSUSD through the Adams Early Childhood Learning Center (ECLC), specifically for students with disabilities, to ensure that these students have access to supports for their learning and a smooth transition into future educational classrooms. Learning Recovery Emergency Block Grant Fund Action: DSUSD has unexpended LREBG funds. The LREBG needs assessment identified Students with Disabilities (SWD) as a student group that is consistently performing in the red performance levels on the California School Dashboard. It is critical to reduce caseloads and increase access to specialized, intensive instruction. Funding more SDC teachers enables the district to lower student-to-teacher ratios, allowing for more individualized, targeted support aligned to each student's IEP goals. This investment directly supports LREBG priorities by ensuring SWD have equitable access to rigorous instruction, improving academic outcomes, and addressing the systemic disparities reflected in Dashboard indicators. This action falls under the allowable use of certificated staff to support small group instruction and the use of research-based strategies. Research consistently shows that smaller class sizes and reduced caseloads for special education teachers lead to more effective instruction, greater student engagement, and improved academic and behavioral outcomes for students with disabilities. Increased staffing also enables more opportunities for individualized instruction, timely feedback, and implementation of specialized supports aligned with IEP goals. Additional SDC staffing also enhances collaboration with general education teachers,	$3,978,712.00	No

Action #	Title	Description	Total Funds	Contributing
		ensuring better inclusive practices and differentiated support for SWD across settings. To support this, the district will fund the addition of SDC teachers and paraeducators. This action will be measured by the Spring DRDP for Students with Disabilities. Total LREBG Funds: $862,011.00		
1-10a	English Learner Supports-DLI	Provide opportunities for students to become bilingual and earn the state seal of biliteracy through a Dual Language Immersion (DLI) program. Please see additional information regarding this action in the Increased or Improved Services section.	$885,913.00	Yes
1-10b	English Learner Supports-Professional Development	Provide professional development for teachers on Best First Instruction for English Learners for Integrated ELD. Evidence-based strategies are woven into the curriculum and lesson delivery for all content areas. Additionally, PD at middle and high school sites will include a specific focus on LTEL students and Project Facilitators will work with individual teachers to effectively monitor and support LTEL students. School sites with red performance indicators in ELA, Math and/or ELPI for EL or LTEL students will receive additional coaching and modeling from Project Facilitators and time for reflection and collaboration opportunities. Please see additional information regarding this action in the Increased or Improved Services section.	$11,932,656.00	Yes
1-10c	English Learner Supports	Provide professional development on Best First Instruction for English Learners for Designated ELD, curriculum for Newcomer ELs, and specific	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		training on ELLevation for the development of individualized student plans and reclassification monitoring. Schools with red performance indicators in ELPI will receive additional training, progress monitoring, and support from project facilitators and district personnel. Additionally, this action will progress monitor LTEL students, specifically at the high school level, to promote ELPI and reclassification before graduation.		
1-10d	English Learner Supports- HIgh School ELD Support	Provide (19) additional classroom teachers at the secondary level to increase ELD support and provide access to the core curriculum, leading to improved performance on ELPAC and increased reclassification rates. Sites that have EL and/or LTEL students identified as a red performance indicator on ELPI will receive targeted support from the district. Please see additional information regarding this action in the Increased or Improved Services section.	$2,894,846.00	Yes
1-10e	English Learner Supports- Elementary ELD Support	Provide (10) Elementary Classroom Teachers to provide additional ELD intervention support for elementary schools. Sites that have EL and/or LTEL students identified as a red performance indicator on ELPI will receive targeted support from the district. Learning Recovery Emergency Block Grant Funds Action: DSUSD has unexpended LREBG funds. The LREBG Needs Assessment identified various opportunity gaps for English Learners. To address this need, the district will need to provide professional development and coaching to support elementary school sites on the English Language Arts/English Language Development Framework for California Public	$1,895,244.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Schools: Kindergarten through Grade Twelve. To ensure the successful implementation of high-leverage research-based instructional strategies and professional learning aligned to the district's LCAP goals, English Language Development Instructional Teacher Coaches (ELD-ITC) are essential to provide on the job embedded coaching, modeling, and reflection for teachers at the school site. Professional development and coaching is an allowable use of LREBG funding, and there is a body of research documenting the positive impact of professional development and coaching on student outcomes. This investment will allow DSUSD educators to fully engage in coaching cycles and professional development without disrupting student learning. High quality coaching cycles equips teachers with the skills and knowledge to implement effective instructional practices and scaffolds directly to improve student achievement and close opportunity gaps. When the ELD-ITCs are not involved in a direct coaching cycle, they will be deployed to conduct small group and targeted interventions for English Learner students who are not track to make progress on the ELPI. This action will be progress monitored through local assessment data. This action will be measured by Metric 1.5: CA Dashboard ELPI (Grades 3-5). Total LREBG Funds: $98,258.00 Please see additional information regarding this action in the Increased or Improved Services section.		
1-10f	English Learner Supports-Coordinator of Multilingual Learner Programs	Provide the position of (1) Multilingual Language Coordinator to evaluate the development, delivery, implementation, and monitoring of services for Multilingual Learners in the district and site levels; advise and assist school administrators, teachers and other district staff with the coordination and implementation of Multilingual Learner program services that support and promote the academic and linguistic advancement of the Multilingual Learner student population within the district.	$255,109.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Please see additional information regarding this action in the Increased or Improved Services section.		
1-10g	English Learner Supports-Bilingual Office Specialist	Provide bilingual office support for the Coordinator of Multilingual Learner programs and the Coordinator of Diversity, Equity and Parent and Family Engagement in order to build partnerships with families and ensure understanding between the district and families.	$108,442.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	ALL STUDENTS WILL GRADUATE AND BE PREPARED TO MAKE A SUCCESSFUL TRANSITION TO FURTHER EDUCATION AND/OR CAREER OPPORTUNITIES	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Goal 2 aligns with the district vision which states that DSUSD will be the district of choice to successfully prepare every student for college, career, and life. In Desert Sands Unified School District it's a priority to offer students opportunities to show that they are prepared for their future by demonstrating mastery of what they have learned. Metrics from sources such as CA Dashboard, CALPADS, DataQuest, and other local indicators assist in progress monitoring the effectiveness of our larger pieces of work within this goal, including Course Access and Advanced Programs, Opportunities Outside of Traditional Program, Career Technical Education, College Going Culture, and Broad Course of Study. The California School Dashboard continues to show growth in the College and Career Indicator, but there is still work to be done including increasing dual enrollment, CTE offerings, and providing opportunities for students with disabilities and students enrolled in alternative schools to be prepared for college and career.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	California School Dashboard Graduation Rate Indicator	2023 California School Dashboard Graduation Rate: Cohort Graduation Rate: • All students 93.8% • EL: 87.9% • LTEL: 88.0%	2024 California School Dashboard Graduation Rate: Cohort Graduation Rate: • All students 92.7%	2025 California School Dashboard Graduation Rate: Cohort Graduation Rate: • All students 93.7% • EL: 85.6%	Combined four-year and five-year cohort graduation rate will increase by 2.5% annually. CA Dashboard Graduation Rate will be at or above:	2025 California School Dashboard Graduation Rate: Cohort Graduation Rate: Improved • SWD: 2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		• SED: 93.3% • SWD: 81.0% • Foster Youth: 83.3% • Homeless: 84.5% • African American: 94.1% • Hispanic: 93.1%	• EL: 82.6% NOTE CORRECTION: 86.2% incorrectly reported • LTEL: 83.8% • SED: 92.3% • SWD: 78.5% • Foster Youth: 89.7% • Homeless: 84.3% • African American: 84.2% • Hispanic: 91.9%	• LTEL: 86.4% • SED: 93.2% • SWD: 83% • Foster Youth: 92.6% • Homeless: 79.3% • African American: 97.6% • Hispanic: 93%	• All students 100% • EL: 95.4% • LTEL: 95.5% • SED: 100% • SWD: 88.8% • Foster Youth: 90.8% • Homeless: 92% • African American: 100% • Hispanic: 100%	• Foster Youth: 9.3% • African American: 3.5% Maintained NA Declined • All students -0.1% • EL: -2.3% • LTEL: -1.6% • SED: -0.1% • Homeless: -5.2% • Hispanic: -0.1%
2.2	High School 4-Year Adjusted Cohort Dropout Rate Percentage of students in the Adjusted 4-year Graduation Cohort reported as dropouts	2022-23 High School Data Quest Four Year Adjusted Cohort Outcome Report: 4-Year Adjusted Cohort Dropout Rate • HS: 2.3% (53/2260) • EL: 6.5% (25/385)	2023-24 High School Data Quest Four Year Adjusted Cohort Outcome Report: 4-Year Adjusted Cohort Dropout Rate • HS: 2.8% (65/2311)	2024-25 High School Data Quest Four Year Adjusted Cohort Outcome Report: 4-Year Adjusted Cohort Dropout Rate HS: 2.6% (59/2249) EL: 6.7% (30/450)	Maintain a drop out rate of less than 3.0% for all students and less than 5% for all student groups.	2024-25 High School Data Quest Four Year Adjusted Cohort Outcome Report: 4-Year Adjusted Cohort Dropout Rate Improved • SWD: -.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		• SED: 2.5% (48/1929) • SWD: 4.1% (11/268) • Foster Youth: 6.7% (2/30) • Homeless: 6.4% (9/140) • African American: 3.0% (1/33)	• EL: 7.7% (32/418) • SED: 3.0% (60/1986) • SWD: 6.0% (18/299) • Foster Youth: 3.7% (1/27) • Homeless: 6.0% (8/133) • African American: 10.5% (2/19)	SED: 2.9% (55/1916) SWD: 4.8% (14/294) Foster Youth: 3.7% (1/27) Homeless: 11.8% (13/110) African American: 2.4% (1/41)		• Foster Youth: -3% • African American: -.6% Maintained NA Declined • HS: .3% • EL: .2% • SED: .4% • Homeless: 5.4%
2.3	Middle School Dropout Rate Count of middle school students reported as dropouts	2022-23 Middle School Dropouts - CALPADS: • MS: 7 students	2023-24 Middle School Dropouts - CALPADS: • MS: 7 students	2024-25 Middle School Dropouts - CALPADS: • MS: 8 students	The number of Middle School dropouts will remain under 5 per year.	2024-25 Middle School Dropouts - CALPADS: Increased • MS: 1 students
2.4	Career Technical Education (CTE) Program Completion Rate Percentage of Graduates who completed at least one CTE pathway - students in the combined four-	2022-23 California Dashboard CTE Completers: • All Students: 17.5% (396/2269) • EL: 7.8% (30/387) • SED: 17.4% (337/1937)	2023-24 California Dashboard CTE Completers: • All Students: 19.2% (445/2314) • EL: 10% (42/419)	2024-25 California Dashboard CTE Completers: • All Students: 23.9% (539/2254) • EL: 14.7% (66/450)	The percentage of CTE Completers will increase by 3% annually. California Dashboard CTE Completers will be at or above:	2024-25 California Dashboard CTE Completers: Improved • All Students: 6.4% • EL: 6.9% • LTEL: NA

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	and five-year graduation rate who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.	• SWD: 8.4% (23/273) • Foster Youth: 3.3% (1/30) • Homeless: 15.5% (22/142) • Afr. Am.: 14.7% (5/34)	• LTEL: 11.2% (40/358) • SED: 19.3% (384/1989) • SWD: 8.9% (27/302) • Foster Youth: 17.2% (5/29) • Homeless: 11.2% (15/134) • African American: 10.5% (2/19)	• LTEL: 15.9% (62/389) • SED: 23.4% (449/1921) • SWD: 12.2% (36/294) • Foster Youth: 7.4% (2/27) • Homeless: 11.7% (13/111) • African American: 17.1% (7/41)	• All Students: 26.5% • EL: 16.8% • SED: 26.4% • SWD: 17.4% • Foster Youth: 12.3% • Homeless: 24.5% • African American: 23.7%	• SED: 6% • SWD: 3.8% • Foster Youth: 4.1% • African American: 2.4% Maintained NA Declined • Homeless: -3.8%
2.5	UC/CSU A-G Entrance Requirements Completion Rate Percentage of Graduates Meeting or Exceeding UC/CSU Entrance Requirements (A-G Criteria)	2022-23 DataQuest Four-year UC/CSU Requirement: • All Students: 54.7% • EL: 29.8% • SED: 50.9% • SWD: 18.5% • Foster Youth: 28% • Homeless: 38.1% • Afr. Am.: 64.5%	2023-24 DataQuest Four-year UC/CSU Requirement: • All Students: 56.1% (1203/2311) • EL: 25.7% (89/418) • SED: 51.6% (946/1986)	2024-25 DataQuest Four-year UC/CSU Requirement: • All Students: 61.4% (1293/2249) • EL: 33% (127/450) • SED: 57.7% (1030/1916)	Increase the percent of high school graduates meeting UC/CSU A-G requirements by 2% annually DataQuest - Four-year UC/CSU Requirement will be at or above: • All Students: 60.7% • EL: 35.8%	2024-25 DataQuest Four-year UC/CSU Requirement: Improved • All Students: 6.7% • EL: 3.2% • SED: 6.8% • SWD: .4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			• SWD: 16.9% (40/299) • Foster Youth: 38.5% (10/27) • Homeless: 39.8% (45/133) • African American: 31.3% (5/19)	• SWD: 18.9% (46/294) • Foster Youth: 44% (11/27) • Homeless: 26.4% (23/110) • African American: 60% (24/41)	• SED: 56.9% • SWD: 24.5% • Foster Youth: 34% • Homeless: 44.1% • African American: 70.5%	• Foster Youth: 16% Maintained NA Declined • Homeless: -11.7% • African American: -4.5%
2.6	Career Technical Education (CTE) Completers meeting UC/CSU A-G Entrance Requirement Completion Rate Percentage of Graduates who Met UC/CSU Requirements AND Completed at Least One CTE Pathway	2022-23 California Dashboard CTE Completers meeting UC/CSU A-G Requirements: • All Students: 13.4% (303/2269) • EL: 4.7% (18/387) • SED: 13.0% (251/1937) • SWD: 3.3% (9/273) • Foster Youth: 3.3% (1/30) • Homeless: 9.9% (14/142) • African American: 14.7% (5/34)	2023-24 California Dashboard CTE Completers meeting UC/CSU A-G Requirements: • All Students: 14.6% (339/2314) • EL: 5.0% (21/419) • LTEL: 5.3% 19/358 • SED: 14.2% (282/1989)	2024-25 California Dashboard CTE Completers meeting UC/CSU A-G Requirements: • All Students: 18.4% (415/2254) • EL: 7.3% (33/450) • LTEL: 7.7% (30/389) • SED: 17.5% (337/1921)	Increase the percent of CTE Completers meeting UC/CSU A-G Entrance Requirements by 2% annually California Dashboard CTE Completers meeting UC/CSU A-G Requirements will be at or above: • All Students: 19.4% • EL: 10.7% • SED: 19.0%	2024-25 California Dashboard CTE Completers meeting UC/CSU A-G Requirements: Improved • All Students: 5% • EL: 2.6% • LTEL: NA • SED: 14.2% • SWD: 0.1% • Foster Youth: 0.4% Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			• SWD: 4.6% (14/302) • Foster Youth: 10.3% (3/29) • Homeless: 9.0% (12/134) • African American: 10.5% (2/19)	• SWD: 3.4% (10/294) • Foster Youth: 3.7% (1/27) • Homeless: 5.4% (6/111) • African American: 12.2% (5/41)	• SWD: 9.3% • Foster Youth: 9.3% • Homeless: 15.9% • African American: 20.7%	NA Declined • Homeless: -4.5% • African American: -2.5%
2.7	Advanced Placement (AP) exam scores of 3 or higher or International Baccalaureate (IB) exam scores of 4 or Higher Increase Percent of student exam scores; AP score of 3 or higher, IB score of 4 or higher	College Board and International Baccalaureate Program 2022-23 AP score of 3 or higher, IB score of 4 or higher: • All Students: 63.6% (822/1292) • EL: 50% (11/22) • SED: 57.5% (463/805) • SWD: 35.7% (5/14) • Foster: 0% • Homeless: 42.9% (3/7)	College Board and International Baccalaureate Program 2023-24 AP score of 3 or higher, IB score of 4 or higher: • All Students: 69.0% (995/1443) • EL: 58.8% (10/17) • SED: 63.1% (577/915) • SWD: 33.3% (3/9)	College Board and International Baccalaureate Program 2024-25 AP score of 3 or higher, IB score of 4 or higher: • All Students: 71.4% (1176/1646) • EL: 76.2% (16/21) • SED: 67.1% (714/1064)	Increase percent of student AP exam scores of 3 or higher/IB exam scores of 4 or higher by 2% annually. The percentage of student AP exam scores of 3 or higher/IB exam scores of 4 or higher will be at or above: • All Students: 69.6% • EL: 56.0% • SED: 63.5%	College Board and International Baccalaureate Program 2024-25 AP score of 3 or higher, IB score of 4 or higher: Improved • All Students: 7.8% • EL: 26.2% • SED: 9.6% • SWD: 21.4% • Foster: 66.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			• Foster: 0% (0/2) • Homeless: 70.0% (7/10)	• SWD: 57.1% (8/14) • Foster: 66.7% (2/3) • Homeless: 58.3% (7/12)	• SWD: 41.7% • Foster: 6% • Homeless: 48.9%	• Homeless: 15.4% Maintained NA Declined NA
2.8	Early Assessment Program (EAP) for English Language Arts (ELA) Results Percentage of 11th graders reported as College "Ready" or "Conditionally Ready" from SBAC ELA results	2022-23 11th graders "Ready" or "Conditionally Ready" • All Students: 50.6% • ELs: 3.7% • SED: 44.8% • SWD: 9.8% • Foster Youth: * • Homeless: 21.63% • African American: 47.06% *Less than 11 students - data not displayed for privacy	2023-24 11th graders "Ready" or "Conditionally Ready" • All Students: 51.51% • EL: 1.58% • SED: 45.41% • SWD: 10.61% • Foster Youth: * • Homeless: 18.18% • African American: 40% *Less than 11 students - data not displayed for privacy	2024-25 11th graders "Ready" or "Conditionally Ready" • All Students: 51.18% • EL: 1.95% • SED: 45.88% • SWD: 12.2% • Foster Youth: * • Homeless: 16.28% • African American: 34.49% *Less than 11 students - data not displayed for privacy	Increase percent of 11th grade students reported as "Ready" or "Conditionally Ready" by 3% annually as measured by the SBAC ELA results 11th graders "Ready" or "Conditionally Ready" will be at or above: • All Students: 59.6% • EL: 12.7% • SED: 53.8% • SWD: 18.8% • Foster Youth: *+9%	2024-25 11th graders "Ready" or "Conditionally Ready" Improved • All Students: .58% • SED: 1.08% • SWD: 2.4% Maintained NA Declined • EL: -1.75% • Homeless: -5.35% • African American: -12.57% Insufficient Data

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					• Homeless: 30.6% • African American: 56.06% CORRECTION MADE *Less than 11 students - data not displayed for privacy	• Foster Youth: NA
2.9	Early Assessment Program (EAP) for Mathematics Results Percentage of 11th graders reported as College "Ready" or "Conditionally Ready" from SBAC Mathematics results	2022-23 11th graders "Ready" or "Conditionally Ready" • All Students: 18% • EL: 0.7% • SED: 13.6% • SWD: 1.3% • Foster Youth: * • Homeless: 5.26% NOTE CORRECTION: 18.42% incorrectly reported • African American: 5.56% NOTE CORRECTION: incorrectly reported with * *Less than 11 students	2023-24 11th graders "Ready" or "Conditionally Ready" • All Students: 19.31% • EL: 0.39% • SED: 14.18% • SWD: 1.75% • Foster Youth: * • Homeless: 9.38% • African American: 10.00% *Less than 11 students - data not	2024-25 11th graders "Ready" or "Conditionally Ready" • All Students: 21.26% • EL: 1.56% • SED: 16.78% • SWD: 2.04% • Foster Youth: * • Homeless: 4.76% • African American: 24.14% *Less than 11 students - data not	Increase percent of 11th grade students reported as "Ready" or "Conditionally Ready" by 3% annually as measured by the SBAC Mathematics results 11th graders "Ready" or "Conditionally Ready" will be at or above: • All Students: 27% • EL: 9.7% • SED: 22.6%	2024-25 11th graders "Ready" or "Conditionally Ready" Improved • All Students: 3.26% • EL: .86% • SED: 3.18% • SWD: .74% • African American: 18.58% Maintained NA Declined

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		- data not displayed for privacy	displayed for privacy	displayed for privacy	• SWD: 10.3% • Foster Youth: *+9% • Homeless: 14.26% CORRECTION MADE • African American: 14.56% CORRECTION MADE *Less than 11 students - data not displayed for privacy	• Homeless: -0.5% Insufficient Data • Foster Youth: NA
2.10	Free Application for Federal Student Aid (FAFSA) submission Percent of High School Seniors submitting a Federal Student Aid application.	2022-23 Grade 12 Free Application for Federal Student Aid (FAFSA) submission • All Students: 81.7% (1714/2098) • ELs: 66.8% (175/262) • SED: 80.5% (1278/1587) • SWD: 76.1% (124/163) • Foster Youth: 100% (6/6)	2023-24 Grade 12 Free Application for Federal Student Aid (FAFSA) submission • All Students: 88.65% (1937/2185) • EL: 78.87% (112/142)	2024-25 Grade 12 Free Application for Federal Student Aid (FAFSA) submission • All Students: 86.7% (1978/2281) • EL: 65.6% (162/247) • SED: 85.4%	The percentage of Grade 12 Free Application for Federal Student Aid (FAFSA) submissions will be 95% or greater.	2024-25 Grade 12 Free Application for Federal Student Aid (FAFSA) submission Improved • All Students: 5% • SED: 4.9% • Homeless: 10.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		• Homeless: 56.3% (18/32) Note: 2023-24 Data available June 2024	• SED: 88.90% (1450/1631) • SWD: 80.23% (138/172) • Foster Youth: 77.78% (7/9) • Homeless: 75.68% (28/37)	(1513/1771) • SWD: 72.1% (202/280) • Foster Youth: 100% (8/8) • Homeless: 67.1% (47/70)		Maintained • Foster Youth: 0% Declined • EL: -1.2% • SWD: -4%
2.11	Middle School AVID Program Retention Rate Percent of middle school students enrolled in their second year of AVID	2023-24 AVID Program Course Enrollments Students in grades 7-8 students enrolled in second year of AVID • MS AVID: 55% (483/883) • EL: 49% (123/250) • SED: 56% (409/736) • SWD: 39% (26/66) • Foster Youth: 33% (1/3) • Homeless: 54% (7/13)	2024-25 AVID Program Course Enrollments Students in grades 7-8 students enrolled in second year of AVID • MS AVID: 71% (555/781) • EL: 78% (176/226) • SED: 74% (176/226) • SWD: 79% (41/52) • Foster Youth: 50% 1(/2)	2025-26 AVID Program Course Enrollments Students in grades 7-8 students enrolled in second year of AVID • MS AVID: 66% (574/879) • EL: 67% (187/279) • SED: 65% (243/372) • SWD: 49% (48/98) • Foster Youth: 25% 1(/4)	Increase AVID retention rate by 3% annually. The percentage of AVID programs participants will be at or above: Students in grades 7-8 students enrolled in second year of AVID • MS AVID: 64% • EL: 58% • SED: 65% • SWD: 48% • Foster Youth: 42%	2025-26 AVID Program Course Enrollments Students in grades 7-8 students enrolled in second year of AVID Improved • MS AVID: 11% • EL: 18% • SED: 9% • SWD: 10% • Homeless: 11% Declined

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			• Homeless: 67% (6/9)	• Homeless: 65% (11/17)	• Homeless: 63%	• Foster Youth: -8%
2.12	High School AVID Program Retention Rate Percent of high school students enrolled in their third year of AVID	2023-24 AVID Program Course Enrollments Students in grades 9-12 students enrolled in third year of AVID • HS AVID: 34% (391/1136) • EL: 21% (26/125) • SED: 35% (312/899) • SWD: 14% (8/59) • Foster Youth: 25% (1/4) • Homeless: 20% (5/25) *New for 2023-24 SY - Amistad Schoolwide AVID	2024-25 AVID Program Course Enrollments Students in grades 9-12 students enrolled in third year of AVID • HS AVID: 26% (159/603) • EL: 9% (8/91) • SED: 25% (132/521) • SWD: 16% (6/37) • Foster Youth: 33% (1/3) • Homeless: 7% (1/15) *New for 2023-24 SY - Amistad Schoolwide AVID	2025-26 AVID Program Course Enrollments Students in grades 9-12 students enrolled in third year of AVID • HS AVID: 35% (331/957) • EL: 16% (15/93) • SED: 34% (145/422) • SWD: 24% (14/58) • Foster Youth: 100% (1/1) • Homeless: 7% (1/15)	Increase AVID retention rate by 3% annually. The percentage of AVID programs participants will be at or above: Students in grades 9-12 students enrolled in third year of AVID • HS AVID: 43% • EL: 30% • SED: 44% • SWD: 23% • Foster Youth: 34% • Homeless: 29%	2025-26 AVID Program Course Enrollments Students in grades 9-12 students enrolled in second year of AVID Improved • HS AVID: 1% • SWD: 10% • Foster Youth: 75% Declined • EL: -2% • SED: -1% • Homeless: -13%
2.13	High School AVID students enrolling in AP/IB/College Courses	2023-24 AVID Course Enrollments HS AVID students enrolled in AP/IB/CC courses:	2024-25 AVID Course Enrollments HS AVID students	2025-26 AVID Course Enrollments HS AVID students	Increase High School AVID students enrolling in AP/IB courses by 3% annually.	2025-26 AVID Course Enrollments HS AVID students enrolled in

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		• HS AVID: 23% (260/1136) • EL: 4% (5/135) • SED: 22% (202/905) • SWD: 2% (1/58) • Foster Youth: 0% (0/5) • Homeless: 8% (2/25) *New for 2023-24 SY - Amistad Schoolwide AVID	enrolled in AP/IB/CC courses • HS AVID: 18.6% (112/603) • EL: 9.9% (9/91) • SED: 18% (94/521) • SWD: 16.2% (6/37) • Foster Youth: 0% (0/3) • Homeless: 26.7% (4/15) *New for 2023-24 SY - Amistad Schoolwide AVID	enrolled in AP/IB/CC courses • HS AVID: 31% (297/957) • EL: 8% (7/93) • SED: 33% (139/422) • SWD: 9% (5/58) • Foster Youth: 0% (0/1) • Homeless: 7% (1/15)	HS AVID students enrolled in AP/IB/CC courses will be at or above: • HS AVID: 32% • EL: 13% • SED: 31% • SWD: 11% • Foster Youth: 9% • Homeless: 17%	AP/IB/CC courses Improved • HS AVID: 8% • EL: 4% • SED: 11% • SWD: 7% • Foster Youth: 0% Declined • Homeless: -1%
2.14	California School Dashboard College/Career Indicator (CCI) Percentage of Graduates reported as meeting CCI "Prepared" measures	California School Dashboard: College/Career Readiness 2022-23 Grad. Cohort CCI Prepared • All Students: 44.8% (1014/2262) • EL: 13.7% (53/386) • SED: 41.4% (799/1931)	California School Dashboard: College/Career Readiness 2023-24 Grad. Cohort CCI Prepared • All Students: 48.7% (1128/2314) • EL: 15.8% (66/419)	California School Dashboard: College/Career Readiness 2024-25 Grad. Cohort CCI Prepared • All Students: 56.4% (1267/2248) • EL: 24.7% (111/449)	Increase the percent of Graduates reported as "Prepared" on the College and Career Indicator (CCI) by 2% annually Graduates reported as "Prepared" on the	California School Dashboard: College/Career Readiness 2024-25 Grad. Cohort CCI Prepared Improved • All Students: 11.6% • EL: 11%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		• SWD: 11.9% (32/270) • Foster Youth: 10% (3/30) • Homeless: 3.7% (38/141) • African American: 1.3% (13/33) • Hispanic: 40.4% (691/1710)	• LTEL: 15.6% (56/358) • SED: 45.1% (897/1989) • SWD: 12.9% (39/302) • Foster Youth: 20.7% (6/29) • Homeless: 28.4% (38/134) • African American: 21.1% (4/19) • Hispanic: 44.0% (779/1769)	• LTEL: 24.7% (96/388) • SED: 52.7% (1009/1915) • SWD: 13% (38/293) • Foster Youth: 33.3% (9/27) • Homeless: 20.9% (23/110) • African American: 48.8% (20/41) • Hispanic: 52% (885/1702)	CCI will be at or above: • All Students: 50.8% • EL: 19.7% • SED: 47.4% • SWD: 17.9% • Foster Youth: 16% • Homeless: 9.7% • African American: 7.3% • Hispanic: 46.4%	• SED: 11.3% • SWD: 1.1% • Foster Youth: 23.3% • Homeless: 17.2% • African American: 47.5% • Hispanic: 11.6% Maintained NA Declined NA Insufficient Data • LTEL: NA
2.15	High school students enrolling in AP/IB/College Courses	2023-24 AP/IB/College Course Enrollments: • HS students enrolled in AP/IB/CC: 36% (3146/8803) • EL: 14% (177/1224) • SED: 33% (2205/6643)	2024-25 AP/IB/College Course Enrollments: • HS students enrolled in AP/IB/CC: 41.1%	2025-26 AP/IB/College Course Enrollments: • HS students enrolled in AP/IB/CC: 40.6%	Increase the percent of High school students enrolling in AP/IB/College Courses by 3% annually 2023-24 AP/IB/College Course	2025-26 AP/IB/College Course Enrollments: Improved • HS students enrolled in

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		• SWD: 9% (95/1076) • Foster Youth: 9% (3/34) • Homeless: 24% (30/124)	(3504/8524) • EL: 16.1% (176/1094) • SED: 38% (2524/6635) • SWD: 16% (170/1064) • Foster Youth: 10% (3/30) • Homeless: 25.4% (46/181)	(3463/8533) • EL: 15.7% (161/1027) • SED: 40.5% (2448/6038) • SWD: 16.2% (176/1088) • Foster Youth: 28.1% (9/32) • Homeless: 22.7% (39/172)	Enrollments/Synergy: • HS students enrolled in AP/IB/CC: 45% • EL: 23% • SED: 42% • SWD: 18% • Foster Youth: 18% • Homeless: 33%	AP/IB/CC: 4.6% • EL: 1.7% • SED: 7.5% • SWD: 7.2% • Foster Youth: 19.1% Declined • Homeless: -1.3%

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

During the 2025–26 school year, Desert Sands Unified School District (DSUSD) successfully implemented all actions and services outlined in Goal 2, with a primary focus on being future ready and having access to rigorous courses and college and career pathways for low-income (LI), English Learner (EL), and Foster Youth (FY) students. These actions were initially developed based on both state and local data, and the district remained responsive throughout the year by adjusting services as needed through ongoing progress monitoring and data analysis. This ensured that supports remained aligned to evolving student needs.

Several areas of success were identified across Goal 2 actions, particularly in expanding access to advanced learning opportunities and strengthening college and career readiness. Access to Advanced Placement (AP) and International Baccalaureate (IB) programs remained strong, with positive results in both student grades and exam passing rates. GATE training was also effective, resulting in expanded access to services for students in grades 3–5 across all elementary sites. Additionally, the Ophelia mentorship program demonstrated strong

outcomes, with participating students exceeding district averages in graduation rate, College and Career Indicator (CCI), and A–G completion. AVID training and workshops have further supported the development of a college- and career-focused culture across the district. These efforts have equipped teachers with strategies to promote academic rigor and college readiness skills, helping students prepare for postsecondary success. Overall, Goal 2 actions have been effective in increasing access to rigorous programs and strengthening pathways for students to succeed beyond high school.

Areas for continued reflection and refinement include strengthening support for the Gents Alliance mentorship program to ensure that students participating in this at-risk male mentorship program experience outcomes comparable to those seen in the girls' mentorship program. This will include reviewing program structure, supports, and progress monitoring to better understand how to increase impact and improve student success. Additionally, the district will continue to focus on expanding equitable access to rigorous coursework and career pathways. Ongoing efforts will prioritize improving recruitment, enrollment, and support for all student groups in programs such as AP, IB, CTE, and dual enrollment to ensure that opportunities are accessible and inclusive. Ensuring equity across programs remains a key priority as the district works to provide all students with meaningful pathways to college and career readiness.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation is listed below for each action:

- 2-1a: Course Access/Advanced Programs, AP: Implemented as planned. AP courses were offered at all four comprehensive high schools; the total number offered was 25 different courses. Participation in one or more AP course was 18.5%.
- 2-1b: Course Access/Advanced Programs, IB: Implemented as planned. IB courses were offered at La Quinta High School; the total number offered was 26 courses. Participation in one or more IB course was 60.6%.
- 2-1d: Course Access/Advanced Programs, GATE: Implemented as planned. GATE Certification was provided for one teacher for each grade 3-5 level from all elementary school sites. Completion for all GATE Certification for elementary teachers by end of the 2025-26 year. Continuing implementation of GATE Certification to be planned for secondary sites.
- 2-1e: Course Access/Advanced Programs, Enrichment Programs: Implemented as planned. All Enrichment programs offered with participation. Science Fair submitted 79 projects from 82 students and 25 of the projects qualified for the Riverside County Science and Engineering Fair. Battle of the Books had school sites from across the district participate in elementary, middle, and high school levels with every single elementary, middle and high school represented. Math Field Day for both elementary and middle school was completed with various competitions and events held for over 600 students district-wide with every single elementary and middle school represented.
- 2-2b: Opportunities Outside of Traditional Program, Innovative Projects: Implemented as planned. The Youth Leadership Day and LeadHERship day for students was implemented with over 200 students that participated from all middle and high school sites across the district.
- 2-2c: Opportunities Outside of Traditional Program, Ophelia Project: Implemented as planned. To continue this program, recruitment will become a bigger focus in 8th grade in order to build the pipeline into high school.
- 2-2d: Opportunities Outside of Traditional Program, Gents Alliance: Implemented with adjustment. This program was not run this year at one of the high schools due to lack of mentor. This program also experienced some challenges with students staying in the program due to moving back and forth between comprehensive and alternative high schools. To better serve these students, additional protocols and tracking of students will be implemented.

- 2-3a: Career Technical Education, Director: Implemented as planned. All CTE programs have been implemented with 28% of all students in DSUSD enrolled in a CTE course. Currently, there are 27 different CTE academies and pathways offered at six different sites for high school, and four different CTE courses from three different middle schools that feed into high school pathways.
- 2-3b: Career Technical Education, Military Science: Implemented with adjustments. The funds were originally meant to fund the Cadet Corps camp experience in San Luis Obispo. However, based on no available instructor for this class, the camp has been put on hold. Funds were utilized to host a college and career readiness preparation experience where students participated in interviews and public appearances with community.
- 2-3c: Career Technical Education, Assistant Principals: Implemented as planned. Assistant Principals are provided at all comprehensive high schools and a .5 FTE Assistant Principal is provided at each of the alternative high schools in order to assist with recruitment and overseeing CTE pathways, enrollment and completion.
- 2-3d: Career Technical Education, Office Techs: Implemented as planned. Office Tech positions were provided at all comprehensive high schools and a .5 FTE Office Tech was provided at each of the alternative high schools in order to assist with progress monitoring, tracking of subgroup data, and budget tracking in order to support the CTE programs.
- 2-3f: Career Technical Education, Pathways: Implemented as planned. These funds primarily support the Cosmetology program as they prepare to take their Board exams and earn their Cosmo and/or Barbering licenses.
- 2-3g: Career Technical Educational, Digital Storytelling: Implemented as planned. Training was offered and attended by school sites who took the program back and implemented it with fidelity. This action has been fully completed.
- 2-4b: College-Going Culture/Broad Course of Study, A-G Guidance: Implemented as planned. The action provided funding for four bilingual paraeducators to assist EL students in courses, specifically those courses that counted for A-G. The bilingual paraeducators were placed into classes throughout the day where students were struggling with language and provided additional scaffolding and support.
- 2-4c: College-Going Culture/Broad Course of Study, Professional Development for Counselors: Implemented as planned. The district has provided support for counselors to build capacity and increase A-G course completion, grade validation, and onsite assistance during monthly meetings.
- 2-4d: College-Going Culture/Broad Course of Study, Avid Training: Implemented as planned. Training was offered as planned and attended. An ongoing challenge for the AVID program is securing funding and not having it be reduced as the needs keep growing in the district.
- 2-4e: College-Going/Broad Course of Study, AVID Project Facilitators: Implemented as planned. The two project facilitators ran training and workshops for AVID, GATE and CTE. The challenge for this action is that there is a large caseload with only two project facilitators to balance the workload.
- 2-4g: College-Going Culture/Broad Course of Study, APEX, Edgenuity: Implemented as planned. APEX was used primarily for credit recovery, while Edgenuity was used largely for SPED and independent study options.
- 2-4h: College-Going Culture/Broad Course of Study, Waivers: Implemented as planned. The challenge with these funds is ensuring that calculations for what is needed is correct as the need fluctuates from year to year.
- 2-4i: College-Going/Broad Course of Study, Portrait of a Graduate: Implemented as planned. All sites received training and materials and have begun implementation of the Portrait of a Graduate competencies at all school sites and across all grade levels.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

The district defined a material difference as 20% for a greater difference between planned expenditures and estimated actual expenditures.

Action 2-1a: Course Access/Advanced Programs, AP
Planned Allocations: $418,178
Actual Expenditures: $317,236
Material Difference: $100,942
Explanation: The underuse of funds can be attributed to unspent exam funds, remaining AP textbook allocations, and some sites not fully utilizing their designated budgets.

Action 2-1d: Course Access/Advanced Programs, GATE
Planned Allocations: $77,500
Actual Expenditures: $52,549
Material Difference: $25,021
Explanation: The testing for GATE was streamlined this year and one less testing facilitator was needed, so less hours were utilized for extra duty.

Action 2-2b: Opportunities Outside of Traditional Program, Innovative Projects
Planned Allocations: $75,000
Actual Expenditures: $51,730
Material Difference: $23,270
Explanation: Costs were lower than anticipated due to less projects being submitted.

Action 2-2d: Opportunities Outside of Traditional Program, Gents Alliance
Planned Allocations: $50,000
Actual Expenditures: $21,163
Material Difference: $28,837
Explanation: Costs were lower than budgeted due to one less high school participating and lower enrollment numbers in the other high school programs of students.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Goal 2 implementation of actions was mostly effective in 2025-26. All actions listed below have been organized based on the services offered and the focus of each group of actions.

Advanced Academic Programs and Academic Rigor
Focus: Expanding access to rigorous coursework and advanced learning opportunities

- 2-1a: Course Access/Advanced Programs, AP
- 2-1b: Course Access/Advanced Programs, IB
- 2-1d: Course Access/Advanced Programs, GATE
- 2-4h: College-Going Culture/Broad Course of Study, Waivers

Metrics: Metric 2.5: UC/CSU A-G Entrance Req. Completion Rate, Metric 2.14: CA Dashboard CCI, AP Participation Rates, Number of GATE certified teachers by site, Parent participation at GATE parent meetings, Numbers of waivers provided

During the 2025-26 academic year, 25 different AP courses were offered and 26 different IB courses were offered. Approximately 18.5% of students enrolled in high school took an AP course, and of those 18.5% approximately 2.2% were EL, 64.6% were SED, 1.4% were SWD, 1.0% were Homeless, .2% were Foster, 1.2% were AA, 62.7% were Hispanic and 23.8% were White. At the end of the first semester, the percentage of all students enrolled in an AP class that were passing their class(es) with a “C” or better was 83.3%. When broken down by subgroup, 85.0% of EL students had a “C” or better, 90.6% of SED students had a “C” or better, SWD had 81.5%, Homeless had 73.3%, Foster had 100%, AA had 82.9%, Hispanic had 90.4% and White had 96.2%.

IB classes had a higher participation rate based on the school site that offers IB prioritizing “IB for all” and requiring all students to take an IB class their junior year. For IB courses offered, 60.6% were taking an IB course during the 2025-26 academic year. Of that total, 4.3% were EL, 71.5% were SED, 7.8% were SWD, .8% were Homeless, .1% were Foster, 1.2% were AA, 76% were Hispanic and 16.4% were White. 70% of juniors are enrolled in an IB course. At the end of Semester 1, 85.1% of all students were passing their IB course with a “C” or better, as were 67.3% of EL students, 8.8% of SED, 84.8% of SWD, 71.4% of Homeless, 100% of Foster, 88.9% of AA, 83.1% of Hispanic and 90.5% of White.

The number of classes offered and the access for AP and especially IB courses indicates that the LCAP actions supporting AP and IB are effective in providing access to, and accountability for, the courses enrolled in.

Additionally, available data also indicates that LCAP actions supporting access to and success in advanced coursework are effective overall, with increased success rates across most student groups. The percentage of students earning a qualifying score (AP 3+ or IB 4+) increased from 69.0% in 2023–24 to 71.4% in 2024–25, demonstrating improved outcomes as participation expanded. Notable gains were observed among historically underserved groups. English Learners improved from 58.8% to 76.2%, socioeconomically disadvantaged students from 63.1% to 67.1%, and Students with Disabilities from 33.3% to 57.1%, indicating that supports are helping broaden access and improve success. Foster Youth also showed improvement, moving from 0% to 66.7%, though small cohort sizes should be considered when interpreting results. Fee waivers were provided to 76.43% of students, helping to ensure that all our student groups had access to AP and IB exams.

In 2025, 15 students graduated with the highly rigorous IB Diploma, which was a four diploma increase over 2024 and a six diploma increase from 2023 baseline data. Expanding access to rigorous coursework and advanced learning opportunities has also proven effective in increasing UC/CSU Requirements with all students showing 61.4% have met the requirements, which is a 6.7% increase from 2022-23 baseline data. Additionally, with the exception of the Homeless and African American student group, all groups have improved from baseline data. The fluctuation with such a small student population for Homeless and African American student groups may be one factor in the two subgroups decline.

This trend is also present in analyzing the 2024-25 Grad Cohort CCI Prepared indicator. With the exception of the Homeless population, all student groups increased on the CCI Indicator, with all students improving from baseline by 11.6%, EL students increasing by 11%, SED increasing by 11.3%, SWD increasing by 1.1% Foster Youth increasing by 23.3%, African American increasing by 9.4% and Hispanic increasing by 11.6%.

Overall, these trends suggest that LCAP actions are successfully increasing both participation and achievement in rigorous academic programs, while continued attention to sustaining supports and monitoring subgroup outcomes will be important to ensure equitable access and consistent success.

Additionally, there was a priority and focus on providing access to GATE students beginning in elementary and then moving up into secondary. During the 2025-26 academic year, GATE Certification was provided to elementary teachers on four different dates. By the end of the 2025-26 school year, all elementary school sites (17 sites total) will have one GATE certified teacher on site for each grade level grades 3 through 5 to support GATE students. Additional progress and effectiveness monitoring for actions will continue as additional support and enrichment are provided to students. Parent participation in GATE also continues to increase with two GATE STEM nights offered and attended by GATE students and their respective families. Increasing participation by students and families in GATE events and activities will continue to be a priority moving forward.

Targeted Supports, Student Enrichment and Equity-Focused Programs
Focus: Supporting at-promise and unduplicated student groups and expanding access to advanced learning opportunities

- 2-1e: Course Access/Advanced Programs, Enrichment Programs
- 2-2b: Opportunities Outside of Traditional Program, Innovative Projects
- 2-2c: Opportunities Outside of Traditional Program, Ophelia Project
- 2-2d: Opportunities Outside of Traditional Program, Gents Alliance
- 2-3g: Career Technical Educational, Digital Storytelling

Metrics: Metric 2.1: CA Dashboard Grad Rate (Ophelia and Gents Alliance participants), Metric 2.5: UC/CSU A-G Completion Rate (Ophelia and Gents Alliance participants), Metric 2.14: CA Dashboard CCI (Ophelia and Gents Alliance participants)
*Note: Action 2-1e, Action 2-2b, Action 2-2c, Action 2-2d, and Action 2-3g were updated, change explained in Prompt 4.

Through Enrichment Programs and Innovative Projects, students participated in events such as Math Field Day, Battle of the Books, Science Fair, and the District Spelling Bee. Additionally, through Innovative Projects students participated in events such as Youth Leadership Day, LeadHERship Day for students, Tech and Tiaras and Academic Bootcamp. The participation levels for each of these events indicated effectiveness at increasing opportunities and expanding access to advanced learning opportunities for our at-promise and unduplicated student groups.

Additionally, Ophelia, the in-school team mentoring program for at-risk girls, appears to be highly effective for participating students, while broader district data continues to show opportunity gaps that the program is well-positioned to address. At the district level, socioeconomically disadvantaged (SED) students make up a large portion of the student population (79.4%), and while graduation rates for

SED students (93.2%) are close to the district average (93.7%), gaps remain in college and career readiness indicators such as A–G completion (57.7% for SED vs. 61.4% overall) and CCI Prepared (52.7% vs. 56.4%). In contrast, students who participated in the mentoring program demonstrated notably stronger outcomes, including a 94.4% graduation rate, 88.3% A–G completion, and 88.9% CCI Prepared, all significantly exceeding district and SED subgroup averages. These results suggest that the mentoring program is effective for girls in achieving higher levels of academic success, college/career readiness, and on-time graduation.

Effectiveness for the Gents Alliance program is a little bit more mixed, with strong outcomes in some areas but continued gaps in college and career readiness indicators when compared to district and subgroup averages. Students participating in the Gents Alliance program achieved an 88.1% graduation rate, which is lower than both the district and SED averages, suggesting that additional support may be needed to ensure on-time graduation for participants. Similarly, while CCI Prepared (40.7%) and A–G completion (33.9%) for Gents Alliance students indicate meaningful participation in college and career pathways, these outcomes remain below district and SED subgroup averages, highlighting ongoing opportunity gaps. These results suggest that while the program is engaging students and supporting progress toward postsecondary readiness, its effectiveness is not yet sufficient to close all gaps, indicating a need for continued refinement, earlier intervention, and potentially expanded or intensified support to improve academic outcomes and readiness for college and career pathways.

College and Career Readiness Systems
Focus: Post-secondary preparation, A-G completion, and career pathways

- 2-3a: Career Technical Education, Director
- 2-3b: Career Technical Education, Military Science
- 2-3c: Career Technical Education, Assistant Principals
- 2-3d: Career Technical Education, Office Techs
- 2-3f: Career Technical Education, Pathways
- 2-4b: College-Going Culture/Broad Course of Study, A-G Guidance
- 2-4c: College-Going Culture/Broad Course of Study, Professional Development for Counselors
- 2-4d: College-Going Culture/Broad Course of Study, Avid Training
- 2-4e: College-Going/Broad Course of Study, AVID Project Facilitators
- 2-4g: College-Going Culture/Broad Course of Study, APEX, Edgenuity
- 2-4i: College-Going/Broad Course of Study, Portrait of a Graduate

Metrics: Metric 2.14: CA Dashboard CCI (all and AVID participants), Metric 2.4: CTE program completion rate (all and Military Science), Metric 2.5: UC/CSU A-G Entrance Requirement Completion Rate (all and AVID participants), Metric 2.1: Grad Rate, Completion rate for APEX/Edgenuity courses, Enrollment in CTE courses
*Note: Action 2-3a, Action 2-3b, Action 2-3c, Action 2-3d, Action 2-4d, Action 2-4e and Action 2-4i were updated, changes explained in Prompt 4.

Based on an analysis of the metrics associated with college and career readiness, expanding access to rigorous coursework, strengthening CTE pathways, and supporting student groups, data showed a positive impact, with notable gains across multiple indicators and most student groups.

As part of the district's continued commitment to AVID implementation at all sites districtwide, AVID Training was conducted in 27 different types of training, ranging from AVID Excel to support EL learners, AVID with CTE to support career and technical classes, AVID for elective teachers, AVID for tutors, AVID for elementary schools, middle schools, and high schools, and AVID for Mathematics Discourse. AVID currently exists as a program in 14 out of the 18 elementary schools, all six of the middle schools, all four of the comprehensive high schools and at both of the alternative schools. The foundation laid through AVID training leads to the college-going culture that is continued through the AP, IB, CTE and dual enrollment courses that DSUSD successfully offers.

The percentage of students meeting college and career readiness increased from 48.7% to 56.4% for All Students, reflecting meaningful progress. Significant improvements were observed for English Learners (15.8% to 24.7%), Long-Term English Learners (15.6% to 24.7%), Socioeconomically Disadvantaged students (45.1% to 52.7%), Hispanic students (44% to 52%), Foster Youth (20.7% to 33.3%), and African American students (21.1% to 48.8%). Students with Disabilities remained relatively flat (12.9% to 13%), indicating a need for continued targeted support. Homeless student performance declined (28.4% to 20.9%), suggesting that additional interventions may be necessary.

CTE completion rates increased from 19.2% to 23.9% for All Students, suggesting indicating expanded access and engagement in career pathways as well as enhanced administrative support, improved scheduling, and targeted outreach helped expand participation. Notable gains were observed among English Learners (10% to 14.7%), Long-Term English Learners (11.2% to 15.9%), Socioeconomically Disadvantaged students (19.3% to 23.4%), Students with Disabilities (8.9% to 12.2%), and African American students (10.5% to 17.1%), indicating progress toward more equitable access. Homeless students remained relatively stable, while Foster Youth participation declined, highlighting the need for more targeted supports for these groups. The addition of assistant principals and office technicians to support Career Technical Education (CTE) implementation appears to be effective in increasing access, improving coordination, and reducing barriers for many students, as reflected in improved CTE completion and college/career readiness outcomes across several student groups. While job duties include other aspects as well as CTE, assistant principals are directly responsible for recruiting, supporting and oversight of all aspects of the CTE programs on campus, ensuring equitable recruitment of students into CTE programs.

Additionally, training this year for counselors focused on monitoring and tracking all students for A-G completion. A–G completion improved from 56.1% to 61.4% overall, with gains across most groups including EL, SED, SWD, Foster Youth, and African American students, suggesting that supports such as counseling, course access, and academic interventions are helping more students meet university eligibility requirements. Homeless student rates declined, indicating a need to strengthen supports for this group.

Graduation rates improved overall from 92.7% to 93.7%, with increases for EL, LTEL, SED, SWD (78.5% to 83%), Foster Youth, African American students, and Hispanic students. The improvement for Students with Disabilities and historically underserved groups suggests a positive impact of targeted supports, including credit recovery and intervention efforts. The decline for Homeless students (84.3% to 79.3%) signals an area requiring additional attention.

LCAP actions appear effective in increasing college and career readiness, expanding participation in CTE and A–G coursework, and improving graduation outcomes for most students and student groups. The data reflect particularly strong gains for English Learners, African American students, and Socioeconomically Disadvantaged students. However, mixed or declining outcomes for Homeless students and limited growth for Students with Disabilities on some indicators indicate the need to refine and intensify supports to ensure equitable progress across all groups. Also, adding site leadership and clerical support has contributed to improved access to CTE pathways and increased

college and career readiness for most students. Continued focus on targeted outreach, case management, and wraparound support will be important to address persistent gaps for Foster Youth, Homeless students, and Students with Disabilities and to sustain equitable participation across all groups.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

A comprehensive review of Dashboard data, local assessment results, Panorama survey feedback, and educational partner input prompted the district to conduct a thorough root cause and needs analysis. This process helped clarify key priorities and informed adjustments to Goal 2 actions, metrics, and strategies to better support equitable access and student outcomes.

As a result of the suggestions and recommendations that transpired from the root cause and needs analysis, the following changes have been made for the coming year.

The Director of College and Career Readiness has initiated a districtwide equity access review of programs including Career Technical Education (CTE), Advanced Placement (AP), International Baccalaureate (IB), and AVID. This review will examine participation and outcomes across school sites, student groups, and grade levels to identify any barriers to access or success. The goal is to ensure that all students—particularly those historically underrepresented—have equitable opportunities to participate in rigorous coursework and career pathways. Findings from this review will be used to determine where refinements, additional supports, or expanded program offerings (including new career pathways or trades) may be needed.

In addition, the district will explore ways to better align enrichment opportunities with College and Career Indicator (CCI) outcomes and graduation goals, ensuring that student experiences meaningfully contribute to postsecondary readiness.

The Gents Alliance mentorship program will also undergo a focused review to strengthen its effectiveness. This will include examining recruitment practices, timing of student entry, and continuity of support, particularly for students who transition between comprehensive and alternative high school settings. The goal is to ensure that participating students receive consistent, targeted support that leads to improved outcomes comparable to other mentorship programs.

Lastly, a root cause and needs analysis was conducted for AA and LTEL students. Based on the recommendations and suggestions from the analysis counselors will work to develop the master schedules ensuring that EL and LTEL students have access to rigorous courses and electives as well as highly qualified teachers during their designated ELD class. Counselors will also continue to progress monitor AA and LTEL students for A-G requirements, CTE, and CCI indicators. Assistant Principals will increase focus on recruitment for AA and LTEL students into AP, IB and CTE courses.

Based on feedback from educational partners and a review of current priorities, actions and metrics, the following have been updated and aligned for clarity and consistency:

- Priorities for Goal 2: Priority 6-School Climate was removed.

- Metric 2.8 Year 1 Outcome Title was updated from the year 2022-23 to 2023-24. This was an error in the reporting year of the data in the 2025-26 LCAP that was corrected for the 2026-27 LCAP.
- Action 2-1a metric was updated from Metric 2.7: AP/IB Passing Rates to Metric 2.5: UC/CSU A-G Completion Rate, Metric 2.14: CA Dashboard CCI and AP Participation Rates. Additionally, the title was updated to align with the purpose of the action.
- Action 2-1b metrics were updated from enrollment data, individual school performance data, percentage of students passing IB exams, and IB diploma to Metric 2.5: UC/CSU A-G Completion Rate and Metric 2.14: CA Dashboard CCI.
- Action 2-1c Course Access/Advanced Programs was removed because the action has been completed. No money was associated with this non-contributing action.
- Action 2-1f Course Access/Advanced Programs-ELD Schedule was removed due to the Cardonex program being discontinued. Data Warehouse currently does the monitoring associated with this action. No money was associated with this non-contributing action.
- Action 2-2a Opportunities Outside of Traditional Program-Horizon School was removed because Horizon is an Equity Multiplier school and all actions associated with this school are currently explained and funded out of Goal 7. No money was associated with this non-contributing action.
- Action 2-2c metric was updated from GPA of SED students participating in Ophelia Project to Metric 2.1: CA Dashboard Grad Rate (for Ophelia participants), Metric 2.5: UC/CSU A-G Completion Rate (for Ophelia participants) and Metric 2.14: CA Dashboard CCI (for Ophelia participants) to align with the purpose of the Ophelia Project mission and program.
- Action 2-2d metric was updated from number of participants in the program, 11th grade CAASPP ELA scores and 11th grade Math CAASPP scores to Metric 2.1: Grad Rate (for Gents Alliance participants), Metric 2.5: UC/CSU A-G Completion Rate (for Gents Alliance participants) and Metric 2.14: CCI (for Gents Alliance participants) to align with the purpose of the Gents Alliance mission and program.
- Action 2-3a metrics were updated to include Metric 2.4 CTE Program Completion Rate and Enrollment in CTE courses.
- Action 2-3b metrics were updated from number of students who participate and complete the program to Metric 2.4 CTE Program Completion Rate (for Military Science) and Metric 2.14: CA Dashboard CCI.
- Action 2-3c metrics were updated to include Metric 2.4 CTE Program Completion Rate and Enrollment in CTE courses.
- Action 2-3e Career Technical Education K-12 was removed because Action 2-4b is about career-based learning activities and was a duplicate action. No money was associated with this non-contributing action.
- Action 2-3f metrics were updated from CTE Participation and CTE completers who are CCI to Metric 2.4 CTE Program Completion Rate.
- Action 2-4a College-Going Culture/Broad Course of Study was removed because the action has been completed. No money was associated with this non-contributing action.
- Action 2-4d metrics were updated to include Metric 2.5: UC/CSU A-G Completion rate in order to better align with the purpose of this action.
- Action 2-4e metrics were updated to include Metric 2.5: UC/CSU A-G Completion rate in order to better align with the purpose of this action.
- Action 2-4f College-Going Culture/Broad Course of Study-Elementary Schools was removed because the action is a duplicate. This action is currently part of Action 2-4d and is being funded out of that action. No money was associated with this non-contributing action.

- Action 2-4g metrics were updated. The 75% completion rate was updated to just indicate completion rate and the APEX/Edgenuity platforms were added for clarification on what the completion rate was monitoring.
- Action 2-4j was removed because the survey has been adapted and is included in other student surveys. No money was associated with this non-contributing action.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
2-1a	Course Access/Advanced Programs- AP	Offer and expand AP courses at all traditional high schools in the district in order to provide access to rigorous college-level experiences for all students. AP courses provide an opportunity for students to take the AP exams and earn potential college credit and improved college admission prospects. Please see additional information regarding this action in the Increased or Improved Services section.	$395,002.00	Yes
2-1b	Course Access/Advanced Programs-IB	Offer the IB program at two different elementary schools, one middle school and one high school. The International Baccalaureate (IB) program is a research-based program that demonstrates improved critical thinking, fosters academic adjustment to college-level rigor, and develops writing skills. Students may elect to take the full IB pathway leading to an IB Diploma which may earn potential college credit and improved college admission prospects. Please see additional information regarding this action in the Increased or Improved Services section.	$966,748.00	Yes
2-1d	Course Access/Advanced Programs-GATE	Provide one trained GATE teacher at each grade level as well as offer family engagement events for GATE identified students in order to ensure that advanced learners and GATE students are provided with meaningful opportunities to maximize their academic growth.	$77,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Please see additional information regarding this action in the Increased or Improved Services section.		
2-1e	Course Access/Advanced Programs-Enrichment Programs	Provide opportunities for all students to participate in districtwide student enrichment activities and competitions, such as various music programs for middle and high schools, elementary choral music, Math Field Day (elementary and middle school), Battle of the Books (middle and high School), District Spelling Bee (grades 4-8), and the Science Fair.	$4,803,963.00	No
2-2b	Opportunities Outside of Traditional Program-Innovative Projects	Support innovative action research projects and initiatives that build educator and student capacity for leadership, academic growth, and social-emotional learning at the school or district level.	$75,000.00	No
2-2c	Opportunities Outside of Traditional Program-Ophelia Project	Provide an in-school team mentoring program for at-risk girls in grades 8-12 that empowers girls, improves academic performance, and provides women leaders to serve as mentors. Please see additional information regarding this action in the Increased or Improved Services section.	$53,000.00	Yes
2-2d	Opportunities Outside of Traditional Program-Gents Alliance	Provide a program that directly provides services to male high school students who need additional support to ensure they are engaged in school, have male role models that support them academically and social-emotionally, and provide education and support to ensure students do not drop out of school and continue to graduate and pursue post-high school college and career pathways. Please see additional information regarding this action in the Increased or Improved Services section.	$50,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2-3a	Career Technical Education-Director	Ensure CTE programs are planned, organized, and in conformance with district and state objectives by funding a Director of College and Career Readiness who oversees the recruitment and preparation of students, and ensures that all students have equitable access to all pathways and courses. Please see additional information regarding this action in the Increased or Improved Services section.	$283,011.00	Yes
2-3b	Career Technical Education-Military Sci.	Allocate funds to military science programs to increase student participation, enhancing education quality and resources, thereby increasing the number of students that meet the "prepared" criteria in Leadership/Military Science participation on the California Dashboard College and Career Readiness Indicator. Please see additional information regarding this action in the Increased or Improved Services section.	$5,000.00	Yes
2-3c	Career Technical Education- APs	Ensure equitable access to CTE courses and pathways and oversee the recruitment, implementation, progress monitoring and effectiveness of CTE at the school sites by providing a dedicated CTE AP at each high school. The CTE APs will prioritize expanding unduplicated student enrollment, improving CCI Indicator outcomes, and increasing CTE Pathway completion. Please see additional information regarding this action in the Increased or Improved Services section.	$1,071,984.00	Yes
2-3d	Career Technical Education-Office Tech	Provide an Office Tech position at each high school campus, along with a 0.5 FTE position at Amistad, to assist the CTE Assistant Principal with tasks such as data collection, budget tracking, CTSO support, and paperwork processing. This aims to efficiently manage CTE program operations and promote student readiness across campuses.	$325,610.00	No

Action #	Title	Description	Total Funds	Contributing
2-3f	Career Technical Education-Pathways	Expand and support Career Technical Education (CTE) pathways across all high and middle schools in multiple industry sectors, with targeted access for unduplicated students, to increase student engagement, equitable access to both technical and essential workplace skills, career readiness, and post-secondary success. Please see additional information regarding this action in the Increased or Improved Services section.	$1,787,440.00	Yes
2-3g	Career Technical Education-Digital Storytelling	Provide training and support for digital storytelling across the curriculum.	$20,000.00	No
2-4b	College-Going Culture/Broad Course of Study- A-G Guidance	Support middle and high school students by providing guidance in monitoring their academic journey, exploring college and career options, and completing lessons/modules on a dedicated exploration platform. This includes ongoing training for counselors to effectively utilize the platform. Learning Recovery Emergency Block Grant Fund Action: LREBG funds will be used to fund the positions of 4 Bilingual paraeducators to provide essential academic and language development support to English Learners (ELs), particularly those struggling to meet A–G graduation requirements at each of the high schools. This supports the allowable use of funding as students will get help with access to instruction using research-based strategies to complete graduation or grade promotion requirements, and to increase or improve pupils' college eligibility. By offering targeted assistance in students' primary languages and in English, paraeducators bridge instructional gaps and increase access to rigorous coursework. Research shows that bilingual support staff can significantly enhance EL students' comprehension, engagement, and academic performance, especially when they provide scaffolding in both the home language and English. Studies also indicate that targeted, culturally responsive support increases ELs' persistence in college-preparatory coursework and overall academic confidence. This support aligns with the district's LCAP goals 1 & 2 of improving academic	$314,880.00	No

Action #	Title	Description	Total Funds	Contributing
		achievement and ensuring equitable access to college-preparatory pathways. This action will be measured by Metric 2.5: UC/CSU A-G Entrance Requirement Completion Rate. Total LREBG Funds: $314,880.00		
2-4c	College-Going Culture/Broad Course of Study- PD for Counselors	Provide professional development to build and enhance academic counselors capacity so they are able to effectively monitor and support students in A-G course completion, grade validation, CTE pathway fulfillment, and access to financial aid. This action will support LTEL and AA students who are currently in differentiated assistance for ELPI, Math and Chronic Absenteeism. Counselors will monitor students and ensure students have access to career options and counseling services to better understand post-high school options. Please see additional information regarding this action in the Increased or Improved Services section.	$20,000.00	Yes
2-4d	College-Going Culture/Broad Course of Study- AVID Training	Provide district-wide AVID implementation of WICOR strategies to all elementary, middle, and high school sites through professional development, supplies, tutors, and college visits in order to increase student readiness in A-G completion and the College and Career Readiness Indicator. For sites or groups with red performance indicators, AVID training will be offered as a priority with progress monitoring and classroom walkthroughs with AVID Project Facilitators. Please see additional information regarding this action in the Increased or Improved Services section.	$992,212.00	Yes

Action #	Title	Description	Total Funds	Contributing
2-4e	College-Going Culture/Broad Course of Study-AVID Project Facilitators	Provide two district project facilitators to oversee the recruitment, implementation, ongoing professional development, progress monitoring and effectiveness of the AVID program in order to ensure the success of all student groups. For sites or groups with red performance indicators, AVID training will be offered as a priority with progress monitoring and classroom walkthroughs with AVID Project Facilitators. Please see additional information regarding this action in the Increased or Improved Services section.	$411,276.00	Yes
2-4g	College-Going Culture/Broad Course of Study-APEX/Edgenuity	Provide supports and additional opportunities for students to recover credits so students may graduate on time. APEX and Edgenuity are online platforms that allow for flexibility, provide an individualized approach that has learning scaffolds for embedded supports and accommodations, and allows students who need additional time to complete coursework. Please see additional information regarding this action in the Increased or Improved Services section.	$294,936.00	Yes
2-4h	College-Going Culture/Broad Course of Study-Waivers	Provide a fee waiver option to support qualifying students in fees associated with assessments, college applications, and other graduation fees that may otherwise be a barrier to post-secondary options. Please see additional information regarding this action in the Increased or Improved Services section.	$75,000.00	Yes
2-4i	College-Going Culture/Broad Course of Study-Portrait of a Graduate	Support the implementation of the DSUSD vision for student success through the use of the Desert Sands Portrait of a Graduate.	$5,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	ALL STUDENTS WILL DEVELOP AND CONSISTENTLY DEMONSTRATE RESPONSIBLE, RESPECTFUL AND ETHICAL BEHAVIOR IN A SAFE, CLEAN AND ORDERLY LEARNING ENVIRONMENT	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

As part of the LCAP process, educational partners agreed to continue the previous goal, which has an emphasis on a holistic approach to creating a safe and supportive learning environment.

The DSUSD mission and values will be guiding factors as district and school teams use tools like the CA Dashboard and SEL surveys to monitor indicators like attendance, suspension, and school climate to give evidence of positive outcomes. Community input shows that educational partners, including students, want a continued focus on students' feelings and well-being.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Facilities Conditions The district will maintain the "good repair" standard for safe, clean and functional school facilities.	2023-24 Quarterly Report on Williams Uniform Complaints: Q4 Apr. - Jun. 2023: 100% Q1 Jul. - Sept. 2023: 100% Q2 Oct. - Dec. 2023: 100%	2024-25 Quarterly Report on Williams Uniform Complaints: Q4 Apr. - Jun. 2024: 100% (7/16/24)	2025-26 Quarterly Report on Williams Uniform Complaints: Q4 Apr. - Jun. 2025: 100% Q1 Jul. - Sept. 2025: 100%	The district will meet the "good repair" standard for safe, clean, and functional school facilities.	2025-26 Quarterly Report on Williams Uniform Complaints: Q4 Apr. - Jun. 2025: 0% Q1 Jul. - Sept. 2025: 0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Q3 Jan. - Mar. 2024: 100%	Q1 Jul. - Sept. 2024: 100% (10/25/24) Q2 Oct. - Dec. 2024: 100% (01/24/25) Q3 Jan. - Mar. 2025: 100% (04/25/25)	Q2 Oct. - Dec. 2025: 100% Q3 Jan. - Mar. 2026: 100%		Q2 Oct. - Dec. 2025: 0% Q3 Jan. - Mar. 2026: 0%
3.2	Districtwide Cumulative Attendance Rate	District-Wide Cumulative Attendance Report 2023-24 District-Wide Cumulative Attendance: 91.95%	District Wide Cumulative Attendance Report 2024-25 District Wide Cumulative Attendance: 92.34%	District Wide Cumulative Attendace Report 2025-26 District Wide Cumulative Attendace: 92.31%	The district will maintain District Wide Cumulative Attendance at or above 95%.	District Wide Cumulative Attendace Report 2025-26 District Wide Cumulative Attendace Increased 0.36%
3.3	California School Dashboard Suspension Rate Indicator	2022-23 Suspension Rate • All Students: 4.5% • EL: 5% • SED: 5% • SWD: 7.7% • Foster Youth: 11.5% • Homeless: 7% • African American: 9.7% • Hispanic: 4.7% • White: 3.5%	2023-24 Suspension Rate • All Students: 3.8% • EL: 4.2% • SED: 4.1% • SWD: 6.4% • Foster Youth: 5.8% • Homeless: 4.9% • African American: 6.0%	2024-25 Suspension Rate • All Students: 3.4% • EL: 3.8% • SED: 3.7% • SWD: 5.3% • Foster Youth: 10.2% • Homeless: 4.9% • African American: 7.6%	Decrease the District-wide suspension rate by .3% annually. District-wide Suspension Rate will be at or below: • All Students: 3.6% • EL: 4.1% • LTEL: 1.6 • SED: 4.1% • SWD: 6.8%	2024-25 Suspension Rate Improved • All Students: -1.1% • EL: -1.2% • LTEL: -2.3% • SED: -1.3% • SWD: -2.4% • Foster Youth: -1.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			• Hispanic: 4.0% • White: 2.8% • LTEL: 9.0% (New student group in 24-25)	• Hispanic: 3.4% • White: 2.9% • LTEL: 8.3%	• Foster Youth: 10.6% • Homeless: 6.1% • African American: 8.8% • Hispanic: 3.8% • White: 2.6%	• Homeless: -2.1% • African American: -2.1% • Hispanic: -1.3% • White: -0.6% Maintained NA Declined NA
3.4	Data Quest District-wide Expulsion Rate	2022-23 Expulsion Rate in DataQuest: All Students: 0.0%	2023-24 Expulsion Rate in DataQuest: All Students: 0.1%	2024-25 Expulsion Rate in DataQuest: All Students: 0.0%	Decrease the District-wide Expulsion Rate by .02% annually. District-wide Expulsion Rate will be at or below: All Students: 0.0%	2024-25 Expulsion Rate in DataQuest: Maintained All Students: 0.0%
3.5	Data Quest Chronic Absenteeism Indicator	2022-23 Chronic Absenteeism • All K-8 Students: 34.8% • EL: 36% • LTEL: 38.1% • SED: 38.1% • SWD: 43.8% • Foster Youth: 44.3%	2023-24 Chronic Absenteeism • All K-8 Students: 34.8% • EL: 36% • LTEL: 38.1% • SED: 38.1%	2024-25 Chronic Absenteeism • All K-8 Students: 27.1% • EL: 29.2% • LTEL: 37% • SED: 30% • SWD: 33.4%	District-wide rate of students who are chronically absent will decrease by 4% annually. • All K-8 Students: 22.8% • EL: 24%	2024-25 Chronic Absenteeism Improved K-8 • All: -7.7% • EL: -6.8% • LTEL: -1.1% • SED: -8.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		• Homeless: 51.3% • African American: 30.1% • Hispanic: 36.7% • White: 25.8% • Two or More Races: 35.1% NOTE CORRECTION: 29.8% incorrectly reported • All 9-12 Students: 37.8% • EL: 48.8% • SED: 41.2% • SWD: 50.9% • Foster Youth: 60.5% • Homeless: 63.5% • African American: 33.3% • Hispanic: 39.4% • White: 32.5% • Two or More Races: 38.9%	• SWD: 43.8% • Foster Youth: 44.3% • Homeless: 51.3% • African American: 27.2% • Hispanic: 36.7% • White: 25.8% • Two or More Races: 35.1% • All 9-12 Students: 37.8% • EL: 48.8% • SED: 41.2% • SWD: 50.9% • Foster Youth: 60.5% • Homeless: 63.5% • African American: 31.2%	• Foster Youth: 36.8% • Homeless: 50.9% • African American: 29.8 % • Hispanic: 28.6% • White: 19.4% • Two or More Races: 25% • All 9-12 Students: 33.8% • EL: 46.8% • SED: 37.3% • SWD: 43.8% • Foster Youth: 54.5% • Homeless: 59.7% • African American: 36.4% • Hispanic: 35.9%	• LTEL: 26.1% (New Student Group as of 2024-25) • SED: 26.1% • SWD: 31.8% • Foster Youth: 32.3% • Homeless: 39.3% • African American: 18.1% • Hispanic: 24.7% • White: 13.8% • Two or More Races: 23.1% CORRECTION MADE • All 9-12 Students: 25.8% • EL: 36.8%	• SWD: -10.4% • Foster Youth: -7.5% • Homeless: -0.4% • African American: -0.3% • Hispanic: -8.1% • White: -4.7% • Two or More Races: -10.1% 9-12 • All: -4% • EL: -2% • SED: -3.9% • SWD: -7.1% • Foster Youth: -6% • Homeless: -3.8% • Hispanic: -3.5% • White: -5.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			• Hispanic: 39.4% • White: 32.5% • Two or More Races: 38.9% • LTEL: 45.2% Estimation DataSource Synergy & DW	• White: 27.2% • Two or More Races: 29.9% • LTEL: NA	• LTEL: 37.2% (New Student Group as of 2024-25) • SED: 29.2% • SWD: 38.9% • Foster Youth: 48.5% • Homeless: 51.5% • African American: 21.3% • Hispanic: 27.4% • White: 20.5% • Two or More Races: 26.9%	• Two or More Races: -9% Maintained NA Declined 9-12 • African American: 3.1% Insufficient Data 9-12 • LTEL: NA
3.6	Panorama Education Student Perception of School Connectedness via Support and Environment Survey Percentage of students reporting favorably	2023-24 Panorama Education: Sense of Belonging Survey: Grades 3-5: 64% (of 4,513 responses)	2024-25 Panorama Education: Sense of Belonging Survey: Grades 3-5: 63%	2025-26 Panorama Education: Sense of Belonging Survey: Grades 3-5: 67%	The "Percent Favorable" responses for the Sense of Belonging (School Connectedness) area of the Panorama Survey	2025-26 Panorama Education: Sense of Belonging Survey: Student Favorable Response

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	regarding School Connectedness (Sense of Belonging)	• EL: 63% (of 978 responses) • SED: 63% (of 3,293 responses) • SWD: 62% (of 465 responses) • Foster Youth: 62% (of 28 responses) Grades 6-8: 33% (of 4,448 responses) • EL: 34% (of 721 responses) • SED: 33% (of 3,373 responses) • SWD: 38% (of 421 responses) • Foster Youth: 28% (of 21 responses) Grades 9-12: 29% (of 3,730 responses) • EL: 29% (of 313 of responses) • SED: 28% (of 2,596 responses)	(of 4,724 responses) • EL: 63% (of 1,001 responses) • SED: 62% (of 3,701 responses) • SWD: 62% (of 455 responses) • Foster Youth: 56% (of 22 responses) Grades 6-8: 36% (of 4,812 responses) • EL: 38% (of 704 responses) • SED: 35% (of 3,705 responses) • SWD: 43% (of 486	(of 4,901 responses) • EL: 66% (of 1,005 responses) • SED: 65% (of 2,490 responses) • SWD: 64% (of 515 responses) • Foster Youth: 64% (of 16 responses) Grades 6-8: 40% (of 4,824 responses) • EL: 42% (of 681 responses) • SED: 40% (of 3,454 responses) • SWD: 44% (of 540	will be at or greater than 75%	Improved Grades 3-5: 3% • EL: 3% • SED: 2% • SWD: 2% • Foster Youth: 2% Grades 6-8: 7% • EL: 8% • SED: 7% • SWD: 6% • Foster Youth: 6% Grades 9-12: 5% • EL: 6% • SED: 7% • SWD: 2% • Teachers: 5% Maintained • Staff: 0% Insufficient Data Grades 9-12 • Foster Youth: NA

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		• SWD: 32% (of 324 responses) • Foster Youth: NA • Staff: 64% (of 408 responses) • Teachers: 59% (of 614 responses)	responses) • Foster Youth: 29% (of 26 responses) Grades 9-12: 33% (of 5,074 responses) • EL: 34% (of 514 responses) • SED: 32% (of 3,810 responses) • SWD: 35% (of 514 responses) • Foster Youth: 36% (of 11 responses) • Staff: 66% (of 468 responses)	responses) • Foster Youth: 44% (of 16 responses) Grades 9-12: 34% (of 5,912 responses) • EL: 35% (of 584 responses) • SED: 35% (of 4,204 responses) • SWD: 34% (of 593 responses) • Foster Youth: 46% (of 16 responses) Staff: 64% (of 802 responses) Teachers: 64% (of 1,039 responses)		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			• Teachers: 63% (of 989 responses)			
3.7	Panorama Education Student Perception of School Safety via Support and Environment Survey Percentage of students reporting favorably regarding School Safety	2023-24 Panorama Education: School Safety Survey: Grades 3-5: 60% (of 4,513 responses) • EL: 54% (of 978 responses) • SED: 58% (of 3,293 responses) • SWD: 54% (of 465 responses) • Foster Youth: 70% (of 28 responses) Grades 6-8: 47% (of 4,448 responses) • EL: 46% (of 721 responses) • SED: 47% (of 3,373 responses) • SWD: 45% (of 421 responses)	2024-25 Panorama Education: School Safety Survey: Grades 3-5: 56% (of 4,724 responses) • EL: 63% (of 1,001 responses) • SED: 62% (of 3,701 responses) • SWD: 49% (of 455 responses) • Foster Youth: 56% (of 22 responses) Grades 6-8: 50%	2025-26 Panorama Education: School Safety Survey Grades 3-5: 56% (of 4,901 responses) • EL: 47% (of 1,005 responses) • SED: 55% (of 2,490 responses) • SWD: 50% (of 515 responses) • Foster Youth: 60% (of 16 responses) Grades 6-8: 51%	The "Percent Favorable" responses for the Sense of Safety area of the Panorama Survey will be at or greater than 75%	2025-26 Panorama Education: School Safety Survey Improved Grades 6-8 • EL: 1% • Foster Youth: 18% Grades 9-12: 7% • EL: 6% • SED: 7% • SWD: 6% • Parents: 11% Declined Grades 3-5: -4% • EL: -7% • SED: -3% • SWD: -4% • Foster Youth: -10%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		• Foster Youth: 39% (of 21 responses) Grades 9-12: 50% (of 3,730 of responses) • EL: 49% (of 313 of responses) • SED: 50% (of 2,596 responses) • SWD: 47% (of 324 responses) • Foster Youth: NA • Parents: 70% (of 1,282 responses)	(of 4,812 responses) • EL: 47% (of 704 responses) • SED: 50% (of 3,705 responses) • SWD: 45% (of 486 responses) • Foster Youth: 39% (of 26 responses) Grades 9-12: 54% (of 5,074 responses) • EL: 53% (of 514 responses) • SED: 54% (of 3,810 responses) • SWD: 51% (of 514	(of 4,824 responses) • EL: 47% (of 681 responses) • SED: 50% (of 3,454 responses) • SWD: 44% (of 540 responses) • Foster Youth: 57% (of 16 responses) Grades 9-12: 57% (of 5,912 responses) • EL: 55% (of 584 responses) • SED: 57% (of 4,204 responses) • SWD: 53% (of 593		Grades 6-8: -4% • SED: -2% • SWD: -1% Insufficient Data Grades 9-12 • Foster Youth: NA

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			responses) • Foster Youth: 70% (of 11 responses) • Parents: 77% (of 2,028 responses	responses) • Foster Youth: 60% (of 16 responses) • Parents: 81% (of 3,634 responses)		
3.8	Panorama Education Student Perception of School Cleanliness via School Climate Survey Percentage of students reporting favorably regarding School Cleanliness	2023-24 Panorama Education: School Cleanliness Survey: Grades 3-5: 48% (of 4,513 responses) • EL: 47% (of 978 responses) • SED: 47% (of 3,293 responses) • SWD: 50% (of 465 responses) • Foster Youth: 59% (of 28 responses)	2024-25 Panorama Education: School Cleanliness Survey: Grades 3-5: 49% (of 4,724 responses) • EL: 50% (of 1,001 responses) • SED: 49% (of 3,701 responses) • SWD: 49% (of 455	2025-26 Panorama Education: School Cleanliness Survey: Grades 3-5: 50% (of 4,901 responses) • EL: 50% (of 1,005 responses) • SED: 47% (of 2,490 responses) • SWD: 49% (of 515	The "Percent Favorable" responses for the Sense of Safety area of the Panorama Survey will be at or greater than 75%	2025-26 Panorama Education: School Cleanliness Survey: Improved Grades 3-5: 2% • EL: 3% • SED: 0% Grades 6-8: 7% • EL: 8% • SED: 7% • SWD: 4% • Foster Youth: 19% Grades 9-12: 5% • EL: 8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Grades 6-8: 38% (of 4,448 responses) • EL: 37% (of 721 responses) • SED: 38% (of 3,373 responses) • SWD: 40% (of 421 responses) • Foster Youth: 34% (of 21 responses) • Grades 9-12: 42% (of 3,730 of responses) • EL: 41% (of 313 of responses) • SED: 42% (of 2,596 responses) • SWD: 38% (of 324 responses) • Foster Youth: NA	responses) • Foster Youth: 51% (of 22 responses) Grades 6-8: 41% (of 4,812 responses) • EL: 41% (of 704 responses) • SED: 42% (of 3,705 responses) • SWD: 44% (of 486 responses) • Foster Youth: 41% (of 26 responses) Grades 9-12: 46% (of 5,074 responses)	responses) • Foster Youth: 38% (of 16 responses) Grades 6-8: 45% (of 4,824 responses) • EL: 45% (of 681 responses) • SED: 45% (of 3,454 responses) • SWD: 44% (of 540 responses) • Foster Youth: 53% (of 16 responses) Grades 9-12: 47% (of 5,912 responses)		• SED: 6% • SWD: 8% • Foster Youth: NA Declined Grades 3-5 • SWD: -1% • Foster Youth: -21% Insufficient Data Grades 9-12 • Foster Youth: NA

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			• EL: 47% (of 514 responses) • SED: 47% (of 3,810 responses) • SWD: 45% (of 514 responses) • Foster Youth: 59% (of 11 responses)	• EL: 49% (of 584 responses) • SED: 48% (of 4,204 responses) • SWD: 46% (of 593 responses) • Foster Youth: 50% (of 16 responses)		
3.9	Parent engagement for Students With Disabilities Special Education Parent Advisory Committee (SEPAC) attendance	2023-24 SEPAC attendance average (by count): Average Attendance: 49.75 count average	2024-25 SEPAC attendance average (by count): Average Attendance: 57 count average	2025-26 SEPAC attendance average (by count): Average Attendance: 23 count average	Increase the percent of Special Education Parent Advisory Committee (SEPAC) attendance by 2% annually. SEPAC attendance will be at or above: 50	2025-26 SEPAC attendance average (by count): Declined • -26.75

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

During the 2025–26 school year, Desert Sands Unified School District (DSUSD) successfully implemented all actions and services outlined in Goal 3, with a primary focus on school connectedness, mental health, chronic absenteeism and suspension rates for low-income (LI), English Learner (EL), and Foster Youth (FY) students. These actions were initially developed based on both state and local data, and the district remained responsive throughout the year by adjusting services as needed through ongoing progress monitoring and data analysis. This ensured that supports remained aligned to evolving student needs.

Several areas of success were identified within Goal 3, particularly in the continued implementation and strengthening of the district's Multi-Tiered System of Supports (MTSS). All school sites have successfully implemented Tier 1 and Tier 2 systems, with ongoing work to further develop Tier 3 supports for students with the most intensive needs. The district-wide implementation of Positive Behavioral Interventions and Supports (PBIS) is now in place at all sites and will remain a priority for continued refinement during the 2026–27 school year. These systems have helped establish more consistent structures for supporting student behavior, reinforcing expectations, and improving overall school climate.

In addition, mental health services and counseling supports are beginning to show positive outcomes for several student groups, with increases in students' sense of belonging across grade levels. Early indicators also show improvements in suspension rates and chronic absenteeism for some student groups, suggesting that coordinated behavioral, attendance, and social-emotional supports are beginning to have a positive impact. While progress is not yet consistent across all groups, these early gains reflect meaningful movement in the right direction and highlight the importance of continuing to strengthen and align supports across all tiers of MTSS.

Areas of challenge within Goal 3 continue to center on chronic absenteeism, particularly among specific student groups that remain disproportionately impacted. Despite the implementation of attendance supports, MTSS systems, and targeted interventions, absenteeism rates remain elevated for some student populations, indicating that current strategies have not yet fully addressed the underlying barriers to consistent school attendance. This ongoing challenge will remain a priority focus for the 2026–27 school year. The district will continue to refine and strengthen its attendance systems, with an emphasis on identifying root causes, improving early intervention efforts, and expanding supports for high-need student groups in order to improve attendance outcomes and increase student engagement in school.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation is listed below for each action:

- 3-1a: Improve School Attendance, Coordinator: Implemented as planned. The Coordinator conducted outreach efforts with all school sites and provided monthly reports to all Site Attendance Leads and Attendance Clerks. Additionally, a focus on Homeless and Foster Youth students was prioritized. Site Attendance Plans were created and Saturday School Academy was implemented effectively across all elementary and secondary sites. Challenges continue with getting students to school. Most of the barriers have to do with lack of engagement as well as mental health.

- 3-1b: Improve School Attendance, Red Indicators: Implemented as planned. Sites received allocations based on their enrollment and the expectations for use; however, a barrier to the effective use of these funds is due to new site leaders not having the background knowledge or capacity for how to use the funds properly and write them into their SPSA plans. Changes to this action include continued training with RCOE to ensure that all site leadership teams understand funding and how to allocate the funds properly in the SPSA and how to monitor them for effectiveness. Additionally, SPSA buddies were implemented as part of this action.
- 3-1c: Improve School Attendance, Site Attendance Lead (SAL): Implemented with adjustment. Based on the review of the 2024-25 Dashboard data, it was determined that one district attendance project facilitator would be more effective in ensuring oversight and monitoring for all school sites. This change took place for the 2025-26 academic year.
- 3-1e: Improve School Attendance, Attendance Clerks: Implemented as planned. Attendance Clerks were provided to each elementary site as planned.
- 3-1f: Improve School Attendance, RAWEE: Implemented as planned. This software provides monthly reports and provides lists of at-risk students for Chronic Absenteeism and tracks students who have been part of a SART or SARB contract.
- 3-1g: Improve School Attendance, Family Engagement Specialists: Implemented as planned. Five Family Engagement Specialists provided to target the most at-risk students with a focus on Homeless and Foster Youth for Chronic Absenteeism and Dropout rate.
- 3-2a: Site Based Positive Behavior Support Programs: Implemented as planned. All sites in the district have implemented PBIS at a Tier 1 level.
- 3-2b: Site Based Positive Behavior Support Programs-MTSS: Implemented as planned. All sites in the district have implemented MTSS for behavior and academics. While different sites have varying levels of effectiveness, all sites have a Tier 1 and Tier 2 implemented with Tier 3 being implemented completely by the 2026-27 academic year.
- 3-3a: Counseling Support and Behavioral Health-District SAP Team: Implemented as planned. District SAP supported through parent workshops, counseling, training for counselors and participated in crisis interventions and support for sites.
- 3-3b: Counseling Support and Behavioral Health-Counselors: Implemented as planned. Counselors provided at all elementary schools and additional counselors were provided to middle and high schools beyond the formula of 400:1.
- 3.3d: Counseling Support and Behavioral Health-Mental Health: Implemented as planned. Mental Health Therapists were provided to each secondary site and elementary site so that all students had access to individual counseling and mental health support.
- 3-3f: Counseling Support and Behavioral Health-Site SAP Counselors: Implemented as planned. Student Assistant Program (SAP) counselors were provided to each secondary site and elementary site so that all students had access to small group counseling and mental health support.
- 3-3e: Counseling Support and Behavioral Health-Prevention Intervention Psychologists (PIPs), Psychologists and Board-Certified Behavior Analysts (BCBAs): Implemented as planned. Four PIPS, two psychologists and one BCBA were provided to sites to assist with student observations, development of student assistance plans, and services for high needs students.
- 3-5a: Positive and Safe Environment-Safety Committees: Implemented as planned. All school sites have a safety committee and all school sites have a Comprehensive School Site Safety Plan developed and approved.
- 3-5c: Positive and Safe Environment-Law Enforcement: Implemented with adjustment. The partnership with law enforcement was renewed; however, the contract came in lower than estimated.
- 3-5e: Positive and Safe Environment-Assistant Principals (APs): Implemented as planned. All elementary schools with 500 or more students was provided with an AP; additional APs were provided to middle schools with 1000 or more students as planned.

- 3-5h: Positive and Safe Environment-Site Monitors: Implemented as planned. Site monitors were provided across all TK-5 sites in order to promote a positive and safe school environment.
- 3-6b: Additional staff to support clean schools-Extra Custodial Staffing: Implemented as planned. Twenty-two additional custodial staff members are deployed across the district to ensure all facilities are clean and safe.
- 3-6c: Clean and Efficient Environment-Maintenance: Implemented as planned. A maintenance program has been implemented in order to shorten response times for repairs. This addresses school facilities to ensure all schools are in good repair.
- 3-7a: Communication, Equity, and Accountability: Implemented as planned. District websites, newsletters, television, press releases, ParentVUE and School Messenger promotes communication with parents and educational partners. This addresses parent engagement with all families in DSUSD.
- 3-7d: Communication, Equity, and Accountability-Thought Exchange and Panorama: Implemented as planned. The two surveys are both offered to all educational partners. Thought Exchange was implemented as planned once in order to receive feedback on LCAP actions and areas of need. Panorama is annually to receive feedback on school climate, safety, and sense of belonging for students. This addresses the parent engagement priority for all families in DSUSD.
- 3-7g: Communication, Equity, and Accountability-Equity Coordinator: Implemented as planned. The Coordinator focused on updating board language for hate speech/bullying and has been working with MTSS to create SEL lessons for the district to educate students as well as working with Child Welfare and Attendance to ensure that there is a districtwide process in place to address hate speech/bullying for consistent discipline. These initiatives are in the research phase and will be implemented during the 2026-27 academic year.
- 3-8a: Parent Engagement: Foster Youth: Implemented as planned. The Foster Youth and Homeless Liaison worked with families to ensure districtwide protocols for informing families and supporting our students.
- 3-8e: Parent Engagement-Bilingual Site Support: Implemented as planned. All sites that are eligible to receive additional stipends for staff have designated Bilingual Site Support.
- 3-9a: Foster Youth Support: Implemented as planned. The Foster Youth and Homeless Liaison works with families and students to ensure that all students are enrolled in and have a full and equal opportunity to succeed in school.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

The district defined a material difference as 20% for a greater difference between planned expenditures and estimated actual expenditures.

Action 3-1c: Improve School Attendance, Site Attendance Lead (SAL)
Planned Allocations: $179,999
Actual Expenditures: $113,130
Material Difference: $66,869
Explanation: With the change from site attendance leads and extra duty hours to the district project facilitator for the 2025-26 school year, it resulted in not all funds being spent due to the project facilitator not being hired until later in the year.

Action 3-5c: Positive and Safe Environment-Law Enforcement
Planned Allocations: $1,411,011

Actual Expenditures: $1,019,325
Material Difference: $391,686
Explanation: The negotiated rate came in lower than estimated.

Action 3-8e: Parent Engagement-Bilingual Site Support
Planned Allocations: $55,722
Actual Expenditures: $19,578
Material Difference: $36,144
Explanation: This expenditure fluctuates based on the number of EL families at each site from year to year that prefer to receive communication in a language other than English.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Goal 3 implementation of actions was effective for some actions and partially effective for others in 2025-26. As part of the Fall 2025 Dashboard release, DSUSD was identified for Differentiated Assistance (DA) based on the status reporting of two student groups: Long-Term English Learners (LTEL) and African American (AA) students. LTEL students were identified for progress on the English Learner Progress Indicator (ELPI) (discussed in Goal 1) and chronic absenteeism. AA students were identified for academics (Math) (discussed in Goal 1) and chronic absenteeism. All actions listed below have been organized based on the services offered and the focus of each group of actions.

Attendance, Engagement, and Chronic Absenteeism
Focus: Improving attendance, reducing chronic absenteeism, and increasing family engagement, specifically for English Learners, Foster Youth, and Low-Income students

- 3-1a: Improve School Attendance, Coordinator
- 3-1b: Improve School Attendance, Red Indicators
- 3-1c: Improve School Attendance, Site Attendance Lead (SAL)
- 3-1e: Improve School Attendance, Attendance Clerks
- 3-1f: Improve School Attendance, RAWEE
- 3-1g: Improve School Attendance, Family Engagement Specialists

Metrics: Metric 3.5: DataQuest Chronic Absenteeism
*Note: Action 3-1e and Action 3-1g were updated, change explained in Prompt 4.

For Action 3-1a: Improve School Attendance, Coordinator, 3-1c: Improve School Attendance, Site Attendance Lead (SAL), 3-1e: Improve School Attendance, Attendance Clerks and 3-1f: Improve School Attendance, RAWEE the district's coordinated efforts to address chronic absenteeism—through monthly at-risk reporting, site-based attendance plans, targeted monitoring for specific student groups, additional opportunities to recover days of absence through Saturday Academy and structured interventions such as SART and SARB—have been partially effective. Overall, there has been notable improvement at the K–8 level across most student groups. Chronic absenteeism for all K–8 students declined from 34.8% (2022–23) to 27.1% (2024–25), reflecting steady progress. Similar positive trends are evident among key student groups, including English Learners (36% to 29.2%), socioeconomically disadvantaged students (38.1% to 30%), students with

disabilities (43.8% to 33.4%), and Foster Youth (44.3% to 36.8%). These improvements suggest that structured systems—such as consistent monitoring, early identification, and site-level planning—are contributing to better attendance outcomes, particularly for younger students.

At the high school level (9–12), results are more mixed and less consistent. While there was an initial improvement from 37.8% (2022–23) to 33.1% (2023–24), rates increased slightly to 33.8% in 2024–25, indicating a plateau. Additionally, several high-need student groups continue to experience persistently high absenteeism rates, including: English Learners (46.8%), Students with Disabilities (43.8%), Foster Youth (54.5%) and Homeless students (59.7%). Although there have been modest improvements for some of these groups over time, the data indicates that current strategies have not been sufficient to significantly reduce absenteeism at the secondary level.

One notable area of concern is Homeless students, whose rates remain extremely high across all years (over 50% in K–8 and near or above 60% in 9–12). Despite the implementation of targeted tracking systems and coordination with Homeless Leads, these supports have not yet translated into substantial improvement, suggesting a need for more intensive, wraparound interventions.

Additionally, two student groups, African American and Long-Term English Learners, saw increases in chronic absenteeism (AA increased by 2.6% with a 29.8% chronic absenteeism rate and Long-Term English Learners increased by 2.9% with a chronic absenteeism rate of 37%). Both were identified for Differentiated Assistance for chronic absenteeism, indicating a need for more targeted strategies for these groups and increased intervention support.

Overall, the data suggest that personnel supports are having a positive impact in earlier grades, where proactive outreach and intervention may be more effective. Additional focus is needed at the high school level to address persistent and complex barriers to attendance. Continued investment in targeted case management, culturally responsive engagement, and coordination of supports will be critical to sustain progress and accelerate improvement for the highest-need student groups.

Action 3-1b: Improve School Attendance – Red Indicators (tied with Action 1-8a: Site-Based Student Achievement Support – Site Allocations), has not been effective at this time in reducing the number of schools with red performance indicators related to chronic absenteeism. These actions were designed to provide site-based funding and flexibility to address local needs, with the expectation that targeted strategies would lead to improvements in attendance, as well as ELA and Math outcomes. However, a review of data from 2022–23 through 2024–25 indicates that outcomes have not improved as intended.

In 2022–23, a total of nine schools were identified with red performance indicators for student groups (six elementary schools and three middle schools). By 2024–25, this number had increased to 15 schools, including 11 elementary schools and four middle schools. Of the original nine schools, six schools continue to remain in the red performance level, while nine additional schools have newly entered this category. This trend indicates that while resources were allocated, the strategies implemented at the site level have not consistently led to improvement. It also suggests that there may be inconsistencies in how funds are being used, the effectiveness of selected interventions, or the level of implementation fidelity across sites.

Overall, the increase in the number of schools identified with red performance indicators highlights the need for stronger guidance, monitoring, and support to ensure that site-based funds are used effectively to address chronic absenteeism and improve student outcomes.

Moving forward, a more targeted and strategic approach will be necessary to reverse this trend and support schools in achieving measurable improvement.

Action 3-1g: Improve School Attendance – Family Engagement Specialists has demonstrated targeted effectiveness at the individual student and family level, particularly for those experiencing the most significant barriers to regular school attendance. The Family Engagement Specialist (FES) team works intensively with families facing complex challenges that contribute to chronic absenteeism. As a result, success is often measured one family at a time, focusing on re-engagement and sustained attendance rather than broad, immediate systemwide outcomes. As of April 1, 2026 among the 104 “continued support” cases—families who required ongoing intervention due to extreme absenteeism from the previous school year—33% have been successfully resolved, with students re-engaging in school and achieving attendance rates of 90% or higher. This reflects meaningful progress for students who historically have had the greatest difficulty maintaining consistent attendance. Throughout the current school year, the FES team has completed 10,309 targeted actions to support students and families. The most common supports include ongoing follow-up and progress monitoring, responding to requests for intervention from school staff, direct family engagement to develop individualized support plans, and connecting families to district and community-based resources. These actions demonstrate a comprehensive and responsive approach to addressing the root causes of absenteeism.

While this action may not yet show large-scale reductions in overall chronic absenteeism rates, it is highly impactful for the highest-need students and families, helping to remove barriers and re-establish consistent school attendance.

Counseling, Mental Health, and Wellness Services
Focus: Student mental health, trauma-informed practices, and comprehensive counseling services.

- 3-3a: Counseling Support and Behavioral Health-District SAP Team
- 3-3b: Counseling Support and Behavioral Health-Counselors
- 3.3d: Counseling Support and Behavioral Health-Mental Health
- 3-3f: Counseling Support and Behavioral Health-Site SAP Counselors
- 3-9a: Foster Youth Support

Metrics: Metric 3.5: Data Quest Chronic Absenteeism, Metric 3.6: Panorama Sense of Belonging
*Note: Action 3-3a and Action 3-3d were updated, change explained in Prompt 4.

Mental health supports during the 2025–26 school year were implemented across all three tiers of support, providing a comprehensive system to meet the diverse needs of students and families.

At the Tier 1 level, the district offered a range of parent education workshops, including Mindful Parenting, Loving Solutions, Parent Project, and the Strengthening Families Program. These workshops were designed to equip families with strategies to support their children’s social-emotional well-being. In addition, Student Assistance Program (SAP) counselors, site counselors, and mental health therapists collaborated to deliver social-emotional learning (SEL) lessons in classrooms, with a particular focus on supporting English Learner (EL) and migrant students.

At the Tier 2 level, students had access to targeted counseling groups, including sessions focused on coping skills, grief, and self-regulation,

as well as more intensive group support addressing trauma and loss. At the Tier 3 level, the district strengthened its crisis response and individualized support. The District SAP team provided PRePaRE (crisis response) training to school sites and supported on-site responses to critical incidents. Additionally, counselors and mental health therapists participated in efforts for suicide prevention, risk assessment, and re-entry planning, ensuring that students received appropriate care and support during and after crises. District SAP counselors also played a key role in supporting student transitions, including movement between schools, alternative education settings, and into adult education programs. Foster Youth and Homeless student groups were served by District SAP counselors for check in supports and progress monitoring.

The data for chronic absenteeism and Panorama Sense of Belonging indicates that the district's focus on student mental health, trauma-informed practices, and comprehensive counseling services are having a positive impact on student engagement and school climate, as evidenced by improvements in both chronic absenteeism and student sense of belonging across multiple student groups.

Chronic absenteeism decreased at the K–8 level for all students (-7.7%), as well as for student groups including EL (-6.8%), SED (-8.1%), SWD (-10.4%), Foster Youth (-7.5%), and Hispanic students (-8.1%). Additionally, secondary level had similar declines in chronic absenteeism with reductions for all students (-4%), SWD (-7.1%), Foster Youth (-6%), Homeless students (-3.8%), and Hispanic students (-3.5%), indicating that expanded supports such as SAP counselors, school counselors, mental health professionals, and the Foster/Homeless liaison are contributing to improved attendance and re-engagement.

Additionally, Spring 2025-26 Panorama student survey data show an increase in sense of belonging across all grade spans, including Grades 3–5 (+3% overall; +3% EL; +2% SED; +2% SWD; +2% Foster Youth), Grades 6–8 (+7% overall; +8% EL; +7% SED; +6% SWD; +6% Foster Youth), and Grades 9–12 (+5% overall; +6% EL; +7% SED; +2% SWD) respectively, suggesting that students are feeling more connected to their school environments as a result of these supports.

Collectively, these efforts have contributed to improved student well-being, sense of belonging, and connection to school, which are critical factors in addressing chronic absenteeism. By providing layered supports that address both prevention and intervention, the district continues to build a responsive system that supports students academically, socially, and emotionally.

School Safety, Climate, and Supervision
Focus: Ensuring safe, supportive, and positive learning environments

- 3-2a: Site Based Positive Behavior Support Programs
- 3-2b: Site Based Positive Behavior Support Programs-MTSS
- 3-3e: Counseling Support and Behavioral Health-Prevention Intervention Psychologists (PIPs), Psychologists and Board-Certified Behavior Analysts (BCBAs)
- 3-5a: Positive and Safe Environment-Safety Committees
- 3-5c: Positive and Safe Environment-Law Enforcement
- 3-5e: Positive and Safe Environment-Assistant Principals (APs)
- 3-5h: Positive and Safe Environment-Site Monitors

Metrics: Metric 3.3: Suspension, Metric 3.7: Panorama Sense of Safety
*Note: Action 3-2a, Action 3-2b and Action 3-5c were updated, changes explained in Prompt 4.

Action 3-2a: Site Based Positive Behavior Support Programs and Site Based Positive Behavior Support Programs-MTSS supports were strengthened during the 2025–26 school year through five professional development sessions focused on helping school teams build effective plans that promote positive conditions for learning, including a strong emphasis on student sense of belonging. All schools across the district have implemented Positive Behavioral Interventions and Supports (PBIS) as a Tier 1 framework. Nineteen schools across the district have earned CA PBIS Recognition, including two that have earned Platinum, 12 that have earned Gold, one that earned silver, and four that earned bronze distinctions. While implementation varies, district personnel continue to provide ongoing coaching, training, and support to school sites. These efforts are aimed at strengthening consistent implementation, improving school climate, and ensuring that all students experience a safe, supportive, and engaging learning environment.

Action 3-3e: Counseling Support and Behavioral Health-Prevention Intervention Psychologists (PIPs), Psychologists and Board-Certified Behavior Analysts (BCBAs) collaborated throughout the year to support students with significant behavioral needs. These teams worked closely with school staff and families to ensure that students received appropriate behavioral, social-emotional, and academic support aligned to their individual needs. When appropriate, Student Support Plans were developed and implemented to provide structured, individualized strategies aimed at improving student engagement, reducing behavioral challenges, and increasing access to learning. These plans were designed to be responsive and data-informed, ensuring that interventions were tailored to the specific needs of each student. Effectiveness has not been measured as ongoing support is still in progress for these plans and is measured more on a one-on-one student basis. The implementation of the adult support for school sites has been effective in terms of providing additional experience and suggestions as next steps for students that otherwise did not have access to that type of support in the past.

Action 3-5a: Positive and Safe Environment-Safety Committees worked collaboratively throughout the year to ensure that comprehensive School Site Safety Plans were developed, reviewed, and updated in alignment with best practices and compliance requirements. These plans were reviewed in partnership with local law enforcement, fire departments, city agencies, and district personnel to ensure that all safety procedures met current standards and addressed site-specific needs. This action is effective as all school sites have approved plans.

Lastly, to ensure additional safety on campuses, Action 3-5c: Positive and Safe Environment-Law Enforcement, 3-5h: Positive and Safe Environment-Site Monitors and 3-5e: Positive and Safe Environment-Assistant Principals (APs) personnel were added to school sites for both elementary and secondary. The district maintains strong law enforcement partnerships to support safety at secondary school sites. There are a total of four Indio Police Department (IPD) School Resource Officers (SROs), two Riverside County Sheriff's Office (RSO) SROs assigned to La Quinta, and two RSO SROs assigned to Palm Desert. These SROs are assigned to all the middle and high schools in DSUSD as are additional security personnel. For elementary sites, all campuses have additional security personnel and school site monitors to enhance daily supervision and ensure a visible safety presence. Schools also have additional assistant principals (APs) who support proactive and timely responses to student behavior and discipline, contributing to a safer and more supportive school environment for all students.

Suspension data from the 2024-25 CA Dashboard and 2025-26 Spring Panorama Sense of Safety data suggests that the district's MTSS, behavior support, and school safety actions are having a positive impact on reducing suspensions and improving perceptions of safety, while

also indicating areas where further refinement is needed to ensure consistent experiences across all grade levels.

As compared to 2022-23 baseline data, suspension rates decreased across All students (-1.1%), as well as English Learners (-1.2%), Long-Term English Learners (-2.3%), Socioeconomically Disadvantaged students (-1.3%), Students with Disabilities (-2.4%), Foster Youth (-1.3%), Homeless students (-2.1%), African American students (-2.1%), Hispanic students (-1.3%), and White students (-0.6%). These reductions suggest that MTSS implementation, PBIS-aligned practices, expanded behavioral supports, and increased site-level leadership are contributing to fewer exclusionary discipline incidents and more proactive, supportive behavior management approaches.

Panorama School Safety survey data further supports these findings, particularly at the secondary level, where perceptions of safety improved from the 2022-23 baseline data. In Grades 9–12, favorable responses increased by 7% overall, including gains among English Learners (+6%), Socioeconomically Disadvantaged students (+7%), and Students with Disabilities (+6%). Parent perceptions also improved significantly, increasing by 11%, indicating stronger confidence in school safety and communication efforts. However, the data also shows variability across grade spans, with declines in Grades 3–5 (-4% overall; EL -7%, SED -3%, SWD -4%, Foster Youth -10%) and slight declines in Grades 6–8 (-4% overall; SED -2%, SWD -1%). These trends suggest that while districtwide systems are positively influencing behavior outcomes and secondary school climate, additional focus may be needed to strengthen consistency of implementation and perceptions of safety at the elementary and middle school levels.

Overall, the combination of decreasing suspension rates and improving safety perceptions—particularly among secondary students and families—indicates that the district's investments in MTSS structures, behavioral supports, leadership, and safety systems are effective in advancing key LCAP priorities related to school climate, student behavior, and equitable access to supportive learning environments. At the same time, the mixed results in elementary and middle grades highlight the importance of continued monitoring, targeted supports, and consistent implementation to ensure all students experience safe, positive, and well-supported school environments.

Facilities, Maintenance, and Clean Learning Environments
Focus: Safe, clean, and welcoming school campuses

- 3-6b: Additional staff to support clean schools-Extra Custodial Staffing
- 3-6c: Clean and Efficient Environment-Maintenance

Metrics: Metric 3.8 Panorama Education: School Cleanliness

Panorama data from the 2025-26 Spring survey indicates that facilities maintenance are having a mostly positive impact on student perceptions of school cleanliness, though there are some inconsistencies across grade levels and student groups. Survey results show improvements in perceived cleanliness across most grade spans, including Grades 3–5 (+2% overall), Grades 6–8 (+7%), and Grades 9–12 (+5%), suggesting that efforts to maintain and improve school facilities are being noticed by students. Gains were also observed among key student groups, particularly English Learners (e.g., Grades 6–8 +8%; Grades 9–12 +8%) and Socioeconomically Disadvantaged students (Grades 6–8 +7%; Grades 9–12 +6%), indicating that improvements are being experienced across diverse populations.

Notably, Foster Youth showed large gains and declines in middle and elementary school indicating that the small number of students in this category may be affecting the swing in data. A closer analysis of Foster Youth student perceptions is necessary to understand the

discrepancy in grade spans.

Overall, the data suggests that the district's investments in maintaining clean and welcoming school environments are overall positive and effective.

Family Engagement, Feedback, and Communication
Focus: Transparency, educational partner voice, and district accountability

- 3-7a: Communication, Equity, and Accountability
- 3-7d: Communication, Equity, and Accountability-Thought Exchange and Panorama
- 3-7g: Communication, Equity, and Accountability-Equity Coordinator
- 3-8a: Parent Engagement: Foster Youth
- 3-8e: Parent Engagement-Bilingual Site Support

Metrics: Metric 1.9 Parent Engagement Local Indicator 3, Participation numbers for Thought Exchange and Panorama
*Note: Action 3-7d and Action 3-8e were updated, changes explained in Prompt 4.

Data from family engagement surveys indicate that LCAP actions are supporting positive relationships and opportunities for educational partner voice, while also highlighting areas for continued growth to ensure equitable access to information and meaningful engagement for all families. Overall parent responses show that families generally experience schools as welcoming and relationship-focused, with 66% reporting trusting and respectful relationships, 72% feeling welcomed and included, and 70% indicating that schools provide clear ways to communicate. Additionally, 64% of families report that schools understand and celebrate their strengths, culture, language, and goals, suggesting progress toward fostering inclusive and responsive school communities.

Feedback from English Learner families reflects strengths in transparency and access, with 88% reporting opportunities to communicate in a language they understand and 68% indicating access to resources to support learning at home. However, 63% reporting opportunities to provide input suggests continued opportunity to expand structures that elevate family voice in decision-making.

Responses from Foster Youth and families experiencing homelessness indicate moderate effectiveness with 63% feeling able to partner with schools and 50% reporting access to information needed to exercise rights. This underscores the importance of strengthening communication and advocacy support for families navigating additional challenges. Important to note for this group, however, is the small amount of responses received on the Thought Exchange, and potential evaluation in additional avenues to obtain partner feedback from this group.

Additionally, survey results from families of Students with Disabilities point to areas for improvement, particularly in opportunities to provide input (49%) and access to resources to support learning at home (49%). While 61% report being able to work with schools to support student progress and 58% feel informed about their rights, these results suggest a need to deepen transparency, strengthen two-way communication, and enhance targeted outreach to ensure meaningful engagement.

Overall, LCAP investments are contributing to positive family experiences and opportunities for engagement, particularly in building

welcoming environments and supporting communication access. Continued focus on improving clarity, expanding feedback opportunities, and strengthening supports for Students with Disabilities and Foster/Homeless families will be important to advance transparency, elevate educational partner voice, and ensure district accountability.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

A comprehensive review of Dashboard data, local assessment results, Panorama survey feedback, and educational partner input led the district to conduct a thorough root cause and needs analysis during the 2025–26 academic year. This process included broad input from students, families, staff, and community members, and was carefully vetted through multiple engagement opportunities. As a result, the district was able to clearly identify key priorities and make informed adjustments to LCAP actions, metrics, and target outcomes to better support student success.

Based on the findings and recommendations from this process, several important changes will be implemented in the coming year. Assistant principals participated in a districtwide audit of behavior policies, which revealed a need for greater consistency in how schools respond to student behavior, particularly related to bullying, hate speech, and harassment. In response, the district will develop and implement clear, consistent behavior response protocols to be used across all sites, beginning with a focused effort on addressing hate speech and bullying. These protocols will be paired with proactive, age-appropriate student education to promote respect, inclusivity, and positive school culture. Together, these efforts are intended to strengthen student sense of belonging, safety, and school connectedness.

Additionally, the District will strengthen its implementation of Positive Behavioral Interventions and Supports (PBIS) to address elevated rates of chronic absenteeism and student suspensions. This effort will focus on building consistent, high-quality PBIS systems across all school sites to promote positive school climates, increase student engagement, and reduce exclusionary discipline practices. Through MTSS, it will also be integrated in the school site's Tier I and Tier II systems as a continuous progress monitoring source. To support this work, the District will provide ongoing professional learning, coaching, and technical assistance to site teams. This includes targeted training on PBIS core features, alignment with District goals and LCAP priorities, and structured opportunities for collaboration to ensure fidelity of implementation across campuses. Schools will also receive differentiated support based on site-specific data, with an emphasis on early intervention and proactive behavioral supports. Progress will be monitored using the Tiered Fidelity Inventory (TFI) as a key implementation metric. TFI data will be reviewed regularly to assess system effectiveness, guide continuous improvement, and ensure alignment between PBIS practices and desired student outcomes, including reductions in chronic absenteeism and suspension rates for specific student groups.

Furthermore, in response to educational partner feedback requesting more behavioral support and training, the district will implement Foundational Mindset Training for all staff. This training is grounded in trauma-informed and restorative practices, emphasizing growth mindset, emotional resilience, and strategies for building safe and supportive learning environments. These practices will be integrated into existing MTSS systems to further support both students and staff. The district will also continue and expand the use of student empathy interviews, which provided valuable insights during the 2025–26 school year. Moving forward, these efforts will include broader student voice opportunities such as focus groups and student panels, with intentional inclusion of English Learners (EL), Long-Term English Learners (LTEL), Foster Youth, students experiencing homelessness, socioeconomically disadvantaged students, and African American students.

Lastly, a root cause and needs analysis was conducted specifically for the two student groups in Differentiated Assistance, LTEL and AA students. Based on the recommendations and suggestions from the analysis, AA and LTEL students will be progress monitored for chronic absenteeism during monthly administrative and leadership meetings as well as by the district attendance facilitator. Data will be provided to principals, assistant principals, instructional coaches and project facilitators to review, determine adjustments to site plans or actions, and bring back to their sites for updates. The district attendance facilitator will reach out to families who are at-risk of chronic absenteeism to provide support through community resources if desired. Finally, the root cause analysis identified a need to strengthen culturally relevant practices across the district. The district is currently researching effective approaches and implementation strategies to provide meaningful professional learning in cultural relevance for all staff. These combined efforts reflect a strong commitment to continuous improvement, equity, and creating safe, inclusive, and supportive learning environments for all students.

Based on feedback from educational partners and a review of current priorities, actions and metrics, the following have been updated and aligned for clarity and consistency:

- Priorities for Goal 1: Priority 3-Parent Engagement was added. Priority 7-Course Access was removed.
- Metric 3.3: LTEL student group was added to Target for Year 3 Outcome.
- Metric 3.5: District-wide rate of students who are chronically absent will decrease by 4% annually was added in Target for Year 3 Outcome in order to provide clarity for educational partners.
- Metric 3.8: Grades 9-12 were added to Baseline data to provide clarity for educational partners.
- Action 3-1e title was updated from Improve School Attendance-Health Clerks to Improve School Attendance-Attendance Clerks to align with the job description of the administrative support.
- Action 3-1g title was updated from Bilingual Techs to Family Engagement Specialists to align with the job description of the support. Additionally, the action was moved from limited services to districtwide services since it supports all students, including SED, EL, and Foster Youth.
- Action 3-2a metrics were updated. Metric 3.5: DataQuest Chronic Absenteeism was removed based on partner feedback that the metric did not support the purpose of the action, which was to reduce suspension rates for red indicator schools and student groups on the CA Dashboard.
- Action 3-2b title was updated from Site Based Positive Behavior Support Programs to Site Based Positive Behavior Support Programs-MTSS in order to differentiate the action title from Action 3-2a.
- Action 3-3a metrics were updated to include Metric 3.5: DataQuest Chronic Absenteeism. Additionally, the title was updated from Counseling Support and Behavioral Health-SAP to Counseling Support and Behavioral Health-District SAP Team in order to differentiate the district SAP counseling team from site SAP counselors.
- Action 3-3c Counseling Support and Behavioral Health was removed because the services listed in Action 3-3c are already part of Action 3-3b since the services provided by counselors match the staff in Action 3-3b. No money was associated with this non-contributing action.
- Action 3-3d metrics were updated to include Metric 3.5: DataQuest Chronic Absenteeism.
- Action 3-3e title was updated to include Prevention Intervention Psychologists (PIPs) and Board-Certified Behavior Analysts (BCBAs) for clarity of the acronyms.
- Action 3-3f title was updated from Tier 2 to Site SAP Counselors for clarity on the action.

- Action 3-4a, Action 3-4b, Action 3-4c, and Action 3-5i were all changed from contributing to non-contributing. Based on feedback from educational partners, this change aligns better with the intended use of the funds.
- Action 3-5b Positive and Safe Environment-Safety Plan was removed because reviewing and revising the Comprehensive School Safety Plan is part of what the District Safety Committee does, which is already listed in Action 3-5a. No money was associated with this non-contributing action.
- Action 3-5c was updated from non-contributing to contributing based on feedback from educational partners. This change aligns better with the intended use of the funds. Metric 3.3 Suspension was added.
- Action 3-6a Clean and Efficient Environment-Custodians was removed because the services of that action is already included and being paid out of Action 3-6b Additional Staff to Support Clean Schools-Extra Custodial Staffing. No money was associated with this non-contributing action.
- Action 3-7d metric was updated from “the number of community members who participate in surveys” to Participation Numbers for Thought Exchange and Panorama. Additionally, the title was updated to reflect the names of both surveys.
- Action 3-8b Parent Engagement-Parent Notification System was removed because the action is being completed already in Action 3-1f Improve School Attendance-RAAWEE. No money was associated with this non-contributing action.
- Action 3-8c Parent Engagement-SAP Support was removed because the action is being completed already in Action 3-3f Counseling Support and Behavioral Health-Tier 2. No money was associated with this non-contributing action.
- Action 3-8d Parent Engagement-Parent Classes was removed because the action is being completed already in Action 3-3f Counseling Support and Behavioral Health-Tier 2. No money was associated with this non-contributing action.
- Action 3-8e metric was updated from Favorable response on Parent Survey to Priority 3: Family Engagement Tool to more clearly identify the metric being used. Additionally, the title was updated to provide a clearer description of the intended purpose of the action.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
3-1a	Improve School Attendance-Coordinator	Provide a Coordinator of Child Welfare and Attendance to oversee all initiatives and programs that monitor, track, and assist with efforts to reduce chronic absenteeism with a focus on sites and student groups that are red performance indicators. The Coordinator of Child Welfare and Attendance works with schools and parents to ensure communication and education as well as partnering with community agencies and assisting and modifying programs for students. Please see additional information regarding this action in the Increased or Improved Services section.	$324,718.00	Yes

Action #	Title	Description	Total Funds	Contributing
3-1b	Improve School Attendance-Red Indicators	Provide ongoing education, training, alignment to district goals and priorities, and support for all schools in the development, implementation, progress monitoring, and effectiveness measures of chronic absenteeism aligned to the PBIS system. This includes aligning the TFI tool to absenteeism and writing site plans that track and monitor attendance efforts and initiatives for all sites and student groups with red performance indicators. Please see additional information regarding this action in the Increased or Improved Services section.	$6,500.00	Yes
3-1c	Improve School Attendance-Site Attendance Lead (SAL)	Provide an Attendance Project Facilitator to support students and families to reduce chronic absenteeism and serve as a liaison between the district and the school sites with priority focus on all sites and student groups that have red performance indicators. Please see additional information regarding this action in the Increased or Improved Services section.	$179,999.00	Yes
3-1d	Improve School Attendance	Provide ongoing professional development to support the work of schools in creating school-wide, attendance improvement and awareness activities, chronic absence intervention systems and supports, systems for attendance data review, and progress monitoring for unduplicated students.	$0.00	No
3-1e	Improve School Attendance-Attendance Clerks	Provide attendance clerks at elementary and middle school offices by increasing staffing to one full time clerk at each traditional site in order to work with parents and students to reduce chronic absenteeism, specifically for students that are part of a red performance indicator group.	$1,735,651.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Please see additional information regarding this action in the Increased or Improved Services section.		
3-1f	Improve School Attendance-RAAWEE	Provide a districtwide technological solution (RAAWEE) to track student attendance, monitor intervention information, and support in the districtwide initiative to reduce chronic absenteeism. Reports are run monthly to address sites and student groups that have red performance indicators. Please see additional information regarding this action in the Increased or Improved Services section.	$50,000.00	Yes
3-1g	Improve School Attendance-Family Engagement Specialists	Provide five (5) Family Engagement Specialists (Bilingual Community Technicians) to support students and families experiencing the most significant challenges to consistent school attendance and ongoing high chronic absenteeism rates by providing intensive support to students and families. Please see additional information regarding this action in the Increased or Improved Services section.	$441,479.00	Yes
3-2a	Site Based Positive Behavior Support Programs	Provide professional development opportunities to support schools with MTSS implementation. This action supports schools with red performance indicators in Suspension on the 2023 and 2025 CA Dashboards. Learning Recovery Emergency Block Grant Fund Action: DSUSD has unexpended LREBG funds. In response to the district's LREBG needs assessment, which highlighted the need for a more consistent, data-driven approach to identifying and supporting students with academic, behavioral, and social-emotional challenges, the district will implement Synergy's MTSS Module (Edupoint). Research shows that targeted professional development has a direct impact on student outcomes. This evidence-based tool will streamline the identification,	$278,488.00	No

Action #	Title	Description	Total Funds	Contributing
		progress monitoring, and support of students across multiple domains. As an allowable use of LREBG funds, the module supports efforts to address barriers to learning, including access to health, counseling, and mental health services. Integrated with the existing student information system, it ensures accurate data and ease of use for school sites. The module features an early warning system and real-time data dashboards, enabling staff to efficiently identify students in need of intervention and respond appropriately. It also promotes consistent implementation of MTSS practices across all school sites. This action will be measured by Metric 3.3: CA Dashboard-Suspension and Metric 3.5: Chronic Absenteeism. Total LREBG Funds: $278,488.00		
3-2b	Site Based Positive Behavior Support Programs-MTSS	Support districtwide implementation of MTSS, including Tier 1 and Tier 2 site support, as well as monthly meetings with MTSS site leads.	$0.00	No
3-3a	Counseling Support and Behavioral Health-District SAP Team	Provide five (5) District Student Assistance Program (SAP) Team counselors in providing a continuum of student support services that include counseling interventions for students and families regarding social-emotional concerns, including recent loss, the appearance of depression, behavior, bullying, displaying signs of possible substance use or abuse, inconsistent school attendance, sudden drop in grades, family conflict or personal turmoil. The District SAP Team leads family support efforts through meetings and workshops, offers districtwide professional development on topics including suicide awareness and anti-bullying, and shares community agency resources with school site counselors. They also promote family engagement through mental health awareness programs and community partnerships. This action supports schools with red indicators in Chronic Absenteeism on the 2023 and 2025 CA Dashboards. Please see additional information regarding this action in the Increased or Improved Services section.	$1,045,008.00	Yes

Action #	Title	Description	Total Funds	Contributing
3-3b	Counseling Support and Behavioral Health-Counselors	Provide school counselors in order to support all students to create healthy goals, mindsets and behaviors, develop effective collaboration and cooperation skills, practice perseverance, develop time management and study skills, and learn self-motivation and self-direction habits. School counselors at middle and high schools will specifically address Sense of Belonging amongst all students with a focus on building additional PBIS supports. Counselors will be provided as follows: • Elementary schools - 1 FTE counselor • Middle school counselors - maintain the ratio at 400:1. Once half the ratio is met, continue to split funds with the site until fully funded by the district. • High school counselors - maintain ratio at 400:1 • Continuation counselor and alternative education counselors - beyond the formula Please see additional information regarding this action in the Increased or Improved Services section.	$12,765,675.00	Yes
3-3d	Counseling Support and Behavioral Health-Mental Health	Provide Licensed Mental Health Professionals as part of MTSS (20 for secondary sites, 5 for elementary sites) to ensure that all students have equitable access and supports for mental health. Mental Health Therapists address student mental health challenges such as anxiety, depression, and trauma in order to support students' overall well-being, sense of belonging, behavioral concerns and absenteeism. Learning Recovery Emergency Block Grant Fund Action: DSUSD has unexpended LREBG funds. The LREBG Needs Assessment identified chronic absenteeism as a key area of need, particularly among students at higher risk. Research shows that access to comprehensive mental health services plays a powerful role in improving attendance. In	$5,489,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		2025–26, the district will add a Mental Health Therapist to support students receiving home hospital instruction and those involved in the Student Attendance Review Board (SARB) process. This position is part of DSUSD's existing comprehensive mental health services and is an allowable use of LREBG funds. The therapist will use evidence-based strategies to address individual student needs. This action aligns with the allowable uses of "Integrating evidence-based pupil supports to address other barriers to learning, and staff supports and training, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address pupil trauma and social-emotional learning, or referrals for support for family or pupil need." The effectiveness of this action will be measured by Metric 3.5: DataQuest Chronic Absenteeism Total LREBG Funds: $405,194.00 Please see additional information regarding this action in the Increased or Improved Services section.		
3-3e	Counseling Support and Behavioral Health-Prevention Intervention Psychologists (PIPs), Psychologists and Board-Certified Behavior Analysts (BCBAs)	Provide (4) Prevention Intervention Psychologists (PIPs), (2) Psychologists and (1) Board Certified Behavioral Analyst (BCBA) to provide direct student support, conduct behavioral assessments, develop intervention plans, and train school staff in therapeutic, non-punitive behavior strategies. This action supports schools and student groups with red performance indicators in Suspension on the 2023 and 2025 CA Dashboards. Please see additional information regarding this action in the Increased or Improved Services section.	$3,487,484.00	Yes

Action #	Title	Description	Total Funds	Contributing
3-3f	Counseling Support and Behavioral Health- Site SAP Counselors	Provide (11) SAP Counselors for every school site (on a shared site basis) as part of the Tier 2 MTSS support system to work with small groups or individuals one on one to support students in a variety of ways and for a variety of needs. SAP Counselors address student mental health challenges such as anxiety, depression, and trauma in order to support students' overall well-being, sense of belonging, behavioral concerns and absenteeism. This action supports student groups with red indicators in Chronic Absenteeism on the 2023 and 2025 CA Dashboards. Please see additional information regarding this action in the Increased or Improved Services section.	$1,732,444.00	Yes
3-4a	Health and Wellness for Students-Transport	Provide transportation for athletic events at continuation high schools.	$15,656.00	No
3-4b	Health and Wellness for Students-Nurses	Provide two (2) CSEA licensed vocational nurse positions to support health, prevention and intervention programs.	$197,742.00	No
3-4c	Health and Wellness-Mental Health Nurses	Provide (1) Mental Health Nurse to respond to the social emotional needs of students who meet criteria for a Tier 3 intervention.	$135,670.00	No
3-5a	Positive and Safe Environment- Safety Committees	Maintain site and district safety committees and ensure all comprehensive school safety plans are reviewed and revised annually.	$0.00	No
3-5c	Positive and Safe Environment- Law Enforcement	Maintain the district's partnership with law enforcement agencies to provide policing services to the school communities in order to ensure there is proactive protection against threats, immediate incident response, and trusted support figures, which fosters a supportive and safe school culture.	$1,453,341.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Please see additional information regarding this action in the Increased or Improved Services section.		
3-5d	Positive and Safe Environment-Security Staff	Provide security staffing at all school sites to ensure a sense of safety.	$7,393,143.00	No
3-5e	Positive and Safe Environment-APs	Provide additional assistant principals for school sites in order to ensure PBIS, SEL, and school-wide expectations for discipline are aligned with MTSS and that expectations are clearly communicated and explicitly taught, acknowledgment systems are effectively implemented, and behavior management practices are consistent and equitable. Additional APs are included based on the following: • Provide (1) assistant principal at each elementary site at 500+. Provide additional certificated support to elementary sites with less than 500 or for sites with existing assistant principals. • Provide a second assistant principal to middle schools at or above 1000, or provide additional certificated support to sites with less than 1000. • Support assistant principals (2) at Summit High School (Alt Ed) and Horizon (Ind. Study and Opportunity) to improve school climate beyond the formula. • Maintain (.5) assistant principal at Amistad High School (Alt Ed) to improve school climate beyond the formula. • Provide (1) assistant principal at Amistad to support the school's expansion of services provided at Eisenhower Community Education Center. This action supports student groups with red indicators in Suspension on the 2023 and 2025 CA Dashboards. Please see additional information regarding this action in the Increased or Improved Services section.	$4,405,661.00	Yes

Action #	Title	Description	Total Funds	Contributing
3-5f	Positive and Safe Environment - Bus Routes	Provide transportation routes beyond the approved current walking distance to ensure student safety. Routes include: • Fred Young Farm Labor Camp to Jefferson Middle School • Indio Hills to Shadow Hills High School • Additional transportation for homeless youth • Additional transportation for special education students	$11,554,138.00	No
3-5g	Positive and Safe Environment-Lanyards	Provide student lanyards for identification and school safety on campus.	$54,119.00	No
3-5h	Positive and Safe Environment-Site Monitors	Provide additional school site monitors to maintain positive and safe environments for students in TK-5 elementary school sites. Please see additional information regarding this action in the Increased or Improved Services section.	$1,967,861.00	Yes
3-5i	Positive and Safe Environment- MS and HS Orientation	Provide transportation to middle school and high school orientation events.	$3,000.00	No
3-6b	Additional staff to support clean schools- Extra Custodial Staffing	Provide (22) additional custodial staff to support after-school and Saturday student activities. In order to ensure that learning environments stay clean and safe, custodial staff are provided to maintain school facilities during non-traditional working hours. Please see additional information regarding this action in the Increased or Improved Services section.	$28,174,898.00	Yes
3-6c	Clean and Efficient Environment-Maintenance	Provide a school maintenance program to improve response time for repairs in order to ensure safe, clean, and well-maintained campuses for students and to provide safe and clean welcoming environments.	$14,176,406.00	No

Action #	Title	Description	Total Funds	Contributing
3-6d	Clean and Efficient Environment - Custodial Supervisor	Provide (1) Custodial Supervisor in order to oversee that all campuses are clean, orderly, and in good repair.	$191,113.00	No
3-7a	Communication, Equity and Accountability	Provide ongoing communication to the DSUSD community through district and school newsletters, district and school websites, television, press releases, Parent VUE, School Messenger, and participation in community organizations.	$274,441.00	No
3-7b	Communication, Equity and Accountability-Title IX Director	Provide a Resolution and Compliance Officer to ensure strong relationships between district staff, community, parents, and students and to address all Title IX complaints and investigations.	$296,818.00	No
3-7c	Communication, Equity and Accountability-Bilingual Admin. Assistant	Fund a bilingual administrative assistant to provide support to the district's Resolution and Compliance Officer, parents, and students who have been referred to the district for investigations, reports, or any engagement that the Resolution and Compliance Officer is assisting in.	$115,002.00	No
3-7d	Communication, Equity and Accountability-Thought Exchange and Panorama	Annually administer and evaluate nationally-recognized educational surveys to measure a sense of school safety, connectedness, and academic support to determine needs at schools and districtwide. In addition, the survey process will also serve to gather input for the LCAP process. Please see additional information regarding this action in the Increased or Improved Services section.	$121,000.00	Yes
3-7e	Communication, Equity and Accountability-LCAP Coordinator	Provide an LCAP Coordinator to engage all educational partners in the LCAP process, present information at advisory meetings, and conduct audits and meetings to ensure that all district actions align to LCAP goals and board priorities.	$255,108.00	No

Action #	Title	Description	Total Funds	Contributing
3-7f	Communication, Equity and Accountability - LCAP Fiscal Tech	Fund an LCAP Fiscal Technician in order to support the collection of data, surveys, and reports required in the LCAP process and documentation.	$147,880.00	No
3-7g	Communication, Equity and Accountability- Equity Coordinator	Provide a Coordinator of Diversity, Equity, Parent and Family Engagement to support and foster relationships with identified students, parents, advisory groups, and community agencies to provide educational and extracurricular programs and activities that support underrepresented students. The Coordinator of Diversity, Equity, Parent and Family Engagement will host the African American Parent Advisory Committee and the Native American Parent Advisory Committee.	$0.00	No
3-8a	Parent Engagement-Foster Youth	Provide a District SAP Team Counselor that prioritizes supports for foster and homeless youth. A District SAP Team Counselor serves as the district's Foster and Homeless Youth Liaison and works to ensure that all students identified are monitored, tracked, and supported through their educational journey. Additionally, the Foster Youth and Homeless Liaison will ensure that the district adheres to protocols for informing families of educational supports and legal rights for students who are foster youth or homeless	$0.00	No
3-8e	Parent Engagement-Bilingual Site Support	Provide bilingual stipends for identified school staff in order to provide a welcoming, inclusive, and safe community and to increase communication with parents whose primary language is not English. Please see additional information regarding this action in the Increased or Improved Services section.	$44,670.00	Yes
3-9a	Foster Youth Support	A Foster/Homeless Liaison will continue to provide direct support to students, staff, and families to ensure foster and homeless children and youth are enrolled in and have a full and equal opportunity to succeed in	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		school. The Foster/Homeless Liaison provides support for all Foster and Homeless students and focuses on reducing red performance indicators on the Dashboard for these two student groups.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Amistad High School will improve student outcomes as reported on the California School Dashboard through continued development of opportunities and systems within the alternative education setting. For the 2026-27 year, the focus will be: • Improve suspension rates for the All Student group, English Learners, Long-Term English Learners, and SED students • Improve CCI for the All Student group, English Learners, Long-Term English Learners, SED, and Hispanic students • Continue to Improve CAASPP ELA results for the All Student group, SED, and Hispanic students • Continue to improve CAASPP Math results for the All Student group, SED, and Hispanic students • Improve the English Learner Progress Indicator (ELPI) rate for English Learners and Long-Term English Learners • Support student connectedness and SEL skills Amistad out-of-teaching field assignments 2023-24: 16.5%	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Amistad High was identified as eligible for Equity Multiplier funds in the 2023-24 academic year. They qualified again for funds in the 2024-25 and 2025-26 academic years. The action budgets in Goal 4 represent a blending of fund allocations along with rollover amounts.

Amistad High is a continuation high school that serves grades 10-12 in Indio on the border between Desert Sands Unified School District and Coachella Valley. A majority of students who attend Amistad High go for credit recovery, and upon earning sufficient credits, have the option to return to their home school or stay and graduate from Amistad High.

The Fall 2025 Dashboard results indicated red performance levels for suspension for the All Student group (10.4%) , English Learner (10.2%, increase of 0.4%), Long-Term English Learner (10.1%, maintained at -0.2%), and SED (10.2%, increase of 0.6%) student groups. Additionally, CCI was a red indicator for the All Student group (5.3%, maintained at 0%), English Learner (8.1%, maintained at 1%), Long-Term English Learner (8.8%, maintained at 1.4%), SED (5.4%, maintained at 0.1%) and Hispanic (5%, maintained at 0%) groups. There was improvement on the CA Dashboard in ELA with an increase in scores from -157.8 in 2024 to -140.4 in 2025. While the All Student group and Hispanic group increased, it is notable to point out that the SED student group increased by 25.1 DFS. These increases resulted in all student groups moving out of the red performance level and into the orange performance level on the CA Dashboard. Math, also, showed an increase in scores from 2024 (-215.8 DFS) to 2025 (-207.5 DFS) and all student groups made growth in math. Additionally, the grad rate showed an improvement of 2.5% and moved from the red performance level to the green performance level on the 2025 CA Dashboard (81.5% graduation rate).

To support the 16.5% of out-of-field teachers at Amistad High, the District is intentionally directing Equity Multiplier funds toward targeted intervention. Specifically, these teachers are provided with dedicated instructional coaching, robust professional development, and structured collaboration time within Professional Learning Communities (PLCs) tailored to their current assignments. This ensures that while they work toward full credential alignment, they are fully equipped with the resources, mentorship, and subject-matter expertise necessary to deliver high-quality instruction.

Panorama Survey data for students showed a 4% increase in Sense of Belonging. Areas that were noted as needs to be addressed as part of Sense of Belonging and school connectedness included Self-Efficacy and Engagement.

Based on an evaluation of the data and the success of Math and Grad Rate moving out of the red performance levels, educational partner input suggested increasing participation in CTE and dual enrollment in order to increase student engagement as well as meet CCI qualification measures. Additionally, they wanted continued support for social-emotional and mental health in order to continue to increase Sense of Belonging as well as support student skills in Self-Efficacy. Educational partners believed the data showed that current intervention systems in place were having a positive effect and they wanted to continue efforts and support for students academically, specifically in math. For suspension, they suggested that monitoring support specifically for SWD and SED students would be helpful.

A needs assessment outcome for Dashboard data and educational partner input identified CCI and Suspension as areas of priority that needed to be improved, with additional continued support for credit recovery and behavioral and SEL support targeted for SWD and SED students. Actions for the 2026/2027 academic year will address enrollment and completion of courses toward CCI as well as behavioral and SEL supports to help with suspension rates. Additionally, actions that were started in the prior year will continue in order to continue forward progress on credit recovery and academic support for ELA, Math, and Grad rates for Amistad students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	California School Dashboard Academic Indicator for English Language Arts - Distance from Standard	California Dashboard Academic Indicator for ELA 2022-23: Amistad: 144.1 points below standard -EL: 171.2 points below standard -SED: 145.3 points below standard -Hispanic: 139.6 points below standard	California Dashboard Academic Indicator for ELA 2023-24: Amistad: 157.8 points below standard -EL: 158.3 points below standard -SED: 161 points below standard -Hispanic: 156.2 points below standard	California Dashboard Academic Indicator for ELA 2024-25: Amistad: 140.4 points below standard -EL: 161 points below standard -SED: 135.9 points below standard -Hispanic: 146 points below standard	Each year all students and student groups will increase their ELA academic achievement, by 3 distance points from standard. California Dashboard Academic Indicator for ELA: Amistad: 135.1 points below standard -EL: 162.2 points below standard -SED: 136.3 points below standard -Hispanic: 130.6 points below standard	California Dashboard Academic Indicator for ELA 2024-25: Improved Amistad -All: -3.7 points below standard -EL: -10.2 points below standard -SED: -9.4 points below standard -Hispanic: 6.4 points below standard
4.2	California School Dashboard Academic Indicator for Mathematics - Distance from Standard	California Dashboard Academic Indicator for Math 2022-23: Amistad: 231.9 points below standard -EL: 228.8 points below standard -SED: 233.7 points below standard -SWD: *	California Dashboard Academic Indicator for Math 2023-24: Amistad: 215.8 points below standard -EL: 232 points below standard -SED: 219.9 points below standard	California Dashboard Academic Indicator for Math 2024-25: Amistad: 207.5 points below standard -EL: 218 points below standard -SED: 207.6 points below standard	Each year all students and student groups will increase their math academic achievement, by 3 distance points from standard. California Dashboard	California Dashboard Academic Indicator for Math 2024-25: Improved Amistad -All: -24.4 points below standard -EL: -10.8 points below standard -SED: -26.1 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		-Hispanic: 231.5 points below standard *Less than 11 students - data not displayed for privacy	-SWD: * -Hispanic: 216.2 points below standard *Less than 11 students - data not displayed for privacy	-SWD: * -Hispanic: 208 points below standard *Less than 11 students - data not displayed for privacy	Academic Indicator for Mathematics: Amistad: 222.9 points below standard -EL: 219.8 points below standard -SED: 224.7 points below standard -SWD: NA -Hispanic: 222.5 points below standard	below standard -Hispanic: -23.5 points below standard Maintained NA Insufficient Data Amistad -SWD: NA • SWD: NA
4.3	California School Dashboard English Learner Progress Indicator (ELPI)	California Dashboard ELPI Indicator: 2022-23 English Learners making progress towards English Language Proficiency: -Amistad: 47.5%	California Dashboard ELPI Indicator: 2023-24 English Learners making progress towards English Language Proficiency: -Amistad: 44.9%	California Dashboard ELPI Indicator: 2024-25 English Learners making progress towards English Language Proficiency: Amistad -EL 39.7% -LTEL 42.6%	English learners will make 2% annual progress toward English proficiency to maintain or increase performance level. ELPI -Amistad: 53.5%	California Dashboard ELPI Indicator: 2024-25 English Learners making progress towards English Language Proficiency: Declined Amistad -EL -7.8%
4.4	California School Dashboard College and Career Indicator (CCI) Percentage of Graduates reported as	California School Dashboard: College/Career Readiness 2022-23 Grad. Cohort CCI Prepared Amistad: 2.1% (n=142) -EL: 0% (n=49)	California School Dashboard: College/Career Readiness 2023-24 Grad. Cohort CCI Prepared	California School Dashboard: College/Career Readiness 2024-25 Grad. Cohort CCI Prepared	Increase the percent of Graduates reported as "Prepared" on the College and Career Indicator (CCI) by 2% annually	California School Dashboard: College/Career Readiness 2024-25 Grad. Cohort CCI Prepared Improved

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	meeting CCI "Prepared" measures	-SED: 2.1% (n=141) -Hispanic: 2.3% (n=131)	Amistad: 5.3% (n=152) -EL: 7.0% (n=57) -SED: 5.3% (n=150) -Hispanic: 5.0% (n=140)	Amistad: 5.3% (n=151) -EL: 8.1% (n=62) -SED: 5.4% (n=148) -Hispanic: 5% (n=140)	Graduates reported as "Prepared" on the CCI will be at or above: Amistad: 8.1% -EL: 6.0% -SED: 8.1% -Hispanic: 8.3%	Amistad -All: 3.2% -EL: 8.1% -SED: 3.3% -Hispanic: 2.7%
4.5	California School Dashboard Graduation Rate Indicator	2023 California School Dashboard Graduation Rate: Cohort Graduation Rate: Amistad: 88.1% -EL: 87.8% -SED: 88% -Hispanic: 87.9%	2024 California School Dashboard Graduation Rate: Cohort Graduation Rate: Amistad: 78.9% -EL: 78.9% -SED: 78.7% -Hispanic: 80%	2025 California School Dashboard Graduation Rate: Cohort Graduation Rate: Amistad: 81.5% -EL: 77.4% -SED: 81.1% -Hispanic: 81.4%	Amistad combined four-year and five-year cohort graduation rate will maintain at 88% or higher. CA Dashboard Graduation Rate will be at or above: Amistad: 88% -EL: 88% -SED: 88% -Hispanic: 88%	2025 California School Dashboard Graduation Rate: Cohort Graduation Rate: Declined Amistad -All: -6.6% -EL: -10.4% -SED: -6.9% -Hispanic: -6.5%
4.6	California School Dashboard Suspension Rate Indicator	2022-23 Suspension Rate Amistad: 10.2% -EL: 11.7% -SED: 10.3% -Hispanic: 9.9%	2023-24 Suspension Rate Amistad: 10.4% (n=279) -EL: 9.7% (n=113) -SED: 9.6% (n=260) -Hispanic: 11.1% (n=261)	2024-25 Suspension Rate Amistad: 10.4% (n=307) -EL: 10.2% (n=118) -SED: 10.2% (n=294) -Hispanic: 10.7% (n=290)	Decrease the District-wide suspension rate by .3% annually. District-wide Suspension Rate will be at or below: Amistad: 9.3% -EL: 10.8%	2024-25 Suspension Rate Improved Amistad -EL: -1.5% -SED: -0.1% Declined Amistad -All: .2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					-SED: 9.4% -Hispanic: 9.0%	-Hispanic: .8%
4.7	Panorama Education Student Perception of School Connectedness via Support and Environment Survey Percentage of students reporting favorably regarding School Connectedness (Sense of Belonging)	2023-24 Panorama Education: Sense of Belonging Survey: Student Favorable Response Amistad Grades 9-12: 37% (of 45 responses) -EL: 37% (of 14 responses) -SED: 33% (of 41 responses) -Hispanic: 37% (of 41 responses) -Staff: 87% (of 11 responses) -Teachers: * (of 5 responses) *Less than 11 students - data not displayed for privacy	2024-25 Panorama Education: Sense of Belonging Survey: Student Favorable Response Amistad Grades 9-12: 37% (of 136 responses) -EL: 36% (of 47 responses) -SED: 36% (of 130 responses) -Hispanic: 36% (of 129 responses) -Staff: 47% (of 11 responses)	2025-26 Panorama Education: Sense of Belonging Survey: Student Favorable Response Amistad Grades 9-12: 41% (of 171 responses) -EL: 50% (of 43 responses) -SED: 43% (of 150 responses) -Hispanic: 43% (of 157 responses) -Staff: 73% (of 11 responses) -Teachers: 75% (of 13 responses)	The "Percent Favorable" responses for the Sense of Belonging (School Connectedness) area of the Panorama Survey will be at or greater than 75%.	2025-26 Panorama Education: Sense of Belonging Survey: Student Favorable Response Improved Grades 9-12: 4% -EL: 13% -SED: 10% -Hispanic: 6%
4.8	DataQuest Teaching Assignment Monitoring Outcomes (TAMO) Report Total Teaching FTE Percentage Out-of-Field	2021-2022 TAMO Report: Total Teaching FTE: 19.1 Out-of-Field: 10.8%	2022-2023 TAMO Report: Total Teaching FTE: 15.1 Out-of-Field: 16.2%	2023-2024 TAMO Report: Total Teaching FTE: 15 Out-of-Field: 16.5%	The Out-of-Field percentage on the TAMO report will be at or below 10%.	2023-2024 TAMO Report: Increased Out-of-Field: 5.7%

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

The Goal Analysis below includes Actions from Goal 4 and Goal 5 because in the 2025-26 LCAP, Amistad was called out in both Goal areas. Due to the restructuring of the Goals to only include one school per one goal, the Analysis for Amistad will be completed in this Goal for the 2026-27 LCAP.

Action 4-1a: Data Analysis/Tier 1 Support was implemented as planned. The principal received time each month to analyze data and participate in reflection cycles during Problems of Practice time. The principal then took his analysis and reflection and built in time for professional development with his staff that was tailored to the needs of Amistad students. This reflection helped to continue to build systems of support for both academics, behavior, and SEL and allowed for the creation of lessons and plans to be developed based on the unique needs of the students. Feedback from the teachers indicated that this was valuable and that the additional collaborative planning time was effective in helping them monitor students and respond quickly and proactively.

Action 4-2a: SEL/Mental Health Support was adjusted throughout the year in order to allow more time for counselors to develop individual support plans for students based on the additional coming and going of students. The additional time allowed for counselors to tailor plans specifically for students and address needs and develop partnerships with students, families, and community resources when appropriate.

Action 4-3a: Parent Engagement was implemented as planned. The Community Liaison ran events and workshops to help parents understand the needs and requirements for students to graduate as well as to help support parents with family resources based on each family's need. PIQE was run and had 18 parents participate and graduate from the program, with 94.4% of the parents ranking the program a 10/10 in terms of how useful the program was for their family. Additionally, the Community Liaison ran "Report Card Drive Through Nights" and FAFSA signing nights in order to boost family engagement.

Action 5-1a: Dual Enrollment/CTE was implemented as planned with trips to various local colleges and CTE programs for students. It is still a challenge to get high numbers of students enrolled into dual enrollment and CTE courses due to the transient nature of the population and the focus on credit recovery. At time of writing, Amistad is currently looking into community partnerships and pre-apprenticeship programs that might be an option to develop based on interest in the Amistad community.

Action 5-1b: Instructional Materials and Enrichment was not implemented at Amistad due to Action 5-1a covering everything that Amistad needed in terms of Dual Enrollment/CTE.

Action 5-1c: Credit Recovery was implemented as planned. Students participated in credit recovery during periods 0 and 6 (optional periods for Amistad students). In the first three quarters of the school year, over 370 credits were recovered. Teachers and counselors supported students through individual support plans and mapped out each student schedule in order to ensure all students were on track for graduation and receiving the additional academic, behavioral, and social-emotional support needed.

Action 5-2a: Parent Engagement/Counseling Services was implemented as planned. Counselors completed transcript reviews and meetings with all students and parents during Quarter 2 and Quarter 3 in order to ensure students had enough credits, were enrolled in the correct classes, and had access to resources for career and college preparation.

Action 5-3a: Professional Development was adjusted. All conferences for CCEA Plus and Continuation PD Conferences were attended; however, CABE was only attended by school site staff as no parents wanted to attend. Amistad was celebrated with an Exemplary Award at the CCEA Plus Conference.

Action 5-4a: Academic and Leadership Enrichment was not implemented at Amistad since the action only covered the ASB conference for Summit High School, which is no longer part of this Goal.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

The district defined a material difference as 20% for a greater difference between planned expenditures and estimated actual expenditures.

Action 4-2a: SEL/Mental Health Support
Planned Allocations: $480,812
Actual Expenditures: $353,774
Material Difference: $127,038
Explanation: When this action was originally budgeted, it included an additional counselor to be hired for the 2025-26 academic year for Horizon. However, with the transition to the new principal, hiring an additional counselor was placed on hold.

Action 4-3a: Parent Engagement
Planned Allocations: $188,783
Actual Expenditures: $143,499
Material Difference: $45,284
Explanation: The community tech position at Summit High was filled for only part of the year.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The Goal Analysis below includes Actions from Goal 4 and Goal 5 because in the 2025-26 LCAP, Amistad was called out in both Goal areas. Due to the restructuring of the Goals to only include one school per one goal, the Analysis for Amistad will be completed in this Goal for the 2026-27 LCAP.

Actions 4-1a: Data Analysis/Tier 1 Support and 5-1c: Credit Recovery were mostly effective in supporting student progress, as demonstrated by measurable increases in ELA (+17.5 points), Math (+8.4 points), and the graduation rate (+2.5%). In ELA, the improvement resulted in the All Student group, as well as socioeconomically disadvantaged (SED) and Hispanic student groups, moving from the red to the orange performance level, representing significant progress. English Learner (EL) and Long-Term English Learner (LTEL) student groups maintained their performance levels, indicating that while overall gains were made, additional targeted support is still needed to accelerate

progress for these students. In Math, all student groups, including EL and LTEL students, showed improvement. Although these gains were not sufficient to move groups from the orange to the yellow performance level, the upward trend reflects meaningful progress that can be built upon through continued refinement of instructional strategies, interventions, and support. Graduation rates also increased by 2.5%. While rates remain below district and state averages (81.5%), this improvement moved the All Student group, as well as SED and Hispanic student groups, into the green performance level. However, EL and LTEL student groups experienced declines in graduation rates (EL decreased by 1.5% and LTEL by 4.2%) and remained in the orange performance level, highlighting an important area for focused attention. Overall, these actions have been effective for many students, particularly in improving academic performance and graduation outcomes. At the same time, the data underscores the need for continued focus on English Learner and Long-Term English Learner students through targeted academic support plans, tutoring, and instructional strategies. Ongoing reflection and adjustment will be essential to ensure all students continue to make progress.

Actions 4-2a: SEL/Mental Health Support and 5-2a: Parent Engagement/Counseling Services were partially effective in supporting student outcomes. Efforts to increase credit attainment and develop individualized plans to address students' academic needs contributed to positive results for many student groups, including socioeconomically disadvantaged (SED), Hispanic, students with disabilities (SWD), and students experiencing homelessness. These supports helped promote growth in ELA and Math, as well as improvements in graduation rates for these groups. However, these actions were less effective for English Learner (EL) and Long-Term English Learner (LTEL) students, indicating a need for more targeted and responsive support to meet their specific academic needs. In addition, while there was a strong focus on academics and credit recovery, outcomes related to student behavior were mixed. Suspension rates declined for students experiencing homelessness (-1.7%) and Hispanic students (-0.4%), demonstrating some success in supporting these groups. However, suspension rates remained unchanged for the All Student group (10.4%) and LTEL students (10.1%), and increased for several groups, including EL (+0.4%), SED (+0.6%), and SWD (+7.6%). These results suggest that while academic supports are showing positive impacts for many students, additional attention is needed to strengthen behavioral, social-emotional, and mental health supports. In particular, counseling services should place a stronger emphasis on behavior and mental health support, alongside academic guidance. Additionally, individual student support plans should more intentionally integrate both academic and behavioral goals, allowing staff to more effectively track, monitor, and respond to the full range of student needs. Overall, continued refinement of these actions—with a stronger emphasis on integrated academic, behavioral, and mental health supports—will be important to ensure all students are supported in both their learning and well-being.

Action 4-3a: Parent Engagement was effective in strengthening family involvement within the Amistad community. Results from the Panorama survey show improvement across all indicators compared to the previous year. Parents reported a 90% favorable rating for school climate, an 85% favorable rating for school safety, and an 84% favorable rating for overall school fit for their students. These results reflect a strong sense of trust and connection between families and the school. In addition, 18 parents participated in the PIQE program, with 94.4% of participants indicating that the program was useful for supporting their child both academically and behaviorally at home. This highlights the positive impact of providing families with tools and resources to support student success. Family engagement was further supported through initiatives such as Report Card Drive-Through Night and FAFSA Signing Night, which made participation more accessible and convenient for parents. Overall, these efforts have been successful in increasing meaningful parent engagement and strengthening partnerships between home and school.

Action 5-1a: Dual Enrollment/CTE showed limited effectiveness, as outcomes remained unchanged across all student groups and all student groups remained in the red performance level. While no group experienced a decline, there was also no measurable growth, indicating that

participation and outcomes in Dual Enrollment and Career Technical Education (CTE) programs have remained flat and stagnant. This trend suggests that current efforts to expand access to and participation in these programs is not yet producing the desired impact. Overall, while maintaining current participation levels is a positive starting point, additional focus and refinement are needed to ensure these programs effectively support students in becoming college and career ready.

Action 5-3a: Professional Development was effective in strengthening staff capacity to support student learning and success. Staff participated in a variety of high-quality professional development opportunities, including CCEA Plus, CABE, and the Continuation School Professional Development Conference. These experiences provided teachers and staff with targeted strategies, resources, and a deeper understanding of how to effectively support students in an alternative school setting. As a result, staff were able to bring back and implement new instructional practices, improve progress monitoring, and better respond to the academic and social-emotional needs of students. The positive gains in ELA and Math, along with improvements in graduation rates, suggest that these professional learning opportunities contributed to stronger instructional practices and more effective student support. Amistad's efforts were also recognized at the state level. The school was named a Model School and received an Exemplary Program Award from the California Continuation Education Association (CCEA) for its commitment to improving academic outcomes and closely monitoring student progress to support graduation. Overall, this action has strengthened the school's ability to serve students effectively. Continued investment in professional development will be important to sustain progress, share best practices, and ensure staff remain equipped to meet the evolving needs of all students.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Based on reflection, analysis, educational partner feedback, and a review of goals, actions, and metrics, Amistad will be adjusting their actions for the 2026-27 school year to prioritize behavior, social emotional, and mental health support in order to decrease suspension as well as begin researching and building possible new CTE programs in order to offer pre-apprenticeship opportunities and additional community partnerships in order to increase CCI. While credit recovery and academic support remains a top priority, the system that has been implemented is currently effective and just needs to be further refined and monitored in order to ensure that all students, including EL and LTEL students, are successful.

Moving forward, the school will promote a focus on EL and LTEL students and include strategies for discussion during collaboration time. Data analysis and progress monitoring of all student groups will continue to be closely monitored during PLC time. Additionally, as counselors and teachers create individual student support plans, they will include both academic and behavioral goals in order to ensure monitoring of both where appropriate. Lastly, the school will closely monitor both student participation and successful completion of Dual Enrollment and CTE courses. School staff and administrators will work to identify and expand opportunities that are better tailored to the unique needs of students, including flexible scheduling, targeted support, and partnerships that increase access to meaningful college and career pathways.

Amistad out-of-teaching field assignments 2023-24: 16.5%
Pursuant to Education Code Section 44865, a valid teaching credential issued by the State Board, based on a bachelor's degree, student teaching, and special fitness to perform shall be deemed qualifying for assignment as a teacher in (e) continuation schools provided that the teacher on the assignment formally consents to the position. Additionally, pursuant to Education Code Section 44258.7(c), a full-time

secondary teacher who has special skills outside their credential authorization to teach departmentalized courses may do so as long as they are not teaching a core subject (English, Math, Science or Social Studies) without the appropriate credential and the assignment has been approved from a site-level Committee on Assignments. While Amistad reports a 16.5% out-of-teaching field assignment, they meet the Education Code Sections described and are compliant as a continuation high school.

Changes as follows were made to Goal 4: Goal 4 Description, Priorities, Explanation, Metrics, and Actions were all updated in order to identify only one Equity Multiplier school per goal. Feedback from educational partners indicated that understanding the goal and the alignment between the actions, funding, and metrics would be easier if it was broken down by school site. Additionally, the Goal Description, Explanation, Metrics, and Actions were updated in order to provide clear alignment and coherence with the data and educational partner feedback for the 2026-27 academic year.

Metrics have been updated and re-numbered to the following and all baseline, Year 1 Outcome data, Year 2 Outcome data, Target for Year 3, and Difference from Baseline data has been updated for alignment and coherence:

- Metric 4.1: CA Dashboard ELA
- Metric 4.2: CA Dashboard Math
- Metric 4.3: CA Dashboard English Learner Progress Indicator (ELPI)
- Metric 4.4: CA Dashboard College and Career Indicator (CCI)
- Metric 4.5: CA Dashboard Graduation Rate
- Metric 4.6: CA Dashboard Suspension Rate
- Metric 4.7: Panorama, Sense of Belonging
- Metric 4.8: DataQuest Teaching Assignment Monitoring Outcomes (TAMO) Report

Metric 4.4: Reclassification Rate was removed based on educational partner feedback that this Metric was not necessary in order to monitor effectiveness of actions.
Metric 4.6: High School 4-Year Adjusted Cohort Dropout Rate was removed based on educational partner feedback that this Metric was not necessary in order to monitor effectiveness of actions. Additionally, based on the instability rate, it was difficult to determine what the root cause was for students dropping out that Amistad would be able to effectively mitigate at this time.
Metric 4.8: Winter iReady Diagnostic was removed for this goal since that particular metric only applied to Horizon and that school is now identified only in Goal 7.
Metric 4.8: DataQuest Teaching Assignment Monitoring Outcomes (TAMO) Report was created to address the out-of-field teaching assignments at the alternative high school.

Actions have been updated as follows:

- Action 4-1a: Data Analysis/Tier 1 Support has been updated and will be part of Action 4-3a: Professional Development and Collaborative Planning for the 2026-27 academic year.
- Action 4-2a: SEL/Mental Health Support has been updated and will be part of Action 4-2a: SEL and Behavior Supports for Alt. Ed. Students for the 2026-27 academic year.
- Action 4-3a: Parent Engagement has been updated and will be part of Action 4-5a: School Community Outreach for the 2026-27 academic year.

- Action 5-1a: Dual Enrollment/CTE has been updated and will be part of Action 4-4a: Dual Enrollment and CTE Program Expansion for the 2026-27 academic year.
- Action 5-1b: Instructional Materials and Enrichment removed due to Action 5-1a covering everything that Amistad needed in terms of Dual Enrollment/CTE.
- Action 5-1c: Credit Recovery has been updated and will be part of Action 4-1a:Targeted Academic Intervention and Support for Alt. Ed. Students for the 2026-27 academic year.
- Action 5-2a: Parent Engagement/Counseling Services has been updated and will be part of Action 4-1a:Targeted Academic Intervention and Support for Alt. Ed. Students for the 2026-27 academic year.
- Action 5-3a: Professional Development has been updated and will be part of Action 4-3a: Professional Development and Collaborative Planning for the 2026-27 academic year.
- Action 5-4a: Academic and Leadership Enrichment was removed due to it not being part of any actions associated with Amistad High.
- Action 4-6a: Student Leadership and Enrichment has been added to address opportunities for Amistad students to participate in leadership activities and enrichment experiences related to school connectedness, SEL, and college and career experiences based on the needs assessment and educational partner feedback.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
4-1a	Targeted Academic Intervention and Support for Alt. Ed. Students	Amistad will continue to provide targeted interventions and support to improve student outcomes in ELA, Math, ELD and any additional courses required for credit recovery and graduation. Funds will be used for tutoring and intervention services from the Amistad teaching staff, development of student support plans by counselors, responding to local progress monitoring results, and ensuring credit deficient students have opportunities for credit recovery. Progress will be measured through local assessment data. Effectiveness will be measured through CA Dashboard ELA, CA Dashboard Math, progress on the ELPI and Grad rate.	$55,010.00	No
4-2a	SEL and Behavior Supports for Alt. Ed. Students	Amistad will provide SEL, mental health services, check in-check out programs, drug intervention, group counseling, and self-regulation support through a school site Wellness Center. Funding will cover a .5 counselor FTE as well as additional time necessary for collaboration around services that are tailored and provided to address the specific needs of alternative	$80,771.00	No

Action #	Title	Description	Total Funds	Contributing
		education students, targeting improvement in suspension rates and attendance. Student support plans will be created and progress monitored individually for students on an ongoing basis, and the counselor and team will work directly with students and parents to ensure successful transitions into, out of, and during time at the alternative high school. Effectiveness will be measured through suspension and Panorama survey data on Sense of Belonging.		
4-3a	Professional Development and Collaborative Planning	Amistad will provide opportunities for staff to participate in professional development as it relates to the alternative setting culture, climate, and academic needs of the students they serve. Additionally, Amistad will provide collaborative planning time targeting improvement in ELA, Math, ELD, credit recovery and enrollment and completion of courses that count toward CCI for students. This additional collaborative time will complement the PLC process the teachers already participate in, but will give them additional time to reflect and analyze on the needs of students and address them quickly and proactively. This action will be progress monitored through local assessments and effectiveness will be monitored by CA Dashboard ELA, CA Dashboard Math, ELPI and CCI.	$82,588.00	No
4-4a	Dual Enrollment and CTE Program Expansion	In order to increase CCI in the alternative education setting, additional high interest courses for CTE and dual enrollment need to be offered. This action allows budgeting related to existing dual enrollment and CTE courses related to program costs, course activities, course supplies, work experience and partner interactions as well as additional funding to provide research and exploration into additional CTE options in high interest fields, expand courses that meet CCI readiness requirements and additional budgeting related to potential new program costs, course activities, course supplies, work experience and partner interactions. As part of addressing this need, a CTE paraprofessional will continue to support all students through classroom push-in to assist in labs, hands-on help, enforcing safety protocols, and helping students with technical skills. The paraprofessional may also work with small groups or individuals to reinforce lessons and career skills. Progress will be monitored by	$36,980.00	No

Action #	Title	Description	Total Funds	Contributing
		participation in programs and completion of courses. Effectiveness will be monitored by CCI.		
4-5a	School Community Outreach	A school community liaison will be provided to conduct outreach to students and families, increase student attendance and provide resources to increase school connectedness, lower suspension rates, increase attendance and continue to increase grad rate for alternative education students. The funding will be used for the community liaison as well as costs incurred through partnerships with community resources and family event nights. Progress will be monitored through attendance tracking, phone calls home to families, parent workshops with participation, and family events with participation. Effectiveness will be measured through suspension and Panorama survey data on Sense of Belonging for both students and families.	$86,048.00	No
4-6a	Student Leadership and Enrichment	Amistad will provide opportunities for students to participate in leadership activities that build school connectedness, SEL, and college and career experiences. Funds will be used to provide transportation to and from opportunities that are not available on campus and activities to promote these experiences on campus for student awareness. This will be progress monitored through opportunities offered and participation in opportunities. Effectiveness will be measured by suspension and Panorama survey data on Sense of Belonging.	$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Summit High School will improve student outcomes as reported on the California School Dashboard through continued development of opportunities and systems within the alternative education setting. For the 2026-27 year, the focus will be: • Continue to Improve CAASPP ELA results for the All Student group, SED and Hispanic students • Continue to improve CAASPP Math results for the All Student group, SED and Hispanic students • Improve CCI for the All Student group, SED, and Hispanic students • Support student connectedness and SEL skills Summit High (Continuation) out-of-teaching field assignments 2023-24: 14.6%	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Summit High was identified as eligible for Equity Multiplier funds in the 2023-24 academic year. They qualified again for funds in the 2024-25 and 2025-26 academic years. The action budgets in Goal 5 represent a blending of fund allocations along with rollover amounts.

Summit High is a continuation high school that serves grades 10-12 in La Quinta; in the very center of the Desert Sands Unified School District boundaries. Summit High provides students with an opportunity to recover credits to meet their high school graduation credits on time and graduate with their graduating class. Summit High is home to three programs: first, the traditional continuation program that supports credit deficient juniors and seniors; second, an extended program that includes access to a curriculum via a web-based learning management system that can be accessed from anywhere (Edgenuity) and CTE courses that offer licensure in cosmetology and college credits in Early Childhood Education and Welding; and, third, an independent study program that offers flexibility for students due to personal

circumstances. Summit services a very diversified group of students and because of the nature of the programs, qualifies for Equity Multiplier due to low socioeconomic percentage and instability rate.

The Fall 2025 Dashboard results indicated red performance levels for ELA for the All Student group (-86.5 DFS, with a -37.3 decline in DFS), SED (-88.5 DFS, with a -37.1 decline in DFS) and Hispanic (-88.3 DFS, with a -26.6 decline in DFS) as well as red performance levels for Math for the All Student group (-200.9 DFS, with a -19.1 decline in DFS), SED (-199.9 DFS with a -19.4 decline in DFS) and Hispanic (-202.3 DFS with a decline of -26.4 in DFS). Additionally, CCI data for the All Student Group, SED, and Hispanic students all declined; however, they maintained orange on the performance level indicator. While CCI did not fall into the red performance levels for any student groups, it is notable to mention that SED (15.2% with a decline of 3.8%) and Hispanic (11.1% with a decline of 8.2%) were taken into consideration to ensure improvements in CCI so that they do not continue the downward trend and become a red performance indicator. Successes in suspension rate (overall green performance level) and graduation rate (overall blue performance level) are areas of success for Summit.

To support the 14.6% of out-of-field teachers at Summit High, the District is intentionally directing Equity Multiplier funds toward targeted intervention. Specifically, these teachers are provided with dedicated instructional coaching, robust professional development, and structured collaboration time within Professional Learning Communities (PLCs) tailored to their current assignments. This ensures that while they work toward full credential alignment, they are fully equipped with the resources, mentorship, and subject-matter expertise necessary to deliver high-quality instruction.

Panorama Survey data for students showed an increase in all topics with the greatest increase being in School Climate (60% overall with a 14% increase) and Teacher-Student Relationships (60% overall with an 11% increase). While there was growth, Growth Mindset (44%) and Self Efficacy (43%) as well as Sense of Belonging (41%) and Engagement (27%) remain relatively low in percent favorable responses.

Based on a comprehensive review of the data, educational partners offered reflections and identified several areas for improvement. Educational partners noted that the addition of a part-time counselor clearly had positive benefits for students, and they wanted to ensure that support continued. The graduation rate improved from the yellow to the blue performance level, and suspension rates decreased resulting in movement from the red to the green performance level, reflecting meaningful gains in both student outcomes and school climate. In addition, there were positive increases in school climate and teacher-student relationships, indicating a stronger, more supportive learning environment. Building on these successes, input from educational partners emphasized the importance of taking the next step by focusing on improving the College and Career Indicator (CCI). With graduation rates now high, the priority is to ensure that students are not only graduating, but are also well-prepared for college and career opportunities. Educational partners also identified ELA and Math achievement as key areas for continued growth, recognizing the need to strengthen academic outcomes alongside graduation success. In reviewing student feedback through the Panorama survey, partners noted lower results in Growth Mindset and Student Engagement. As a result, there was a strong recommendation to focus on increasing students' belief in their ability to succeed and expanding opportunities that make learning more engaging and relevant. This may include developing additional or alternative pathways, such as pre-apprenticeships or career-focused programs, that are accessible and meaningful within an alternative high school setting. They also advocated for enrichment and more college and career experiences for students, ensuring that they were able to see and feel what that career or campus was in order to increase participation in them.

Based on the root cause and needs analysis conducted by the site, as well as educational partner input, the main focus for the 2026-27 academic year will be on increasing support and results in both ELA and Math with a priority focus on SED and Hispanic student groups as well as a focus on increasing CCI. With graduation rates being at 97.3% or higher for all student groups, it is important to ensure that students have access to college and career options post high-school.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	California School Dashboard Academic Indicator for English Language Arts - Distance from Standard	California Dashboard Academic Indicator for ELA 2022-23: Summit: 81.7 points below standard -EL: 105.1 points below standard -SED: 96.8 points below standard -Hispanic: 92.2 points below standard	California Dashboard Academic Indicator for ELA 2023-24: Summit: 49.2 points below standard -EL: 87.3 points below standard -SED: 51.4 points below standard -Hispanic: 61.7 points below standard	California Dashboard Academic Indicator for ELA 2024-25: Summit: 86.5 points below standard -EL: 120.6 points below standard -SED: 88.5 points below standard -Hispanic: 88.3 points below standard	Each year all students and student groups will increase their ELA academic achievement, by 3 distance points from standard. California Dashboard Academic Indicator for ELA: Summit: 72.7 points below standard -EL: 96.1 points below standard -SED: 87.8 points below standard -Hispanic: 83.2 points below standard	California Dashboard Academic Indicator for ELA 2024-25: Improved -SED: -8.3 points below standard -Hispanic: -3.9 points below standard Declined -All: 4.8 points below standard -EL: 15.5 points below standard
5.2	California School Dashboard	California Dashboard Academic Indicator for Math 2022-23:	California Dashboard Academic Indicator for Math 2023-24:	California Dashboard Academic Indicator for Math 2024-25:	Each year all students and student groups will increase their math academic	California Dashboard Academic Indicator for Math 2024-25:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Academic Indicator for Mathematics - Distance from Standard	Summit: 152.8 points below standard -EL: 168.7 points below standard -SED: 161.1 points below standard -SWD: * -Hispanic: 149.2 points below standard *Less than 11 students - data not displayed for privacy	Summit: 181.8 points below standard -EL: 216.9 points below standard -SED: 180.5 points below standard -SWD: * -Hispanic: 175.9 points below standard *Less than 11 students - data not displayed for privacy	Summit: 200.9 points below standard -EL: 231.9 points below standard -SED: 199.9 points below standard -SWD: * -Hispanic: 202.3 points below standard *Less than 11 students - data not displayed for privacy	achievement, by 3 distance points from standard. California Dashboard Academic Indicator for Mathematics: Summit: 143.8 points below standard -EL: 159.7 points below standard -SED: 152.1 points below standard -SWD: -Hispanic: 140.2 points below standard	Improved Declined -All: 48.1 points below standard -EL: 63.2 points below standard -SED: 38.8 points below standard -Hispanic: 53.1 points below standard Insufficient Data -SWD: NA
5.3	California School Dashboard English Learner Progress Indicator (ELPI)	California Dashboard ELPI Indicator: 2022-23 English Learners making progress towards English Language Proficiency: -Summit: 35.7%	California Dashboard ELPI Indicator: 2023-24 English Learners making progress towards English Language Proficiency: -Summit: 42.1%	California Dashboard ELPI Indicator: 2024-25 English Learners making progress towards English Language Proficiency: Summit -EL 54.5% -LTEL 53.1%	English learners will make 2% annual progress toward English proficiency to maintain or increase performance level. ELPI -Summit: 41.7%	California Dashboard ELPI Indicator: 2024-25 English Learners making progress towards English Language Proficiency: Improved -EL 18.8%
5.4	California School Dashboard	California School Dashboard:	California School Dashboard:	California School Dashboard:	Increase the percent of Graduates	California School Dashboard:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	College/Career Indicator (CCI) Percentage of Graduates reported as meeting CCI "Prepared" measures	College/Career Readiness 2022-23 Grad. Cohort CCI Prepared Summit: 7.4% (n=95) -EL: 0% (n=13) -SED: 7.6% (n=75) -Hispanic: 6.7% (n=92)	College/Career Readiness 2023-24 Grad. Cohort CCI Prepared Summit: 17.8% (n=90) -EL: * -SED: 19.0% (n=79) -Hispanic: 19.4% (n=62) *Less than 11 students - data not displayed for privacy	College/Career Readiness 2024-25 Grad. Cohort CCI Prepared Summit: 13.9% (n=101) -EL: 15.4% (n=26) -SED: 15.2% (n=92) -Hispanic: 11.1% (n=72)	reported as "Prepared" on the College and Career Indicator (CCI) by 2% annually Graduates reported as "Prepared" on the CCI will be at or above: Summit: 13.4% -EL: 6.1% -SED: 13.6% -Hispanic: 12.7%	College/Career Readiness 2024-25 Grad. Cohort CCI Prepared Improved -All: 6.5% -EL: 15.4% -SED: 7.6% -Hispanic: 4.4%
5.5	California School Dashboard Graduation Rate Indicator	2023 California School Dashboard Graduation Rate: Cohort Graduation Rate: Summit: 88.4% -EL: 69.2% -SED: 88% -Hispanic: 86.7%	2024 California School Dashboard Graduation Rate: Cohort Graduation Rate: Summit: 88.9% -EL: * -SED: 88.6% -Hispanic: 87.1% *Less than 11 students - data not displayed for privacy	2025 California School Dashboard Graduation Rate: Cohort Graduation Rate: Summit: 98.1% -EL: * -SED: 97.9% -Hispanic: 97.3% *Less than 11 students - data not displayed for privacy	Summit combined four-year and five-year cohort graduation rate will maintain at 88% or higher. CA Dashboard Graduation Rate will be at or above: Summit: 88% -EL: 88% -SED: 88% -Hispanic: 88%	2025 California School Dashboard Graduation Rate: Cohort Graduation Rate: Improved -All: 9.7% -SED: 9.9% -Hispanic: 10.6% Insufficient Data -EL: NA
5.6	California School Dashboard	2022-23 Suspension Rate	2023-24 Suspension Rate	2024-25 Suspension Rate	Decrease Summit suspension rate by .3% annually.	2024-25 Suspension Rate

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Suspension Rate Indicator	Summit: 4.9% (n=263) -EL: 2.4% (n=41) -SED: 4.1% (n=220) -Hispanic: 5.1% (n=196)	Summit: 8.8% (n=227) -EL: 7.9% (n=38) -SED: 8.3% (193) -Hispanic: 9.0% (n=167)	Summit: 2% (n=247) -EL: 0% (n=46) -SED: 1.4% (n=221) -Hispanic: 0.5% (n=195)	Suspension Rate will be at or below: Summit: 4.0% -EL: 1.5% -SED: 3.2% -Hispanic: 4.2%	Improved -All: -2.9% -EL: -2.4% -SED: -2.7% -Hispanic: -4.6%
5.7	Panorama Education Student Perception of School Connectedness via Support and Environment Survey Percentage of students reporting favorably regarding School Connectedness (Sense of Belonging)	2023-24 Panorama Education: Sense of Belonging Survey: Student Favorable Response Summit Grades 9-12: 30% (of 69 responses) -EL: * (of 9 responses) -SED: 29% (of 57 responses) -Hispanic: 31% (of 49 responses) -Staff: 74% (of 12 responses) -Teachers: * (of 7 responses) *Less than 11 students - data not displayed for privacy	2024-25 Panorama Education: Sense of Belonging Survey: Student Favorable Response Summit Grades 9-12: 34% (of 87 responses) -EL: 44% (of 19 responses) -SED: 34% (of 79 responses) -Hispanic: 37% (of 71 responses) -Teachers: * (of 5 responses) *Less than 11 students - data not displayed for privacy	2025-26 Panorama Education: Sense of Belonging Survey: Student Favorable Response Summit Grades 9-12: 41% (of 59 responses) -EL: 45% (of 11 responses) -SED: 41% (of 49 responses) -Hispanic: 42% (of responses) -Staff: 68% (of 18 responses)	The "Percent Favorable" responses for the Sense of Belonging (School Connectedness) area of the Panorama Survey will be at or greater than 75%.	2025-26 Panorama Education: Sense of Belonging Survey: Student Favorable Response Improved Grades 9-12: 11% -SED: 12% -Hispanic: 11% Declined -Staff: -6% Insufficient Data Grades 9-12 -EL: NA

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.8	DataQuest Teaching Assignment Monitoring Outcomes (TAMO) Report Total Teaching FTE Percentage Out-of-Field	2021-2022 TAMO Report: Summit Total Teaching FTE: 11.1 Out-of-Field: 14%	2022-2023 TAMO Report: Summit Total Teaching FTE: 12 Out-of-Field: 14.7%	2023-2024 TAMO Report: Summit Total Teaching FTE: 13 Out-of-Field: 14.6%	The Out-of-Field percentage on Summit's TAMO report will be at or below 15%.	2023-2024 TAMO Report: Increased Out-of-Field: .6%

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

The Goal Analysis below includes Actions from Goal 4 and Goal 5 because in the 2025-26 LCAP, Summit was called out in both Goal areas. Due to the restructuring of the Goals to only include one school per one goal, the Analysis for Summit will be completed in this Goal for the 2026-27 LCAP.

Action 4-1a: Data Analysis/Tier 1 Support was adjusted due to the mid-year transition to a new principal. The new principal worked closely with district personnel to review data and the needs of the school, and then brought together staff from the site to conduct a comprehensive root cause and needs analysis. The time spent on this analysis created a clear plan moving forward with actionable steps to address the needs of the site and the students.

Action 4-2a: SEL/Mental Health Support was implemented as planned with the .5 FTE Tier II Counselor remaining on site and meeting with students one on one on an as needed basis. The services offered by the counselor played a role in the decline of suspension rates and the overall credit recovery for students to graduate.

Action 4-3a: Parent Engagement was implemented as planned. The .5 FTE Community Liaison ran events and workshops to help parents understand the needs and requirements for students to graduate as well as to help support parents with family resources based on each family's need. The services offered by the Community Liaison played a role in the increase for all student groups for grad rate.

Action 5-1a: Dual Enrollment/CTE was implemented with adjustments due to barriers beyond the control of the site at the time. During the 2025-26 academic year, a root cause and needs analysis was conducted and it was determined that the barrier was limited transportation access for students. This has been addressed for the 2026-27 academic year by purchasing vehicles specifically to use to transport students. Due to the timing of the purchase and the process, the vehicles will not be ready for site use until the 2026-27 academic year.

Action 5-1b: Instructional Materials and Enrichment was not implemented as planned due to a lack of students enrolling in programs that required additional materials for dual enrollment/CTE. Based on the root cause and needs analysis conducted, this should change for the 2026/2027 academic year as more students have access to courses and pre-apprenticeship opportunities.

Action 5-1c: Credit Recovery was implemented as planned. Students participated in credit recovery through additional periods offered during the day. Teachers and counselors supported students through individual support plans and mapped out each student schedule in order to ensure all students were on track for graduation and receiving the additional academic, behavioral, and social-emotional support needed.

Action 5-2a: Parent Engagement/Counseling Services was not implemented as planned at Summit as Action 4-3a: Parent Engagement covered everything Summit needed for this action.

Action 5-3a: Professional Development was not implemented due to the mid-year transition of the new principal. Before the principal felt comfortable determining what professional development might be needed, a root cause and needs analysis was conducted. The type of professional development is still not planned but will be updated as the needs become clear during the 2026-27 academic year.

Action 5-4a: Academic and Leadership Enrichment was not implemented due to the mid-year transition of the new principal and priorities being shifted to address the most pressing needs first.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

The district defined a material difference as 20% for a greater difference between planned expenditures and estimated actual expenditures.

Action 5-1a: Dual Enrollment/CTE
Planned Allocations: $0
Actual Expenditures: $143,534
Material Difference: ($143,534)
Explanation: Based on the root cause and needs analysis, two vehicles were purchased by Summit High and Horizon K-12 in order to provide transportation to and from local opportunities/courses/work experience to provide access to dual enrollment/CTE and pre-apprenticeships that will count toward increasing the CCI indicator.

Action 5-1b: Instructional Materials and Enrichment
Planned Allocations: $23,558
Actual Expenditures: $143,532
Material Difference: ($119,974)
Explanation: Amistad used additional funds to upgrade technology, provide workspaces that met the needs for career and college programs, and provide licenses for students. The expenses were necessary to prepare the classrooms with the required tools to ensure successful completion for students who enroll.

Action 5-1c: Credit Recovery
Planned Allocations: $133,206
Actual Expenditures: $205,768
Material Difference: ($72,562)
Explanation: Amistad used $60,467 of additional funds and Summit used $12,095 of additional funds to provide tutoring and support for students.

Action 5-2a: Parent Engagement/Counseling Services
Planned Allocations: $117,912
Actual Expenditures: $47,003
Material Difference: $70,909
Explanation: Funding for this position was underspent due to one of the counseling positions for Horizon remaining vacant for part of the year.

Action 5-3a: Professional Development
Planned Allocations: $0
Actual Expenditures: $2,730
Material Difference: ($2,730)
Explanation: The funds were used to provide extra duty hours to staff in order to conduct the root cause and needs analysis for Summit and Horizon.

Action 5-4a: Academic and Leadership Enrichment
Planned Allocations: $15,000
Actual Expenditures: $8,950
Material Difference: $6,050
Explanation: The students at Summit did not attend the Leadership Summit during Semester 2 as originally planned.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The Goal Analysis below includes Actions from Goal 4 and Goal 5 because in the 2025-26 LCAP, Summit was called out in both Goal areas. Due to the restructuring of the Goals to only include one school per one goal, the Analysis for Summit will be completed in this Goal for the 2026-27 LCAP.

Action 4-1a: Data Analysis/Tier 1 and Action 5-3a: Professional Development support was effective in supporting leadership transition and establishing a strong foundation for future improvement. With the mid-year hiring of a new principal, this action played a critical role in ensuring a smooth transition and providing the necessary time and resources for effective school leadership. Funds were used to allow the principal to collaborate closely with staff and leadership teams to conduct a comprehensive root cause and needs analysis. This process involved reviewing student data, identifying strengths and areas for growth, and gathering input to better understand the academic and

social-emotional needs of students. While this work did not immediately result in measurable changes in student performance or outcomes on CA Dashboard data, it was an essential step in building a clear, data-informed plan for improvement. The analysis has helped identify key priorities and will directly inform instructional strategies, interventions, and supports for the 2026–27 school year. This action ensured that decisions moving forward are grounded in data and aligned to the specific needs of the school community. By investing time in thoughtful planning and collaboration, the school is better positioned to implement targeted actions that support both student achievement and overall well-being. Overall, this action was effective in laying the groundwork for long-term success, and its impact is expected to be reflected in future student outcomes as identified strategies are implemented.

Action 4-2a: SEL/Mental Health Support was highly effective in improving student behavior and graduation outcomes. These actions contributed to a significant decrease in suspension rates across all student groups, placing the school in the green performance level. The overall suspension rate for the All Student group decreased to 2%, reflecting a 6.8% reduction from the prior year. Similar improvements were seen across student groups, including English Learners (0%, -7.9%), socioeconomically disadvantaged students (1.4%, -6.9%), Hispanic students (0.5%, -8.5%), and White students (3.1%, -4.6%). These results indicate meaningful progress in creating a safer, more supportive school environment. In addition, graduation rates increased across all student groups, with rates now exceeding 98%, demonstrating strong success in supporting students to complete high school. This reflects the effectiveness of counseling services, targeted supports, and intentional efforts to keep students engaged and on track to graduate. A key contributor to these positive outcomes has been the work of the .5 FTE counselor, whose focus on building strong relationships with students and supporting their social-emotional and mental health needs has had a clear and positive impact. By addressing the unique barriers to learning that many alternative education students face and fostering a sense of connection and belonging, students are better able to stay engaged in school and achieve success. Overall, this action has been highly effective in improving school climate and graduation outcomes.

Action 4-3a: Parent Engagement and Action 5-2a: Parent Engagement/Counseling Services were effective in strengthening relationships between families and the school while increasing engagement in important conversations related to graduation. Through intentional outreach and support, families were more actively involved in discussions about graduation progress as well as opportunities for credit recovery at Summit. These efforts contributed to positive student outcomes, including an increase in graduation rates across all student groups, reflecting the value of strong family-school partnerships in supporting student success. A key component of this action was the work of the .5 FTE Community Liaison, who played an important role in connecting with families and providing access to resources. Survey data from Panorama further highlights the success of these efforts. There was a 22% increase in families reporting that the school is a good fit for their student (71% overall) and a 15% increase in family efficacy (74% overall), indicating that families feel more confident in their ability to support their child’s education. With these strong outcomes in place, the next step is to build on this success by expanding opportunities for students after graduation. Moving forward, there will be an increased focus on college and career readiness, including encouraging greater enrollment, participation, and completion of courses and programs that contribute to the College and Career Indicator (CCI). These results reflect a growing sense of trust, engagement, and comfort among families within the Summit community.

Action 5-1a: Dual Enrollment/CTE is not yet able to be fully evaluated for effectiveness, as implementation is still in progress. Funds for this action were used to purchase a Ford Expedition to provide transportation for students to attend off-campus Career Technical Education (CTE) courses, access to pre-apprenticeship opportunities, and access to courses at the local college which are an important component of the College and Career Indicator (CCI). A needs analysis conducted by the school identified transportation as a significant barrier preventing students from enrolling in and completing these courses and pre-apprenticeship opportunities. Due to district-level limitations in providing

transportation during the school day, many students were unable to access these opportunities. The addition of a dedicated school vehicle is intended to remove this barrier by allowing staff to transport students to and from off-campus programs, increasing access to CTE pathways and supporting students in completing courses that contribute to college and career readiness. At this time, the vehicle is expected to be available near the end of the 2025–26 school year, which has limited the immediate impact. However, this action is a forward-looking investment, and its effectiveness will be more clearly measured during the 2026–27 school year, when transportation will be fully integrated into the school's master schedule and enrollment process. With transportation in place, the school anticipates:
-Increased enrollment and participation in CTE and dual enrollment courses
-Improved course completion rates
-Growth in the number of students meeting CCI "Prepared" criteria.
Overall, this action addresses a critical access barrier and positions the school to expand meaningful college and career opportunities for students. Its full impact will be evaluated once implementation is complete and students are consistently utilizing these transportation supports.

Action 5-1b: Instructional Materials and Enrichment has limited evidence of effectiveness at this time due to minimal implementation and a small number of students impacted. Funds associated with this action were used to purchase licenses required for student participation in dual enrollment courses, allowing students access to course content and materials needed for college-level learning, upgraded technology in order to access various learning platforms, and furniture in order to implement the various career workspaces required to complete courses. While this support did provide participating students with the necessary tools to engage in their coursework, the overall number of students utilizing them was relatively small. Because of the limited scale of implementation, there is not enough data to determine a measurable impact on broader outcomes, including the College and Career Indicator (CCI). While individual students benefited from access to these materials, participation levels were not high enough to result in a significant or measurable change in overall performance metrics. Overall, this action represents an important support for students participating in advanced coursework, but greater scale and access will be necessary to determine its effectiveness and influence on college and career readiness outcomes.

Action 5-1c: Credit Recovery was highly effective in supporting students to stay on track for graduation and successfully earn their diplomas. Through this action, additional time and support were provided for teachers and counselors to offer targeted tutoring, transcript analysis, and individualized guidance. These efforts ensured that students were aware of their credit status and had clear plans in place to recover credits and meet graduation requirements. As a result, graduation rates increased significantly across all student groups. The overall graduation rate for the All Student group rose by 9.2% to 98.1%. Notably, 100% of English Learner (EL), Long-Term English Learner (LTEL), and White students graduated. Socioeconomically disadvantaged (SED) students increased by 9.3% to 97.9%, students with disabilities (SWD) achieved a 94.1% graduation rate, and Hispanic students increased by 10.2% to 97.3%. These outcomes reflect the strong impact of intentional credit recovery systems and consistent monitoring of student progress. Overall, this action has been highly effective in increasing graduation rates, and future efforts will aim to balance credit recovery with deeper academic growth, specifically in ELA and math for all students.

Action 5-4a: Academic and Leadership Enrichment (Summit ASB Leadership Conference) was not implemented during this school year due to a mid-year change in administrative leadership and a necessary shift in school priorities. With the transition to new leadership, the school focused on immediate needs, including conducting a comprehensive needs assessment, stabilizing systems, and prioritizing actions that directly supported student learning, well-being, and graduation outcomes. As a result, this action was deferred in order to ensure that time

and resources were aligned to the most urgent areas of need. Although this action was not carried out this year, it remains an important part of the school's overall plan for improvement. The action will be reviewed, updated, and implemented during the 2026–27 school year, with clearer alignment to the school's identified priorities and goals.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Building on the comprehensive needs assessment conducted during the leadership transition, the school will implement targeted, data-driven instructional strategies and Tier 1 supports to improve student outcomes in ELA, Math, and English Language Development. Professional development opportunities will be provided by the district, and as progress is monitored, additional professional development opportunities may arise. Using the strong foundation of improved school climate and high graduation rates, the school will shift the role of the .5 FTE Community Liaison to more intentionally support college and career readiness, with a focus on increasing student success in the College and Career Indicator (CCI). During the 2026-27 academic year, the Community Liaison will begin to focus on supporting students to not only graduate, but also to plan for and successfully transition to postsecondary opportunities. This includes guiding students toward meaningful college and career pathways and ensuring they are completing the experiences needed to be considered "prepared" on the CCI. Additionally, as the community liaison continues to work with families, provide resources, and conduct outreach to students and families, they will also begin to include greater focus on college and career readiness and the options for CTE, dual-enrollment and pre-apprenticeship opportunities that Summit offers. As more students enroll in these courses and pre-apprenticeships, the use of instructional materials and licenses is expected to grow, so that was taken into consideration for the 2026-27 academic year. Lastly, there will also be a focus not just on credit recovery, but also on increasing skills and competencies in both ELA and math. While results demonstrate clear success in supporting students to graduate, academic performance in ELA and Math did not show the same level of improvement. This indicates that while students are earning the credits needed to graduate, additional focus is needed to strengthen foundational academic skills. Summit will continue to build on the success of credit recovery efforts while developing and refining a system to integrate academic interventions in ELA and Math alongside credit attainment. This will ensure that students are not only graduating, but are also prepared with the skills needed for success after high school.

Summit High (Continuation) out-of-teaching field assignments 2023-24: 14.6%
Pursuant to Education Code Section 44865, a valid teaching credential issued by the State Board, based on a bachelor's degree, student teaching, and special fitness to perform shall be deemed qualifying for assignment as a teacher in (e) continuation schools provided that the teacher on the assignment formally consents to the position. Additionally, pursuant to Education Code Section 44258.7(c), a full-time secondary teacher who has special skills outside their credential authorization to teach departmentalized courses may do so as long as they are not teaching a core subject (English, Math, Science or Social Studies) without the appropriate credential and the assignment has been approved from a site-level Committee on Assignments. While Summit reports a 14.6% out-of-teaching field assignment, they meet the Education Code Sections described and are compliant as a continuation high school.

Changes as follows were made to Goal 5: Goal 5 Description, Priorities, Explanation, Metrics, and Actions were all updated in order to identify only one Equity Multiplier school per goal. Feedback from educational partners indicated that understanding the goal and the alignment between the actions, funding, and metrics would be easier if it was broken down by school site. Additionally, the Goal Description, Explanation, Metrics, and Actions were updated in order to provide clear alignment and coherence with the data and educational partner

feedback for the 2026-27 academic year.

Metrics have been updated and re-numbered to the following and all baseline, Year 1 Outcome data, Year 2 Outcome data, Target for Year 3, and Difference from Baseline data has been updated for alignment and coherence:

- Metric 5.1: CA Dashboard ELA
- Metric 5.2: CA Dashboard Math
- Metric 5.3: CA Dashboard English Learner Progress Indicator (ELPI)
- Metric 5.4: CA Dashboard College and Career Indicator (CCI)
- Metric 5.5: CA Dashboard Graduation Rate
- Metric 5.6: CA Dashboard Suspension Rate
- Metric 5.7: Panorama, Sense of Belonging
- Metric 5.8: DataQuest Teaching Assignment Monitoring Outcomes (TAMO) Report

Metric 4.4: Reclassification Rate was removed based on educational partner feedback that this Metric was not necessary in order to monitor effectiveness of actions.
Metric 4.6: High School 4-Year Adjusted Cohort Dropout Rate was removed based on educational partner feedback that this Metric was not necessary in order to monitor effectiveness of actions. Additionally, based on the instability rate, it was difficult to determine what the root cause was for students dropping out that Amistad would be able to effectively mitigate at this time.
Metric 4.8: Winter iReady Diagnostic was removed for this goal since that particular metric only applied to Horizon and that school is now identified only in Goal 7.
Metric 5.8: DataQuest Teaching Assignment Monitoring Outcomes (TAMO) Report was created to address the out-of-field teaching assignments at the alternative high school.

Actions have been updated as follows:

- Action 4-1a: Data Analysis/Tier 1 Support has been updated and will be part of Action 5-1a: Professional Development and Collaborative Planning for the 2026-27 academic year.
- Action 4-2a: SEL/Mental Health Support has been updated and is now Action 5-5a: SEL and Behavior Supports for Alt. Ed. Students for the 2026-27 academic year.
- Action 4-3a: Parent Engagement has been updated and will be part of Action 5-4a: School Community Outreach for the 2026-27 academic year.
- Action 5-1a: Dual Enrollment/CTE has been updated and will be part of Action 5-3a: Dual Enrollment and CTE Program Expansion for the 2026-27 academic year.
- Action 5-1b: Instructional Materials and Enrichment was removed due to the updated language in Action 5-3a covering everything that Summit needs in terms of course supplies for Dual Enrollment/CTE.
- Action 5-1c: Credit Recovery has been updated and will be part of Action 5-2a:Targeted Academic Intervention and Support for Alt. Ed. Students for the 2026-27 academic year.
- Action 5-2a: Parent Engagement/Counseling Services has been updated and will be part of Action 5-3a: Dual Enrollment and CTE Program Expansion for the 2026-27 academic year.

- Action 5-3a: Professional Development has been updated and will be part of Action 5-1a: Professional Development and Collaborative Planning for the 2026-27 academic year.
- Action 5-4a: Academic and Leadership Enrichment has been updated to Action 5-6a: Student Leadership and Enrichment. It was also updated to address opportunities for Summit students to participate in leadership activities and enrichment experiences related to school connectedness, SEL, and college and career experiences based on the needs assessment and educational partner feedback.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
5-1a	Professional Development and Collaborative Planning	Summit will provide opportunities for staff to participate in professional development as it relates to the alternative setting culture, climate, and academic needs of the students they serve. Additionally, Summit will provide collaborative planning time targeting improvement in ELA, Math, ELD, credit recovery and enrollment and completion of courses that count toward CCI for students. This additional collaborative time will complement the PLC process the teachers already participate in, but will give them additional time to reflect and analyze on the needs of students and address them quickly and proactively. This action will be progress monitored through local assessments and effectiveness will be monitored by CA Dashboard ELA, CA Dashboard Math, ELPI and CCI.	$0.00	No
5-2a	Targeted Academic Intervention and Support for Alt. Ed. Students	Summit will continue to provide targeted interventions and support to improve student outcomes in ELA, Math, ELD and any additional courses required for credit recovery and graduation. Funds will be used for tutoring and intervention services from the Summit teaching staff, development of student support plans by counselors, responding to local progress monitoring results, and ensuring credit deficient students have opportunities for credit recovery. Progress will be measured through local assessment data. Effectiveness will be measured through CA Dashboard ELA, CA Dashboard Math and Grad rate.	$88,240.00	No

Action #	Title	Description	Total Funds	Contributing
5-3a	Dual Enrollment and CTE Program Expansion	In order to increase CCI in the alternative education setting, additional high interest courses for CTE and dual enrollment need to be offered and enrolled in. This action funds a career guidance counselor as well as allows budgeting related to existing dual enrollment and CTE courses related to program costs, course activities, course supplies, work experience and partner interactions as well as additional funding to provide research and exploration into additional dual-enrollment and CTE options in high interest fields, expand courses that meet CCI readiness requirements and additional budgeting related to potential new program costs, course activities, course supplies, work experience and partner interactions. This action will be progress monitored by enrollment into CTE and dual enrollment courses as well as through local surveys to students and parents to determine high interest courses. Effectiveness will be monitored through CCI.	$103,481.00	No
5-4a	School Community Outreach	A school community liaison will be provided to conduct outreach to students and families, provide resources to increase school connectedness and parent knowledge about graduation, CTE pathways and dual enrollment options as well as opportunities for interventions for Math and ELA for alternative education students with a focus on SED and Hispanic students. Additionally, the community liaison will promote work-based learning programs and pre-apprenticeship opportunities, support student awareness about accessing college credit courses, and collect, analyze, and report data to staff in order to design targeted interventions and support for CTE and dual enrollment courses. The funding will be used to provide a .5 community liaison as well as costs incurred through partnerships with community resources and family event nights. Progress will be monitored by participation and completion in CTE and dual enrollment courses and parent workshops with participation. Effectiveness will be measured by parent and student survey data on Panorama, grad rate and CCI.	$24,256.00	No
5-5a	SEL and Behavior Supports for Alt. Ed. Students	Summit will provide SEL, mental health services, check in-check out programs, drug intervention, group counseling, and self-regulation support. Funding with cover a .5 FTE counselor as well as additional time	$22,031.00	No

Action #	Title	Description	Total Funds	Contributing
		necessary for collaboration around services that are tailored and provided to address the specific needs of alternative education students, targeting improvement in suspension rates and attendance. Student support plans will be created and progress monitored individually for students on an ongoing basis, and the counselor and team will work directly with students and parents to ensure successful transitions into, out of, and during time at the alternative high school. Effectiveness will be measured through suspension and Panorama survey data on Sense of Belonging.		
5-6a	Student Leadership and Enrichment	Summit will provide opportunities for students to participate in leadership activities that build school connectedness, SEL, and college and career experiences. Funds will be used to provide transportation to and from opportunities that are not available on campus and activities to promote these experiences. This will be progress monitored through through opportunities offered and participation in opportunities. Effectiveness will be measured by suspension and Panorama survey data on Sense of Belonging.	$36,665.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
6	Madison Elementary school will improve student outcomes as reported on the California School Dashboard through continued development of opportunities and systems. For the 2026-27 year, the focus will be: • Improve chronic absenteeism for the All Student group, English Learner, SED, Hispanic and Multiple Races/Two or More student group • Improve CAASPP ELA results for the All Student group, English Learner, SED and Hispanic students • Improve CAASPP Math results for the All Student group, English Learner, SED and Hispanic students • Support student connectedness and SEL skills Madison out-of-teaching field assignments 2023-24: 0.0%	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

James Madison Elementary (Madison) was identified as eligible for Equity Multiplier funds in the 2023-24 academic year. They qualified again for funds in the 2024-25 and 2025-26 academic years. The action budgets in Goal 6 represent a blending of fund allocations along with rollover amounts.

Madison is a traditional elementary school serving local neighborhoods within walking distance in Indio. The school serves a demographic that is consistently over 90% socio-economically disadvantaged (SED) and over 25% English Learners (EL). Madison qualified for Equity Multiplier funding predominantly due to the location of the Galilee Center, a non-profit organization that serves disadvantaged children and families as well as refugee families in the Coachella Valley. Due to an influx of refugees, Madison was impacted with a population that increased their non-stability rate. The Galilee Center has since closed and it is uncertain if refugee families will continue to impact Madison and their instability rate in the upcoming academic year. Due to this uncertainty, the goal has been updated to ensure the funding is being

used for the most impactful actions for the duration of the funding. Additionally, Madison had a new principal begin for the 2025-26 school year, and the new principal has led the school in an updated root cause and needs analysis as well as additional intentional efforts to increase parent engagement. These changes and feedback from educational partners are also why the goal has been updated.

The Fall 2025 Dashboard results indicated red performance levels for ELA for the All Student group (-75.5 DFS with a maintained -1.7 points), English Learners (EL) (-97.3 DFS with a -7.9 point decrease), socioeconomically disadvantaged (SED) (-77.8 DFS with a -3.4 point decease), and Hispanic (-75 DFS with a maintained 0 points) student groups. Math was also a red performance level for the All Student group (-103.9 DFS with a -17.9 point decrease), EL (-118.6 DFS with a -30.9 point decrease), SED (-108.1 DFS with a -20.5 point decrease) and Hispanic (-103.7 DFS with a -16.7 point decrease) student group. Chronic Absenteeism (35.2% overall) was also a red performance indicator with chronic absenteeism percentages increasing by 0.6% for the All Student group, 5.1% increase for EL and a 12.9% increase for Multiple Races/Two or More. While the majority of student groups decreased in Math and ELA, Students with Disabilities (SWD) increased in both ELA (+3.8 points) and Math (+5.4 points) as well as decreasing in chronic absenteeism (-13.4%) which is a notable success for this student group. Additionally, efforts to increase progress on the ELPI resulted in a 5.6% increase and an overall 42.9% of students making progress, which moved the red performance level on this metric in 2024 to a yellow performance level in 2025.

Panorama Survey data indicated the largest strength and increase for the 2025-26 school year was in Teacher-Student Relationships which increased by 12% from the last year with an overall percent favorable of 79%. Sense of Belonging also increased by 4% with an overall percent favorable of 64%. School Safety maintained at 48% and in the areas of Grit and Growth Mindset there were small declines (-1% and -3% respectively) in student favorable responses. Staff Panorama Survey data indicated a 30% increase in Staff-Leadership relationships, and Families indicated a 5% positive increase in school climate. Parent perception also indicated that Grit was an area to be aware of with a 10% decrease over the prior year.

Educational partner feedback reflected both appreciation for recent progress and concern in key areas. Partners expressed satisfaction with the increase in English Learner progress (ELPI) and were encouraged by the support provided to English Learner students both by staff and the ELD Instructional Teacher Coach. However, they also raised concerns about the lack of growth in ELA, declines in Math performance, and persistently high rates of chronic absenteeism. Families shared strong appreciation for the new principal, noting positive leadership and a sense of renewed direction for the school. They also emphasized that teachers are caring and committed to supporting students, which has contributed to a more positive school environment. Recent parent engagement events, such as Family Literacy Nights, were valued by families. At the same time, educational partners expressed concern about larger class sizes, particularly in the upper grades, and the potential impact on individualized support for students.

Based on the root cause and needs analysis conducted by the site, as well as educational partner input, the main focus for the 2026-27 academic year will be on decreasing chronic absenteeism and increasing skills and competencies in both ELA and Math with a priority focus on EL, SED, and Hispanic student groups. Support for EL students to make progress on the ELPI will continue to be refined and prioritized so students continue to see success on language acquisition.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.1	California School Dashboard Academic Indicator for English Language Arts - Distance from Standard	Madison: 68.4 points below standard -EL: 74.2 points below standard -SED: 71.8 points below standard -Hispanic: 67.7 points below standard	California Dashboard Academic Indicator for ELA 2023-24: Madison: 73.5 points below standard -EL: 89.4 points below standard -SED: 74.4 points below standard -SWD: 145 points below standard -Hispanic: 75 points below standard	California Dashboard Academic Indicator for ELA 2024-25: Madison: 75.2 points below standard -EL: 97.3 points below standard -SED: 77.8 points below standard -SWD: 141.2 points below standard -Hispanic: 75 points below standard	Madison: 59.4 points below standard -EL: 65.2 points below standard -SED: 62.8 points below standard -Hispanic: 58.7 points below standard	California Dashboard Academic Indicator for ELA 2024-25: Improved -SWD: -13.6 points below standard Declined -All: 56.8 points below standard -EL: 23.1 points below standard -SED: 6 points below standard -Hispanic: 7.3 points below standard
6.2	California School Dashboard Academic Indicator for Mathematics - Distance from Standard	Madison: 92.9 points below standard -EL: 91.4 points below standard -SED: 96.4 points below standard -SWD: -Hispanic: 93.8 points below standard	California Dashboard Academic Indicator for Math 2023-24: Madison: 86 points below standard -EL: 87.8 points below standard -SED: 87.6 points below standard -SWD: 161.2 points below standard -Hispanic: 87 points below standard	California Dashboard Academic Indicator for Math 2024-25: Madison: 103.9 points below standard -EL: 118.6 points below standard -SED: 108.1 points below standard -SWD: 155.8 points below standard	Madison: 83.9 points below standard -EL: 82.4 points below standard -SED: 87.4 points below standard -SWD: -Hispanic: 84.8 points below standard	California Dashboard Academic Indicator for Math 2024-25: Improved -SWD: -18 points below standard Declined All: 11 points below standard -EL: 27.2 points below standard -SED: 11.7 points below standard

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				-Hispanic: 103.7 points below standard		-Hispanic: 9.9 points below standard
6.3	California School Dashboard English Learner Progress Indicator (ELPI)	California Dashboard ELPI Indicator: 2022-23 English Learners making progress towards English Language Proficiency: ELPI -Madison: 51.7%	California Dashboard ELPI Indicator: 2023-24 English Learners making progress towards English Language Proficiency: -Madison: 37.2%	California Dashboard ELPI Indicator: 2024-25 English Learners making progress towards English Language Proficiency: -Madison: 42.9%	English learners will make 2% annual progress toward English proficiency to maintain or increase performance level. ELPI -Madison: 57.7%	California Dashboard ELPI Indicator: 2024-25 English Learners making progress towards English Language Proficiency: Declined -Madison: -8.8%
6.4	Winter iReady Diagnostic English Language Arts - On Or Above Grade Level	2023-24 Winter ELA iReady Diagnostic Madison K-5: 24% -EL: 11% -SED: 23% -Hispanic: 24.3%	2024-25 Winter ELA iReady Diagnostic Madison K-5: 23% -EL: 6% -SED: 21% -Hispanic: 23%	2025-2026 Winter ELA iReady Diagnostic Madison K-5: 33% -EL: 16% -SED: 32% -Hispanic: 32%	Each year the percentage of student scoring on or above grade level will increase by 3% in each grade level span as measured by the Winter ELA iReady Diagnostic The percentage of student scoring on or above grade level will be: Madison K-5: 33% -EL: 20% -SED: 32% -Hispanic: 33.3%	2025-2026 Winter Math iReady Diagnostic Improved Madison K-5: 9% -EL: 5% -SED: 9% -Hispanic: 7.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.5	Winter iReady Diagnostic Mathematics - On Or Above Grade Level	2023-24 Winter Math iReady Diagnostic Madison K-5: 15% -EL: 4% -SED: 14% -Hispanic: 14.5%	2024-25 Winter Math iReady Diagnostic Madison K-5: 14% -EL: 5% -SED: 14% -Hispanic: 14%	2025-2026 Winter Math iReady Diagnostic Madison K-5: 17% -EL: 7% -SED: 17% -Hispanic: 16%	Each year the percentage of student scoring on or above grade level will increase by 3% in each grade level span as measured by the Winter Math iReady Diagnostic The percentage of student scoring on or above grade level will be at or above: Madison K-5: 24% -EL: 13% -SED: 23% -Hispanic: 23.5%	2025-2026 Winter Math iReady Diagnostic Improved Madison K-5: 2% -EL: 3% -SED: 3% -Hispanic: 1.5%
6.6	California School Dashboard Suspension Rate Indicator	2022-23 Suspension Rate Madison: 1.5% -EL: 0.7% -SED: 1.7% -Hispanic: 1.9%	2023-24 Suspension Rate Madison: 0.4% -EL: 0.6% -SED: 0.4% -Hispanic: 0.5%	2024-25 Suspension Rate Madison: 1.1% -EL: 0% -SED: 1% -Hispanic: 1%	Decrease the District-wide suspension rate by .3% annually. District-wide Suspension Rate will be at or below: Madison: 0.6% -EL: 0% -SED: 0.8% -Hispanic: 1.0%	2024-25 Suspension Rate Improved Madison: -0.4% -EL: -0.7% -SED: -0.7% -Hispanic: -0.9%
6.7	California School Dashboard	2022-23 Chronic Absenteeism Rate	2023-24 Chronic Absenteeism Rate	2024-25 Chronic Absenteeism Rate	Decrease the Chronic	2024-25 Chronic Absenteeism Rate

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Chronic Absenteeism Indicator	Madison: 39.9% -EL: 30.6% -SWD: 35.8%	Madison: 34.6% -EL: 42.2% -SWD: 40.9%	Madison: 35.2% -EL: 47.3% -SWD: 27.5%	Absenteeism Rate annually. will be at or below: Madison: 30.6% -EL: 38.2% -SWD: 36.9%	Improved -Madison: -4.7% -SWD: -8.3 Declined -EL: 16.7%-
6.8	Panorama Education Student Perception of School Connectedness via Support and Environment Survey Percentage of students reporting favorably regarding School Connectedness (Sense of Belonging)	2023-24 Panorama Education: Sense of Belonging Survey: Student Favorable Response Madison Grades 3-5: 59% (of 158 responses) -EL: 63% (of 40 responses) -SED: 58% (of 142 responses) -Hispanic: 61% (of 137 responses) -Staff: * (of 7 responses) -Teachers: 54% (of 14 responses) *Less than 11 students - data not displayed for privacy	2024-25 Panorama Education: Sense of Belonging Survey: Student Favorable Response Madison Grades 3-5: 60% (of 189 responses) -EL: 72% (of 48 responses) -SED: 60% (of 174 responses) -Hispanic: 62% (of 171 responses) -Staff: * (of 6 responses) -Teachers: 57% (of 23 responses) *Less than 11 students - data not displayed for privacy	2025-26 Panorama Education: Sense of Belonging Survey: Student Favorable Response Madison Grades 3-5: 64% (of 185 responses) -EL: 63% (of 59 responses) -SED: 62% (of 112 responses) -Hispanic: 64% (of 169 responses) -Staff: 63% (of 18 responses) -Teachers: 27% (of 72 responses)	The "Percent Favorable" responses for the Sense of Belonging (School Connectedness) area of the Panorama Survey will be at or greater than 75%.	2025-26 Panorama Education: Sense of Belonging Survey: Student Favorable Response Improved Grades 3-5: 5% -SED: 4% -Hispanic: 3% Maintained Grades 3-5 -EL Declined -Teachers: -27% Insufficient Data -Staff

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Action 6-1a: Data Analysis/Tier 1 Support was adjusted. The original plan for this action was for the principal to receive time each month to analyze data and participate in reflection cycles during Problems of Practice with the district and then to bring back to the site information to help with professional development during monthly staff meetings. However, the new principal met with the Assistant Superintendent of Educational Services and the Coordinator of Assessment and Accountability before school started and reviewed the data from the school. She then took the information back to her staff and conducted a root cause and needs analysis and determined that the best use of the Equity Multiplier funds as it pertains to professional development was for her staff to engage in attending the Plain Talks Literacy Conference. The action was utilized to provide professional development and funds were moved into this action to pay for the conference for staff. Based on the adjustment, teachers have a deeper understanding of literacy and will continue to refine their practices in the 2026-27 school year.

Action 6-2a: Instructional Materials was adjusted to include additional materials that were necessary to effectively support English Learners through small group and intervention support from classroom teachers as well as the English Language Development Instructional Teacher Coach (ELD ITC). Based on the adjustments, English Learners saw an increase in ELPI scores, moving them from the red performance indicator to the yellow performance indicator.

Action 6-3a: SEL was implemented as planned; however, it was implemented later than originally planned. This led to reflection and adjustments for the 2026-27 school year, as described below.

Action 6-4a: Parent Engagement was adjusted based on the Galilee Center closing. The original plan to have the Community Liaison work with families to ensure access to community resources and attendance in school was no longer needed. The Community Liaison was moved to another site halfway through the academic year, and the funds were then used to host family engagement events at the school, per requests from educational partner feedback. The family literacy nights that were hosted by the site included over 300 participants and families indicated that they really enjoyed being able to be part of the campus in a meaningful way for their children. Families were given literacy resources for home and they were also educated on the importance of the ELPAC and what it means for students to reclassify before middle school.

Action 6-5a: Instruction Support was implemented as planned. Due to the smaller class sizes in the upper grade levels, student responses on the Panorama survey for Sense of Belonging increased by 4%, Teacher-Student Relationships increased by 12%, and Engagement in the classroom increased by 5%.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

The district defined a material difference as 20% for a greater difference between planned expenditures and estimated actual expenditures.

Action 6-1a: Data Analysis/Tier 1 Support
Planned Allocations: $0
Actual Expenditures: $28,058
Material Difference: ($28,058)
Explanation: This action originally had no money budgeted into it. With the transition to the new principal, funds were used to send staff to the Plain Talks Literacy Conference.

Action 6-2a: Instructional Materials
Planned Allocations: $1,660
Actual Expenditures: $54,920
Material Difference: ($53,260)
Explanation: Additional instructional materials were purchased to support EL students in small group and interventions for classroom teachers and the ELD Instructional Teacher Coach.

Action 6-4a: Parent Engagement
Planned Allocations: $248,418
Actual Expenditures: $74,503
Material Difference: $173,915
Explanation: This action originally funded a community liaison position to help with refugees that were coming from the Galilee Center. However, the Galilee Center closed and the community liaison was moved to another site that had a greater need for community outreach efforts.

Action 6-5a: Instruction Support
Planned Allocations: $200,610
Actual Expenditures: $274,816
Material Difference: ($47,206)
Explanation: The cost of adding a teacher to reduce class sizes cost more than originally budgeted for.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Action 6-1a: Data Analysis/Tier 1 Support has shown unclear effectiveness at this time, as measurable impacts on student outcomes are not yet evident. With the arrival of a new principal, a significant portion of the year was intentionally focused on conducting a comprehensive root cause and needs analysis in collaboration with staff. This process was critical in identifying key areas for growth and ensuring that future actions are aligned to the specific needs of students and the school community. One major area identified was the need for additional professional development in literacy and learning. In response, staff participated in the Plain Talk Literacy Conference, where they deepened their understanding of the science of reading and effective instructional practices. This learning complements ongoing district initiatives focused on literacy foundations, equity and inclusion, support for English learners, parent and family engagement, and trauma-informed social-emotional learning (SEL) practices. While current data does not yet reflect measurable improvements as a result of this action, staff feedback has been positive, indicating that the professional learning experiences have been valuable and relevant. Because these efforts are

in the early stages of implementation, additional time is needed to determine their full impact on student achievement. Overall, this action represents an important investment in long-term improvement, with a clear plan in place to strengthen implementation and monitor future impact.

Action 6-2a: Instructional Materials was effective in supporting student learning, particularly for English Learners. Students participating in small group instruction and targeted pull-out interventions with the ELD ITC were provided with a variety of hands-on, engaging instructional materials. These included access to digital learning programs such as Imagine Learning through Chromebooks, as well as books and learning games available in both English and Spanish. This range of resources allowed instruction to be more accessible, interactive, and responsive to students' individual language and learning needs. Through the use of station-based learning and differentiated lessons, students were able to actively engage with content in multiple ways, helping to build both literacy skills and language development. These strategies supported personalized learning and allowed teachers to better meet students where they are academically. Progress data for English Learners, as measured by the English Learner Progress Indicator (ELPI), suggests that these targeted supports and instructional materials have had a positive impact. The improvement in student progress indicates that providing differentiated instruction, supported by appropriate and accessible materials, is an effective approach in helping English Learners build language proficiency. Overall, this action has strengthened the quality of instruction for English Learners.

Action 6-3a: Social-Emotional Learning Curriculum was partially effective in supporting students' sense of belonging and school safety. The intent of this action was to invest in a structured SEL curriculum to strengthen students' sense of connection, belonging, and overall well-being at school. Based on student responses from the Panorama survey, there was a 4% increase in students' sense of belonging, which is a positive outcome and suggests that efforts to support student connection are having an impact. However, perceptions of school safety remained unchanged, indicating that additional focus is needed in this area. While the SEL curriculum was successfully purchased, its overall impact was limited due to the timing of the purchase and delayed implementation. As a result, the curriculum was not used consistently or to its full potential during the school year. Overall, while this action showed early signs of success in improving students' sense of belonging, stronger and more consistent implementation will be essential to fully support both belonging and school safety for all students.

Action 6-4a: Parent Engagement was effective in strengthening relationships between families and the school, but showed limited impact on student attendance and chronic absenteeism. This action successfully supported families by connecting them with community resources and increasing opportunities for engagement. At the beginning of the year, funding was allocated for a community liaison to assist students and families, particularly those connected to the Galilee Center. However, when the center closed, this need shifted. Based on feedback from educational partners, families expressed a desire for more opportunities to engage with the school. In response, the community liaison position was reallocated to another site, and funds were redirected to support family-focused events at the school site, such as literacy nights. These efforts have contributed to stronger relationships and increased trust between families and the school. Panorama survey results reflect this progress, with 92% of parents reporting that teachers show respect for their children, 83% indicating a positive school climate, and 76% reporting that the school is a good fit for their child. These results demonstrate meaningful growth in family engagement and connection to the school community. Despite these positive outcomes, the action has not yet resulted in a reduction in chronic absenteeism, indicating that additional or more targeted strategies are needed to address attendance challenges. Overall, this action has been effective in building stronger family-school partnerships, but further refinement is needed to ensure these efforts also lead to improved student attendance and engagement in school.

Action 6-5a: Instructional Support – Class Size Reduction was partially effective in supporting student outcomes. Through this action, Madison provided an additional upper-grade teacher to reduce class sizes, allowing for more individualized attention and stronger student-teacher connections. While this support did not yet result in measurable improvements in ELA or Math scores, there are promising indicators of impact in other important areas. Data suggests positive movement in English Learner progress (ELPI), as well as improvements in student-teacher relationships. Smaller class sizes have created an environment where students are more likely to feel seen, heard, and supported, which is a critical foundation for both academic and social-emotional growth. Teachers have also had increased capacity to build relationships, monitor student progress more closely, and respond to individual student needs. While these foundational improvements are important, academic gains in ELA and Math have not yet been realized, indicating a need for continued focus and refinement.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Moving forward, ELA, Math, and ELD Professional Development and Collaborative Planning (Action 6-1a) will continue to build on the foundation established as part of the root cause and needs analysis and attendance at the Plain Talk Literacy Conference. During the 2026–27 school year staff will participate in coaching cycles, focused classroom walkthroughs, and ongoing reflection during Professional Learning Community (PLC) time. These next steps are designed to ensure that professional learning translates into consistent, high-quality instruction and improved outcomes for all students, specifically EL and SED students.

Reflection on Action 6-2a Instructional Materials led to a change in the Action and the funding. Upon analysis, it was determined that the materials provided assisted in the effectiveness of students building language proficiency, but it was the ELD ITC that was most impactful in terms of modeling, coaching, providing strategies, and increasing small group interventions during classes and during intervention times that led to success with English Learners. As such, based on the analysis and agreement from educational partners, the ELD ITC, which is .5 funded FTE through the district, will be .5 funded through Equity Multiplier funds in order to have the ELD ITC full time on the campus at Madison. This will enable more time to be dedicated to teachers, including the modeling and coaching to move into not just ELA and ELD but to also aid teachers in Math with strategies and small group interventions. Additional materials may need to be purchased, but the funding will be used primarily to support the ELD ITC.

To continue to decrease chronic absenteeism, the SEL curriculum will need to be more intentionally integrated into existing school systems, including Tier 1 (universal supports) and Tier 2 (targeted supports). Staff will begin to incorporate the curriculum into regular instruction and use it to create additional opportunities for meaningful student engagement, particularly for students who may be experiencing lower levels of belonging, safety, or school connectedness. Additionally, while family engagement has built an important foundation, improving attendance will also include more direct interventions from the Tier I and Tier II teams, such as individualized outreach, attendance monitoring, and additional support tailored to the specific barriers families may be experiencing.

Reflection and discussion for the additional teacher was supported by educational partner feedback to continue for the 2026-27 academic year. It will be important to align instruction, strategies and interventions and consistently monitor student progress through local assessment data in order to measure effectiveness of the action with academic dashboard data.

Changes as follows were made to Goal 6: Goal 6 Description, Priorities, Explanation and Actions were all updated based on feedback from

the root cause and needs analysis as well as educational partner feedback to ensure alignment between the data and actions and to ensure that the descriptions were clear enough for all educational partners to understand why the goal was created and what was included in each Action to specifically address the goal and needs of the students.

- Metric 6.4: Reclassification Rate was removed based on educational partner feedback that the Metric was not necessary since elementary school children should be focused more on ELPI progress and the reclassification is not a significant indicator of whether that is happening at such an early age.
- Panorama Survey, Sense of Belonging was added as Metric 6.8 to show progress monitoring for students as a root cause identified that influences suspension rate and chronic absenteeism.

Metrics have been updated and re-numbered to the following and all baseline, year 1 Outcome, year 2 Outcome, Target for Year 3, and Difference from Baseline data has been updated for alignment and coherence:

- 6.1: CA Dashboard CAASPP ELA
- 6.2: CA Dashboard CAASPP Math
- 6.3: CA Dashboard ELPI
- 6.4: iReady Winter ELA
- 6.5: iReady Winter Math
- 6.6: CA Dashboard Suspension Rate
- 6.7: CA Dashboard Chronic Absenteeism
- 6.8: Panorama: Sense of Belonging

Titles were updated for the following Actions:

- Action 6-1a Data Analysis/Tier 1 Support title was updated to ELA, Math, and ELD Professional Development and Collaborative Planning and the action description was updated to reflect the purpose of the action clearly.
- Action 6-2a Instructional Materials title was updated to English Learner Support and the action description was updated to reflect the purpose and personnel in the action clearly.
- Action 6-3a SEL title was updated to SEL and Behavior Support and the action description was updated to reflect the purpose of the action clearly.
- Action 6-4a Parent Engagement title was updated to School Community Outreach and the action description was updated to reflect the purpose of the action clearly.
- Action 6-5a Instruction Support title was updated to Targeted Academic Support and the action description was updated to reflect the purpose and personnel in the action clearly.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
6-1a	ELA, Math, and ELD Professional Development and Collaborative Planning	Professional development and collaborative planning time will be provided targeting improvement in ELA, Math, and ELD. This action will provide funding for teachers to participate in conferences related to early literacy, common core math, and EL strategies and scaffolds as well as to participate in coaching cycles, pull out days with district staff, additional PLC development, and data reflections. This action will be progress monitored through local assessments and effectiveness will be measured by improvements in CAASPP results for both ELA and math as well as progress on the ELPI.	$31,271.00	No
6-2a	English Learner Support	Madison Elementary will provide a .5 English Language Development Instructional Teacher Coach that is dedicated to providing modeling, instructional coaching, and small group intervention to English Learners. Teachers at Madison will participate in coaching cycles with the ELD-ITC as a complement to district-provided training, targeting the specific needs of English Learner students. District-approved supplemental materials will be provided to teachers as needed to specifically support the English Learners by providing access to visual aids, audiobooks, interactive educational games, videos, real-life examples, and scaffolded practices that are hands-on to help bridge gaps and offer engaging opportunities for personalized and targeted learning. Progress will be monitored through improvement in local assessments, and effectiveness will be measured by improvements CAASPP ELA and Math and ELPI progress.	$75,062.00	No
6-3a	SEL and Behavior Support	Madison Elementary will provide SEL, mental health services, check in-check out programs, group counseling, and self-regulation support through a structured MTSS Tiered approach. This action will be used to fund an SEL curriculum, resources and materials that will be used daily to promote skills and competencies and support the overall culture and climate of the school as well as target specific needs of students who are chronically absent by promoting safety, sense of belonging, and school connectedness. This will be progress monitored through local assessments and the referrals to Tier 1 and Tier 2 teams and effectiveness will be monitored by a reduction in chronic absenteeism.	$5,734.00	No

Action #	Title	Description	Total Funds	Contributing
6-4a	School Community Outreach	This action will fund costs incurred through partnerships with community resources, family event nights and literacy and math events the school hosts throughout the year to engage families in order to increase student attendance and increase school connectedness for students and families. This action will be progress monitored through local assessments and effectiveness will be monitored through a reduction in chronic absenteeism.	$0.00	No
6-5a	Targeted Academic Support	Madison Elementary will provide small group intervention and smaller class sizes to support students in ELA and Math. Madison will continue to fund the upper grade TK-5 classroom teacher in order to reduce class sizes and provide additional time for student scaffolds, small groups, and targeted academic support for all students. This action will be progress monitored through local assessments and effectiveness will be measured by improvements in CAASPP results for both ELA and math as well as progress on the ELPI.	$192,699.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
7	Horizon K-12 will improve student outcomes as reported on the California School Dashboard through continued development of opportunities and systems within the independent study and opportunity model. For the 2026-27 year, the focus will be: • Continue to decrease chronic absenteeism for the All Student group, SED, and Hispanic students • Continue to improve CAASPP Math results for the All Student group, SED and Hispanic students • Support student connectedness and SEL skills Horizon out-of-teaching field assignments 2023/2024: 38.6%	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Horizon was identified as eligible for Equity Multiplier funds in the 2023-24 academic year. They qualified again for funds in the 2024-25 and 2025-26 academic years. The action budgets in Goal 7 represent a blending of fund allocations along with rollover amounts.

Horizon is located in the city of La Quinta, CA and serves approximately 330 students. The school operates three distinctive programs: 10th-grade Opportunity (credit recovery/intervention program), Children with Opportunity Program (CWOP Intervention), and a TK-12 Independent Studies Virtual Academy. The 10th-Grade Opportunity Program serves approximately 50 students who enter the program with 15 credits or less. They have the opportunity to earn up to 100 credits by the year's end and are then eligible to return to their home school on pace or very close to on pace to their peers. The 11th and 12th grade Opportunity program serves about 40 students who have earned 15 credits or less upon entering the program and are struggling with poor attendance, social-emotional barriers, or any other barrier that is making success in a comprehensive high school campus difficult. The CWOP program provides students with an opportunity to recover credits and

offers social-emotional support and counseling services in small group settings and individual services. Lastly, Horizon's K-12 Virtual Independent Studies program serves approximately 250 students representing a variety of student groups and needs. The Virtual program meets AB-130s requirements for independent studies daily instruction and daily interaction at the TK-3, weekly instruction with daily interaction at grades 4-8, and weekly instruction in grades 9-12. Additionally, there are daily intervention opportunities and the high school meets the college entrance A-G requirements. Due to the very diversified group of students and because of the nature of the programs, Horizon qualifies for Equity Multiplier due to low socioeconomic percentage and instability rate.

The Fall 2025 Dashboard results indicated no red performance indicators. Additionally, every single dashboard indicator for ELPI, ELA, Math, Grad Rate and CCI all increased for all student groups. Suspension and Chronic Absenteeism all decreased or remained the same. This success indicates a positive trajectory for Horizon and the actions outlined below are a continuation, refinement, or next step for success. Dashboard results for the 2024-25 academic year indicate Math and Chronic Absenteeism are in the orange performance level. Math for the All Student group is at -104.7 DFS (+39.8 points) with SED at -104.5 DFS (+39.3 points) and Hispanic at -114.4 DFS (+33 points). Chronic Absenteeism is at 48.2% (-18.7%) with SED at 48.4% (-20.2%) and Hispanic at 44.6% (-21.9%). With Chronic Absenteeism at nearly 50%, it is imperative that this be addressed as a main priority, with Math following.

To support the 38.6% of out-of-field teachers at Horizon K-12, the District is intentionally directing Equity Multiplier funds toward targeted intervention. Specifically, these teachers are provided with dedicated instructional coaching, robust professional development, and structured collaboration time within Professional Learning Communities (PLCs) tailored to their current assignments. This ensures that while they work toward full credential alignment, they are fully equipped with the resources, mentorship, and subject-matter expertise necessary to deliver high-quality instruction.

Panorama Survey data for students at Horizon's Virtual program showed an increase in most topics with the greatest increase being in Sense of Belonging (+19%) for elementary, School Climate (+8%) for middle and Teacher-Student Relationships (+14%) for high school. Horizon Opportunity saw an 11% increase in Grit; however, the remaining topics all declined with School Climate and Engagement trending with the greatest decreases. Overall, Engagement remained relatively low in percent favorable responses for both Horizon K-12 Virtual and Horizon Opportunity.

Educational partner feedback reflected strong satisfaction with the growth demonstrated across multiple areas of the Dashboard. Partners were especially encouraged by the improvement in graduation rate, noting the movement from the orange to the green performance level is an important milestone. While there is still a goal to increase the graduation rate beyond 90%, this progress was viewed as a significant and positive first step. In addition, partners were pleased to see that ELA, Math, and English Learner Progress (ELPI) all improved, moving out of the red performance level. These gains signal meaningful progress in academic achievement and support for students. Despite these improvements, educational partners identified chronic absenteeism as the most pressing concern. Although there has been some progress, the rate remains close to 50%, which continues to be a significant challenge. Partners emphasized the importance of prioritizing attendance moving forward. There was also a desire to see continued academic growth in both ELA and Math, with particular emphasis on accelerating improvement in Math. In discussing next steps, partners highlighted the importance of increasing student engagement, while also acknowledging the challenges associated with a virtual learning environment and a program primarily focused on credit recovery.

Based on the root cause and needs analysis conducted at the site, as well as educational partner input, the main focus for the 2026-27 academic year will be on decreasing chronic absenteeism and increasing results in Math with a priority focus on SED and Hispanic student groups. With all indicators moving in the right direction, it is important to ensure that the actions and services provided continue in order to maintain the positive trajectory that Horizon has experienced.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
7.1	California School Dashboard Academic Indicator for English Language Arts - Distance from Standard	California Dashboard Academic Indicator for ELA 2022-23: Horizon: 14.2 points below standard -EL: 33.6 points below standard -SED: 16.9 points below standard -Hispanic: 22 points below standard	California Dashboard Academic Indicator for ELA 2023-24: Horizon: 85.6 points below standard -EL: 130 points below standard -SED: 89.5 points below standard -Hispanic: 82.9 points below standard	California Dashboard Academic Indicator for ELA 2024-25: Horizon: 64.4 points below standard -EL: 87.5 points below standard -SED: 66.1 points below standard -Hispanic: 66.9 points below standard	Each year all students and student groups will increase their ELA academic achievement, by 3 distance points from standard. California Dashboard Academic Indicator for ELA: Horizon: 5.2 points below standard -EL: 24.6 points below standard -SED: 7.9 points below standard -Hispanic: 13 points below standard	California Dashboard Academic Indicator for ELA 2024-25: Declined Horizon -All: 50.2 points below standard -EL: 53.9 points below standard -SED: 49.2 points below standard -Hispanic: 44.9 points below standard
7.2	California School Dashboard Academic Indicator for Mathematics - Distance from Standard	California Dashboard Academic Indicator for Math 2022-23: Horizon: 78.5 points below standard	California Dashboard Academic Indicator for Math 2023-24:	California Dashboard Academic Indicator for Math 2024-25:	Each year all students and student groups will increase their math academic achievement, by 3	California Dashboard Academic Indicator for Math 2024-25: Declined

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		-EL: 118.6 points below standard -SED: 83.8 points below standard -SWD: * -Hispanic: 86.5 points below standard *Less than 11 students - data not displayed for privacy	Horizon: 144.5 points below standard -EL: 193.7 points below standard -SED: 143.7 points below standard -SWD: 221 Points below standard -Hispanic: 147.4 points below standard	Horizon: 104.7 points below standard -EL: 138.1 points below standard -SED: 104.5 points below standard -SWD: * -Hispanic: 114.4 points below standard *Less than 11 students - data not displayed for privacy	distance points from standard. California Dashboard Academic Indicator for Mathematics: Horizon: 69.5 points below standard -EL: 109.6 points below standard -SED: 74.8 points below standard -SWD: -Hispanic: 77.5 points below standard	Horizon -All: 26.2 points below standard -EL: 19.5 points below standard -SED: 20.7 points below standard -Hispanic: 27.9 points below standard Insufficient Data -SWD: NA
7.3	California School Dashboard English Learner Progress Indicator (ELPI)	California Dashboard ELPI Indicator: 2022-23 English Learners making progress towards English Language Proficiency: -Horizon: 61.2%	California Dashboard ELPI Indicator: 2023-24 English Learners making progress towards English Language Proficiency: -Horizon: 40%	California Dashboard ELPI Indicator: 2024-25 English Learners making progress towards English Language Proficiency: -Horizon: 43.2% -LTEL: 43.8%	English learners will make 2% annual progress toward English proficiency to maintain or increase performance level. ELPI -Horizon: 67.2%	California Dashboard ELPI Indicator: 2024-25 English Learners making progress towards English Language Proficiency: Declined -Horizon: -18%
7.4	California School Dashboard Graduation Rate Indicator	2023 California School Dashboard Graduation Rate: Cohort Graduation Rate:	2024 California School Dashboard Graduation Rate: Cohort Graduation Rate:	2025 California School Dashboard Graduation Rate: Cohort Graduation Rate:	Horizon combined four-year and five-year cohort graduation rate will	2025 California School Dashboard Graduation Rate: Cohort Graduation Rate:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Horizon: 90.3% -EL: * -SED: 90.6% -Hispanic: 87.8% *Less than 11 students - data not displayed for privacy	Horizon: 83% -EL: 52.9% -SED: 83.3% -Hispanic: 80.6%	Horizon: 88.2% -EL: 75% -SED: 89.2% -Hispanic: 87.1%	increase by 1% annually. CA Dashboard Graduation Rate will be at or above: Horizon: 93.3% -EL: *+3% -SED: 93.6% -Hispanic: 90.8%	Declined Horizon: -2.1% -SED: -1.4% -Hispanic: -0.7% Insufficient Data -EL: NA
7.5	California School Dashboard College/Career Indicator (CCI) Percentage of Graduates reported as meeting CCI "Prepared" measures.	California School Dashboard: College/Career Readiness 2022-23 Grad. Cohort CCI Prepared Horizon: 25.4% (n=59) -EL: * -SED: 21.6% (n=51) -Hispanic: 20.5% (n=39) *Less than 11 students - data not displayed for privacy	California School Dashboard: College/Career Readiness 2023-24 Grad. Cohort CCI Prepared Horizon: 29.8% (n=94) -EL: 17.6% (n=17) -SED: 28.6% (n=84) -Hispanic: 28.4% (n=67)	California School Dashboard: College/Career Readiness 2024-25 Grad. Cohort CCI Prepared Horizon: 39.8% (n=83) -EL: 26.3% (n=19) -SED: 38.9% (n=72) -Hispanic: 36.1% (n=61)	Increase the percent of Graduates reported as "Prepared" on the College and Career Indicator (CCI) by 2% annually Graduates reported as "Prepared" on the CCI will be at or above: Horizon: 31.4% -EL: *+6% -SED: 27.6% -Hispanic: 26.5%	California School Dashboard: College/Career Readiness 2024-25 Grad. Cohort CCI Prepared Improved Horizon: 14.4% -SED: 17.3% -Hispanic: 15.6% Insufficient Data -EL: NA
7.6	California School Dashboard Suspension Rate Indicator	2022-23 Suspension Rate Horizon: 0.3% (n=606) -EL: 1.1% (n=91)	2023-24 Suspension Rate Horizon: 1.2% (n=571)	2024-25 Suspension Rate Horizon: 1% (n=483)	Decrease the District-wide suspension rate by .3% annually.	2024-25 Suspension Rate Improved -EL: -1.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		-SED: 0.4% (n=510) -Hispanic: 0.4% (n=445)	-EL: 2.4% (n=82) -SED: 1.5% (n=481) -Hispanic: 1.1% (n=435)	-EL: 0% (n=62) -SED: 1% (n=420) -Hispanic: 1.4% (n=368)	District-wide Suspension Rate will be at or below: Horizon: 0% -EL: 0.2% -SED: 0% -Hispanic: 0% Note: .9% overall growth results in under 0% for Horizon: All Students, SED and Hispanic; therefore, desired outcome capped at 0%	Declined -Horizon: .7% -SED: 0.6% -Hispanic: 1%
7.7	California School Dashboard Chronic Absenteeism Rate Indicator	2022-23 Chronic Absenteeism Rate Horizon: 0% -EL: 0% -SED: 0% -Hispanic: 0%	2023-24 Chronic Absenteeism Rate Horizon: 66.9% -EL: 84.2% -SED: 68.6% -Hispanic: 66.4%	2024-25 Chronic Absenteeism Rate Horizon: 48.2% -EL: 54.5% -SED: 48.4% -Hispanic: 44.6%	Decrease the District-wide suspension rate by .3% annually. Districe-wide Suspension Rate will be at or below: • Horizon: 0% • EL: 0% • SED: 0% • Hispanic: 0%	2024-25 Chronic Absenteeism Rate Declined Horizon: -48.2% -EL: -54.5% -SED: -48.4% -Hispanic: -44.6%
7.8	Panorama Education Student Perception of School Connectedness	2023-24 Panorama Education:	2024-25 Panorama Education:	2025-26 Panorama Education:	The "Percent Favorable" responses for the Sense of	2025-26 Panorama Education:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	via Support and Environment Survey Percentage of students reporting favorably regarding School Connectedness (Sense of Belonging)	Sense of Belonging Survey: Student Favorable Response Horizon Grades 3-5: NA Grades 6-8: NA Grades 9-12: 39% (of 16 responses) -EL: * (of 3 responses) -SED: 35% (of 15 responses) -Hispanic: 33% (of 15 responses) -Teachers & Staff: 60% (of 10 responses) *Less than 11 students - data not displayed for privacy	Sense of Belonging Survey: Student Favorable Response Horizon Grades 3-5: NA Grades 6-8: 42% (of 45 responses) -EL: * (of 3 responses) -SED: 40% (of 40 responses) -Hispanic: 39% (of 35 responses) Grades 9-12: % (of 156 responses) -EL: 44% (of 14 responses) -SED: 42% (of 124 responses) -Hispanic: 41% (of 116 responses) -Teachers & Staff: NA *Less than 11 students - data not displayed for privacy	Sense of Belonging Survey: Student Favorable Response Horizon Grades 3-5: 75% (of 24 responses) -EL: * (of 1 responses) -SED: 77% (of 12 responses) -Hispanic: 79% (of 19 responses) Grades 6-8: 47% (of 44 responses) -EL: * (of 1 responses) -SED: 45% (of 34 responses) -Hispanic: 50% (of 31 responses) Grades 9-12: 38% (of 127 responses) -EL: 40% (of 21 responses) -SED: 40% (of 106 responses) -Hispanic: 38% (of 109 responses)	Belonging (School Connectedness) area of the Panorama Survey will be at or greater than 75%	Sense of Belonging Survey: Student Favorable Response Improved Grades 9-12: -SED: 5% -Hispanic: 5% -Teachers: 3% Declined Grades 9-12: -1% Insufficient Data Grades 9-12: -EL: NA

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				-Teachers & Staff: 63% (of 19 responses) *Less than 11 students - data not displayed for privacy		
7.9	DataQuest Teaching Assignment Monitoring Outcomes (TAMO) Report Total Teaching FTE Percentage Out-of-Field	2021-2022 TAMO Report: Horizon Total Teaching FTE: 28 Out-of-Field: 36.5%	2022-2023 TAMO Report: Horizon Total Teaching FTE: 21.1 Out-of-Field: 39.1%	2023-2024 TAMO Report: Horizon Total Teaching FTE: 17.6 Out-of-Field: 38.6%	The Out-of-Field percentage on Horizon's TAMO report will be at or below 33.5%.	2023-2024 TAMO Report: Increased Out-of-Field: 2.1%

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

The Goal Analysis below includes Actions from Goal 4 and Goal 5 because in the 2025-26 LCAP, Horizon was called out in both Goal areas. Due to the restructuring of the Goals to include one school per goal, the Analysis of Horizon will be completed in this Goal for the 2026-27 LCAP.

Action 4-1a: Data Analysis/Tier 1 Support was adjusted. The original plan for this action was to provide the principal with dedicated time each month to analyze student data, engage in reflection cycles through the district's Problems of Practice process, and bring that learning back to the school site to inform professional development during monthly staff meetings. However, due to a mid-year change in leadership (principal), the focus of this action shifted. The new principal collaborated with the Senior Director of Secondary Education and the Coordinator of Assessment and Accountability to review 2024–25 Dashboard data and mid-year local assessment results. This work led to a comprehensive mid-year root cause and needs analysis, conducted in partnership with site staff, as well as a plan to gather additional input from educational partners. The time spent was valuable in establishing a clear, data-informed direction for the school. This process provided dedicated time for the principal and staff to reflect, align priorities, and develop a strategic plan for improvement moving forward. Overall, this

action played an important role in laying the groundwork for future success, ensuring that next steps are based on a thoughtful analysis of data and the needs of the school community.

Action 4-2a: SEL/Mental Health Support and Action 5-2a: Parent Engagement/Counseling was implemented as planned. The counselor met regularly with students and families to provide individualized guidance and develop student support plans aimed at ensuring student success. A significant portion of this work focused on students in the Opportunity Program, where the counselor provided targeted support to help students remain on track for graduation. In addition to academic planning, the counselor played an important role in addressing students' social-emotional and counseling needs, helping to reduce barriers to attendance, engagement, and academic progress.

Action 4-3a: Parent Engagement was implemented as planned. The community tech actively worked to engage families through consistent outreach and communication in an effort to support student attendance and reduce chronic absenteeism. This included connecting with parents and guardians to share attendance information, provide updates, and identify potential barriers that may be impacting student participation in school.

Action 5-1a: Dual Enrollment/CTE was not implemented as planned due to barriers beyond the control of the site at the time. Based on the root cause and needs analysis conducted, transportation is limited for Opportunity students. This has been addressed for the 2026-27 academic year.

Action 5-1b: Instructional Materials and Enrichment was not implemented as planned due to a lack of students enrolling in programs that required additional materials for dual enrollment/CTE. Based on the root cause analysis conducted, this should change for the 2026-27 academic year as more students have access to courses and pre-apprenticeship opportunities.

Action 5-1c: Credit recovery was implemented as planned. Students participated in credit recovery during additional periods during the school day. Intervention options were offered during the day and students were encouraged to attend through weekly reflections on grades, assignments, and credits completed.

Action 5-3a: Professional Development was not implemented due to the mid-year transition of the new principal. Before the principal felt comfortable determining what professional development might be needed, a root cause and needs analysis was conducted. The type of professional development is still not planned but will be updated as the needs become clear during the 2026-27 academic year.

Action 5-4a: Academic and Leadership Enrichment was not implemented at Horizon since the action only covered the ASB conference for Summit High School, which is no longer part of this Goal.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Because these actions are new, there are no material differences to report for this goal. Please refer to Goals 4 and 5 to see material differences for actions that are included in the implementation and effectiveness descriptions.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Action 4-1a: Data Analysis/Tier 1 and Action 5-3a: Professional Development support was effective in supporting leadership transition and establishing a strong foundation for future improvement. With the mid-year hiring of a new principal, this action played a critical role in ensuring a smooth transition and providing the necessary time and resources for effective school leadership. Funds were used to allow the principal to collaborate closely with staff and leadership teams to conduct a comprehensive root cause and needs analysis. This process involved reviewing student data, identifying strengths and areas for growth, and gathering input to better understand the academic and social-emotional needs of students. The analysis has helped identify next steps and will directly inform instructional strategies, interventions, and supports for the 2026–27 school year. This action ensured that decisions moving forward are grounded in data and aligned to the specific needs of the school community.

Actions 4-2a: SEL/Mental Health Support and Action 5-2a: Parent Engagement/Counseling Services was highly effective in improving student behavior and graduation outcomes. These actions contributed to a significant decrease in suspension rates across all student groups, placing the school in the blue performance level. The overall suspension rate for the All Student group decreased to 1%, with EL students decreasing by 2.4%, LTEL students decreasing by 3.1% and Homeless decreasing by 5.3% and having an overall 0% suspension rate. These results indicate meaningful progress in creating a safer, more supportive school environment. In addition, graduation rates increased across all student groups, with the All Student group moving from the orange performance level to the green performance level (an increase of 5.3%) to 88.2% grad rate. Similarly, all student groups increased the grad rate with EL increasing by 22.1%, LTEL increasing by 23.1%, SED increasing by 5.9%, and Hispanic increasing by 6.5%, demonstrating strong success in supporting students to complete high school. This reflects the effectiveness of counseling services, targeted supports, and intentional efforts to keep students engaged and on track to graduate. A key contributor to these positive outcomes has been the work of the .5 FTE counselor, whose focus on building strong relationships with alternative education students and supporting their social-emotional and mental health needs has had a clear and positive impact. Many students who attend the Opportunity Program have unique needs, including social-emotional and mental health challenges that previously impacted their success in a comprehensive high school setting. Through close collaboration with the counselor, students received consistent support to address these barriers while also benefiting from clear expectations and accountability related to credit recovery and graduation requirements. This balanced approach helped students feel supported and connected, while also ensuring they remained focused on making academic progress toward graduation.

Action 4-3a: Parent engagement was effective in strengthening communication and improving student attendance outcomes. The .5 FTE Community Tech focused intentionally on family outreach and attendance support, working directly with parents and guardians to identify barriers to regular school attendance and connect families with appropriate resources. These efforts included consistent communication with families, attendance follow-up, and proactive outreach to support students who were at risk of chronic absenteeism. By building stronger relationships between home and school, the Community Tech helped increase family awareness and engagement in supporting daily attendance. As a result of these efforts, chronic absenteeism declined across all student groups, indicating that targeted outreach and relationship-building strategies were effective in improving attendance patterns. This progress reflects the importance of continued collaboration with families to ensure students are present, engaged, and able to fully participate in their learning. While chronic absenteeism continues to remain an area of focus and priority, efforts will continue and be refined for the 2026-27 academic year.

Action 5-1a: Dual Enrollment/CTE is not yet able to be fully evaluated for effectiveness, as implementation is still in progress. Funds for this action were used to purchase a Ford Expedition to provide transportation for students to attend off-campus Career Technical Education

(CTE) courses, access to pre-apprenticeship opportunities, and access to courses at the local college which are an important component of the College and Career Indicator (CCI). While CCI performance moved from the yellow to the green performance indicator, there is still a large need to help students, especially in the Opportunity program, with transportation. A needs analysis conducted by the school identified transportation as a significant barrier preventing students from enrolling in and completing these courses and pre-apprenticeship opportunities. While this is a smaller group, it is still an important group and while these students work to not only recover credits, it is important for them to be able to explore careers and pre-apprenticeship opportunities for when they are able to graduate and leave Horizon. Due to district-level limitations in providing transportation during the school day, many Opportunity students were unable to access these opportunities. The addition of a dedicated school vehicle is intended to remove this barrier by allowing staff to transport students to and from off-campus programs, increasing access to CTE pathways and pre-apprenticeships and supporting students in completing courses that contribute to college and career readiness. At this time, the vehicle is expected to be available near the end of the 2025–26 school year, which has limited the immediate impact. However, this action is a forward-looking investment, and its effectiveness will be more clearly measured during the 2026–2027 school year, when transportation will be fully integrated into the school's master schedule. With transportation in place, the school anticipates:
-Increased enrollment and participation in CTE and pre-apprenticeships
-Improved course completion rates
-Growth in the number of students meeting CCI "Prepared" criteria.
Overall, this action addresses a critical access barrier and positions the school to expand meaningful college and career opportunities for students. Its full impact will be evaluated once implementation is complete and students are consistently utilizing these transportation supports.

Action 5-1b: Instructional Materials and Enrichment was effective. The funds were used to purchase a supplemental writing program to help students access college level writing grammar, syntax, and structure. Teachers enrolled students into a platform in order to teach fundamental skills necessary for college-level writing. Individual students benefited from access to this support, and the increase in both ELA and CCI indicators indicate that students' level of writing improved over the course of the year.

Action 5-1c: Credit Recovery was highly effective in supporting student success across multiple academic and outcome measures. Funds for this action were used to provide additional instructional time and targeted support, including compensating teachers to teach an extra class period during the school day and to offer extended tutoring opportunities. This increased access to academic support allowed students to receive more individualized attention, recover credits, and stay on track toward graduation. As a result of these efforts, the school saw positive growth across multiple key indicators, including English Language Arts (ELA), Math, English Learner Progress Indicator (ELPI), graduation rates, and the College and Career Indicator (CCI). These improvements suggest that the additional time and focused support provided to students had a meaningful impact on both their academic progress and overall success. The ability for teachers to spend more time working directly with students helped strengthen understanding of content, address learning gaps, and build stronger relationships—factors that are essential for student engagement and achievement. Overall, this action has proven to be an effective strategy in supporting students academically and ensuring they are progressing toward graduation and postsecondary readiness. Moving forward, the school will continue to refine and expand these supports to sustain and build upon these positive outcomes.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

To continue the positive momentum on all dashboard indicators, next steps include targeted efforts and a priority to foster a stronger sense of connection and belonging, and to seek additional avenues to engage students via online and credit recovery platforms so that students are better able to stay engaged in school and increase attendance. Based on initial root cause and needs analysis, different opportunities are being researched as it pertains to both the virtual school and Opportunity school. There have been no specific planned actions, but continued conversations surrounding additional opportunities for students will continue as more educational partner feedback is gathered. Actions that were effective for the 2025-26 academic year will continue for the 2026-27 academic year.

Goal 7 did not exist in the 2025-26 LCAP. Goal 7 was added so that each Equity Multiplier school had its own Goal, Priorities, Description, Explanation, Metrics and Actions. Feedback from educational partners indicated that understanding the goal and the alignment between the actions, funding, and metrics would be easier if it was broken down by school site. Additionally, the Goal Description, Priorities, Explanation, Metrics, and Actions were updated in order to provide clear alignment and coherence with the data and educational partner feedback for the 2026-27 academic year.

Horizon out-of-teaching field assignments 2023/2024: 38.6%
Pursuant to Education Code Section 44865, a valid teaching credential issued by the State Board, based on a bachelor's degree, student teaching, and special fitness to perform shall be deemed qualifying for assignment as a teacher in (a) home schools, (f) alternative schools, (g) opportunity schools, and (k) independent study schools provided that the teacher on the assignment formally consents to the position. Additionally, pursuant to Education Code Section 44258.7(c), a full-time secondary teacher who has special skills outside their credential authorization to teach departmentalized courses may do so as long as they are not teaching a core subject (English, Math, Science or Social Studies) without the appropriate credential and the assignment has been approved from a site-level Committee on Assignments. While Horizon K-12 reports a 38.6% out-of-teaching field assignment, they meet the Education Code Sections described and are compliant as as an alternative school.

Metrics have been updated and re-numbered to the following and all baseline, Year 1 Outcome data, Year 2 Outcome data, Target for Year 3, and Difference from Baseline data has been updated for alignment and coherence:

- 7.1: CA Dashboard CAASPP ELA
- 7.2: CA Dashboard CAASPP Math
- 7.3: CA Dashboard ELPI
- 7.4: CA Dashboard Grad Rate
- 7.5: CA Dashboard CCI
- 7.6: CA Dashboard Suspension Rate
- 7.7: CA Dashboard Chronic Absenteeism
- 7.8: Panorama: Sense of Belonging
- 7.9: DataQuest Teaching Assignment Monitoring Outcomes (TAMO) Report

Metric 4.4: Reclassification Rate was removed based on educational partner feedback that this Metric was not necessary in order to monitor effectiveness of actions.

Metric 4.6: High School 4-Year Adjusted Cohort Dropout Rate was removed based on educational partner feedback that this Metric was not necessary in order to monitor effectiveness of actions. Additionally, based on the instability rate, it was difficult to determine what the root cause was for students dropping out that Horizon would be able to effectively mitigate at this time.
Metric 7.9: DataQuest Teaching Assignment Monitoring Outcomes (TAMO) Report was created to address the out-of-field teaching assignments at the alternative/opportunity/independent study/home school.

Actions have been updated as follows:

- Action 4-1a: Data Analysis/Tier 1 Support has been updated and will be part of Action 7-2a: Academic Professional Development a Collaborative Planning for the 2026-27 academic year.
- Action 4-2a: SEL/Mental Health Support has been updated and is now Action 7-5a: SEL and Behavior Supports for Students for the 2026-27 academic year.
- Action 4-3a: Parent Engagement has been updated and will be part of Action 7-4a: School Community Outreach for the 2026-27 academic year.
- Action 5-1a: Dual Enrollment/CTE has been updated and will be part of Action 7-3a: Dual Enrollment and CTE Program Expansion for the 2026-27 academic year.
- Action 5-1b: Instructional Materials and Enrichment was removed due to the updated language in Action 7-3a covering everything that Horizon needs in terms of course supplies for Dual Enrollment/CTE.
- Action 5-1c: Credit Recovery has been updated and is now Action 7-1a: Academic Intervention Systems for Students for the 2026-27 academic year.
- Action 5-2a: Parent Engagement/Counseling Services has been updated and will be part of Action 7-5a: SEL and Behavior Supports for Students for the 2026-27 academic year.
- Action 5-3a: Professional Development has been updated and will now be Action 7-2a: Academic Professional Development and Collaborative Planning for the 2026-27 academic year.
- Action 5-4a: Academic and Leadership Enrichment has been removed since it was only an action written for Summit High.
- Action 6-6a: Student Leadership and Enrichment has been added to address opportunities for Horizon students to participate in leadership activities and enrichment experiences related to school connectedness, SEL, and college and career experiences.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
7-1a	Academic Intervention Systems for Students	Horizon will provide targeted interventions and support to improve student outcomes in all academics, with a priority focus on Math and ELD. Funds will be used for a bilingual paraeducator, tutoring and intervention services, responding to local progress monitoring results, and ensuring credit	$112,168.00	No

Action #	Title	Description	Total Funds	Contributing
		deficient students have opportunities for credit recovery. Effectiveness will be measured by CAASPP ELA, CAASPP Math and progress on the ELPI.		
7-2a	Academic Professional Development and Collaborative Planning	Horizon will provide opportunities for staff to participate in professional development as it relates to the independent study and opportunity setting culture, climate, and academic needs of the students they serve. Additionally, Horizon will provide collaborative planning time targeting improvement in academics, with a priority on math and credit recovery for students. This additional collaborative time will complement the PLC process the teachers already participate in, but will give them additional time to reflect and analyze the needs of students and address them quickly and positively. This action will be progress monitored through local assessments and to improve CAASPP ELA, CAASPP Math and progress on the ELPI.	$0.00	No
7-3a	Dual Enrollment, CTE and Electives Program Expansion	Horizon will promote awareness of CTE and dual enrollment courses, electives, and collecting, analyzing, and reporting data to design quality independent study and credit recovery programs that offer a rich academic experience. This action funds a career and guidance specialist as well as allows budgeting related to existing dual enrollment, CTE courses and electives related to program costs, course activities, course supplies, work experience and partner interactions as well as additional funding to provide research and exploration into additional CTE and electives options, expand courses that meet CCI readiness requirements and A-G completion and additional budgeting related to potential new program costs, course activities, course supplies, work experience and partner interactions. This action will be monitored by participation in programs and completion of courses. Effectiveness will be monitored by CCI.	$284,772.00	No
7-4a	School Community Outreach	A school community liaison will be provided to improve chronic absenteeism through home-school communication and increasing student engagement. The liaison will play a central role in coordinating with the Tier 1 and Tier 2 teams in order to identify and address barriers to attendance, conduct personalized family outreach, and lead	$72,770.00	No

Action #	Title	Description	Total Funds	Contributing
		communication efforts--particularly for SED and Hispanic families, around virtual and in-person engagement opportunities. Responsibilities will include promoting enrichment activities and in-person and virtual clubs, facilitating parent workshops and maintaining consistent contact with families to foster a sense of connection and trust. Progress will be monitored through attendance tracking, phone calls home to families, parent workshops with participation, and family events with participation. Effectiveness will be measured through chronic absenteeism and Panorama survey data on Sense of Belonging for both students and families.		
7-5a	SEL and Behavior Supports for Students	Horizon will provide SEL, counseling, check in-check out programs, drug intervention, group counseling, and self-regulation support for students. Funding will cover a counselor as well as additional time necessary for collaboration around services that are tailored and provided to address the specific needs of virtual and Opportunity students, targeting improvement in suspension and graduation and building a stronger sense of belonging among students. This action allows budgeting related to counseling and social-emotional activities and supplies as well as partnerships with local resources. This action will be monitored by student participation in groups and counseling, parent outreach efforts and student support plans. Effectiveness will be measured through suspension and Panorama survey data on Sense of Belonging.	$51,406.00	No
7-6a	Student Leadership and Enrichment	Horizon will provide opportunities for students to participate in leadership activities, in-person and virtual clubs and academic enrichment opportunities that build content knowledge, school connectedness, SEL, and college and career experiences. Funds will be used to provide transportation to and from opportunities that are not available on campus and activities to promote these experiences. This will be progress monitored through opportunities offered and participation in opportunities. Effectiveness will be measured by suspension and chronic absenteeism rates.	$16,000.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$84,559,352.00	$9,845,862.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
31.856%	0.000%	$0.00	31.856%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1-1a	**Action:** Highly Qualified Staff-Recruitment and Retainment **Need:** An analysis of the CA Dashboard data in ELA and Math indicate performance gaps for EL, LTEL, SED, and FY students as compared to the All student group, highlighting ongoing disparities and the need for improvement in	Extensive research confirms that students with highly qualified teachers--as defined by experience, certification, and content knowledge--produce better student outcomes. This includes higher test scores, increased attendance, and greater long-term success. Additionally, research shows that experienced teachers also have a higher rate of reducing opportunity gaps for students who are most at-risk and underserved.	Metric 1.3: CA Dashboard ELA Metric 1.4: CA Dashboard Math

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	order to close these gaps. 2024/2025 CAASPP ELA • DSUSD: -34 points below standard • EL: -76.1 points below standard • LTEL: -131.4 points below standard • SED: -47.1 points below standard • Foster Youth: -65.6 points below standard 2024/2025 CAASPP Mathematics • DSUSD: -77.5 points below standard • EL: -116.3 points below standard • LTEL: -194.9 points below standard • SED: -90.9 points below standard • Foster Youth: -94.8 points below standard Differentiated Assistance • LTEL (ELPI) • AA (Academics) **Scope:** LEA-wide	In order to decrease the opportunity gaps for EL, LTEL, SED, and FY students in both ELA and Math, DSUSD will prioritize the recruitment and retainment of fully certified, experienced teachers, specifically teachers who are CLAD/BCLAD certified to address the large gaps with EL and LTEL students, as well as teachers who are experienced in Math and possess deep content knowledge in order to address the large gaps in Mathematics for EL, LTEL, SED and FY students. Research also indicates that while teachers improve most rapidly in their first few years, teacher effectiveness continues to grow through collaboration and additional planning time, thereby driving higher student achievement, especially for students who are at risk and benefit from additional support, stability, and additional opportunities to demonstrate mastery of content. DSUSD will provide extra planning and collaboration time to better meet the needs of EL, LTEL, SED, and FY students through Structured Academic Support Time (SAST) in order to promote the sharing of best practices, analyze student data, create lessons that are engaging and culturally relevant, and develop targeted re-teach opportunities and interventions. This action will be implemented districtwide since all students can benefit from instruction by highly qualified teachers, engaging lessons that are culturally relevant and targeted re-teach and intervention opportunities. This action will additionally support student groups with red	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		performance indicators in Math and/or ELA LEA-wide, as well as African American students who have been called out for differentiated assistance in academics, and SWD, Homeless, and Hispanic student groups which also fall below the all student group in distance from standard in both Math and ELA.	
1-1c	**Action:** Highly Qualified Staff-Leadership Development **Need:** An analysis of the CA Dashboard data in ELA and Math indicate performance gaps for EL, LTEL, SED, and FY students as compared to the All student group, highlighting ongoing disparities and the need for improvement in order to close these gaps. 2024/2025 CAASPP ELA • DSUSD: -34 points below standard • EL: -76.1 points below standard • LTEL: -131.4 points below standard • SED: -47.1 points below standard • Foster Youth: -65.6 points below standard 2024/2025 CAASPP Mathematics • DSUSD: -77.5 points below standard • EL: -116.3 points below standard • LTEL: -194.9 points below standard • SED: -90.9 points below standard • Foster Youth: -94.8 points below standard	Substantial research confirms that school leadership is crucial for student outcomes, ranking as the second most impactful school-related factor after classroom instruction from highly qualified staff. Effective leadership, particularly principal instructional leadership, shows a direct correlation to student achievement, attendance, positive school culture and climate for both staff and students, and equitable educational practices in the school setting. Studies have also found that the impact of effective principals has an even higher effect for schools with high poverty levels. This is especially important as the student population in Desert Sands is 79.4% SED, indicating an area that needs additional targeted support and resources. In order to ensure leaders are addressing the opportunity gaps for EL, LTEL, SED, and FY students in both ELA and Math, DSUSD will build the capacity of school leaders through various types of professional development and training in Instructional Leadership, with a focus on high standards, curriculum management, and teacher support, Transformational Leadership, with a focus on creating a shared, positive vision for the school, and Distributed Leadership, with a focus on building capacity among teachers and staff in	Metric 1.3: CA Dashboard ELA Metric 1.4: CA Dashboard Math

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	order to share leadership, increase teacher engagement (and thereby increase student performance). All leadership development will focus on data analysis for the most underserved student groups, cultural competency, inclusive practices, and a commitment to closing opportunity gaps for EL, LTEL, SED, and FY students. These leadership opportunities will be implemented districtwide, as all students benefit from effective Instructional, Transformational, and Distributed leaders at school sites.	
1-1e	**Action:** Highly Qualified Staff-DSLA **Need:** Data from the California Dashboard indicate that Desert Sands Unified School District has 24 schools with red indicators for EL, LTEL, SED and/or FY students. Student group(s) within a school within the LEA that received the lowest performance level on one or more state indicators on the 2025 Dashboard include: • Abraham Lincoln Elementary: SED (Suspension) • Amelia Earhart Elementary School of International Studies: EL (ELPI) • Amistad High (Continuation): EL (CCI, Suspension), LTEL (CCI, Suspension), SED (CCI, Suspension) • Benjamin Franklin Elementary: EL (Chronic Absenteeism)	Based on research indicating that the effectiveness of school leadership has a direct impact on student achievement, Desert Sands Unified School District established the Desert Sands Leadership Academy (DSLA) to build leadership capacity across the district. The District selected the National Institute for School Leadership (NISL) curriculum to provide a research-based leadership development model that incorporates equity-centered practices and emphasizes data-driven school improvement strategies. Participants complete a 12-month program that includes developing and implementing a site-specific problem of practice and action research project centered on identifying and dismantling systemic barriers contributing to opportunity gaps for EL, LTEL, SED and FY students. These projects are designed to directly improve outcomes aligned to California Dashboard red indicators at each school site.	Red Indicators on CA Dashboard

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	• Colonel Mitchell Paige Middle: SED (Math, Suspension), LTEL (Chronic Absenteeism) • Desert Ridge Academy: LTEL (ELA, Math, Chronic Absenteeism), EL (Chronic Absenteeism), SED (Chronic Absenteeism) • Dr. Reynaldo J. Carreon Jr. Academy: EL (Chronic Absenteeism), SED (Chronic Absenteeism) • Gerald R. Ford Elementary: EL (Chronic Absenteeism), SED (Chronic Absenteeism) • Harry S. Truman Elementary: EL (Chronic Absenteeism) • Herbert Hoover Elementary: SED (ELA), EL (Chronic Absenteeism) • Indio High: EL (ELA, Math), LTEL (Math) • Indio Middle: EL (ELA, Math, ELPI), SED (ELA, Math), LTEL (Math) • James Earl Carter Elementary: EL (Chronic Absenteeism), SED (Chronic Absenteeism) • James Madison Elementary: EL (ELA, Math, Chronic Absenteeism), SED (ELA, Math, Chronic Absenteeism) • John F. Kennedy Elementary: SED (ELA, Math), EL (Math) • John Glenn Middle School of International Studies: LTEL (ELA, Math) • La Quinta High: EL (ELA), LTEL (ELA)	By grounding leadership development in equity and evidence-based practices, DSLA increases the district's capacity to implement effective systems, strengthen instructional leadership, and ensure improved and increased services that elevate academic outcomes and expand opportunities for unduplicated students to succeed in school and beyond. The DSLA leadership opportunity is offered districtwide, as all students benefit from increased effectiveness of school leaders.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	• La Quinta Middle: LTEL (ELA, Chronic Absenteeism, Suspension), EL (Chronic Absenteeism, Suspension), SED (Chronic Absenteeism) • Lyndon B. Johnson Elementary: SED (ELA) • Palm Desert High: EL (ELA, Math, ELPI), LTEL (ELPI) • Richard O. Oliphant Elementary: EL (Suspension) • Shadow Hills High: EL (ELA, Math), LTEL (Math), SED (Math) • Summit High (Continuation): SED (ELA, Math) • Thomas Jefferson Middle: EL (ELA, Math, ELPI), SED (ELA, Math, Chronic Absenteeism), LTEL (Math, ELPI, Chronic Absenteeism) Student group(s) within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard include: • Abraham Lincoln Elementary: EL (ELA) • Amelia Earhart Elementary School of International Studies: EL (ELPI) • Amistad High (Continuation): SED (ELA, Math, Suspension, CCI), EL (Suspension, CCI) • Andrew Jackson Elementary: EL (ELA), SED (ELA) • Benjamin Franklin Elementary: EL (ELA)		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	• Colonel Mitchell Paige Middle: EL (ELA, Math, Chronic Absenteeism, Suspension), SED (Math, Suspension) • Desert Ridge Academy: EL (ELA, Math), SED (Math) • Herbert Hoover Elementary: EL (Math, Suspension), SED (Math, Suspension) • Indio High: EL (Math, Suspension), SED (Math, Suspension) • Indio Middle: EL (ELA, Math), SED (Math) • James Earl Carter Elementary: EL (Chronic Absenteeism) • James Madison Elementary: EL (ELA), SED (ELA, Math) • James Monroe Elementary: EL (ELA) • John F. Kennedy Elementary: EL (ELA, Math), SED (ELA, Math) • John Glenn Middle School of International Studies: EL (Chronic Absenteeism), SED (Chronic Absenteeism) • La Quinta High: EL (ELA, Suspension) • La Quinta Middle: EL (Suspension), SED (Suspension) • Martin Van Buren Elementary: EL (Chronic Absenteeism) • Shadow Hills High: EL (Suspension, ELPI) • Summit High (Continuation): SED (CCI)		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	• Theodore Roosevelt Elementary: EL (ELA), SED (ELA) • Thomas Jefferson Middle: SED (ELA) **Scope:** LEA-wide		
1-2a	**Action:** Professional Development **Need:** An analysis of the CA Dashboard data in ELA and Math indicate performance gaps for EL, LTEL, SED, and FY students as compared to the All student group, highlighting ongoing disparities and the need for improvement in order to close these gaps. Furthermore, the District conducted a district-wide needs-based audit in ELA, Math, and ELD and identified priority areas for improvement for EL, LTEL, SED, and FY with math elevated as a key district focus based on the distance from standard as compared to the All student group and the continual decline for EL and LTEL students as well as the off track to meeting the Year 3 Target for SED. 2024/2025 CAASPP ELA • DSUSD: -34 points below standard • EL: -76.1 points below standard • LTEL: -131.4 points below standard • SED: -47.1 points below standard • Foster Youth: -65.6 points below standard	Based on research indicating that experienced teachers have a higher rate of reducing opportunity gaps for students who are most at-risk and underserved, the district will provide professional development to educators to continue to build capacity and effectiveness in content areas to support EL, LTEL, SED and FY. Professional development will be implemented for all teachers to support EL, LTEL, SED and FY students with best first instruction, evidence-based high-leverage instructional practices, academic discourse, language acquisition structures and scaffolds, and by working with each school site to develop an academic plan that progress monitors adult actions and EL, LTEL, SED and FY student outcomes. This action will be implemented districtwide since all students can benefit from best first instruction and evidence-based practices that support academic achievement by highly qualified teachers. This action will additionally support student groups with red performance indicators in Math and/or ELA LEA-wide, as well as African American students who have been called out for differentiated assistance in academics, and SWD, Homeless, and Hispanic student groups which	Metric 1.3: CA Dashboard ELA Metric 1.4: CA Dashboard Math

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	2024/2025 CAASPP Mathematics • DSUSD: -77.5 points below standard • EL: -116.3 points below standard • LTEL: -194.9 points below standard • SED: -90.9 points below standard • Foster Youth: -94.8 points below standard Differentiated Assistance • LTEL (ELPI) • AA (Academics) Additionally, educational partner feedback indicated the need to prioritize math instruction, support teachers in professional development and training for differentiated and scaffolded instruction for English Learners and Students with Disabilities, and provide best-first instruction and re-teach opportunities within the classroom during the school day for students who are not meeting standards. Additionally, the District English Learner Advisory Committee advocated for early interventions for EL and LTEL students to help with literacy and higher scores on the ELPAC, a direct connection to the LTEL student group currently in differentiated assistance for ELPI. The African American Parent Advisory Committee advocated for additional best first instruction and re-teach opportunities for AA students, specifically in math, another direct connection to the AA student group currently in differentiated assistance for Math.	also fall below the all student group in distance from standard in both Math and ELA.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
1-2b	**Action:** Professional Development-After-School Academies **Need:** An analysis of the CA Dashboard data in ELA and Math indicate performance gaps for EL, LTEL, SED, and FY students as compared to the All student group, highlighting ongoing disparities and the need for improvement in order to close these gaps. 2024/2025 CAASPP ELA • DSUSD: -34 points below standard • EL: -76.1 points below standard • LTEL: -131.4 points below standard • SED: -47.1 points below standard • Foster Youth: -65.6 points below standard 2024/2025 CAASPP Mathematics • DSUSD: -77.5 points below standard • EL: -116.3 points below standard • LTEL: -194.9 points below standard • SED: -90.9 points below standard • Foster Youth: -94.8 points below standard Differentiated Assistance • LTEL (ELPI) • AA (Academics)	Research confirms that when teachers are out of the classroom, student achievement declines. Key findings indicate that ten days of teacher absences can cause a drop in math achievement, and long-term findings indicate that teacher absences in lower secondary schools are linked to higher dropout rates, with stronger negative effects on SED students. Beyond instruction, absences from teachers disrupts the learning environment, which can lead to behavior issues as well as reduced student engagement. In order to support EL, LTEL, SED and FY with deeper and more varied evidence-based instructional practices, strategies and scaffolds, as well as in-depth data analysis, the District will offer after school professional development on a voluntary basis for teachers after school in an effort to minimize the instructional days for teachers to be out of the classroom while still providing professional development in order to build capacity and effectiveness for teachers. These academies are for teachers who would like to further their practice, deepen their understanding, or receive additional support from district project facilitators for lesson planning, best first instruction, and scaffolds and differentiation strategies for unduplicated student groups. This action will be implemented districtwide since all students can benefit from best first instruction and evidence-based practices that support	Metric 1.3: CA Dashboard ELA Metric 1.4: CA Dashboard Math

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Additionally, educational partner feedback indicated the need to ensure that teachers were present in class as much as possible in order to ensure consistency with students, especially the ones who are below grade level in content areas. **Scope:** LEA-wide	academic achievement by highly qualified teachers. This action will additionally support student groups with red performance indicators in Math and/or ELA LEA-wide, as well as African American students who have been called out for differentiated assistance in academics, and SWD, Homeless, and Hispanic student groups which also fall below the all student group in distance from standard in both Math and ELA.	
1-3a	**Action:** Supplemental Materials-Core Content **Need:** An analysis of the CA Dashboard data in ELA and Math indicate performance gaps for EL, LTEL, SED, and FY students as compared to the All student group, highlighting ongoing disparities and the need for improvement in order to close these gaps. 2024/2025 CAASPP ELA • DSUSD: -34 points below standard • EL: -76.1 points below standard • LTEL: -131.4 points below standard • SED: -47.1 points below standard • Foster Youth: -65.6 points below standard 2024/2025 CAASPP Mathematics • DSUSD: -77.5 points below standard • EL: -116.3 points below standard • LTEL: -194.9 points below standard • SED: -90.9 points below standard	Providing district-approved supplemental materials supports EL, LTEL, SED, and FY students by providing access to visual aids, audiobooks, interactive educational games, videos, real-life examples, culturally relevant resources and scaffolded practice that helps bridge gaps and offer engaging opportunities for personalized and targeted learning. The district provides supplemental materials to offer additional options for EL, LTEL, SED, and FY students to stay engaged and learn through hands-on-learning inside the classroom. These tools are selected for their ability to support inquiry, critical thinking, and language development, aligning with the demands of the CAASPP ELA and Math assessments. By enhancing teacher capacity and embedding supports tailored to unduplicated students, DSUSD aims to close opportunity gaps and increase meaningful engagement in content-area learning for all students.	Metric 1.10: Winter iReady ELA Metric 1.11: Winter iReady Math Panorama Education-Engagement

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	• Foster Youth: -94.8 points below standard Additionally, student empathy interviews at the middle and high school level indicated that they wanted more hands-on learning opportunities in the core content classrooms in order to boost engagement and improve their overall understanding and knowledge of concepts. Feedback from educational partners on the Thought Exchange survey as well as feedback from the DELAC, SEPAC, and AAPAC parent advisory groups have also requested that additional materials be supplied to increase opportunities for hands-on, culturally relevant learning to supplement the lessons happening through the use of the district adopted curriculum. 2025/2026 Panorama Survey-Engagement, Favorable Responses Grades 6-8 • All: 28% • EL: 28% • SED: 27% • Foster Youth: 33% Grades 9-12 • All: 24% • EL: 23% • SED: 24% • Foster Youth: 39%	This initiative is being implemented districtwide to ensure consistent access to high-quality instructional tools, resources and practices.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
1-4g	**Action:** Technology-Data Monitoring Systems **Need:** Data from the California Dashboard indicate that Desert Sands Unified School District has 24 schools with red indicators for EL, LTEL, SED and/or FY students. Student group(s) within a school within the LEA that received the lowest performance level on one or more state indicators on the 2025 Dashboard include: • Abraham Lincoln Elementary: SED (Suspension) • Amelia Earhart Elementary School of International Studies: EL (ELPI) • Amistad High (Continuation): EL (CCI, Suspension), LTEL (CCI, Suspension), SED (CCI, Suspension) • Benjamin Franklin Elementary: EL (Chronic Absenteeism) • Colonel Mitchell Paige Middle: SED (Math, Suspension), LTEL (Chronic Absenteeism) • Desert Ridge Academy: LTEL (ELA, Math, Chronic Absenteeism), EL (Chronic Absenteeism), SED (Chronic Absenteeism)	Based on research, student progress monitoring is necessary and important because it positively impacts student outcomes. As teachers participate in Structured Academic Support Time (SAST) and Professional Learning Communities (PLCs), it is imperative that teachers have access to updated, current data to progress monitor. Research highlights that student outcomes are improved when teachers engage in progress monitoring and reflection of student data and instructional practices are continually adjusted and refined. In order to support EL, LTEL, SED and FY students, DSUSD is providing teachers and administrators the Data Warehouse system in order to analyze data using streamlined reports and track learning growth that is aligned to the priorities and initiatives of the district. Opportunity gaps for EL, LTEL, SED and FY will be monitored in the areas of Mathematics, ELA, ELPI and progress toward reclassification. Reports will be included as part of SAST an PLC time. As part of the SAST and PLC process, the Data Warehouse reports will be used to: -allow Instructional Coaches and Site Leaders to work collaboratively with PLCs to develop and monitor action plans based on unduplicated student groups data trends.	Metric 1.3: CA Dashboard ELA Metric 1.4: CA Dashboard Math Metric 1.5: CA Dashboard ELPI Metric 1.6: Reclassification Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	• Dr. Reynaldo J. Carreon Jr. Academy: EL (Chronic Absenteeism), SED (Chronic Absenteeism) • Gerald R. Ford Elementary: EL (Chronic Absenteeism), SED (Chronic Absenteeism) • Harry S. Truman Elementary: EL (Chronic Absenteeism) • Herbert Hoover Elementary: SED (ELA), EL (Chronic Absenteeism) • Indio High: EL (ELA, Math), LTEL (Math) • Indio Middle: EL (ELA, Math, ELPI), SED (ELA, Math), LTEL (Math) • James Earl Carter Elementary: EL (Chronic Absenteeism), SED (Chronic Absenteeism) • James Madison Elementary: EL (ELA, Math, Chronic Absenteeism), SED (ELA, Math, Chronic Absenteeism) • John F. Kennedy Elementary: SED (ELA, Math), EL (Math) • John Glenn Middle School of International Studies: LTEL (ELA, Math) • La Quinta High: EL (ELA), LTEL (ELA) • La Quinta Middle: LTEL (ELA, Chronic Absenteeism, Suspension), EL (Chronic Absenteeism, Suspension), SED (Chronic Absenteeism) • Lyndon B. Johnson Elementary: SED (ELA)	-provide data to PLCs so they may reflect and identify effective strategies that increase achievement for EL, LTEL, SED and FY students -allow PLCs to participate in effective data decision-making conversations aligned to student progress and standards mastery. -support PLCs to continually track and identify strategies to support Long-Term English Learner progress as aligned to ELPI To support continuous improvement and a focus on EL, LTEL, SED, and FY students, professional development will focus on helping leaders and teachers access and analyze data to inform the PLC process and their own instructional effectiveness. Additionally, as part of the professional development that principals, assistant principals, instructional coaches and project facilitators receive monthly, updated data will be provided by the district to ensure that unduplicated student groups are reviewed and updated for continuous improvement. This action will be implemented districtwide since all students will be in the database and are part of the overall PLC process. This action will additionally support student groups with red performance indicators in Math, ELA, and ELPI LEA-wide, as well as African American students who have been called out for differentiated assistance in academics, and SWD, Homeless, and Hispanic student groups which also fall below	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	• Palm Desert High: EL (ELA, Math, ELPI), LTEL (ELPI) • Richard O. Oliphant Elementary: EL (Suspension) • Shadow Hills High: EL (ELA, Math), LTEL (Math), SED (Math) • Summit High (Continuation): SED (ELA, Math) • Thomas Jefferson Middle: EL (ELA, Math, ELPI), SED (ELA, Math, Chronic Absenteeism), LTEL (Math, ELPI, Chronic Absenteeism) Student group(s) within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard for EL, SED, and FY include: • Abraham Lincoln Elementary: EL (ELA) • Amelia Earhart Elementary School of International Studies: EL (ELPI) • Amistad High (Continuation): SED (ELA, Math, Suspension, CCI), EL (Suspension, CCI) • Andrew Jackson Elementary: EL (ELA), SED (ELA) • Benjamin Franklin Elementary: EL (ELA) • Colonel Mitchell Paige Middle: EL (ELA, Math, Chronic Absenteeism, Suspension), SED (Math, Suspension) • Desert Ridge Academy: EL (ELA, Math), SED (Math)	the all student group in distance from standard in both Math and ELA.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	• Herbert Hoover Elementary: EL (Math, Suspension), SED (Math, Suspension) • Indio High: EL (Math, Suspension), SED (Math, Suspension) • Indio Middle: EL (ELA, Math), SED (Math) • James Earl Carter Elementary: EL (Chronic Absenteeism) • James Madison Elementary: EL (ELA), SED (ELA, Math) • James Monroe Elementary: EL (ELA) • John F. Kennedy Elementary: EL (ELA, Math), SED (ELA, Math) • John Glenn Middle School of International Studies: EL (Chronic Absenteeism), SED (Chronic Absenteeism) • La Quinta High: EL (ELA, Suspension) • La Quinta Middle: EL (Suspension), SED (Suspension) • Martin Van Buren Elementary: EL (Chronic Absenteeism) • Shadow Hills High: EL (Suspension, ELPI) • Summit High (Continuation): SED (CCI) • Theodore Roosevelt Elementary: EL (ELA), SED (ELA) • Thomas Jefferson Middle: SED (ELA) Differentiated Assistance • LTEL (ELPI) • AA (Academics)		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
1-5b	**Action:** Interventions-Foundations of Early Literacy **Need:** Data from the 2025 California Dashboard indicate that Desert Sands Unified School District has 13 schools with red indicators for unduplicated students in ELA (4 elementary, 4 middle, and 5 high). Student group(s) within an elementary school within the LEA that received the lowest performance level on the ELA state indicators on the 2025 Dashboard are: • Herbert Hoover Elementary: SED • James Madison Elementary: EL, SED • John F. Kennedy Elementary: SED • Lyndon B. Johnson Elementary: SED Student group(s) within an elementary school within the LEA that received the lowest performance level on the ELA state indicators on the 2023 Dashboard are: • Abraham Lincoln Elementary: EL • Andrew Jackson Elementary: EL, SED • Benjamin Franklin Elementary: EL • James Madison Elementary: EL, SED • James Monroe Elementary: EL • John F. Kennedy Elementary: EL, SED	Research shows that students can learn to read at highly effective levels when they are taught with evidence-aligned instruction, specifically systematic, explicit, and structured literacy approaches that cover phonemic awareness, phonics, fluency, vocabulary, and comprehension. Early literacy development is critical in pre-K to grade 3 and can determine future success, as 75% of students who are behind in third grade rarely catch up. In order to decrease the opportunity gaps that exist in ELA and early literacy for EL, LTEL, SED and FY students, DSUSD has implemented a Science of Reading approach with three evidence-based early literacy programs (LETRS-Language Essentials for Teachers of Reading and Spelling, Lexia, and IMSE (Institute for Multisensory Education). These programs are evidence-based and emphasize how the brain learns to read through explicit instructions in phonics, phonemic awareness, and the structure of language. Each of these programs will build the teacher capacity to teach early literacy skills which are especially important for unduplicated student groups who may not receive an early childhood education or supports at home with language acquisition and/or resources. This action will be implemented districtwide since all students benefit from evidence-based practices	Metric 1.3: CA Dashboard ELA Metric 1.10: Winter iReady-ELA DIBELS Data

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	• Theodore Roosevelt Elementary: EL, SED Data from the California Dashboard indicate that Desert Sands Unified School District is performing below the state average in English Language Arts with district performance at -26 points below the state. Performance gaps are even more pronounced among student subgroups, where differences between district and state outcomes are larger, highlighting ongoing disparities and the need for targeted supports to accelerate improvement and close opportunity gaps across student groups. 2024/2025 CAASPP ELA • DSUSD: -34 points below standard • EL: -76.1 points below standard • LTEL: -131.4 points below standard • SED: -47.1 points below standard • Foster Youth: -65.6 points below standard DIBELS 2025-26 BOY - At or Above Benchmark All K-3 48.21% EL K-3 27.59% SED K-3 40.03% SWD K-3 20.40% All K-5 48.82% EL K-5 25.85% SED K-5 44.61% SWD K-5 18.49%	that support early literacy. This action will additionally support student groups in elementary schools with red performance indicators in ELA, as well as African American students who have been called out for differentiated assistance in academics, and SWD, Homeless, and Hispanic student groups which also fall below the All Student group in distance from standard in ELA.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
1-5c	**Action:** Interventions-Summer School **Need:** Data from the California Dashboard indicate that there are gaps for EL, LTEL, SED, and FY for graduation, highlighting the need for targeted supports and additional opportunities for credit recovery and extended instructional time in order to close opportunity gaps and increase the graduation rate. • All students 93.7% • EL: 85.6% • LTEL: 86.4% • SED: 93.2% • SWD: 83% • Foster Youth: 92.6% • Homeless: 79.3% • African American: 97.6% • Hispanic: 93% **Scope:** LEA-wide	Summer school offers an evidence-based intervention opportunity to implement accelerated learning strategies, credit recovery, and extended instructional time in small class sizes in order to mitigate learning loss and recover deficient credits for students who are not on track with graduation requirements. Additionally, summer school at DSUSD provides a critical academic support structure for unduplicated high school students, specifically supporting students who need to recover credits in order to graduate on time or resume on track status for graduation. EL and LTEL students have experienced wider gaps in graduation rates, but SED and FY are still below the All student group average as well. Unduplicated students may experience a range of barriers during the regular school year—such as language acquisition needs, housing instability, or limited access to academic resources—that can lead to course failures or disrupted credit accumulation. Summer school offers a second opportunity to recover credits, remain on track for graduation, and reduce the risk of dropping out. For EL and LTEL students, summer courses provide additional time to build academic language in core content areas. For FY and SED students, summer school provides extended instructional time that may have been missed due to absenteeism during the regular school year, a structured environment, and	Metric 1.12: CA Dashboard Grad Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		access to school-based supports (such as meals, counseling, and transportation) that can offer stability and continuity that may not be consistently available during the school year. Additionally, the smaller class sizes and focused learning environment in summer school often allow for more individualized instruction and support. This is especially beneficial for EL, LTEL, SED, and FY students who may need reteaching, skill development, or one-on-one attention to successfully complete coursework. This action is offered on a districtwide basis as all students can benefit from the options available during Summer school.	
1-5d	**Action:** Interventions-Middle School Math **Need:** An analysis of the data from the 2025 CA Dashboard for Mathematics, Grades 6-8 indicate performance gaps for EL, LTEL, SED, and FY students as compared to the All student group, highlighting ongoing disparities and the need for improvement in order to close these gaps. More disconcerting is that the data indicates an upward trend for students not meeting standard over the course of the last four years. 2024/2025-Standard Not Met, Grades 6-8 • All students 48% • EL: 89% • LTEL: 90%	ST Math is a research-based program to be used as supplemental material to teach students to reason and problem solve as they fill gaps in their mathematical and conceptual knowledge. The puzzles that students interact with incorporate the following mathematical practices: • Make sense of problems and persevere in solving them. • Reason abstractly and quantitatively. • Model with mathematics. • Look for and express regularity in repeated reasoning. In order to close the opportunity gaps for EL, LTEL, SED and FY students, the district will provide the ST Math program to offer additional support inside the classroom for re-teach and intervention opportunities. This tool was selected for unduplicated student groups to support and	Metric 1.4: CA Dashboard Math (Grades 6-8 only)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	• SED: 66% • Foster Youth: 71% EL, LTEL, SED and/or FY students within a middle school within the LEA that received the lowest performance level on the Math state indicators on the 2025 Dashboard are: • Colonel Mitchell Paige Middle: SED • Desert Ridge Academy: LTEL • Indio Middle: EL, LTEL, SED • John Glenn Middle School of International Studies: LTEL • Thomas Jefferson Middle: EL, SED, LTEL EL, LTEL, SED and/or FY within a middle school within the LEA that received the lowest performance level on the Math state indicators on the 2023 Dashboard are: • Colonel Mitchell Paige Middle: EL, SED • Desert Ridge Academy: EL, SED • Indio Middle: EL, SED **Scope:** LEA-wide	build foundational mathematical skills while also building the mathematical and conceptual knowledge necessary to do higher level mathematics required at the middle school level. This action is offered on a districtwide basis as all students can benefit from building mathematical and conceptual math knowledge. This action will additionally support student groups in middle schools with red performance indicators in Math, as well as African American students who have been called out for differentiated assistance in academics, and SWD, Homeless, and Hispanic student groups which also fall below the All Student group in distance from standard in Math.	
1-5f	**Action:** Interventions-Goalbook **Need:** An analysis of the CA Dashboard data in ELA and Math indicate performance gaps for EL, LTEL, SED, and FY students as compared to the All student group. Furthermore, 76% of	In order to address the specific needs of our EL, LTEL, SED and FY students who are also dually identified as a SWD, the district will be using Goalbook Toolkit. Goalbook Toolkit is a research-based tool that is designed to help teachers develop measurable, standards-aligned, and scaffolded IEP goals. The Goalbook Toolkit also offers UDL strategies to help teachers differentiate	Metric 1.3: CA Dashboard ELA Metric 1.4: CA Dashboard Math

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	SWD are dually identified as SWD and SED, SWD and EL or SWD and FY students, so additional supports and services need to be considered for the majority of our SWD population as they have additional barriers to their learning. 2024/2025 CAASPP ELA • DSUSD: -34 points below standard • EL: -76.1 points below standard • LTEL: -131.4 points below standard • SED: -47.1 points below standard • SWD: -118.8 points below standard • Foster Youth: -65.6 points below standard 2024/2025 CAASPP Mathematics • DSUSD: -77.5 points below standard • EL: -116.3 points below standard • LTEL: -194.9 points below standard • SED: -90.9 points below standard • SWD: -152.2 points below standard • Foster Youth: -94.8 points below standard **Scope:** LEA-wide	instruction in a meaningful and effective way while also providing a system to track student progress and analyze student needs using data. Goalbook Toolkit will be used for all EL, LTEL, SED, and FY students who are dually identified as a SWD to promote additional real-world examples and hands on learning activities to support standards-based alignment to IEP goals, strategies and supports. This action is being implemented districtwide as a tool for teachers to use with all students to help build UDL strategies into their classrooms as well as a tool for special education teachers to use to write effective, progress monitored goals for all students with IEPs in order to ensure all students are supported to make growth on state assessments.	
1-6a	**Action:** School Site Staffing-High School **Need:** An analysis of the CA Dashboard data in ELA and Math indicate performance gaps for EL, LTEL, SED, and FY students as compared to	In order to better support EL, LTEL, SED and FY students, high school classes will be reduced to a lower ratio. Smaller classes allow teachers to provide more personalized attention to students in unduplicated student groups and allow teachers to address their individual language development needs, as well as gaps in skills in their subject	Metric 1.3: CA Dashboard ELA Metric 1.4: CA Dashboard Math

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	the All student group, highlighting ongoing disparities and the need for improvement in order to close these gaps. 2024/2025 CAASPP ELA • DSUSD: -34 points below standard • EL: -76.1 points below standard • LTEL: -131.4 points below standard • SED: -47.1 points below standard • Foster Youth: -65.6 points below standard 2024/2025 CAASPP Mathematics • DSUSD: -77.5 points below standard • EL: -116.3 points below standard • LTEL: -194.9 points below standard • SED: -90.9 points below standard • Foster Youth: -94.8 points below standard Differentiated Assistance • LTEL (ELPI) • AA (Academics) Additionally, feedback from educational partners on the Thought Exchange survey consistently indicate that lowering class sizes to ensure teachers can offer small group, as well as more personalized feedback is their top priority, specifically for secondary schools. **Scope:** LEA-wide	area and provide scaffolds, timely feedback and higher levels of engagement. Additionally, reducing class sizes at the high school level will benefit EL, LTEL, SED, and FY students because teachers and students are able to build stronger relationships with each other, which are particularly beneficial for students who are low-income, minority, or lower achieving students. This action will be implemented districtwide since all students can benefit from smaller class sizes, additional attention, and stronger relationships. This action will additionally support African American students who have been called out for differentiated assistance in academics, and SWD, Homeless, and Hispanic student groups which also fall below the all student group in distance from standard in both Math and ELA.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1-6b	**Action:** School Site Staffing-Students with Disabilities **Need:** An analysis of the CA Dashboard data in ELA and Math indicate performance gaps for EL, LTEL, SED, and FY students as compared to the All student group. Furthermore, 76% of SWD are dually identified as SWD and SED, SWD and EL or SWD and FY students, so additional supports and services need to be considered for the majority of our SWD population as they have additional barriers to their learning. 2024/2025 CAASPP ELA • DSUSD: -34 points below standard • EL: -76.1 points below standard • LTEL: -131.4 points below standard • SED: -47.1 points below standard • SWD: -118.8 points below standard • Foster Youth: -65.6 points below standard 2024/2025 CAASPP Mathematics • DSUSD: -77.5 points below standard • EL: -116.3 points below standard • LTEL: -194.9 points below standard • SED: -90.9 points below standard • SWD: -152.2 points below standard • Foster Youth: -94.8 points below standard Additionally, feedback from educational partners emphasize a need for smaller class	In order to better support EL, LTEL, SED and FY students who have been dually identified as a SWD, special education class sizes will be lowered in order to ensure increased teacher-student interaction, enhance social-emotional well-being, provide better attention to individual learning needs, and provide confidence and higher levels of engagement for students. The smaller student-to-teacher ratio for dually identified students allows for increased instructional time tailored to each student's unique needs, directly supporting the strategies and scaffolds necessary for language acquisition, the stronger relationships for students who are SED or FY, and the direct support of the implementation and progress monitoring of Individualized Education Programs (IEPs) for each student. Additionally, reduced class sizes promote more opportunities for active participation, including increased turn-taking, oral language development, and peer interaction. These elements are particularly important for unduplicated students who require structured language practice and consistent engagement to make measurable gains. Ultimately, maintaining smaller class sizes is a foundational strategy for improving outcomes for unduplicated students in special education settings. This action is being provided district-wide because all students benefit from more individualized instruction in smaller class settings.	Metric 1.3: CA Dashboard ELA Metric 1.4: CA Dashboard Math

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	sizes and/or teacher to student ratios to be smaller in order to ensure that students with disabilities, especially those who are dually identified, are receiving all the services and supports as outlined in their IEP plans. **Scope:** LEA-wide		
1-8a	**Action:** Site Based Student Achievement Support- Site Allocations **Need:** Schools within the LEA that received the lowest performance level on ELA, Math and/or Chronic Absenteeism state indicators on the 2025 Dashboard: • Colonel Mitchell Paige Middle (Math) • Desert Ridge Academy (Chronic Absenteeism) • Dr. Reynaldo J. Carreon Jr. Academy (Chronic Absenteeism) • Herbert Hoover Elementary (ELA) • Indio Middle School (Math, ELA) • James Earl Carter Elementary (Chronic Absenteeism) • James Madison Elementary (ELA, Math, Chronic Absenteeism) • John F. Kennedy Elementary (Math) • La Quinta Middle (Chronic Absenteeism) • Shadow Hills High (Math) • Summit High (Continuation) (ELA, Math)	In order for school sites to address the specific needs of the EL, LTEL, SED, and/or FY students on their campus, each school will conduct a needs analysis and develop a strategic plan to address the gaps in ELA, Math, and/or Chronic Absenteeism for their EL, LTEL, SED and/or FY students. School sites will include actions in their SPSA that are specific supports for their unduplicated students to ensure that the additional LCFF funding, which is allocated to each site based on their unduplicated student count, is aligned to increase success on dashboard indicators for ELA, Math, and/or Chronic Absenteeism. SPSAs are reviewed and approved by each site's School Site Council (SSC) and English Learner Advisory Committee (ELAC) before being reviewed at the district, county and state level. Targeted support will be provided from the district to the 20 schools with red indicators in ELA, Math and/or Chronic absenteeism as well as to LTEL and AA student groups in the form of tailored actions to support schools in meeting growth, progress monitoring review and adjustments of	Metric 1.3: CA Dashboard ELA Metric 1.4: CA Dashboard Math Metric 3.5: Data Quest Chronic Absenteeism

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	• Thomas Jefferson Middle School (ELA, Math) EL, LTEL, SED and/or FY students within a school within the LEA that received the lowest performance level on ELA, Math and/or Chronic Absenteeism state indicators on the 2025 Dashboard: • Benjamin Franklin Elementary: EL (Chronic Absenteeism) • Colonel Mitchell Paige Middle: SED (Math), LTEL (Chronic Absenteeism) • Desert Ridge Academy: LTEL (ELA, Math, Chronic Absenteeism), EL (Chronic Absenteeism), SED (Chronic Absenteeism) • Dr. Reynaldo J. Carreon Jr. Academy: EL (Chronic Absenteeism), SED (Chronic Absenteeism) • Gerald R. Ford Elementary: EL (Chronic Absenteeism), SED (Chronic Absenteeism) • Harry S. Truman Elementary: EL (Chronic Absenteeism) • Herbert Hoover Elementary: SED (ELA), EL (Chronic Absenteeism) • Indio High: EL (ELA, Math), LTEL (Math) • Indio Middle: EL (ELA, Math), SED (ELA, Math), LTEL (Math) • James Earl Carter Elementary: EL (Chronic Absenteeism), SED (Chronic Absenteeism)	strategies, and ongoing reflection on student initiatives and their progress. This action will be implemented districtwide since all students can benefit from school identified actions and supports based on the specific school site's needs and progress monitored throughout the year for fidelity and adjustment. This action will additionally support student groups with red performance indicators in Math, ELA and/or Chronic Absenteeism LEA-wide, as well as African American students who have been called out for differentiated assistance in academics and chronic absenteeism, and SWD, Homeless, and Hispanic student groups which also fall below the all student group in distance from standard in both Math and ELA as well as higher Chronic Absenteeism rates.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	• James Madison Elementary: EL (ELA, Math, Chronic Absenteeism), SED (ELA, Math, Chronic Absenteeism) • John F. Kennedy Elementary: SED (ELA, Math), EL (Math) • John Glenn Middle School of International Studies: LTEL (ELA, Math) • La Quinta High: EL (ELA), LTEL (ELA) • La Quinta Middle: LTEL (ELA, Chronic Absenteeism), EL (Chronic Absenteeism), SED (Chronic Absenteeism) • Lyndon B. Johnson Elementary: SED (ELA) • Palm Desert High: EL (ELA, Math) • Shadow Hills High: EL (ELA, Math), LTEL (Math), SED (Math) • Summit High (Continuation): SED (ELA, Math) • Thomas Jefferson Middle: EL (ELA, Math), SED (ELA, Math, Chronic Absenteeism), LTEL (Math, Chronic Absenteeism) Differentiated Assistance • LTEL (Chronic Absenteeism) • AA (Academics, Chronic Absenteeism) Schools within the LEA that received the lowest performance level on ELA, Math and/or Chronic Absenteeism state indicators on the 2023 Dashboard:		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	• Amistad High (Continuation) (ELA, Math) • Colonel Mitchell Paige Middle (Chronic Absenteeism, Math) • Desert Ridge Academy (Math) • Herbert Hoover Elementary (Math) • Indio High (Math) • Indio Middle School (Math) • John F. Kennedy Elementary (ELA, Math) • John Glenn Middle School of International Studies (Chronic Absenteeism) • Summit High (Continuation) (ELA) • Theodore Roosevelt Elementary (ELA) • Thomas Jefferson Middle School (ELA) EL, LTEL, SED and/or FY students within a school within the LEA that received the lowest performance level on ELA, Math and/or Chronic Absenteeism state indicators on the 2023 Dashboard: • Abraham Lincoln Elementary: EL (ELA) • Amistad High (Continuation): SED (ELA, Math) • Andrew Jackson Elementary: EL (ELA), SED (ELA) • Benjamin Franklin Elementary: EL (ELA) • Colonel Mitchell Paige Middle: EL (ELA, Math, Chronic Absenteeism), SED (Math)		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	• Desert Ridge Academy: EL (ELA, Math), SED (Math) • Herbert Hoover Elementary: EL (Math), SED (Math) • Indio High: EL (Math), SED (Math) • Indio Middle: EL (ELA, Math), SED (Math) • James Earl Carter Elementary: EL (Chronic Absenteeism) • James Madison Elementary: EL (ELA), SED (ELA, Math) • James Monroe Elementary: EL (ELA) • John F. Kennedy Elementary: EL (ELA, Math), SED (ELA, Math) • John Glenn Middle School of International Studies: EL (Chronic Absenteeism), SED (Chronic Absenteeism) • La Quinta High: EL (ELA) • Martin Van Buren Elementary: EL (Chronic Absenteeism) • Theodore Roosevelt Elementary: EL (ELA), SED (ELA) • Thomas Jefferson Middle: SED (ELA) **Scope:** LEA-wide		
1-9a	**Action:** Early Childhood Educational Programs **Need:** An analysis of the CA Dashboard data in ELA and Math indicate performance gaps for EL, LTEL, SED, and FY students as compared to	Research consistently shows that high-quality preschool programs significantly improve long-term educational outcomes, specifically for students who face systemic barriers such as EL or SED students. To ensure that these unduplicated students have access and a strong foundation in their education, it is necessary to continue to	Spring DRDP

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	the All student group, highlighting ongoing disparities and the need for improvement in order to close these gaps. 2024/2025 CAASPP ELA • DSUSD: -34 points below standard • EL: -76.1 points below standard • LTEL: -131.4 points below standard • SED: -47.1 points below standard • Foster Youth: -65.6 points below standard 2024/2025 CAASPP Mathematics • DSUSD: -77.5 points below standard • EL: -116.3 points below standard • LTEL: -194.9 points below standard • SED: -90.9 points below standard • Foster Youth: -94.8 points below standard A root cause and needs based analysis for EL and SED students indicated that providing access to EL and SED students at the preschool level should have lasting impacts on student achievement as they entered the school system. Based on an analysis of the DRDP results from the preschool level, gaps between three and five-year-old preschool attendees closed as they attended the program, thus affirming the continued need to prioritize these early learning needs. Students at or above "Building Middle" performance level Spring DRDP	implement a high-quality preschool program within DSUSD. In order to ensure an equitable education for EL and SED students upon entering the traditional school system where opportunity gaps are already closed or performance is on par with non-EL and non-SED peers, early learning preschool programs will continue to be funded at DSUSD. In addition, in order to ensure opportunity gaps are not present when preschool children begin traditional school, preschool educators will continue to participate in LETRS training which provides the educators with deep theoretical and practical knowledge about how children learn to read, enabling them to apply research-based practices as well as understand what preschool age children will be learning as they enter elementary school. This action is being offered on a districtwide basis in order to ensure that all academic supports are integrated and aligned across all preschool settings to create consistent and supportive learning environments.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	2024/2025 Language and Literacy Development • 3 year olds: 57% • 4 year olds: 86% • 5 year olds: 97% 2024/2025 Cognition: Math • 3 year olds: 57% • 4 year olds: 83% • 5 year olds: 100% Students at or above "Building English" performance level Spring DRDP 2024/2025 English Language Development • 3 year olds: 58% • 4 year olds: 71% • 5 year olds: 94% **Scope:** LEA-wide		
2-1a	**Action:** Course Access/Advanced Programs- AP **Need:** Data from the 2025 California Dashboard indicates that while opportunity gaps are narrowing, gaps continue to exist for SED students in UC/CSU Requirements and CCI, indicating a continued need to support SED students by providing equitable course access and support to rigorous teaching, programs, and progress monitoring in order to increase college enrollment options, and increase skills	Advanced Placement (AP) is an evidence-based program which utilizes Evidence-Based Standard Setting (EBBS) to align with college-level expectations. Courses must adhere to evidence-based frameworks. Research on students who take AP courses in high school indicate that overall students have a higher college GPA, better four-year graduation rates, and are more likely to demonstrate stronger academic readiness. Even students who take an AP exam and score a 1 or 2 are more likely to enroll in a four-year college. Additionally, since AP	Metric 2.5: UC/CSU A-G Entrance Req. Completion Rate Metric 2.14: CA Dashboard CCI AP Participation Rates

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	necessary to be successful in future options. Since 79.4% of students in DSUSD are SED, the need to support this group of students represents a large majority for the district. 2024/2025 Data Quest Four-Year UC/CSU Requirement Met • All Students: 61.4% (1293/2249) • SED: 57.7% (1030/1916) 2024/2025 CCI Prepared • All students 56.4% • SED: 52.7% 2025/2026 AP Participation (Based on Semester 1 Enrollment) • SED: 64.6% Additionally, educational partner feedback advocated for students to have access to highly rigorous courses of study that will help them for college and career. **Scope:** LEA-wide	courses promote stronger writing and critical thinking skills, students who take AP courses are better prepared for introductory college courses and often perform better in them. In order to provide access to rigorous college-level experiences for SED students, AP courses are offered at all traditional high schools in the district in. AP courses can be extremely beneficial to SED students because in addition to providing rigorous teaching, reading and writing opportunities, they also provide an opportunity for students to take the AP exams and earn potential college credit and improved college admission prospects. Since 79.4% of students in DSUSD are socioeconomically disadvantaged, DSUSD is committed to offering and expanding AP courses and exams through multiple different courses offered at each school site and fee waivers provided to students in order to remove any financial barrier that might prevent students from enrolling in rigorous college-preparatory courses or participating in AP exams This action is being provided district-wide because all students benefit from having access to AP courses.	
2-1b	**Action:** Course Access/Advanced Programs-IB **Need:** Data from the California Dashboard indicate that Desert Sands Unified School District has opportunity gaps in UC/CSU Requirements and CCI for EL, LTEL, SED, and Foster Youth	The International Baccalaureate (IB) program is a research-based program that demonstrates improved critical thinking, fosters academic adjustment to college-level rigor, and develops writing skills. The IB program is offered at two different elementary schools, one middle school and one	Metric 2.5: UC/CSU A-G Completion Rate Metric 2.14: CA Dashboard CCI

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	students, indicating a need to support our most underserved student populations by providing equitable course access and support to rigorous teaching, programs, and progress monitoring in order to increase college enrollment options, and increase skills necessary to be successful in future options. 2024/2025 Data Quest Four-Year UC/CSU Requirement Met • All Students: 61.4% (1293/2249) • EL: 33% (127/450) • SED: 57.7% (1030/1916) • Foster Youth: 44% (11/27) 2024/2025 CCI Prepared • All students 56.4% • EL: 24.7% • LTEL: 24.7% • SED: 52.7% • Foster Youth: 33.3% 2025/2026 IB Participation (Based on Semester 1 Enrollment) • EL: 4.3% • SED: 71.5% • Foster Youth: 0.1% Additionally, educational partner feedback advocated for students to have access to highly rigorous courses of study that will help them for college and career. **Scope:**	high school as an option for the DSUSD community, with schools providing this program accredited by the International Baccalaureate Organization. From kindergarten through 12th grade, the IB program is globally recognized for its inquiry-based learning approach, commitment to international mindedness and cultural appreciation, and it's rigorous academic preparation. The IB program is highly beneficial for SED students, African American students, and Hispanic students, with data showing that they are significantly more likely to enroll in college immediately after high school compared to peers not in the program. Additionally, students who participated in an IB program in high school also showed improved retention in college, and better graduation rates from a college or university. This program can also be beneficial for EL and LTEL students as long as they have a proficient grasp of the English language as it fosters multilingualism. The IB programs often promote bilingual education and they foster a sense of cultural responsiveness, helping students understand their own identity while encouraging a global perspective, thus validating the multicultural background of many EL students. At La Quinta High School, the IB program is provided to ensure that all EL, LTEL, SED, and FY students have the opportunity to enroll in at least one IB class either through their junior year English course and/or through the AVID program which offers a crossover course that includes	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Schoolwide	Theory of Knowledge within the AVID elective so students can earn AVID and IB credit. This approach ensures that all students have access to IB and the rigorous program while also building skills for college and career post high school. 2024/2025 Data Quest Four-Year UC/CSU Requirement Met-La Quinta High School • All Students: 71.5% • EL: 46.8% • SED: 69.1% • Foster Youth: * 2024/2025 CCI Prepared-La Quinta High School • All students 70.6% • EL: 36.2% • LTEL: 35.6% • SED: 67.8% • Foster Youth: * *Data not displayed for privacy This action is being offered on a districtwide basis because DSUSD is a district of choice, allowing all students to transfer to schools that they want to be in. Additionally, all students within the four schools where IB is offered have access to the Primary Years Program, Middle Year Program, and Diploma Program for IB.	
2-1d	**Action:** Course Access/Advanced Programs-GATE **Need:** Academic dashboard indicators for SED, EL, and FY Gate students indicates a need to	Gifted and Talented Education (GATE) students need tailored instruction in order to meet their specific learning needs. If this is not provided, GATE students may become bored, frustrated, and disengaged within the school setting, leading to underachievement and/or behavior incidents.	Number of GATE Certified Teachers Parent Participation at GATE parent meetings

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	increase access to differentiated and rigorous instruction for EL, SED, and FY students participating in GATE programs. To address this need, the district will provide teacher training and certification opportunities focused on meeting the unique academic and social-emotional needs of these underrepresented gifted student groups. **Scope:** LEA-wide	In order to ensure that EL, SED, and FY GATE students at each grade level are receiving the proper support and instruction, the district will be training and certifying one teacher per grade level in all elementary schools with a future plan to move this training to secondary. This ensures that advanced learners and GATE students within the unduplicated student population will be provided with meaningful opportunities to maximize their academic growth. Instruction will be tailored to their unique learning needs through targeted differentiation and support, including access to enriched content, complex tasks, and instructional strategies that foster higher-order thinking, innovation, and problem-solving. In addition to the district training for teachers, the district will fund two events specifically designed for EL, SED, and FY GATE students and families, as well as two districtwide parent meetings. These events offer valuable opportunities for learning, connection, and celebration for the most underserved student populations, offer opportunities to support students inside and outside the classroom and also builds connections to families. This action is provided district-wide because all students benefit from differentiating instruction and providing additional activities in the classroom.	
2-2c	**Action:** Opportunities Outside of Traditional Program-Ophelia Project	Research indicates that mentorship programs for high school students are evidence-based and can improve academic outcomes, increase school engagement, and support social-emotional	Metric 2.1: CA Dashboard Grad Rate* Metric 2.5: UC/CSU A-G Completion Rate*

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: DataQuest reports that 79.4% of all DSUSD students are SED, with 49% of those students being female. Data from the California Dashboard indicates a need to continue efforts to close the opportunity gap for SED students for graduation, A-G completion requirements and CCI. 2024/2025 CA Dashboard Grad Rate • All students 93.7% • SED: 93.2% 2024/2025 Data Quest Four-Year UC/CSU Requirement Met • All Students: 61.4% (1293/2249) • SED: 57.7% (1030/1916) 2024/2025 CCI Prepared • All students 56.4% • SED: 52.7% Additionally, based on educational partner feedback, there is a need for SED female students to have access to programs that intentionally expand access to opportunities that support academic success and future readiness through meaningful enrichment experiences—including mentoring, field trips, motivational speakers, and other opportunities that can be barriers for SED students to experience.	development. Mentored youth often show higher grades, better attendance, and increased resilience with long-term impacts leading to a 15% increase in earnings and a 10% increase in college enrollment. DSUSD has a long-standing partnership with The Ophelia Project. The Ophelia Project is a 5-year, in-school team mentoring program for at-risk girls in grades 8-12. It empowers girls, improves academic performance, and provides women leaders to serve as mentors. DSUSD is committed to ensuring SED students have equitable access to resources that broaden their learning and postsecondary pathways. The partnership with the Ophelia Project provides SED students opportunities that can be especially impactful for female students by providing access to positive role models, leadership development, and exposure to a wide range of college and career options, helping to build confidence, aspiration, and equitable participation in future academic and professional fields. 2024-25 Ophelia Project Graduation Cohort Data Grad Rate 94.4% CCI Prepared 88.9% CCI Approaching Prepared 0.5% A-G Met 88.3% This action is being provided district-wide because all students benefit from having access to additional enrichment and mentoring options.	Metric 2.14: CA Dashboard CCI* *for Ophelia Participants

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
2-2d	**Action:** Opportunities Outside of Traditional Program-Gents Alliance **Need:** DataQuest reports that 79.4% of all DSUSD students are SED, with 51% of those students being male. Data from the California Dashboard indicates a need to continue efforts to close the opportunity gap for SED students for graduation, A-G completion requirements and CCI. 2024/2025 CA Dashboard Grad Rate • All students 93.7% • SED: 93.2% 2024/2025 Data Quest Four-Year UC/CSU Requirement Met • All Students: 61.4% (1293/2249) • SED: 57.7% (1030/1916) 2024/2025 CCI Prepared • All students 56.4% • SED: 52.7% Additionally, based on educational partner feedback, there is a need for SED male students to have access to programs that intentionally expand access to opportunities	Research indicates that mentorship programs for high school students are evidence-based and can improve academic outcomes, increase school engagement, and support social-emotional development. Mentored youth often show higher grades, better attendance, and increased resilience with long-term impacts leading to a 15% increase in earnings and a 10% increase in college enrollment. DSUSD has a long-standing partnership with Gents Alliance. The program directly provides services to male high school students who need additional support to ensure they are engaged in school, have male role models that support them academically and social-emotionally, and provide education and support to ensure students do not drop out of school and continue to graduate and pursue post-high school college and career pathways. DSUSD is committed to ensuring SED students have equitable access to resources that broaden their learning and postsecondary pathways. The partnership with Gents Alliance provides SED students opportunities that can be especially impactful for male students as SED male students are more likely to have limited positive male role models, have more behavioral issues that result in suspension and expulsion, and are more likely to be diagnosed with a learning disability. Male students often face higher career barriers, with low	Metric 2.1: CA Dashboard Grad Rate* Metric 2.5: UC/CSU A-G Completion Rate* Metric 2.14: CA Dashboard CCI* *for Gents Alliance Participants

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	that support academic success and future readiness through meaningful enrichment experiences—including mentoring, field trips, motivational speakers, and other opportunities that can be barriers for SED students to experience. **Scope:** LEA-wide	self-efficacy regarding their future, and they are less likely to graduate from high school or attend college. 2024-25 Gents Alliance Graduation Cohort Data Grad Rate 88.1% CCI Prepared 40.7% CCI Approaching Prepared 6.8% A-G Met 33.9% This action is being provided district-wide because all students benefit from having access to additional enrichment and mentoring options.	
2-3a	**Action:** Career Technical Education-Director **Need:** Data from the 2025 California Dashboard indicate that Desert Sands Unified School District is performing above the state average in CCI, with district performance 4.7% above the state average. However, EL, LTEL, SED and FY students lag behind the All Student group in CTE enrollment, CTE Completers and CCI, highlighting the need to provide additional opportunities for students to leverage in order to qualify as "prepared" and be able to successfully enter college or the career of their choice. 2024/2025 California Dashboard CTE Completers • All Students: 23.9% (539/2254) • EL: 14.7% (66/450) • LTEL: 15.9% (62/389)	CTE programs significantly help SED, EL, LTEL and FY students by increasing school engagement, reducing dropout rates, and increasing graduation rates. High-quality CTE programs provide hands-on learning and make school more relevant, specifically for students from low-income backgrounds. Additionally, CTE programs are highly beneficial for EL students as the programs provide an opportunity for language acquisition through hands-on, contextual learning. Students are able to use technical language in real-world scenarios, which improves their academic language as well as their options for post-high school options. In order to ensure that EL, LTEL, SED and FY students have equitable access to CTE programs, the Director of College and Career Readiness oversees the recruitment and preparation of EL, LTEL, SED and FY students, ensuring that unduplicated students have equitable access to all pathways and courses. Additionally, the Director of	Metric 2.4: CTE Program Completion Rate Metric 2.14: CA Dashboard CCI Enrollment in CTE courses

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	• SED: 23.4% (449/1921) • Foster Youth: 7.4% (2/27) 2024/2025 CCI Prepared • All Students: 56.4% (1267/2248) • EL: 24.7% (111/449) • LTEL: 24.7% (96/388) • SED: 52.7% (1009/1915) • Foster Youth: 33.3% (9/27) 2025/2026 CTE Enrollment (Semester 1) • EL: 7% • SED: 76% • Foster Youth: 0% **Scope:** LEA-wide	College and Career Readiness oversees progress monitoring for EL, LTEL, SED and FY students for success in the courses and completion rates as well as ensuring open communication between EL, LTEL, SED and FY students in order to adjust programs as needed and explore additional pathways of high interest to students and support in the community. This action is provided district-wide because CTE education provides programs and pathways that benefit all district students.	
2-3b	**Action:** Career Technical Education-Military Sci. **Need:** Data from the 2025 California Dashboard indicate that Desert Sands Unified School District is performing above the state average in CCI, with district performance 4.7% above the state average. However, EL, LTEL, SED and FY students lag behind the All Student group in CCI, highlighting the need to provide additional opportunities for students to leverage in order to qualify as "prepared" and be able to successfully enter college or the career of their choice. 2024/2025 CCI Prepared	DSUSD is committed to expanding access to high-quality educational programs for unduplicated students. Based on highly positive student feedback and participation in the program, this presents a valuable opportunity to leverage student interest in Military Science and to increase course completion rates among EL, LTEL, SED, and FY students, thereby strengthening their College and Career Indicator (CCI) outcomes and long-term success. This action will fund EL, LTEL, SED, and FY student participation in the required overnight California Cadet Corps training camp in San Luis Obispo. This camp is part of the Military Science program and provides students the opportunity to engage in academic and technical instruction	Metric 2.4: CTE Program Completion Rate (Military Science) Metric 2.14: CA Dashboard CCI

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	• All Students: 56.4% (1267/2248) • EL: 24.7% (111/449) • LTEL: 24.7% (96/388) • SED: 52.7% (1009/1915) • Foster Youth: 33.3% (9/27) Additionally, student feedback and engagement in the CTE Military Science program rates this program highly and is a popular option, specifically for the unduplicated student population. **Scope:** LEA-wide	focused on career awareness, exploration, and skill development in the Public Safety and Law Enforcement fields. They gain knowledge and apply skills through classroom learning, field training, and project-based instruction. This action is provided district-wide because the CTE Military Science pathway is offered to all students and can benefit all.	
2-3c	**Action:** Career Technical Education- APs **Need:** Data from the 2025 California Dashboard indicate that Desert Sands Unified School District is performing above the state average in CCI, with district performance 4.7% above the state average. However, EL, LTEL, SED and FY students lag behind the All Student group in CTE enrollment, CTE Completers and CCI, highlighting the need to provide additional opportunities for students to leverage in order to qualify as "prepared" and be able to successfully enter college or the career of their choice. 2024/2025 California Dashboard CTE Completers • All Students: 23.9% (539/2254)	CTE programs significantly help SED, EL, LTEL and FY students by increasing school engagement, reducing dropout rates, and increasing graduation rates. High-quality CTE programs provide hands-on learning and make school more relevant, specifically for students from low-income backgrounds. Additionally, CTE programs are highly beneficial for EL students as the programs provide an opportunity for language acquisition through hands-on, contextual learning. Students are able to use technical language in real-world scenarios, which improves their academic language as well as their options for post-high school options. In order to ensure equitable access to CTE courses and pathways for EL, LTEL, SED, and FY students at the school sites, an Assistant Principal (AP) will be placed at each high school site as a dedicated CTE AP. The CTE APs will oversee the	Metric 2.4: CTE Program Completion Rate Metric 2.14: CA Dashboard CCI Enrollment in CTE courses

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	• EL: 14.7% (66/450) • LTEL: 15.9% (62/389) • SED: 23.4% (449/1921) • Foster Youth: 7.4% (2/27) 2024/2025 CCI Prepared • All Students: 56.4% (1267/2248) • EL: 24.7% (111/449) • LTEL: 24.7% (96/388) • SED: 52.7% (1009/1915) • Foster Youth: 33.3% (9/27) 2025/2026 CTE Enrollment (Semester 1) • EL: 7% • SED: 76% • Summit High (Continuation) **Scope:** LEA-wide	recruitment, implementation, progress monitoring and effectiveness of CTE courses and pathways for EL, LTEL, SED, and FY students and prioritize expanding unduplicated student enrollment, improving CCI Indicator outcomes and increasing CTE Pathway completion. This action will be implemented districtwide since all students can benefit from strengthened site-level oversight and support of CTE programs.	
2-3f	**Action:** Career Technical Education-Pathways **Need:** Based on a review of data, EL, LTEL and FY students lag behind the All Student group in CTE Completers with SED students close to being on par with the All Student group. There is a need to continue to provide access to career pathways for all unduplicated student groups to promote access for students to move seamlessly into career paths with the appropriate skills and licensures.	CTE Pathways are beneficial for high schoolers because they bridge classroom learning with real-world, hands-on experience. Participating in a CTE Pathway has shown success in higher graduation rates and higher attendance. This is especially important for SED, EL, LTEL, and FY students as they provide a direct, low-cost route to high-wage, in-demand careers. Participating in CTE programs also benefits EL and LTEL students who are able to gain technical language skills and increase speaking, reading, listening, and writing skills that is congruent with a work-related skill set. Additionally, the expansion of CTE Pathways to the middle school levels helps students foster	Metric 2.4: CTE Program Completion Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	2024/2025 California Dashboard CTE Completers • All Students: 23.9% (539/2254) • EL: 14.7% (66/450) • LTEL: 15.9% (62/389) • SED: 23.4% (449/1921) • Foster Youth: 7.4% (2/27) Additionally, educational partner feedback advocated for students to have access to career pathways that would allow students to move directly from high school into a career with the appropriate skills and licensures. **Scope:** Schoolwide	early career exploration, develop critical thinking and collaboration skills, and increase student engagement with relevant and hands-on learning that helps boost confidence and resilience. For SED, EL, LTEL and FY students in middle school, participating in pre-CTE pathways increases engagement and relevance. In order to provide access to EL, LTEL, SED and FY students to make a seamless transition from high school into a career of their choice with both technical and essential workplace skills, DSUSD specifically funds specific programs at specific campuses: Indio High: Agriscience, Engineering, Health Science, IMPACT (Digital Media), Networking Palm Desert High: Environmental Engineering, Film, Audio & Broadcasting, Health Careers, Professional Dance, Professional Music, Professional Theatre Summit High: Cosmetology, Early Childhood Education, Welding Shadow Hills High: Computer Science, Public Service – Dispatch, Education, Emergency Management, Technology Landscape Management La Quinta High: Culinary, Digital Media Production, Medical Health, Networking, Public Service	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		Amistad High: Automotive Technology, Building and Construction Trades, HVAC, Logistics Colonel Mitchell Paige: Digital Media, Career Exploration Desert Ridge Academy: Emergency Management Indio Middle: Patient Care, Digital Media Thomas Jefferson: Digital Media This action is implemented districtwide, as all students benefit from the enhanced skills and knowledge that CTE pathways provide.	
2-4c	**Action:** College-Going Culture/Broad Course of Study-PD for Counselors **Need:** Data from 2024/2025 DataQuest for UC/CSU A-G Requirements indicate that while EL, LTEL, SED, and FY students have improved their A-G completion rate, they still lag behind the All student group in meeting A-G requirements upon graduation. In addition to the A-G requirements being the minimum to apply to a UC or CSU campus, the 15 courses are also rigorous foundational skills that build critical thinking, reading, writing, and math skills which are pertinent for any successful college or career transition. 2024/2025 UC/CSU A-G Requirements Met • All Students: 61.4% (1293/2249)	Unduplicated students often lack the information or resources needed to explore post-high school options on their own. High school counselors play a significant role in providing guidance on next steps after high school. In order to support EL, LTEL SED, and FY students, counselors will receive ongoing professional development to enhance counselors' capacity to monitor unduplicated students through their high school career by validating grades, providing 1:1 support, and ensuring that courses are available so students can complete A-G requirements. Additionally, as a support for EL and LTEL students, counselors will receive training on best practices for building the master schedule in order to ensure that all EL and LTEL students have equitable access to electives and rigorous courses, as well as highly qualified teachers and ELD programs. Because the ELD course has to be	Metric 2.5: UC/CSU A-G Completion Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	• EL: 33% (127/450) • SED: 57.7% (1030/1916) • Foster Youth: 44% (11/27) Additionally, a needs assessment conducted by the district indicated that counselors needed additional training to better support EL, LTEL, SED and Foster Youth students to increase A-G completion rates. Differentiated Assistance • LTEL (ELPI) • AA (Academics) **Scope:** LEA-wide	taken, it oftentimes limits the courses that EL and LTEL students are able to take part in. Counselor training and deliberate master schedule reviews are necessary in order to ensure EL and LTEL students have equitable access. This action is implemented districtwide, as all students benefit from the enhanced skills and knowledge that counselors gain through ongoing professional development. Additionally, this action will support African American students and LTEL students who have been called out for differentiated assistance in academics and ELPI in order to ensure they have access to rigorous courses and understand the requirements in order to meet A-G.	
2-4d	**Action:** College-Going Culture/Broad Course of Study-AVID Training **Need:** Data from the California Dashboard indicate that Desert Sands Unified School District has opportunity gaps in UC/CSU Requirements and CCI for EL, LTEL, SED, and Foster Youth students. While unduplicated students have improved their A-G completion rate, they still lag behind the All student group in meeting A-G requirements upon graduation. In addition to the A-G requirements being the minimum to apply to a UC or CSU campus, the 15 courses are also rigorous foundational skills that build critical thinking, reading, writing, and math skills which are pertinent for any successful	AVID is a college-readiness program designed to support academic growth in underrepresented, middle-achieving students. The program's practices, such as WICOR (Writing, Inquiry, Collaboration, Organization, and Research) are backed by research and demonstrate positive impacts on student engagement, high school graduation, and college enrollment rates. Additionally, AVID on school campuses promotes a "college-going culture" which focuses on awareness of college entrance requirements and benefits of being college ready and future focused. In order to support EL, LTEL, SED, and FY students to obtain the necessary foundational skills that build critical thinking, reading, writing, and math, DSUSD offers AVID as an elective in Kindergarten through Grade 12. The AVID elective	Metric 2.5: UC/CSU A-G Completion Rate* 2.14: CA Dashboard CCI* *AVID participants

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	college or career transition. Additionally, EL, LTEL, SED, and FY students have opportunity gaps on the CCI prepared indicator, demonstrating a need to offer supports and resources for unduplicated students to have access to courses that provide post-high options that include college. 2024/2025 UC/CSU A-G Requirements Met • All Students: 61.4% (1293/2249) • EL: 33% (127/450) • SED: 57.7% (1030/1916) • Foster Youth: 44% (11/27) 2024/2025 CCI Prepared • All Students: 56.4% (1267/2248) • EL: 24.7% (111/449) • LTEL: 24.7% (96/388) • SED: 52.7% (1009/1915) • Foster Youth: 33.3% (9/27) **Scope:** LEA-wide	offers access to a broad course of study that includes a focus on A-G requirements and being college ready. AVID supports unduplicated students by building rigor, providing structured supports such as focused note-taking, academic language development, organization, inquiry based learning, and goal setting--strategies that are particularly effective for students who may lack access to college-going systems or academic mentorship outside of school. For EL and LTEL students, AVID emphasizes language-rich instruction and collaborative learning, which promotes academic discourse and literacy development. For SED and FY students, AVID provides a consistent system of support, mentorship, and high expectations—key factors in navigating challenges related to mobility, trauma, or limited educational resources. Continued investment in AVID helps ensure that unduplicated students receive the tools, encouragement, and access needed to excel in advanced coursework and pursue college and career pathways. This action will be implemented districtwide since all students can benefit from access to the AVID program. This action will additionally support student groups with red performance indicators in ELA, Math and/or ELPI LEA-wide.	
2-4e	**Action:** College-Going Culture/Broad Course of Study-AVID Project Facilitators **Need:**	In order to ensure EL, LTEL, SED and FY students are supported with additional strategies, scaffolds, and supports in the AVID program, AVID project facilitators will oversee the recruitment, implementation, ongoing professional development, progress monitoring and	Metric 2.5: UC/CSU A-G Completion Rate* 2.14: CA Dashboard CCI* *AVID participants

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Data from the California Dashboard indicate that Desert Sands Unified School District has opportunity gaps in UC/CSU Requirements and CCI for EL, LTEL, SED, and Foster Youth students. While unduplicated students have improved their A-G completion rate, they still lag behind the All student group in meeting A-G requirements upon graduation. In addition to the A-G requirements being the minimum to apply to a UC or CSU campus, the 15 courses are also rigorous foundational skills that build critical thinking, reading, writing, and math skills which are pertinent for any successful college or career transition. Additionally, EL, LTEL, SED, and FY students have opportunity gaps on the CCI prepared indicator, demonstrating a need to offer supports and resources for unduplicated students to have access to courses that provide post-high options that include college. 2024/2025 UC/CSU A-G Requirements Met • All Students: 61.4% (1293/2249) • EL: 33% (127/450) • SED: 57.7% (1030/1916) • Foster Youth: 44% (11/27) 2024/2025 CCI Prepared • All Students: 56.4% (1267/2248) • EL: 24.7% (111/449) • LTEL: 24.7% (96/388) • SED: 52.7% (1009/1915) • Foster Youth: 33.3% (9/27) **Scope:**	effectiveness of the AVID program at all sites. The AVID project facilitators will prioritize expanding unduplicated student enrollment, improving UC/CSU A-G completion rates and improving CCI Indicator outcomes for all EL, LTEL, SED, and FY students enrolled in AVID. Additionally, middle and high schools will receive ongoing professional development as needed in AVID Emerge, which includes supplemental AVID resources specifically designed to support English Language Development (ELD). This action will be implemented districtwide since all students can benefit from access to the AVID program. This action will additionally support student groups with red performance indicators in ELA, Math and/or ELPI LEA-wide.	

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	LEA-wide		
2-4g	**Action:** College-Going Culture/Broad Course of Study-APEX/Edgenuity **Need:** Data from DataQuest for EL, SED, and FY students in high school indicate opportunity gaps in Chronic Absenteeism as compared to the All Student group for grades 9-12. Additionally, graduation rates for EL, LTEL, SED, and FY students are lower than the All Student group, possibly due to high absenteeism, indicating a need for students who are not always able to complete coursework at school and, therefore, get behind in credits and graduation requirements to offer an alternative in order to allow students the opportunity to recover credits and stay on track. 2024/2025 DataQuest Chronic Absenteeism • All 9-12 Students: 33.8% • EL: 46.8% • SED: 37.3% • Foster Youth: 54.5% 2024/2025 CA Dashboard Grad Rate • All students 93.7% • EL: 85.6% • LTEL: 86.4% • SED: 93.2% • Foster Youth: 92.6%	DSUSD is committed to providing supports and additional opportunities for students to recover credits so students may graduate on time. In order to support SED, EL, LTEL and FY students, APEX and Edgenuity will be used in all high schools as part of the comprehensive plan to address the needs of unduplicated students who need additional time to complete coursework, due to attendance or personal circumstances. The online platforms support EL, LTEL, SED, and FY students by allowing for flexibility, providing an individualized approach that has learning scaffolds for embedded supports and accommodations, enhancing supports for EL and LTEL students, and providing struggling readers with a reduced reading load and added contextual and comprehension supports to increase retention and deeper understanding while recovering necessary credits in order to stay on track for graduation. This action is being provided districtwide to support all students in meeting credit requirements for graduation.	APEX/Edgenuity Completion Rate Metric 2.1: CA Dashboard Grad Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	2024/2025 APEX Courses Completion Rate (including Summer School) • Courses Started: 4501 • Courses Completed: 3494 • Completion Rate: 77.6% 2024/2025 EdGenuity Courses Completion Rate (including Summer School) • Courses Started: 2156 • Courses Completed: 2001 • Completion Rate: 92.8% **Scope:** LEA-wide		
2-4h	**Action:** College-Going Culture/Broad Course of Study-Waivers **Need:** Data from the California Dashboard indicates that 79.4% of the student population at Desert Sands Unified are SED students. Accessing AP, IB, SAT, ACT, transcripts, and college applications often presents a significant financial burden which can limit access to rigorous college prep courses, assessments that may increase college access and acceptance, and limitations in applying to more colleges, directly increasing access. Additionally, EL and FY students may lack access to college-going systems or academic mentorship outside of school that encourages a college-going mindset or culture. In order to	DSUSD is committed to ensuring that financial constraints do not prevent students from participating fully in rigorous courses, assessments, or college applications. By offering fee waivers to all qualifying SED students, DSUSD is ensuring equitable access to post-secondary options for students as well as maintaining a college-going culture at all campuses. To support SED students and provide access to assessments that may increase college acceptance and access, DSUSD provides fee waivers in order to provide a pathway to overcome systemic barriers, thereby promoting access to change their educational trajectory and continue to succeed post high-school. This action is being provided districtwide to support a college-going culture and equitable	Number of Waivers Provided

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	remove barriers and ensure ease and accessibility, it is important to provide access to assessments that may increase college access and acceptance for them as well. 2024/2025 Waivers Provided AP/IB Exams: 2,639 PSAT 8/9: 1,398 PSAT NMSQT 10/11: 1,096 **Scope:** Schoolwide	access for all students to higher educational learning.	
3-1a	**Action:** Improve School Attendance-Coordinator **Need:** Data from the 2024/2025 DataQuest indicates that EL, LTEL, SED, and FY students all experience higher Chronic Absenteeism rates as compared to the All Student group. This rate increases between K-8 and 9-12, indicating that students are not improving the longer they are in school. Chronic Absenteeism for EL, LTEL, SED and FY is a need that must be addressed K-12. 2024-25 DataQuest Chronic Absenteeism • All K-8 Students: 27.1% • EL: 29.2% • LTEL: 37% • SED: 30% • Foster Youth: 36.8% • All 9-12 Students: 33.8%	Research shows that consistent school attendance is a critical predictor of academic achievement, long-term success, and high school graduation, while chronic absenteeism (missing 10% or more of school days) severely hinders academic performance. Ensuring students are attending school is a key determinator in addressing opportunity gaps. Research also shows that for students who are considered at-risk, being chronically absent makes them less likely to read at grade level by grade three and four times more likely to dropout of high school. In order to provide progress monitoring, outreach efforts, and connections to community and school resources to address absences for EL, LTEL, SED, and FY students, the Coordinator of Child Welfare and Attendance is provided in order to oversee all initiatives and programs that monitor, track, and assist with efforts to reduce chronic absenteeism for EL, LTEL, SED, and FY students. The Coordinator of Child Welfare and Attendance	Metric 3.5: DataQuest Chronic Absenteeism

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	• EL: 46.8% • SED: 37.3% • Foster Youth: 54.5% Differentiated Assistance • LTEL (Chronic Absenteeism) • AA (Chronic Absenteeism) Schools that have red indicators in chronic absenteeism for EL, LTEL, SED, and/or FY on the 2025 Dashboard. • Benjamin Franklin Elementary: EL (Chronic Absenteeism) • Colonel Mitchell Paige Middle: LTEL (Chronic Absenteeism) • Desert Ridge Academy: LTEL (Chronic Absenteeism), EL (Chronic Absenteeism), SED (Chronic Absenteeism) • Dr. Reynaldo J. Carreon Jr. Academy: EL (Chronic Absenteeism), SED (Chronic Absenteeism) • Gerald R. Ford Elementary: EL (Chronic Absenteeism), SED (Chronic Absenteeism) • Harry S. Truman Elementary: EL (Chronic Absenteeism) • Herbert Hoover Elementary: EL (Chronic Absenteeism) • James Earl Carter Elementary: EL (Chronic Absenteeism), SED (Chronic Absenteeism) • James Madison Elementary: EL (Chronic Absenteeism), SED (Chronic Absenteeism)	works with the schools and parents to ensure communication and education as well as partnering with community agencies and assisting and modifying programs for students. Red indicator schools will work with the Coordinator of Child Welfare and Attendance to develop site wide plans to address their student groups, and the district will support the schools in monitoring efforts as well as education and resources to help ensure that each site is aware of students who are chronically absent. This action will be implemented districtwide since chronic absenteeism is a barrier to all students and their success in school. This action will additionally support student groups with red performance indicators in Chronic Absenteeism LEA-wide, as well as African American students who have been called out for differentiated assistance in Chronic Absenteeism, and SWD, Homeless, and Hispanic student groups which also have higher rates of absenteeism than the all student group in Chronic Absenteeism.	

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	• La Quinta Middle: LTEL (Chronic Absenteeism), EL (Chronic Absenteeism), SED (Chronic Absenteeism) • Thomas Jefferson Middle: SED (Chronic Absenteeism), LTEL (Chronic Absenteeism) Schools that have red indicators in chronic absenteeism for EL, SED, and/or FY on the 2023 Dashboard. • Colonel Mitchell Paige Middle: EL (Chronic Absenteeism) • James Earl Carter Elementary: EL (Chronic Absenteeism) • John Glenn Middle School of International Studies: EL (Chronic Absenteeism), SED (Chronic Absenteeism) • Martin Van Buren Elementary: EL (Chronic Absenteeism) **Scope:** LEA-wide		
3-1b	**Action:** Improve School Attendance-Red Indicators **Need:** Data from the 2024/2025 DataQuest indicates that EL, LTEL, SED, and FY students all experience higher Chronic Absenteeism rates as compared to the All Student group. This rate increases between K-8 and 9-12, indicating that students are not improving the	Research shows that consistent school attendance is a critical predictor of academic achievement, long-term success, and high school graduation, while chronic absenteeism (missing 10% or more of school days) severely hinders academic performance. Ensuring students are attending school is a key determinator in addressing opportunity gaps. Research also shows that for students who are considered at-risk, being chronically absent makes them less likely to read	Metric 3.5: DataQuest Chronic Absenteeism

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	longer they are in school. Chronic Absenteeism for EL, LTEL, SED and FY is a need that must be addressed K-12. 2024-25 DataQuest Chronic Absenteeism • All K-8 Students: 27.1% • EL: 29.2% • LTEL: 37% • SED: 30% • Foster Youth: 36.8% • All 9-12 Students: 33.8% • EL: 46.8% • SED: 37.3% • Foster Youth: 54.5% Differentiated Assistance • LTEL (Chronic Absenteeism) • AA (Chronic Absenteeism) Schools that have red indicators in chronic absenteeism for EL, LTEL, SED, and/or FY on the 2025 Dashboard. • Benjamin Franklin Elementary: EL (Chronic Absenteeism) • Colonel Mitchell Paige Middle: LTEL (Chronic Absenteeism) • Desert Ridge Academy: LTEL (Chronic Absenteeism), EL (Chronic Absenteeism), SED (Chronic Absenteeism) • Dr. Reynaldo J. Carreon Jr. Academy: EL (Chronic Absenteeism), SED (Chronic Absenteeism)	at grade level by grade three and four times more likely to dropout of high school. DSUSD is committed to building a culture and climate that promotes and supports school attendance. In order to address Chronic Absenteeism for EL, LTEL, SED, and FY students, the district has chosen to prioritize PBIS supports at all schools in the development, implementation, progress monitoring, and effectiveness measures of chronic absenteeism for EL, LTEL, SED, and FY students aligned to the PBIS system. This will include site plans that will be developed in teams between the school sites and the district to ensure that plans are in place to track and monitor effectiveness of the site PBIS plan in relation to improved attendance for EL, LTEL, SED, and FY students. The District will also support schools through monthly reports, awareness activities, and reflection time at leadership meetings. This action will be implemented districtwide since chronic absenteeism is a barrier to all students and their success in school. This action will additionally support student groups with red performance indicators in Chronic Absenteeism LEA-wide, as well as African American students who have been called out for differentiated assistance in Chronic Absenteeism, and SWD, Homeless, and Hispanic student groups which also have higher rates of absenteeism than the all student group in Chronic Absenteeism.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	• Gerald R. Ford Elementary: EL (Chronic Absenteeism), SED (Chronic Absenteeism) • Harry S. Truman Elementary: EL (Chronic Absenteeism) • Herbert Hoover Elementary: EL (Chronic Absenteeism) • James Earl Carter Elementary: EL (Chronic Absenteeism), SED (Chronic Absenteeism) • James Madison Elementary: EL (Chronic Absenteeism), SED (Chronic Absenteeism) • La Quinta Middle: LTEL (Chronic Absenteeism), EL (Chronic Absenteeism), SED (Chronic Absenteeism) • Thomas Jefferson Middle: SED (Chronic Absenteeism), LTEL (Chronic Absenteeism) Schools that have red indicators in chronic absenteeism for EL, SED, and/or FY on the 2023 Dashboard. • Colonel Mitchell Paige Middle: EL (Chronic Absenteeism) • James Earl Carter Elementary: EL (Chronic Absenteeism) • John Glenn Middle School of International Studies: EL (Chronic Absenteeism), SED (Chronic Absenteeism) • Martin Van Buren Elementary: EL (Chronic Absenteeism)		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Additionally, educational partner feedback noted that the high levels of chronic absenteeism from students led to students not being successful in school. They advocated for additional support to ensure students are in school and are accountable for their learning. **Scope:** LEA-wide		
3-1c	**Action:** Improve School Attendance-Site Attendance Lead (SAL) **Need:** Data from the 2024/2025 DataQuest indicates that EL, LTEL, SED, and FY students all experience higher Chronic Absenteeism rates as compared to the All Student group. This rate increases between K-8 and 9-12, indicating that students are not improving the longer they are in school. Chronic Absenteeism for EL, LTEL, SED and FY is a need that must be addressed K-12. 2024-25 DataQuest Chronic Absenteeism • All K-8 Students: 27.1% • EL: 29.2% • LTEL: 37% • SED: 30% • Foster Youth: 36.8% • All 9-12 Students: 33.8% • EL: 46.8%	Research shows that consistent school attendance is a critical predictor of academic achievement, long-term success, and high school graduation, while chronic absenteeism (missing 10% or more of school days) severely hinders academic performance. Ensuring students are attending school is a key determinator in addressing opportunity gaps. Research also shows that for students who are considered at-risk, being chronically absent makes them less likely to read at grade level by grade three and four times more likely to dropout of high school. In 2025/2026 this position has been streamlined from having a partial position at each school site to one project facilitator at the district office who will support EL, LTEL, SED, and FY students at each school site by working directly with the Site Attendance Clerk at each school to ensure efforts and supports are provided in an equitable and timely manner. The SAL Project Facilitator will oversee all Chronic Absenteeism and At-Risk of Chronic Absenteeism for EL, LTEL, SED, and FY students and work proactively as a liaison between	Metric 3.5: DataQuest Chronic Absenteeism

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	• SED: 37.3% • Foster Youth: 54.5% Differentiated Assistance • LTEL (Chronic Absenteeism) • AA (Chronic Absenteeism) Schools that have red indicators in chronic absenteeism for EL, LTEL, SED, and/or FY on the 2025 Dashboard. • Benjamin Franklin Elementary: EL (Chronic Absenteeism) • Colonel Mitchell Paige Middle: LTEL (Chronic Absenteeism) • Desert Ridge Academy: LTEL (Chronic Absenteeism), EL (Chronic Absenteeism), SED (Chronic Absenteeism) • Dr. Reynaldo J. Carreon Jr. Academy: EL (Chronic Absenteeism), SED (Chronic Absenteeism) • Gerald R. Ford Elementary: EL (Chronic Absenteeism), SED (Chronic Absenteeism) • Harry S. Truman Elementary: EL (Chronic Absenteeism) • Herbert Hoover Elementary: EL (Chronic Absenteeism) • James Earl Carter Elementary: EL (Chronic Absenteeism), SED (Chronic Absenteeism) • James Madison Elementary: EL (Chronic Absenteeism), SED (Chronic Absenteeism)	the district and school sites to reduce absence rates, provide school and community resources, and ensure there is communication between the district, school, and families. This action will be implemented districtwide since chronic absenteeism is a barrier to all students and their success in school. This action will additionally support student groups with red performance indicators in Chronic Absenteeism LEA-wide, as well as African American students who have been called out for differentiated assistance in Chronic Absenteeism, and SWD, Homeless, and Hispanic student groups which also have higher rates of absenteeism than the all student group in Chronic Absenteeism.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	• La Quinta Middle: LTEL (Chronic Absenteeism), EL (Chronic Absenteeism), SED (Chronic Absenteeism) • Thomas Jefferson Middle: SED (Chronic Absenteeism), LTEL (Chronic Absenteeism) Schools that have red indicators in chronic absenteeism for EL, SED, and/or FY on the 2023 Dashboard. • Colonel Mitchell Paige Middle: EL (Chronic Absenteeism) • James Earl Carter Elementary: EL (Chronic Absenteeism) • John Glenn Middle School of International Studies: EL (Chronic Absenteeism), SED (Chronic Absenteeism) • Martin Van Buren Elementary: EL (Chronic Absenteeism) **Scope:** LEA-wide		
3-1e	**Action:** Improve School Attendance-Attendance Clerks **Need:** Data from the 2024/2025 DataQuest indicates that EL, LTEL, SED, and FY students all experience higher Chronic Absenteeism rates as compared to the All Student group. This rate increases between K-8 and 9-12,	Research shows that consistent school attendance is a critical predictor of academic achievement, long-term success, and high school graduation, while chronic absenteeism (missing 10% or more of school days) severely hinders academic performance. Ensuring students are attending school is a key determinator in addressing opportunity gaps. Research also shows that for students who are considered at-risk, being chronically absent makes them less likely to read	Metric 3.5: DataQuest Chronic Absenteeism

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	indicating that students are not improving the longer they are in school. Chronic Absenteeism for EL, LTEL, SED and FY is a need that must be addressed K-12. 2024-25 DataQuest Chronic Absenteeism • All K-8 Students: 27.1% • EL: 29.2% • LTEL: 37% • SED: 30% • Foster Youth: 36.8% • All 9-12 Students: 33.8% • EL: 46.8% • SED: 37.3% • Foster Youth: 54.5% Differentiated Assistance • LTEL (Chronic Absenteeism) • AA (Chronic Absenteeism) Schools that have red indicators in chronic absenteeism for EL, LTEL, SED, and/or FY on the 2025 Dashboard. • Benjamin Franklin Elementary: EL (Chronic Absenteeism) • Colonel Mitchell Paige Middle: LTEL (Chronic Absenteeism) • Desert Ridge Academy: LTEL (Chronic Absenteeism), EL (Chronic Absenteeism), SED (Chronic Absenteeism) • Dr. Reynaldo J. Carreon Jr. Academy: EL (Chronic Absenteeism), SED (Chronic Absenteeism)	at grade level by grade three and four times more likely to dropout of high school. Attendance Clerks have been assigned at each elementary school and middle school campus in order to monitor, track and report on EL, LTEL, SED, and FY students absenteeism. Attendance Clerks serve as a liaison between parents and students and the district, working closely with the SAL Project Facilitator to proactively support students and families by providing communication to families and addressing attendance issues in a responsive way. This action will be implemented districtwide since chronic absenteeism is a barrier to all students and their success in school. This action will additionally support student groups with red performance indicators in Chronic Absenteeism LEA-wide, as well as African American students who have been called out for differentiated assistance in Chronic Absenteeism, and SWD, Homeless, and Hispanic student groups which also have higher rates of absenteeism than the all student group in Chronic Absenteeism.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	• Gerald R. Ford Elementary: EL (Chronic Absenteeism), SED (Chronic Absenteeism) • Harry S. Truman Elementary: EL (Chronic Absenteeism) • Herbert Hoover Elementary: EL (Chronic Absenteeism) • James Earl Carter Elementary: EL (Chronic Absenteeism), SED (Chronic Absenteeism) • James Madison Elementary: EL (Chronic Absenteeism), SED (Chronic Absenteeism) • La Quinta Middle: LTEL (Chronic Absenteeism), EL (Chronic Absenteeism), SED (Chronic Absenteeism) • Thomas Jefferson Middle: SED (Chronic Absenteeism), LTEL (Chronic Absenteeism) Schools that have red indicators in chronic absenteeism for EL, SED, and/or FY on the 2023 Dashboard. • Colonel Mitchell Paige Middle: EL (Chronic Absenteeism) • James Earl Carter Elementary: EL (Chronic Absenteeism) • John Glenn Middle School of International Studies: EL (Chronic Absenteeism), SED (Chronic Absenteeism) • Martin Van Buren Elementary: EL (Chronic Absenteeism)		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
3-1f	**Action:** Improve School Attendance-RAAWEE **Need:** Data from the 2024/2025 DataQuest indicates that EL, LTEL, SED, and FY students all experience higher Chronic Absenteeism rates as compared to the All Student group. This rate increases between K-8 and 9-12, indicating that students are not improving the longer they are in school. Chronic Absenteeism for EL, LTEL, SED and FY is a need that must be addressed K-12. 2024-25 DataQuest Chronic Absenteeism • All K-8 Students: 27.1% • EL: 29.2% • LTEL: 37% • SED: 30% • Foster Youth: 36.8% • All 9-12 Students: 33.8% • EL: 46.8% • SED: 37.3% • Foster Youth: 54.5% Differentiated Assistance • LTEL (Chronic Absenteeism) • AA (Chronic Absenteeism) Schools that have red indicators in chronic	RaaWee K12 Attendance+ is a comprehensive, technology-driven platform designed for K-12 school districts to address chronic absenteeism and truancy. It offers a "whole child" approach to improving student attendance. DSUSD has selected this system in order to track, monitor, and simplify the process of tracking EL, LTEL, SED and FY students who are at-risk of becoming chronically absent or students who are chronically absent. Through the use of this software, Chronic Absenteeism for EL, LTEL, SED, and FY students will be addressed in a proactive manner that is also compliant with state and local laws regarding attendance.This system is being implemented across all school sites as a proactive option to mitigate Chronic Absenteeism. It provides real-time data, detailed reports, tracks interventions, and includes templates for creating legal documents and attendance awareness campaigns. This action will be implemented districtwide since chronic absenteeism is a barrier to all students and their success in school. This action will additionally support student groups with red performance indicators in Chronic Absenteeism LEA-wide, as well as African American students who have been called out for differentiated assistance in Chronic Absenteeism, and SWD, Homeless, and Hispanic student groups which	Metric 3.5: DataQuest Chronic Absenteeism

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	absenteeism for EL, LTEL, SED, and/or FY on the 2025 Dashboard. • Benjamin Franklin Elementary: EL (Chronic Absenteeism) • Colonel Mitchell Paige Middle: LTEL (Chronic Absenteeism) • Desert Ridge Academy: LTEL (Chronic Absenteeism), EL (Chronic Absenteeism), SED (Chronic Absenteeism) • Dr. Reynaldo J. Carreon Jr. Academy: EL (Chronic Absenteeism), SED (Chronic Absenteeism) • Gerald R. Ford Elementary: EL (Chronic Absenteeism), SED (Chronic Absenteeism) • Harry S. Truman Elementary: EL (Chronic Absenteeism) • Herbert Hoover Elementary: EL (Chronic Absenteeism) • James Earl Carter Elementary: EL (Chronic Absenteeism), SED (Chronic Absenteeism) • James Madison Elementary: EL (Chronic Absenteeism), SED (Chronic Absenteeism) • La Quinta Middle: LTEL (Chronic Absenteeism), EL (Chronic Absenteeism), SED (Chronic Absenteeism) • Thomas Jefferson Middle: SED (Chronic Absenteeism), LTEL (Chronic Absenteeism) Schools that have red indicators in chronic	also have higher rates of absenteeism than the all student group in Chronic Absenteeism.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	absenteeism for EL, SED, and/or FY on the 2023 Dashboard. • Colonel Mitchell Paige Middle: EL (Chronic Absenteeism) • James Earl Carter Elementary: EL (Chronic Absenteeism) • John Glenn Middle School of International Studies: EL (Chronic Absenteeism), SED (Chronic Absenteeism) • Martin Van Buren Elementary: EL (Chronic Absenteeism) **Scope:** LEA-wide		
3-1g	**Action:** Improve School Attendance-Family Engagement Specialists **Need:** Data from the 2024/2025 DataQuest indicates that EL, LTEL, SED, and FY students all experience higher Chronic Absenteeism rates as compared to the All Student group. This rate increases between K-8 and 9-12, indicating that students are not improving the longer they are in school. Chronic Absenteeism for EL, LTEL, SED and FY is a need that must be addressed K-12. 2024-25 DataQuest Chronic Absenteeism • All K-8 Students: 27.1% • EL: 29.2% • LTEL: 37%	Family Engagement Specialists (FES) are a research-based support system dedicated to building partnerships between families, schools, and communities in an effort to improve child development and academic outcomes. The strategies that FES use are evidence based and focus on practices in social work, psychology, and education. FES at DSUSD will focus on assisting families of unduplicated students (EL, LTEL, SED, and FY students) experiencing the most significant challenges to consistent school attendance. Each family referred to the School Attendance Review Board (SARB) will be assigned an FES for ongoing case management. The FES provides targeted, hands-on support to connect families with both district and community-based resources.	Metric 3.5: DataQuest Chronic Absenteeism

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	• SED: 30% • Foster Youth: 36.8% • All 9-12 Students: 33.8% • EL: 46.8% • SED: 37.3% • Foster Youth: 54.5% For EL, LTEL, SED, and FY students that are chronically absent and have been for multiple years, there is an additional need to work with students and families to re-engage and support them as they transition back into the school system. Some of these families may need supports that include community-based partnership resources, counseling, essential supplies, and help with home/hospital instruction if appropriate. **Scope:** LEA-wide	Beyond the SARB process, school sites will also have the option to refer families directly for short-term, intensive support. The FES team will continue offering key services, including: • Relational home visits to build trust and engagement • Distribution of essential instructional supplies • Support with initiating Home/Hospital Instruction as needed This continued investment ensures that families facing significant barriers receive personalized support to re-engage with their child's education and promote regular attendance. This is being offered on a districtwide basis as all students benefit from receiving additional support and partnerships with community resources.	
3-3a	**Action:** Counseling Support and Behavioral Health-District SAP Team **Need:** Data from the 2024/2025 DataQuest indicates that EL, LTEL, SED and FY students all experience higher Chronic Absenteeism rates as compared to the All Student group. This rate increases between K-8 and 9-12, indicating that students are not improving the longer they are in school. Chronic Absenteeism for EL, LTEL, SED and FY is a	Student Assistance Program Counselors are evidence-based and offer effective, research-backed interventions for student mental health, substance use, and behavioral issues in school settings. The District SAP team supports crisis response, Suicide Information Gathering Tools with Re-Entry progress monitoring, adult school transitions, individual and group counseling, and home visits. All of these direct services focus on building support for students dealing with non-academic barriers to learning, including behavioral health, family and relationship issues, and other life needs.	Metric 3.5: DataQuest Chronic Absenteeism Metric 3.6: Panorama Education-Sense of Belonging

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	need that must be addressed K-12. 2024-25 DataQuest Chronic Absenteeism • All K-8 Students: 27.1% • EL: 29.2% • LTEL: 37% • SED: 30% • Foster Youth: 36.8% • All 9-12 Students: 33.8% • EL: 46.8% • SED: 37.3% • Foster Youth: 54.5% Differentiated Assistance • LTEL (Chronic Absenteeism) • AA (Chronic Absenteeism) Data from the 2025/2026 Spring Panorama Survey indicated that there was a positive change in all grade level spans in Sense of Belonging for EL, SED and FY students, indicating that this is a continued need to address as beginning initiatives are showing improvement. 2025/2026 Sense of Belonging Grades 3-5 • All 3-5 Students: 67% • EL: 66% • SED: 65% • Foster Youth: 64% 2025/2026 Sense of Belonging Grades 6-8 • All 6-8 Students: 40% • EL: 42%	EL, LTEL, SED, and FY students face specific demographic or academic circumstances that may require targeted counseling to overcome barriers related to language, economics, and family stability. Having access to District SAP Counselors ensures they receive the necessary supports to navigate both their educational and personal development. In order to support EL, LTEL, SED, and FY students and families, the District SAP counselors assist with a continuum of student support services at the district level that include counseling interventions for students and families regarding social-emotional concerns, including recent loss, the appearance of depression, behavior, bullying, displaying signs of possible substance use or abuse, inconsistent school attendance, sudden drop in grades, family conflict or personal turmoil. The SAP Counselors also work to connect families of EL, LTEL, SED, and FY students with school and community resources, provide counseling, support PBIS systems, and deliver prevention services. Additionally, they lead EL, LTEL, SED, and FY family support efforts through meetings and workshops, offer districtwide professional development on topics like suicide awareness and anti-bullying, and share community agency resources with school site counselors. They also promote family engagement through mental health awareness programs.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	• SED: 40% • Foster Youth: 44% 2025/2026 Sense of Belonging Grades 9-12 • All 9-12 Students: 34% • EL: 35% • SED: 35% • Foster Youth: 46% Data from the 2025/2026 Spring Panorama Survey indicated that there was a positive change in secondary levels (6-12) and elementary grades (3-5) held steady in Sense of Safety for EL, SED, and FY students; while there are still gaps that remain, the trajectory indicates that the beginning initiatives are showing improvement and should be continued. 2025/2026 Sense of Safety Grades 3-5 • All 3-5 Students: 56% • EL: 47% • SED: 55% • Foster Youth: 60% 2025/2026 Sense of Safety Grades 6-8 • All 6-8 Students: 51% • EL: 47% • SED: 50% • Foster Youth: 57% 2025/2026 Sense of Safety Grades 9-12 • All 9-12 Students: 57% • EL: 55% • SED: 57%	This action will be implemented districtwide since access to mental health supports and community resources can benefit all students. This action will additionally support student groups with red performance indicators in Chronic Absenteeism LEA-wide, as well as African American students who have been called out for differentiated assistance in Chronic Absenteeism, and SWD, Homeless, and Hispanic student groups which also have higher rates of absenteeism than the all student group in Chronic Absenteeism.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	• Foster Youth: 60% Schools that have red indicators in chronic absenteeism for EL, LTEL, SED, and/or FY on the 2025 Dashboard. • Benjamin Franklin Elementary: EL (Chronic Absenteeism) • Colonel Mitchell Paige Middle: LTEL (Chronic Absenteeism) • Desert Ridge Academy: LTEL (Chronic Absenteeism), EL (Chronic Absenteeism), SED (Chronic Absenteeism) • Dr. Reynaldo J. Carreon Jr. Academy: EL (Chronic Absenteeism), SED (Chronic Absenteeism) • Gerald R. Ford Elementary: EL (Chronic Absenteeism), SED (Chronic Absenteeism) • Harry S. Truman Elementary: EL (Chronic Absenteeism) • Herbert Hoover Elementary: EL (Chronic Absenteeism) • James Earl Carter Elementary: EL (Chronic Absenteeism), SED (Chronic Absenteeism) • James Madison Elementary: EL (Chronic Absenteeism), SED (Chronic Absenteeism) • La Quinta Middle: LTEL (Chronic Absenteeism), EL (Chronic Absenteeism), SED (Chronic Absenteeism)		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	• Thomas Jefferson Middle: SED (Chronic Absenteeism), LTEL (Chronic Absenteeism) Schools that have red indicators in chronic absenteeism for EL, SED, and/or FY on the 2023 Dashboard. • Colonel Mitchell Paige Middle: EL (Chronic Absenteeism) • James Earl Carter Elementary: EL (Chronic Absenteeism) • John Glenn Middle School of International Studies: EL (Chronic Absenteeism), SED (Chronic Absenteeism) • Martin Van Buren Elementary: EL (Chronic Absenteeism) Moreover, educational partner feedback on the 2025/2026 Thought Exchange survey indicates that school safety is the number two priority. Educational partners want student safety to be a priority by ensuring equitable resources are distributed for mental health support and better support and training for teachers and parents. **Scope:** LEA-wide		
3-3b	**Action:** Counseling Support and Behavioral Health-Counselors **Need:**	Research shows that school counselors are essential for fostering a safe, supportive environment that promotes academic success, social-emotional development, and career planning for all students, specifically for	Metric 3.6: Panorama Education-Sense of Belonging

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Data from the 2025/2026 Spring Panorama Survey indicated that there was a positive change in all grade level spans in Sense of Belonging for EL, SED and FY students, indicating that this is a continued need to address as beginning initiatives are showing improvement. 2025/2026 Sense of Belonging Grades 3-5 • All 3-5 Students: 67% • EL: 66% • SED: 65% • Foster Youth: 64% 2025/2026 Sense of Belonging Grades 6-8 • All 6-8 Students: 40% • EL: 42% • SED: 40% • Foster Youth: 44% 2025/2026 Sense of Belonging Grades 9-12 • All 9-12 Students: 34% • EL: 35% • SED: 35% • Foster Youth: 46% Differentiated Assistance • LTEL (ELPI, Chronic Absenteeism) • AA (Academics, Chronic Absenteeism) Additionally, educational partner feedback on the Thought Exchange emphasized the importance of enhancing social-emotional learning (SEL) and mental health support,	unduplicated students who may be experiencing barriers and personal hardships that they have no control over. This action funds additional school counselors at sites for continued support for SED, EL, LTEL and FY students. Unduplicated students face specific demographic or academic circumstances that may require targeted counseling to overcome barriers related to language, economics, and family stability. Counselors focus on unduplicated students by supporting students to create healthy goals, mindsets, and behaviors. They assist SED, EL, LTEL and FY students in developing effective collaboration and cooperation skills, practicing perseverance, developing time management and study skills, and learning self-motivation and self-direction habits. School counselors will continue to address Sense of Belonging for unduplicated students with a focus on building additional PBIS supports. This action will be implemented districtwide because building PBIS supports and increasing a sense of belonging to schools is good for all students. This action will additionally support African American students who have been called out for differentiated assistance in Academics and Chronic Absenteeism, and SWD, Homeless, and Hispanic student groups which also have lower percentages in Sense of Belonging than the all student group.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	including hiring more counselors. Parent feedback from AAPAC emphasized the importance of sense of belonging for AA students and asked for additional supports for AA students to feel included and supported. **Scope:** LEA-wide		
3-3d	**Action:** Counseling Support and Behavioral Health-Mental Health **Need:** Data from the 2025/2026 Spring Panorama Survey indicated that there was a positive change in all grade level spans in Sense of Belonging for EL, SED and FY students, indicating that this is a continued need to address as beginning initiatives are showing improvement. 2025/2026 Sense of Belonging Grades 3-5 • All 3-5 Students: 67% • EL: 66% • SED: 65% • Foster Youth: 64% 2025/2026 Sense of Belonging Grades 6-8 • All 6-8 Students: 40% • EL: 42% • SED: 40% • Foster Youth: 44%	Research shows that a sense of belonging is critically important for unduplicated students because it directly impacts their engagement, achievement, and overall well-being in school. DSUSD is committed to ensuring that all students have equitable access and supports for mental health. Due to unduplicated students possibly facing specific demographic or academic circumstances that may require targeted counseling to overcome barriers related to language, economics, and family stability, Mental Health Therapists have been provided for every school site to ensure equitable access to essential mental health services for EL, LTEL, SED and FY students. This LEA-wide strategy addresses student mental health challenges such as anxiety, depression, and trauma in order to support students' overall well-being, sense of belonging, behavioral concerns and absenteeism. Having mental health therapists on site allows unduplicated students to receive timely counseling supports and interventions without barriers related to transportation, wait times, or limited external	Metric 3.6: Panorama Education-Sense of Belonging Metric 3.5: DataQuest Chronic Absenteeism

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	2025/2026 Sense of Belonging Grades 9-12 • All 9-12 Students: 34% • EL: 35% • SED: 35% • Foster Youth: 46% Data from the 2024/2025 DataQuest indicates that EL, LTEL, SED and FY students all experience higher Chronic Absenteeism rates as compared to the All Student group. This rate increases between K-8 and 9-12, indicating that students are not improving the longer they are in school. Chronic Absenteeism for EL, LTEL, SED and FY is a need that must be addressed K-12. 2024-25 DataQuest Chronic Absenteeism • All K-8 Students: 27.1% • EL: 29.2% • LTEL: 37% • SED: 30% • Foster Youth: 36.8% • All 9-12 Students: 33.8% • EL: 46.8% • SED: 37.3% • Foster Youth: 54.5% Differentiated Assistance • LTEL (Chronic Absenteeism) • AA (Chronic Absenteeism) Additionally, educational partner feedback on the Thought Exchange emphasized the	resources. The therapists collaborate with school staff to deliver early intervention, crisis response, and integrate social-emotional learning and mental wellness practices into the school environment. Mental Health Therapists are part of the Tier 3 MTSS support system and work with EL, LTEL, SED, and FY students in small groups or individual one-on-one sessions to support students in a variety of ways and for a variety of needs. Additionally, mental health therapists will also provide support for LTEL and AA students, as needed, to increase a sense of belonging and reduce chronic absenteeism since both groups are identified for differentiated assistance. This action is provided districtwide to promote equity and access for all students.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	importance of enhancing social-emotional learning (SEL) and mental health support, including hiring mental health therapists. Parent feedback from AAPAC emphasized the importance of sense of belonging for AA students and asked for additional supports for AA students to feel included and supported. **Scope:** LEA-wide		
3-3e	**Action:** Counseling Support and Behavioral Health-Prevention Intervention Psychologists (PIPs), Psychologists and Board-Certified Behavior Analysts (BCBAs) **Need:** An analysis of the CA Dashboard data in Suspension indicates performance gaps for EL, LTEL, SED, and FY students as compared to the All student group. Furthermore, 76% of SWD are dually identified as SWD and SED, SWD and EL or SWD and FY students, so additional supports and services need to be continued for the majority of the SWD population to ensure access to the least restrictive environment and equitable education. 2024-25 Suspension Rate • All Students: 3.4% • EL: 3.8% • LTEL: 8.3%	Preventive Intervention Psychologists (PIPs) (4) were implemented within DSUSD as a support for the EL, LTEL, SED, and FY students who are dually identified as SWD students. They aim to use theory-driven, rigorously tested strategies in order to reduce the prevalence of mental health disorders, enhance resilience, and target risk factors before conditions become severe. Additional Psychologists (2) were provided to assist with additional psychoeducational assessments and collaborating with educators and families in order to support students' academic, social, behavioral and emotional success. With the addition of psychologists, the caseload can decrease in order to provide more individualized services. Board-Certified Behavior Analysts (BCBAs) (1) design, implement, and supervise Applied Behavior Analysis (ABA) treatment plans to improve socially significant behaviors, primarily for individuals with autism or development disorders.	Metric 3.3: CA Dashboard Suspension

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	• SED: 3.7% • SWD: 5.3% • Foster Youth: 10.2% Additionally, three schools have red indicators for SWD for suspension: • Abraham Lincoln Elementary:SWD (Suspension) • Colonel Mitchell Paige Middle: SWD (Suspension) • La Quinta Middle: SWD (Suspension) 2023 Red Indicators for SWD • Colonel Mitchell Paige Middle: SWD (Suspension) • Indio High: SWD (Suspension) • La Quinta High: SWD (Suspension) • La Quinta Middle: SWD (Suspension) • Shadow Hills High: SWD (Suspension) **Scope:** LEA-wide	As our unduplicated students who are dually identified as SWD have historically had above district averages in school suspension, PIPs and BCBAs have been integrated into the schools to reduce suspension rates for unduplicated students who are dually identified as SWD. These specialists will provide direct student support, conduct behavioral assessments, develop intervention plans, and train school staff in therapeutic, non-punitive behavior strategies. This action will be implemented districtwide to promote equity and access for all students. This action will additionally support student groups with red performance indicators in Suspension LEA-wide, as well as Homeless and African American student groups which also have higher rates of suspension than the All Student group in Suspension.	
3-3f	**Action:** Counseling Support and Behavioral Health-Site SAP Counselors **Need:** Data from the 2025/2026 Spring Panorama Survey indicated that there was a positive change in all grade level spans in Sense of Belonging for EL, SED and FY students, indicating that this is a continued need to address as beginning initiatives are showing	Student Assistance Program Counselors are evidence-based and offer effective, research-backed interventions for student mental health, substance use, and behavioral issues in school settings. The Site SAP team is responsible for crisis response, Suicide Information Gathering Tools with Re-Entry progress monitoring, adult school transitions, individual and group counseling, and home visits. All of these direct services focus on building support for students dealing with non-academic barriers to learning,	Metric 3.6: Panorama Education-Sense of Belonging Metric 3.5: DataQuest Chronic Absenteeism

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	improvement. 2025/2026 Sense of Belonging Grades 3-5 • All 3-5 Students: 67% • EL: 66% • SED: 65% • Foster Youth: 64% 2025/2026 Sense of Belonging Grades 6-8 • All 6-8 Students: 40% • EL: 42% • SED: 40% • Foster Youth: 44% 2025/2026 Sense of Belonging Grades 9-12 • All 9-12 Students: 34% • EL: 35% • SED: 35% • Foster Youth: 46% Data from the 2024/2025 DataQuest indicates that EL, LTEL, SED and FY students all experience higher Chronic Absenteeism rates as compared to the All Student group. This rate increases between K-8 and 9-12, indicating that students are not improving the longer they are in school. Chronic Absenteeism for EL, LTEL, SED and FY is a need that must be addressed K-12. 2024-25 DataQuest Chronic Absenteeism • All K-8 Students: 27.1% • EL: 29.2% • LTEL: 37% • SED: 30%	including behavioral health, family and relationship issues, and other life needs. EL, LTEL, SED, and FY students face specific demographic or academic circumstances that may require targeted counseling to overcome barriers related to language, economics, and family stability. Having access to Site SAP Counselors ensures they receive the necessary supports to navigate both their educational and personal development. In order to support EL, LTEL, SED, and FY students and families, SAP counselors have been provided for every school site to ensure equitable access to essential mental health services for EL, LTEL, SED, and FY students. This LEA-wide strategy addresses student mental health challenges such as anxiety, depression, and trauma in order to support students' overall well-being, sense of belonging, behavioral concerns and absenteeism. Site SAP Counselors are part of the Tier 2 MTSS support system and work with EL, LTEL, SED, and FY students in small groups in a variety of ways and for a variety of needs. This action will be implemented districtwide to promote equity and access to mental health and social emotional supports for all students. This action will additionally support student groups with red performance indicators in Chronic Absenteeism LEA-wide, as well as African American students who have been called out for	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	• Foster Youth: 36.8% • All 9-12 Students: 33.8% • EL: 46.8% • SED: 37.3% • Foster Youth: 54.5% Differentiated Assistance • LTEL (Chronic Absenteeism) • AA (Chronic Absenteeism) Schools that have red indicators in chronic absenteeism for EL, LTEL, SED, and/or FY on the 2025 Dashboard. • Benjamin Franklin Elementary: EL (Chronic Absenteeism) • Colonel Mitchell Paige Middle: LTEL (Chronic Absenteeism) • Desert Ridge Academy: LTEL (Chronic Absenteeism), EL (Chronic Absenteeism), SED (Chronic Absenteeism) • Dr. Reynaldo J. Carreon Jr. Academy: EL (Chronic Absenteeism), SED (Chronic Absenteeism) • Gerald R. Ford Elementary: EL (Chronic Absenteeism), SED (Chronic Absenteeism) • Harry S. Truman Elementary: EL (Chronic Absenteeism) • Herbert Hoover Elementary: EL (Chronic Absenteeism) • James Earl Carter Elementary: EL (Chronic Absenteeism), SED (Chronic Absenteeism)	differentiated assistance in Chronic Absenteeism, and SWD, Homeless, and Hispanic student groups which also have higher rates of absenteeism than the all student group in Chronic Absenteeism.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	• James Madison Elementary: EL (Chronic Absenteeism), SED (Chronic Absenteeism) • La Quinta Middle: LTEL (Chronic Absenteeism), EL (Chronic Absenteeism), SED (Chronic Absenteeism) • Thomas Jefferson Middle: SED (Chronic Absenteeism), LTEL (Chronic Absenteeism) Schools that have red indicators in chronic absenteeism for EL, SED, and/or FY on the 2023 Dashboard. • Colonel Mitchell Paige Middle: EL (Chronic Absenteeism) • James Earl Carter Elementary: EL (Chronic Absenteeism) • John Glenn Middle School of International Studies: EL (Chronic Absenteeism), SED (Chronic Absenteeism) • Martin Van Buren Elementary: EL (Chronic Absenteeism) Additionally, educational partner feedback on the Thought Exchange emphasized the importance of enhancing social-emotional learning (SEL) and mental health support, including hiring mental health therapists. Parent feedback from AAPAC emphasized the importance of sense of belonging for AA students and asked for additional supports for AA students to feel included and supported.		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
3-5c	**Action:** Positive and Safe Environment- Law Enforcement **Need:** Data from the 2025/2026 Spring Panorama Survey indicated that there was a positive change in secondary levels (6-12) and elementary grades (3-5) held steady in Sense of Safety for EL, SED, and FY students; while there are still gaps that remain, the trajectory indicates that the beginning initiatives are showing improvement and should be continued. 2025/2026 Sense of Safety Grades 3-5 • All 3-5 Students: 56% • EL: 47% • SED: 55% • Foster Youth: 60% 2025/2026 Sense of Safety Grades 6-8 • All 6-8 Students: 51% • EL: 47% • SED: 50% • Foster Youth: 57% 2025/2026 Sense of Safety Grades 9-12 • All 9-12 Students: 57% • EL: 55% • SED: 57%	DSUSD is committed to ensuring the safety of all students. Law enforcement partnerships support EL, LTEL, SED, and FY students in middle and high schools by providing a safe, stable environment that allows all students to focus on academics without fear. Having additional security available to support sites ensures that students know that there is proactive protection against threats, immediate incident response, and trusted support figures, which fosters a supportive and safe school culture. The partnerships with law enforcement allows the officers to build relationships with EL, LTEL, SED, and FY students on campus, get to understand and know the different students and their needs, and enables the officers and students to build trust with each other. Additionally, increased security helps protect against bullying, vandalism, and unauthorized access which can help students who may have barriers to expressing what is happening due to language or personal trauma associated with financial or stability barriers feel secure enough to seek help and engage in campus life. This action is provided districtwide because all students benefit from feeling safe and secure on school campuses.	Metric 3.7: Panorama Education-Sense of Safety

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	• Foster Youth: 60% EL, LTEL, SED, and FY students face specific demographic or academic circumstances that may affect their sense of safety while at school as well as their attendance rate. This is a need that needs to continue to be addressed and prioritized. Additionally, feedback from educational partners on the 2025/2026 Thought Exchange indicates that student safety is a top priority. For middle and high school students, feedback emphasized a need to appropriately address disruptive students, address bullying, enhance security measures, respond quickly for mental health evaluations, emergency medical events, fights, traffic collisions, STAR protocols, and incidents where illegal substances are being used or sold. **Scope:** LEA-wide		
3-5e	**Action:** Positive and Safe Environment-APs **Need:** An analysis of the CA Dashboard data in Suspension indicates performance gaps for EL, LTEL, SED, and FY students as compared to the All student group. Furthermore, 76% of SWD are dually identified as SWD and SED, SWD and EL or SWD and FY students, so additional supports and services need to be	Within DSUSD, Assistant Principals (APs) are responsible for establishing a culture and climate on school campuses that integrates the school's vision, mission, and values. APs are in charge of planning, organization, and implementing staff development, counseling and guidance programs, the identification of educational programs and services to meet students' needs and appropriate placement in programs, and to a large degree, communicating with students and families to develop an understanding of the Code of Behavior	Metric 3.3: CA Dashboard Suspension

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	continued for the majority of the SWD population to ensure access to the least restrictive environment and equitable education. 2024-25 Suspension Rate • All Students: 3.4% • EL: 3.8% • LTEL: 8.3% • SED: 3.7% • SWD: 5.3% • Foster Youth: 10.2% Additionally, three schools have red indicators for SWD for suspension: • Abraham Lincoln Elementary:SWD (Suspension) • Colonel Mitchell Paige Middle: SWD (Suspension) • La Quinta Middle: SWD (Suspension) 2023 Red Indicators for SWD • Colonel Mitchell Paige Middle: SWD (Suspension) • Indio High: SWD (Suspension) • La Quinta High: SWD (Suspension) • La Quinta Middle: SWD (Suspension) • Shadow Hills High: SWD (Suspension) Additionally, feedback from educational partners on the 2025/2026 Thought Exchange indicated that student safety was a top priority. Feedback emphasized a need to appropriately address disruptive students, address bullying,	and consequences for misbehavior in order to ensure a safe and secure campus. APs participate in PBIS and SEL strategies within the Multi-Tiered System of Supports (MTSS). They ensure that school-wide expectations are clearly communicated and explicitly taught, acknowledgment systems are effectively implemented, and behavior management practices are consistent and equitable. This action funds additional APs at sites for continued support and equitable discipline practices for SED, EL, LTEL, and FY students. By continued participation in PBIS, SEL, restorative practices and monthly data reflections, APs focus on proactive strategies for unduplicated student groups and monitor effectiveness of strategies, implement progressive discipline, and support systems in place for unduplicated students in order to help reduce suspension for unduplicated student groups. This action is being provided districtwide because all students benefit from PBIS, SEL, restorative practices, aligned systems for behavior, and proactive strategies to reduce discipline incidents and suspensions at school sites. This action will additionally support student groups with red performance indicators in Suspension LEA-wide, as well as Homeless and African American students who also have higher rates of suspension than the all student group in suspension.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	enhance security measures in order to combat vaping and truancy, and have clear discipline policies and procedures that are equitable across all student groups. **Scope:** LEA-wide		
3-5h	**Action:** Positive and Safe Environment-Site Monitors **Need:** Panorama survey responses for EL, SED, and FY students on School Safety indicate a positive increase in sense of safety for unduplicated students in Elementary Grades 3-5 indicating that Site Monitors is having a positive impact for unduplicated students and is a priority to continue. 2024-25 School Safety Survey • Grades 3-5: 56% (of 4,724 responses) • EL: 63% (of 1,001 responses) • SED: 62% (of 3,701 responses) • Foster Youth: 56% (of 22 responses) Additionally, feedback from educational partners on the 2025/2026 Thought Exchange indicated that student safety was a top priority. Elementary age school children need monitoring on the playground, during arrival and dismissal times, and during recess breaks. They also need to have adults on campus to monitor them at all times in case	School site monitors are necessary for elementary school students because they help ensure physical safety, enforce behavioral guidelines, foster a positive, secure environment during non-instructional times, and help with transition times before and after school as well as at recess and lunch. Additional school site monitors are being provided at all elementary schools for EL, SED, and FY students in order to ensure that additional time with students on campus has effective amounts of adult supervision. This action is important for SED, EL, and Foster Youth students who may be at school for longer periods of time due to parents conflicting work schedules, have language barriers and not know where to go or how to handle certain situations, or less developed social-emotional skills that require additional adult intervention during times of conflicts. Additionally, SED, EL and Foster Youth benefit from additional site monitors on campus because they help with consistency with expectations and behavior monitoring, ensuring that students who may otherwise not have a lot of	Metric 3.7: Panorama Education-Sense of Safety

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	there are medical emergencies or social-emotional conflicts that young children do not know how to anticipate or handle in the moment. As kindergarten has transitioned from half day to full day, and programs have increased before and after school, additional school site monitors are needed for longer during the school day. **Scope:** LEA-wide	structure in their lives know what to expect and how to ask for help. This action is provided districtwide at elementary schools because all students benefit from having additional adults monitoring a campus and increasing safety.	
3-6b	**Action:** Additional staff to support clean schools- Extra Custodial Staffing **Need:** Data from the 2025/2026 Spring Panorama Survey indicated that there was a positive change in all grade level spans in School Cleanliness; however, based on feedback on cleanliness of school bathrooms there is still a continued need for additional custodial staffing as student continue to participate in additional Saturday school and after school activities. 2025/2026 School Cleanliness • Grades 3-5: 50% • EL: 50% • SED: 47% • Foster Youth: 38%	All after school and Saturday school programs focus on providing additional opportunities for academics and enrichment for EL, SED and FY students. DSUSD is committed to ensuring that unduplicated students continue to be provided equitable access to all programs. In order to ensure that learning environments stay clean and safe, custodial staff are provided to maintain school facilities during non-traditional working hours. This action is being provided district wide because all students benefit from having clean facilities at all times.	Metric 3.8: Panorama Education-School Cleanliness

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Overall cleanliness of restrooms: 28% Overall cleanliness of classrooms: 72% • Grades 6-8: 45% • EL: 45% • SED: 45% • Foster Youth: 53% Overall cleanliness of restrooms: 25% Overall cleanliness of classrooms: 64% • Grades 9-12: 47% • EL: 49% • SED: 48% • Foster Youth: 50% Overall cleanliness of restrooms: 29% Overall cleanliness of classrooms: 65% Additionally, educational partner feedback emphasizes that school cleanliness is a top priority and they advocate for staffing to ensure spaces are hygienic, supplies are well stocked, and any inappropriate wall art is cleaned with a quick response time. **Scope:** LEA-wide		
3-7d	**Action:** Communication, Equity and Accountability- Thought Exchange and Panorama **Need:** Priority 3 in the Local Control and Accountability Plan (LCAP) focuses on family	Educational partner feedback is essential for the district and schools. Open communication and collaboration ensures that learning is supported at home and the district and schools can build inclusive, culturally responsive environments that reflect the values and priorities of the community in which it serves.	Participation numbers for Thought Exchange and Panorama

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	involvement and engagement strategies. It mandates that school districts actively seek parent input in decision-making, promote participation for all students, particularly unduplicated pupils and individuals with exceptional needs, and foster strong school-family partnerships. In order to ensure that EL, LTEL, SED, and FY student families have the opportunity to provide a voice in the development of the LCAP and ensure the school district is accountable for addressing the needs of their communities and supporting student achievement, the Thought Exchange and Panorama platforms are necessary in order to offer an easy way for families to participate in feedback. Additionally, the platforms allow for multiple languages and options to take the surveys which increases parent participation rates for EL, LTEL, SED, and FY families. 2025/2026 Thought Exchange Participation Participants: 1,867 Thoughts: 1,936 Ratings: 36,303 2025/2026 Panorama Participation Family Responses: 3,634 Teachers and Staff Responses: 802 Student Responses: 15,919 • Grades 3-5: 4,993 • Grades 6-8: 4,964 • Grades 9-12: 5,962 **Scope:**	DSUSD provides the ThoughtExchange and Panorama surveys to ensure EL, LTEL, SED, and FY families are involved in the decision-making process. Their perspectives are essential to shaping the Local Control and Accountability Plan (LCAP), which is designed to improve outcomes for these student groups. Both surveys are administered one time per year to gather data specifically for the LCAP. Actions in the LCAP are influenced and updated to ensure that educational partner feedback is part of the process and decisions being made districtwide. This action is provided districtwide to ensure all families, students, and staff have the opportunity to give input on district programs and share their perceptions of school connectedness, safety, and cleanliness.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1-7a	**Action:** Parent Engagement-PIQE **Need:** Feedback from the 2025/2026 Thought Exchange Survey from parents/guardians who identified as having a child/children participating in the English Learner program indicated that their number one priority was for them to have more options for parent involvement. They identified parent involvement as a top reason for student achievement, and asked for additional opportunities to be part of their children's education. Furthermore, feedback from principals at school sites indicated that engaging parents/guardians of English Learner students was difficult since many families did not understand how the school system worked and they often did not feel confident	Research on English Learner family engagement indicates that linguistic barriers (lack of translation services), socioeconomic barriers (such as working multiple jobs), and a lack of understanding of how the school system works as well as expecting the school system to take full responsibility for their children's education and deferring to the expertise of school teachers and administrators may all be barriers and contribute to a lack of engagement. This research supports some of the feedback received directly from family of English Learners through the Thought Exchange parent survey and the feedback offered from principals at school sites working with parents. In order to address this need, DSUSD offers the PIQE program at various times throughout the school district, at different locations, and it is provided in languages other than English. PIQE is a national non-profit organization that empowers parents with the skills to actively engage in their children's K-12 education. It is a program designed	PIQE Parent Participation Parent Completion Rate PIQE Parent Survey

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	contributing because they did not understand what was expected of them. 2025/2026 PIQE Parent Participation: 65 participants Parent Completion Rate: 100% completion PIQE Parent Survey: 98.5% scored the program favorably (score of 8, 9 or 10 out of 10) **Scope:** Limited to Unduplicated Student Group(s)	to help parents understand the school system, A-G college requirements, and how to advocate for their children. By providing this program to EL parents, parents gain an understanding on how to support their children and gain access to resources to use in the home and at school to provide additional support so their children can achieve academic success. Additionally, it provides parents with information on how to become involved and stay involved with schools. This action is offered on a limited basis since it directly supports only EL students.	
1-10a	**Action:** English Learner Supports-DLI **Need:** Data from the California Dashboard indicates that 45.8% of students are making progress on the English Learners Progress Indicator (ELPI) while 54.2% are not. There is a need for evidence-based programs to help close the opportunity gap for EL students. Additionally, based on educational partner feedback, there is a high demand for Dual-Language Immersion (DLI) programs so that students may build multiple languages academically and qualify for the Seal of Biliteracy upon graduation. CA Dashboard 2024/2025 ELPI	Dual Language Immersion (DLI) programs are heavily supported by research as evidence-based models for promoting bilingualism, biliteracy, and high academic achievement for both native English speakers and English Learners. Studies show DLI closes opportunity gaps, with students often outperforming peers in monolingual programs by 5th-8th grade. In order to support EL students to develop their native language while also supporting their English acquisition, as well as supporting students to grow on the ELPI and reclassify, the DLI program is being offered at two elementary schools and has expanded to one middle school in order to continue the DLI pathway for students, with plans to continue the program into high school as the program grows.	Metric 1.5: CA Dashboard ELPI (DLI schools: Jackson Elementary, Reagan Elementary, Desert Ridge Academy)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Jackson DLI: 55.4% Non DLI: 44.6% Reagan DLI: 68.0% Non DLI: 61.3% **Scope:** Limited to Unduplicated Student Group(s)	This action is offered on a limited basis since it directly supports EL students.	
1-10b	**Action:** English Learner Supports- Professional Development **Need:** California Dashboard data indicates an opportunity gap between English Learners and Non-English Learners in both ELA and Math, and 12 schools with red indicators at school sites in ELA, Math, and/or ELPI for EL and/or LTEL student groups. 2024/2025 CAASPP ELA • DSUSD: -34 points below standard • EL: -76.1 points below standard • LTEL: -131.4 points below standard 2024/2025 CAASPP Mathematics • DSUSD: -77.5 points below standard • EL: -116.3 points below standard • LTEL: -194.9 points below standard 2024/2025 Red Indicators	Research shows that professional development for teachers can be highly effective when the professional development includes key components that are content-focused, hands-on activities, collaboration, modeling, coaching, and time for reflection. In order to close the opportunity gaps for EL and LTEL students, teachers will participate in professional development and coaching cycles on Best Practices for Integrated ELD including ELD strategies and scaffolds that are embedded into the content curriculum and lesson delivery. This professional development will be tailored to the specific needs of teachers and students, and will utilize student, teacher, and school data to inform the professional development and coaching. This action is offered on a limited basis since it directly supports EL students. This action will support school sites with red performance indicators for EL and LTEL students in ELA, Math and/or ELPI. Additionally, professional development for middle and high schools will be	Metric 1.3: CA Dashboard ELA Metric 1.4: CA Dashboard Math Metric 1.5: CA Dashboard ELPI

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	• Amelia Earhart Elementary School of International Studies: EL (ELPI) • Desert Ridge Academy: LTEL (ELA, Math, Chronic Absenteeism), EL (Chronic Absenteeism) • Indio High: EL (ELA, Math), LTEL (Math) • Indio Middle: EL (ELA, Math, ELPI), LTEL (Math) • James Madison Elementary: EL (ELA, Math) • John F. Kennedy Elementary: EL (Math) • John Glenn Middle School of International Studies: LTEL (ELA, Math) • La Quinta High: EL (ELA), LTEL (ELA) • La Quinta Middle: LTEL (ELA) • Palm Desert High: EL (ELA, Math, ELPI), LTEL (ELPI) • Shadow Hills High: EL (ELA, Math), LTEL (Math) • Thomas Jefferson Middle: EL (ELA, Math, ELPI), LTEL (Math, ELPI) Differentiated Assistance • LTEL (ELPI) 2022/2023 Red Indicators • Abraham Lincoln Elementary: EL (ELA) • Amelia Earhart Elementary School of International Studies: EL (ELPI)	delivered with an additional focus on LTEL strategies and supports since LTEL students are in differentiated assistance for ELPI. Project Facilitators will work with individual teachers to monitor student participation in data chats to ensure students understand where they are in relation to relassifying, set goals and to effectively monitor and support LTEL students.	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	• Andrew Jackson Elementary: EL (ELA) • Benjamin Franklin Elementary: EL (ELA) • Colonel Mitchell Paige Middle: EL (ELA, Math, Chronic Absenteeism, Suspension) • Desert Ridge Academy: EL (ELA, Math) • Herbert Hoover Elementary: EL (Math) • Indio High: EL (Math) • Indio Middle: EL (ELA, Math) • James Earl Carter Elementary: EL (Chronic Absenteeism) • James Madison Elementary: EL (ELA) • James Monroe Elementary: EL (ELA) • John F. Kennedy Elementary: EL (ELA, Math) • John Glenn Middle School of International Studies: EL (Chronic Absenteeism) • La Quinta High: EL (ELA) • Martin Van Buren Elementary: EL (Chronic Absenteeism) • Shadow Hills High: EL (ELPI) • Theodore Roosevelt Elementary: EL (ELA) **Scope:** Limited to Unduplicated Student Group(s)		
1-10d	**Action:** English Learner Supports- HIgh School ELD Support	This action is specifically targeted to address the LTEL student population, but will benefit all EL students.	Metric 1.6: Reclassification Rate

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Need: DSUSD has an EL student population of 19% district-wide. Of that 19%, in the 2025/2026 school year, approximately 32% are LTEL students and approximately 23% are At-Risk of becoming LTEL. Based on those numbers, approximately 55% of EL students are not making enough growth in the first seven years of their time in school in order to reclassify and become English proficient. This is a majority of the EL population in DSUSD. Additionally, LTELs have been identified for Differentiated Assistance for 2025/2026 based on CA Dashboard ELPI data. 2024/2025 Reclassification Rate Estimation EL: 14.8% LTEL: 19.6% 2024/2025 Grad Rate EL Graduates: 385 LTEL Graduates: 336 *87.3% of English Learners who graduated were classified as Long-Term English Learners. 2024/2025 Red Indicators • Amelia Earhart Elementary School of International Studies: EL (ELPI) • Desert Ridge Academy: LTEL (ELA, Math, Chronic Absenteeism), EL (Chronic Absenteeism)	Reclassifying as English proficient before graduation is crucial because it indicates a student has the language skills to succeed in mainstream, rigorous coursework without specialized support. This shift allows students to often gain access to a broader course of study since they are no longer restricted to specialized, sometimes remedial, language services. Additionally, reclassification prior to 11th grade is especially important, as that is when many students take college entrance exams (such as the SAT, ACT, or AP) and receive counseling about their options after graduation. Research also indicates that students who reclassify often show better academic performance versus students who remain in the English learner program for too long. DSUSD is focused on timely reclassification of EL students so that they are not held back unnecessarily, prolonged, or restricted from additional courses and long term academic success. Because of this, DSUSD will fund additional staffing to support EL students at the high school level, with a specific focus on ensuring LTEL students. who have been called out for differentiated assistance for ELPI, are monitored, supported, and reclassified prior to graduation. This action is offered on a limited basis since it directly supports EL students. This action will additionally support EL and LTEL students at	Local data: Number of EL and LTEL students not reclassified by graduation

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	• Indio High: EL (ELA, Math), LTEL (Math) • Indio Middle: EL (ELA, Math, ELPI), LTEL (Math) • James Madison Elementary: EL (ELA, Math) • John F. Kennedy Elementary: EL (Math) • John Glenn Middle School of International Studies: LTEL (ELA, Math) • La Quinta High: EL (ELA), LTEL (ELA) • La Quinta Middle: LTEL (ELA) • Palm Desert High: EL (ELA, Math, ELPI), LTEL (ELPI) • Shadow Hills High: EL (ELA, Math), LTEL (Math) • Thomas Jefferson Middle: EL (ELA, Math, ELPI), LTEL (Math, ELPI) 2022/2023 Red Indicators • Abraham Lincoln Elementary: EL (ELA) • Amelia Earhart Elementary School of International Studies: EL (ELPI) • Andrew Jackson Elementary: EL (ELA) • Benjamin Franklin Elementary: EL (ELA) • Colonel Mitchell Paige Middle: EL (ELA, Math, Chronic Absenteeism, Suspension) • Desert Ridge Academy: EL (ELA, Math)	school sites with red performance indicators in Math, ELA and/or ELPI.	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	• Herbert Hoover Elementary: EL (Math) • Indio High: EL (Math) • Indio Middle: EL (ELA, Math) • James Earl Carter Elementary: EL (Chronic Absenteeism) • James Madison Elementary: EL (ELA) • James Monroe Elementary: EL (ELA) • John F. Kennedy Elementary: EL (ELA, Math) • John Glenn Middle School of International Studies: EL (Chronic Absenteeism) • La Quinta High: EL (ELA) • Martin Van Buren Elementary: EL (Chronic Absenteeism) • Shadow Hills High: EL (ELPI) • Theodore Roosevelt Elementary: EL (ELA) **Scope:** Limited to Unduplicated Student Group(s)		
1-10e	**Action:** English Learner Supports- Elementary ELD Support **Need:** According to local data, EL students in elementary school (grades 3-5) have a CA Dashboard ELPI rate of 53.7% and EL students in elementary school (K-5) account for approximately 46% of all EL students districtwide. Ensuring EL students have access to the supports and resources	Reclassifying as English proficient prior to entering middle school allows students to access more rigorous, mainstream academic courses, and it also prevents them from falling behind as the complexity of the curriculum increases. Middle school is a critical foundation for high school, and having English proficiency allows students to build necessary academic, social, and emotional skills before the pressures and rigor of high school coursework.	Metric 1.5: CA Dashboard ELPI (Grades 3-5)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	necessary in elementary school is critical in order for students to reclassify prior to becoming LTEL students in middle and high school. Additionally, educational partner feedback from parents/guardians identifying as having an EL student advocated for early intervention options, tutoring, smaller group instruction and early academic support particularly in math and literacy, especially in the earlier grade levels when opportunity gaps are smaller and more manageable. CA Dashboard 2024/2025 ELPI-Grades 3-5 Making Progress: 53% Maintaining Level 1-3: 34% Maintaining Level 4: 0% Declining: 13% 2024/2025 Red Indicators (Elementary) • Amelia Earhart Elementary School of International Studies: EL (ELPI) • James Madison Elementary: EL (ELA, Math) • John F. Kennedy Elementary: EL (Math) 2022/2023 Red Indicators • Abraham Lincoln Elementary: EL (ELA) • Amelia Earhart Elementary School of International Studies: EL (ELPI) • Andrew Jackson Elementary: EL (ELA)	Each elementary school will be provided with an ELD Instructional Teacher Coach. These coaches are trained in the scaffolds and supports necessary to ensure that students have access to all grade level curriculum. ELD Instructional Teacher Coaches model effective interventions, demonstrate lessons and coach classroom teachers on how to implement targeted supports. These coaches also support students in developing language proficiency while building teacher capacity. This action is offered on a limited basis since it directly supports EL students. This action will additionally support EL students at elementary school sites with red performance indicators in Math, ELA and/or ELPI.	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	• Benjamin Franklin Elementary: EL (ELA) • Herbert Hoover Elementary: EL (Math) • James Earl Carter Elementary: EL (Chronic Absenteeism) • James Madison Elementary: EL (ELA) • James Monroe Elementary: EL (ELA) • John F. Kennedy Elementary: EL (ELA, Math) • Martin Van Buren Elementary: EL (Chronic Absenteeism) • Theodore Roosevelt Elementary: EL (ELA) **Scope:** Limited to Unduplicated Student Group(s)		
1-10f	**Action:** English Learner Supports-Coordinator of Multilingual Learner Programs **Need:** Based on California Dashboard Data from 2022/23 to California Dashboard Data from 2024/2025, EL students are showing declines in ELA (-2.7 DFS), Math (-5.7 DFS), and ELPI (-2.7%) and LTEL students are showing larger declines in ELA (-16.3 DFS) and Math (-18.3 DFS), even though ELPI has increased (1.8%), it is not making the expected 2% annual progress toward English proficiency in order to maintain or increase performance level.	The Coordinator of Multilingual Learner (MLL) Programs will direct and evaluate the development, delivery, implementation, and monitoring of services for Multilingual Learners in the district and site levels; will advise and assist school administrators, teachers and other district staff with the coordination and implementation of Multilingual Learner program services that support and promote the academic and linguistic advancement of the Multilingual Learner student population, will supervise and evaluate assigned staff, will conduct empathy interviews and student panels to determine feedback and needs from EL and LTEL students; and will align all Multilingual Learner needs within the district.	Metric 1.3: CA Dashboard ELA Metric 1.4: CA Dashboard Math Metric 1.5: CA Dashboard ELPI Metric 1.6: Reclassification Rates

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	There is a need to close the opportunity gap for all English Learners and Long-Term English Learners and to establish systems districtwide for district leaders, teachers, parents and students that address the unique challenges and needs of EL and LTEL students, align services, guide instructional practices, build staff capacity, and strengthen family engagement. 2024/2025 CAASPP ELA • DSUSD: -34 points below standard • EL: -76.1 points below standard • LTEL: -131.4 points below standard 2024/2025 CAASPP Math • DSUSD: -77.5 points below standard • EL: -116.3 points below standard • LTEL: -194.9 points below standard 2024/2025 CA Dashboard ELPI • EL: 45.8% making progress • LTEL: 46.2% making progress **Scope:** Limited to Unduplicated Student Group(s)	This action is offered on a limited basis since it directly supports EL students.	
3-8e	**Action:** Parent Engagement-Bilingual Site Support **Need:** DSUSD has a 19% English Learner population on the 2025/2026 CA Dashboard. Additionally, local data collection indicates that for the 2025/2026 school year, 4,411 families request	Providing office staff at school sites that are bilingual is essential for schools to be able to foster an inclusive environment, build trust and clear communication, and enable parents and students to feel supported and safe. Bilingual stipends are offered to each school site to ensure that all sites have a minimum of two	Metric 1.9: Parent Engagement Local Indicator 3

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	that the primary language of communication be in Spanish. This represents approximately 52.4% of the DSUSD families. Additionally, feedback from educational partners on the Thought Exchange survey indicated that communication was a high priority and that they appreciated having staff that were able to communicate with them in their primary language, and that this was an initiative they wanted to continue. 2025/2026 Thought Exchange Survey Priority 3: 88% Parents who identified as having one ore more children as an English Learner reported an 88% favorability score when asked the question, "Do you feel your school(s) and the district have provided opportunities for you to communicate and receive information in a language that you understand?" **Scope:** Limited to Unduplicated Student Group(s)	personnel on site that can translate and welcome Spanish speaking families as well as provide translation for outgoing messages and correspondence. This action is designed to strengthen communication between the school and families by ensuring that information is clear, accessible, and responsive to their needs. This action is offered on a limited basis since it directly supports EL students.	

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

Not applicable.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

All DSUSD schools serve student populations in which more than 55% are unduplicated student groups. To better support these students, DSUSD has utilized Concentration Grant Add-On funding to expand and retain staff who provide direct services at school sites, ensuring continuity and access to essential supports:

Goal 1, Action 1-6e: School Site Staffing-SLP assistants
Provide (2) Speech/Language Pathologist (SLP) Assistants to provide speech and language services to students.

Goal 1, Action 1-10d: English Learner Supports- HIgh School ELD Support
Provide (19) additional classroom teachers at the secondary level to increase ELD support and provide access to the core curriculum, leading to improved performance on ELPAC and increased reclassification rates.

Goal 1, Action 1-10e: English Learner Supports- Elementary ELD Support
Provide (10) Elementary Classroom Teachers to provide additional ELD intervention support for elementary schools.

Goal 1, Action 1-10f: English Learner Supports-Coordinator of Multilingual Learner Programs
Provide the position of (1) Multilingual Language Coordinator to evaluate the development, delivery, implementation, and monitoring of services for Multilingual Learners in the district and site levels; advise and assist school administrators, teachers and other district staff with the coordination and implementation of Multilingual Learner program services that support and promote the academic and linguistic advancement of the Multilingual Learner student population within the district.

Goal 2, Action 2-1b: Course Access/Advanced Programs-IB
Provide (1) Foreign IB Language Teacher to provide foreign language course required for IB Diploma program.

Goal 3, Action 3-1g: Improve School Attendance-Family Engagement Specialists
Provide five (5) Family Engagement Specialists (Bilingual Community Technicians) to support students and families experiencing the most significant challenges to consistent school attendance and ongoing high chronic absenteeism rates by providing intensive support to students and families.

Goal 3, Action 3-3e: Counseling Support and Behavioral Health-Prevention Intervention Psychologists (PIPs), Psychologists and Board-Certified Behavior Analysts (BCBAs)
Provide (4) Prevention Intervention Psychologists (PIPs), (2) Psychologists and (1) Board Certified Behavioral Analyst (BCBA) to provide direct student support, conduct behavioral assessments, develop intervention plans, and train school staff in therapeutic, non-punitive behavior strategies.

Goal 3, Action 3-3d: Counseling Support and Behavioral Health-Mental Health
Provide an additional (2) Licensed Mental Health Professionals as part of MTSS to ensure that all students have equitable access and supports for mental health. Mental Health Therapists address student mental health challenges such as anxiety, depression, and trauma in order to support students' overall well-being, sense of belonging, behavioral concerns and absenteeism.

Goal 3, Action 3-3f: Counseling Support and Behavioral Health- Site SAP Counselors
Provide (11) SAP Counselors for every school site (on a shared site basis) as part of the Tier 2 MTSS support system to work with small groups or individuals one on one to support students in a variety of ways and for a variety of needs. SAP Counselors address student mental health challenges such as anxiety, depression, and trauma in order to support students' overall well-being, sense of belonging, behavioral concerns and absenteeism.

Goal 3, Action 3-4c: Health and Wellness-Mental Health Nurses
Provide (1) Mental Health Nurse to respond to the social emotional needs of students who meet criteria for a Tier 3 intervention.

Goal 3, Action 3-6b: Additional staff to support clean schools- Extra Custodial Staffing
Provide (22) additional staff to support after-school and Saturday student activities in order to ensure equitable access to all programs. In order to ensure that learning environments stay clean and safe, custodial staff are provided to maintain school facilities during non-traditional working hours.

Goal 3, Action 3-6d: Clean and Efficient Environment - Custodial Supervisor
Provide (1) Custodial Supervisor in order to oversee that all campuses are clean, orderly, and in good repair.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	NA	1:32
Staff-to-student ratio of certificated staff providing direct services to students	NA	1:18

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	265,444,768.00	84,559,352.00	31.856%	0.000%	31.856%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$154,459,252.00	$62,552,355.00	$13,555,001.00	$14,473,452.00	$245,040,060.00	$205,440,806.00	$39,599,254.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1-1a	Highly Qualified Staff-Recruitment and Retainment	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	$17,482,459.00	$0.00	$17,482,459.00	$0.00	$0.00	$0.00	$17,482,459.00	
1	1-1b	Highly Qualified Staff-PAR/Induction	All	No			All Schools	3 years	$702,765.00	$262,152.00	$964,917.00	$0.00	$0.00	$0.00	$964,917.00	
1	1-1c	Highly Qualified Staff-Leadership Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	$286,149.00	$0.00	$286,149.00	$0.00	$0.00	$0.00	$286,149.00	
1	1-1d	Highly Qualified Staff-Office Specialist	All	No			All Schools	3 years	$106,714.00	$0.00	$106,714.00	$0.00	$0.00	$0.00	$106,714.00	
1	1-1e	Highly Qualified Staff-DSLA	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	$12,385.00	$138,165.00	$150,550.00	$0.00	$0.00	$0.00	$150,550.00	
1	1-2a	Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	1 year	$102,025.00	$122,975.00	$225,000.00	$0.00	$0.00	$0.00	$225,000.00	
1	1-2b	Professional Development-After-School Academies	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	1 year	$100,000.00	$0.00	$100,000.00	$0.00	$0.00	$0.00	$100,000.00	
1	1-2c	Professional Development-Spec. Ed.	All	No			All Schools	3 years	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
1	1-2d	Professional Development-Guest Teachers	All	No			All Schools	3 years	$1,551,363.00	$0.00	$0.00	$1,551,363.00	$0.00	$0.00	$1,551,363.00	
1	1-3a	Supplemental Materials-Core Content	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	$0.00	$2,139,938.00	$70,000.00	$2,069,938.00	$0.00	$0.00	$2,139,938.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1-3c	Instructional Materials/Assessments-Don Johnson Toolkit	All	No			All Schools	3 years	$0.00	$66,712.00	$0.00	$66,712.00	$0.00	$0.00	$66,712.00	
1	1-3d	Instructional Materials/ Assessments	All	No			All Schools	3 years	$113,549.00	$0.00	$113,549.00	$0.00	$0.00	$0.00	$113,549.00	
1	1-4a	Technology-Chromebooks	All	No			All Schools	3 years	$4,562,569.00	$5,308,967.00	$9,164,464.00	$507,072.00	$200,000.00	$0.00	$9,871,536.00	
1	1-4e	Technology- Chief Innovation Officer	All	No			All Schools	3 years	$434,379.00	$0.00	$434,379.00	$0.00	$0.00	$0.00	$434,379.00	
1	1-4f	Technology-IT Specialist	All	No			All Schools	3 years	$210,475.00	$0.00	$210,475.00	$0.00	$0.00	$0.00	$210,475.00	
1	1-4g	Technology-Data Monitoring Systems	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	$0.00	$208,000.00	$208,000.00	$0.00	$0.00	$0.00	$208,000.00	
1	1-5a	Interventions-Kinder	All	No			All Schools	3 years	$370,999.00	$0.00	$370,999.00	$0.00	$0.00	$0.00	$370,999.00	
1	1-5b	Interventions-Foundations of Early Literacy	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Grades TK-5	1 year	$527,158.00	$779,276.00	$120,000.00	$1,186,434.00	$0.00	$0.00	$1,306,434.00	
1	1-5c	Interventions-Summer School	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Grades 9-12	3 years	$1,628,856.00	$113,005.00	$900,000.00	$841,861.00	$0.00	$0.00	$1,741,861.00	
1	1-5d	Interventions-Middle School Math	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Grades 6-8	3 years	$0.00	$72,600.00	$72,600.00	$0.00	$0.00	$0.00	$72,600.00	
1	1-5e	Interventions- 504 support	All	No			All Schools	3 years	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
1	1-5f	Interventions-Goalbook	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	1 years	$0.00	$143,381.00	$143,381.00	$0.00	$0.00	$0.00	$143,381.00	
1	1-5g	Interventions-Secondary Math	All	No			All Schools	3 years	$0.00	$575,240.00	$0.00	$575,240.00	$0.00	$0.00	$575,240.00	
1	1-6a	School Site Staffing-High School	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Grades 9-12	3 years	$11,709,126.00	$0.00	$11,709,126.00	$0.00	$0.00	$0.00	$11,709,126.00	
1	1-6b	School Site Staffing-Students with Disabilities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	$2,046,196.00	$0.00	$2,046,196.00	$0.00	$0.00	$0.00	$2,046,196.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1-6c	School Site Staffing- Spec. Ed. Staffing	Students with Disabilities	No			All Schools	3 years	$49,662,182.00	$307,780.00	$2,925,743.00	$37,463,042.00	$0.00	$9,581,177.00	$49,969,962.00	
1	1-6d	School Site Staffing-Classified	All	No			All Schools	3 years	$146,408.00	$0.00	$146,408.00	$0.00	$0.00	$0.00	$146,408.00	
1	1-6e	School Site Staffing-SLP assistants	Students with Disabilities	No			All Schools	3 years	$208,362.00	$0.00	$208,362.00	$0.00	$0.00	$0.00	$208,362.00	
1	1-7a	Parent Engagement-PIQE	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	3 years	$268,232.00	$44,726.00	$14,400.00	$0.00	$0.00	$298,558.00	$312,958.00	
1	1-7b	Parent Engagement	All	No			All Schools	3 years	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
1	1-7c	Parent Engagement-SPSA	All	No			All Schools	3 years	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
1	1-8a	Site Based Student Achievement Support- Site Allocations	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	$6,552,091.00	$1,529,943.00	$4,411,841.00	$3,670,193.00	$0.00	$0.00	$8,082,034.00	
1	1-9a	Early Childhood Educational Programs	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools Preschool	3 years	$491,709.00	$0.00	$265,313.00	$0.00	$0.00	$226,396.0 0	$491,709.00	
1	1-9b	Early Childhood Educational Programs-Early Childhood Center	Students with Disabilities	No			All Schools Pre-Schools	3 years	$3,897,099.00	$81,613.00	$596,292.00	$3,382,420.00	$0.00	$0.00	$3,978,712.00	
1	1-10a	English Learner Supports-DLI	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Reagan, Jackson, Desert Ridge Academy Reagan & Jackson-Grades K-5, Desert Ridge Academy-Grade 6-7	3 years	$636,150.00	$249,763.00	$885,913.00	$0.00	$0.00	$0.00	$885,913.00	
1	1-10b	English Learner Supports-Professional Development	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	3 years	$11,808,314.00	$124,342.00	$7,319,637.00	$451,217.00	$0.00	$4,161,802.00	$11,932,656.00	
1	1-10c	English Learner Supports	All	No			All Schools	3 years	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
1	1-10d	English Learner Supports-HIgh School ELD Support	English Learners	Yes	Limited to Unduplicated Student	English Learners	All Schools	3 years	$2,894,846.00	$0.00	$2,894,846.00	$0.00	$0.00	$0.00	$2,894,846.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
					Group(s)		Secondary									
1	1-10e	English Learner Supports-Elementary ELD Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools Grades Tk-5	3 years	$1,895,244.00	$0.00	$1,796,986.00	$98,258.00	$0.00	$0.00	$1,895,244.00	
1	1-10f	English Learner Supports-Coordinator of Multilingual Learner Programs	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	3 years	$255,109.00	$0.00	$255,109.00	$0.00	$0.00	$0.00	$255,109.00	
1	1-10g	English Learner Supports-Bilingual Office Specialist	All	No			All Schools	3 years	$108,442.00	$0.00	$108,442.00	$0.00	$0.00	$0.00	$108,442.00	
2	2-1a	Course Access/Advanced Programs- AP	Low Income	Yes	LEA-wide	Low Income	All Schools	3 years	$1,832.00	$393,170.00	$340,503.00	$54,499.00	$0.00	$0.00	$395,002.00	
2	2-1b	Course Access/Advanced Programs-IB	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: LQHS, JGMS, Franklin Elementary, Earhart Elementary	3 years	$776,829.00	$189,919.00	$966,748.00	$0.00	$0.00	$0.00	$966,748.00	
2	2-1d	Course Access/Advanced Programs-GATE	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	$46,103.00	$31,397.00	$77,500.00	$0.00	$0.00	$0.00	$77,500.00	
2	2-1e	Course Access/Advanced Programs- Enrichment Programs	All	No			All Schools	3 years	$4,350,672.00	$453,291.00	$153,757.00	$4,650,206.00	$0.00	$0.00	$4,803,963.00	
2	2-2b	Opportunities Outside of Traditional Program-Innovative Projects	All	No			All Schools	3 years	$0.00	$75,000.00	$75,000.00	$0.00	$0.00	$0.00	$75,000.00	
2	2-2c	Opportunities Outside of Traditional Program-Ophelia Project	Low Income	Yes	LEA-wide	Low Income	All Schools Grades 8-12	3 years	$0.00	$53,000.00	$53,000.00	$0.00	$0.00	$0.00	$53,000.00	
2	2-2d	Opportunities Outside of Traditional Program-Gents Alliance	Low Income	Yes	LEA-wide	Low Income	All Schools Grades 9-12	3 years	$24,521.00	$25,479.00	$50,000.00	$0.00	$0.00	$0.00	$50,000.00	
2	2-3a	Career Technical Education-Director	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	$283,011.00	$0.00	$283,011.00	$0.00	$0.00	$0.00	$283,011.00	
2	2-3b	Career Technical Education-Military Sci.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Grades 9-12	3 years	$0.00	$5,000.00	$5,000.00	$0.00	$0.00	$0.00	$5,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2-3c	Career Technical Education- APs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Grades 9-12	3 years	$1,071,984.00	$0.00	$1,071,984.00	$0.00	$0.00	$0.00	$1,071,984.00	
2	2-3d	Career Technical Education-Office Tech	All	No			All Schools	3 years	$325,610.00	$0.00	$325,610.00	$0.00	$0.00	$0.00	$325,610.00	
2	2-3f	Career Technical Education-Pathways	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Indio High, Palm Desert High, Summit High, Shadow Hills High, La Quinta High, Amistad High, Paige Middle School, Desert Ridge Academy, Indio Middle, and Jefferson Middle	3 years	$503,419.00	$1,284,021.00	$332,179.00	$1,249,742.00	$0.00	$205,519.00	$1,787,440.00	
2	2-3g	Career Technical Education-Digital Storytelling	All	No			All Schools	3 years	$0.00	$20,000.00	$20,000.00	$0.00	$0.00	$0.00	$20,000.00	
2	2-4b	College-Going Culture/Broad Course of Study- A-G Guidance	All	No			All Schools	3 years	$314,880.00	$0.00	$0.00	$314,880.00	$0.00	$0.00	$314,880.00	
2	2-4c	College-Going Culture/Broad Course of Study- PD for Counselors	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	$0.00	$20,000.00	$20,000.00	$0.00	$0.00	$0.00	$20,000.00	
2	2-4d	College-Going Culture/Broad Course of Study-AVID Training	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	1 year	$527,800.00	$464,412.00	$992,212.00	$0.00	$0.00	$0.00	$992,212.00	
2	2-4e	College-Going Culture/Broad Course of Study-AVID Project Facilitators	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	$411,276.00	$0.00	$411,276.00	$0.00	$0.00	$0.00	$411,276.00	
2	2-4g	College-Going Culture/Broad Course of Study-APEX/Edgenuity	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	$0.00	$294,936.00	$294,936.00	$0.00	$0.00	$0.00	$294,936.00	
2	2-4h	College-Going Culture/Broad Course of Study-Waivers	Low Income	Yes	Schoolwide	Low Income	All Schools	3 years	$0.00	$75,000.00	$75,000.00	$0.00	$0.00	$0.00	$75,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2-4i	College-Going Culture/Broad Course of Study-Portrait of a Graduate	All	No			All Schools	3 years	$0.00	$5,000.00	$5,000.00	$0.00	$0.00	$0.00	$5,000.00	
3	3-1a	Improve School Attendance-Coordinator	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	$315,218.00	$9,500.00	$324,718.00	$0.00	$0.00	$0.00	$324,718.00	
3	3-1b	Improve School Attendance-Red Indicators	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Paige Middle School, Glenn Middle School, La Quinta Middle School	3 years	$0.00	$6,500.00	$6,500.00	$0.00	$0.00	$0.00	$6,500.00	
3	3-1c	Improve School Attendance-Site Attendance Lead (SAL)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	$174,796.00	$5,203.00	$179,999.00	$0.00	$0.00	$0.00	$179,999.00	
3	3-1d	Improve School Attendance	All	No			All Schools	3 years	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
3	3-1e	Improve School Attendance-Attendance Clerks	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	$1,735,651.00	$0.00	$1,735,651.00	$0.00	$0.00	$0.00	$1,735,651.00	
3	3-1f	Improve School Attendance-RAAWEE	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	$0.00	$50,000.00	$50,000.00	$0.00	$0.00	$0.00	$50,000.00	
3	3-1g	Improve School Attendance-Family Engagement Specialists	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	$441,479.00	$0.00	$441,479.00	$0.00	$0.00	$0.00	$441,479.00	
3	3-2a	Site Based Positive Behavior Support Programs	All	No			All Schools	3 years	$278,488.00	$0.00	$0.00	$278,488.00	$0.00	$0.00	$278,488.00	
3	3-2b	Site Based Positive Behavior Support Programs-MTSS	All	No			All Schools	3 years	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
3	3-3a	Counseling Support and Behavioral Health-District SAP Team	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	$951,201.00	$93,807.00	$1,045,008.00	$0.00	$0.00	$0.00	$1,045,008.00	
3	3-3b	Counseling Support and Behavioral Health-Counselors	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	$12,751,225.00	$14,450.00	$12,765,675.00	$0.00	$0.00	$0.00	$12,765,675.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3-3d	Counseling Support and Behavioral Health-Mental Health	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	$5,056,333.00	$433,167.00	$2,806,662.00	$2,682,838.00	$0.00	$0.00	$5,489,500.00	
3	3-3e	Counseling Support and Behavioral Health-Prevention Intervention Psychologists (PIPs), Psychologists and Board-Certified Behavior Analysts (BCBAs)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	$3,419,984.00	$67,500.00	$3,487,484.00	$0.00	$0.00	$0.00	$3,487,484.00	
3	3-3f	Counseling Support and Behavioral Health- Site SAP Counselors	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	$1,732,444.00	$0.00	$1,732,444.00	$0.00	$0.00	$0.00	$1,732,444.00	
3	3-4a	Health and Wellness for Students-Transport	All	No			Specific Schools: Amistad High, Summit High	3 years	$0.00	$15,656.00	$15,656.00	$0.00	$0.00	$0.00	$15,656.00	
3	3-4b	Health and Wellness for Students-Nurses	All	No			All Schools	3 years	$197,742.00	$0.00	$197,742.00	$0.00	$0.00	$0.00	$197,742.00	
3	3-4c	Health and Wellness-Mental Health Nurses	All	No			All Schools	3 years	$135,670.00	$0.00	$135,670.00	$0.00	$0.00	$0.00	$135,670.00	
3	3-5a	Positive and Safe Environment- Safety Committees	All	No			All Schools	3 years	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
3	3-5c	Positive and Safe Environment- Law Enforcement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	$0.00	$1,453,341.00	$1,453,341.00	$0.00	$0.00	$0.00	$1,453,341.00	
3	3-5d	Positive and Safe Environment- Security Staff	All	No			All Schools	3 years	$7,221,643.00	$171,500.00	$7,393,143.00	$0.00	$0.00	$0.00	$7,393,143.00	
3	3-5e	Positive and Safe Environment-APs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	$4,405,661.00	$0.00	$4,405,661.00	$0.00	$0.00	$0.00	$4,405,661.00	
3	3-5f	Positive and Safe Environment - Bus Routes	All	No			All Schools	3 years	$10,203,344.00	$1,350,794.00	$11,554,138.00	$0.00	$0.00	$0.00	$11,554,138.00	
3	3-5g	Positive and Safe Environment-Lanyards	All	No			All Schools	3 years	$0.00	$54,119.00	$54,119.00	$0.00	$0.00	$0.00	$54,119.00	
3	3-5h	Positive and Safe Environment-Site Monitors	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Grades TK-5	3 years	$1,967,861.00	$0.00	$1,967,861.00	$0.00	$0.00	$0.00	$1,967,861.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3-5i	Positive and Safe Environment- MS and HS Orientation	All	No			All Schools	3 years	$0.00	$3,000.00	$3,000.00	$0.00	$0.00	$0.00	$3,000.00	
3	3-6b	Additional staff to support clean schools- Extra Custodial Staffing	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	$14,710,037.00	$13,464,861.00	$28,174,898.00	$0.00	$0.00	$0.00	$28,174,898.00	
3	3-6c	Clean and Efficient Environment- Maintenance	All	No			All Schools	3 years	$7,930,312.00	$6,246,094.00	$821,405.00	$0.00	$13,355,001.00	$0.00	$14,176,406.00	
3	3-6d	Clean and Efficient Environment - Custodial Supervisor	All	No			All Schools	3 years	$191,113.00	$0.00	$191,113.00	$0.00	$0.00	$0.00	$191,113.00	
3	3-7a	Communication, Equity and Accountability	All	No			All Schools	3 years	$274,441.00	$0.00	$274,441.00	$0.00	$0.00	$0.00	$274,441.00	
3	3-7b	Communication, Equity and Accountability-Title IX Director	All	No			All Schools	3 years	$296,818.00	$0.00	$296,818.00	$0.00	$0.00	$0.00	$296,818.00	
3	3-7c	Communication, Equity and Accountability- Bilingual Admin. Assistant	All	No			All Schools	3 years	$115,002.00	$0.00	$115,002.00	$0.00	$0.00	$0.00	$115,002.00	
3	3-7d	Communication, Equity and Accountability-Thought Exchange and Panorama	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	$0.00	$121,000.00	$121,000.00	$0.00	$0.00	$0.00	$121,000.00	
3	3-7e	Communication, Equity and Accountability-LCAP Coordinator	All	No			All Schools	3 years	$255,108.00	$0.00	$255,108.00	$0.00	$0.00	$0.00	$255,108.00	
3	3-7f	Communication, Equity and Accountability - LCAP Fiscal Tech	All	No			All Schools	3 years	$147,880.00	$0.00	$147,880.00	$0.00	$0.00	$0.00	$147,880.00	
3	3-7g	Communication, Equity and Accountability- Equity Coordinator	All	No			All Schools	3 years	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
3	3-8a	Parent Engagement- Foster Youth	All	No			All Schools	3 years	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
3	3-8e	Parent Engagement- Bilingual Site Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	3 years	$44,670.00	$0.00	$44,670.00	$0.00	$0.00	$0.00	$44,670.00	
3	3-9a	Foster Youth Support	All	No			All Schools	3 years	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
4	4-1a	Targeted Academic Intervention and Support for Alt. Ed. Students	All	No			Specific Schools: Amistad High	1 year	$55,010.00	$0.00	$0.00	$55,010.00	$0.00	$0.00	$55,010.00	
4	4-2a	SEL and Behavior Supports for Alt. Ed. Students	All	No			Specific Schools: Amistad High	1 year	$80,771.00	$0.00	$0.00	$80,771.00	$0.00	$0.00	$80,771.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
4	**4-3a**	Professional Development and Collaborative Planning	All	No			Specific Schools: Amistad High	1 year	$51,918.00	$30,670.00	$0.00	$82,588.00	$0.00	$0.00	$82,588.00	
4	**4-4a**	Dual Enrollment and CTE Program Expansion	All	No			Specific Schools: Amistad High	1 year	$36,980.00	$0.00	$0.00	$36,980.00	$0.00	$0.00	$36,980.00	
4	**4-5a**	School Community Outreach	All	No			Specific Schools: Amistad High	1 year	$86,048.00	$0.00	$0.00	$86,048.00	$0.00	$0.00	$86,048.00	
4	**4-6a**	Student Leadership and Enrichment	All	No			Specific Schools: Amistad High	1 year	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
5	**5-1a**	Professional Development and Collaborative Planning	All	No			Specific Schools: Summit High	1 year	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
5	**5-2a**	Targeted Academic Intervention and Support for Alt. Ed. Students	All	No			Specific Schools: Summit High	1 year	$88,240.00	$0.00	$0.00	$88,240.00	$0.00	$0.00	$88,240.00	
5	**5-3a**	Dual Enrollment and CTE Program Expansion	All	No			Specific Schools: Summit High	1 year	$40,414.00	$63,067.00	$0.00	$103,481.00	$0.00	$0.00	$103,481.00	
5	**5-4a**	School Community Outreach	All	No			Specific Schools: Summit High	1 year	$24,256.00	$0.00	$0.00	$24,256.00	$0.00	$0.00	$24,256.00	
5	**5-5a**	SEL and Behavior Supports for Alt. Ed. Students	All	No			Specific Schools: Summit High	1 year	$22,031.00	$0.00	$0.00	$22,031.00	$0.00	$0.00	$22,031.00	
5	**5-6a**	Student Leadership and Enrichment	All	No			Specific Schools: Summit High	1 year	$0.00	$36,665.00	$0.00	$36,665.00	$0.00	$0.00	$36,665.00	
6	**6-1a**	ELA, Math, and ELD Professional Development and Collaborative Planning	All	No			Specific Schools: Madison Elementary	1 year	$0.00	$31,271.00	$0.00	$31,271.00	$0.00	$0.00	$31,271.00	
6	**6-2a**	English Learner Support	All	No			Specific Schools: Madison Elementary	1 year	$75,062.00	$0.00	$0.00	$75,062.00	$0.00	$0.00	$75,062.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
6	**6-3a**	SEL and Behavior Support	All	No			Specific Schools: Madison Elementary	1 year	$0.00	$5,734.00	$0.00	$5,734.00	$0.00	$0.00	$5,734.00	
6	**6-4a**	School Community Outreach	All	No			Specific Schools: Madison Elementary	1 year	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
6	**6-5a**	Targeted Academic Support	All	No			Specific Schools: Madison Elementary	1 year	$192,699.00	$0.00	$0.00	$192,699.00	$0.00	$0.00	$192,699.00	
7	**7-1a**	Academic Intervention Systems for Students	All	No			Specific Schools: Horizon K-12	1 year	$78,545.00	$33,623.00	$0.00	$112,168.00	$0.00	$0.00	$112,168.00	
7	**7-2a**	Academic Professional Development and Collaborative Planning	All	No			Specific Schools: Horizon K-12	1 year	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
7	**7-3a**	Dual Enrollment, CTE and Electives Program Expansion	All	No			Specific Schools: Horizon K-12	1 year	$121,243.00	$163,529.00	$0.00	$284,772.00	$0.00	$0.00	$284,772.00	
7	**7-4a**	School Community Outreach	All	No			Specific Schools: Horizon K-12	1 year	$72,770.00	$0.00	$0.00	$72,770.00	$0.00	$0.00	$72,770.00	
7	**7-5a**	SEL and Behavior Supports for Students	All	No			Specific Schools: Horizon K-12	1 year	$51,406.00	$0.00	$0.00	$51,406.00	$0.00	$0.00	$51,406.00	
7	**7-6a**	Student Leadership and Enrichment	All	No			Specific Schools: Horizon K-12	1 year	$0.00	$16,000.00	$0.00	$16,000.00	$0.00	$0.00	$16,000.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
265,444,768.00	84,559,352.00	31.856%	0.000%	31.856%	$117,073,906.00	0.000%	44.105 %	**Total:**	$117,073,906.00
								LEA-wide Total:	$102,488,418.00
								Limited Total:	$13,211,561.00
								Schoolwide Total:	$1,373,927.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1-1a**	Highly Qualified Staff-Recruitment and Retainment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$17,482,459.00	
1	**1-1c**	Highly Qualified Staff-Leadership Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$286,149.00	
1	**1-1e**	Highly Qualified Staff-DSLA	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$150,550.00	
1	**1-2a**	Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$225,000.00	
1	**1-2b**	Professional Development-After-School Academies	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$100,000.00	
1	**1-3a**	Supplemental Materials-Core Content	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$70,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1-4g	Technology-Data Monitoring Systems	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$208,000.00	
1	1-5b	Interventions-Foundations of Early Literacy	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Grades TK-5	$120,000.00	
1	1-5c	Interventions-Summer School	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Grades 9-12	$900,000.00	
1	1-5d	Interventions-Middle School Math	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Grades 6-8	$72,600.00	
1	1-5f	Interventions-Goalbook	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$143,381.00	
1	1-6a	School Site Staffing-High School	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Grades 9-12	$11,709,126.00	
1	1-6b	School Site Staffing-Students with Disabilities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,046,196.00	
1	1-7a	Parent Engagement-PIQE	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$14,400.00	
1	1-8a	Site Based Student Achievement Support- Site Allocations	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$4,411,841.00	
1	1-9a	Early Childhood Educational Programs	Yes	LEA-wide	English Learners Low Income	All Schools Preschool	$265,313.00	
1	1-10a	English Learner Supports-DLI	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Reagan, Jackson, Desert Ridge Academy Reagan & Jackson-Grades K-5, Desert Ridge Academy-Grade 6-	$885,913.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
						7		
1	1-10b	English Learner Supports-Professional Development	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$7,319,637.00	
1	1-10d	English Learner Supports-HIgh School ELD Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools Secondary	$2,894,846.00	
1	1-10e	English Learner Supports-Elementary ELD Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools Grades Tk-5	$1,796,986.00	
1	1-10f	English Learner Supports-Coordinator of Multilingual Learner Programs	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$255,109.00	
2	2-1a	Course Access/Advanced Programs- AP	Yes	LEA-wide	Low Income	All Schools	$340,503.00	
2	2-1b	Course Access/Advanced Programs-IB	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: LQHS, JGMS, Franklin Elementary, Earhart Elementary	$966,748.00	
2	2-1d	Course Access/Advanced Programs-GATE	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$77,500.00	
2	2-2c	Opportunities Outside of Traditional Program-Ophelia Project	Yes	LEA-wide	Low Income	All Schools Grades 8-12	$53,000.00	
2	2-2d	Opportunities Outside of Traditional Program-Gents Alliance	Yes	LEA-wide	Low Income	All Schools Grades 9-12	$50,000.00	
2	2-3a	Career Technical Education-Director	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$283,011.00	
2	2-3b	Career Technical Education-Military Sci.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Grades 9-12	$5,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2-3c	Career Technical Education- APs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Grades 9-12	$1,071,984.00	
2	2-3f	Career Technical Education-Pathways	Yes	Schoolwide	English Learners Foster Youth Low Income	Indio High, Palm Desert High, Summit High, Shadow Hills High, La Quinta High, Amistad High, Paige Middle School, Desert Ridge Academy, Indio Middle, and Jefferson Middle	$332,179.00	
2	2-4c	College-Going Culture/Broad Course of Study- PD for Counselors	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$20,000.00	
2	2-4d	College-Going Culture/Broad Course of Study-AVID Training	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$992,212.00	
2	2-4e	College-Going Culture/Broad Course of Study-AVID Project Facilitators	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$411,276.00	
2	2-4g	College-Going Culture/Broad Course of Study-APEX/Edgenuity	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$294,936.00	
2	2-4h	College-Going Culture/Broad Course of Study-Waivers	Yes	Schoolwide	Low Income	All Schools	$75,000.00	
3	3-1a	Improve School Attendance-Coordinator	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$324,718.00	
3	3-1b	Improve School Attendance-Red Indicators	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Paige Middle School, Glenn Middle School, La Quinta Middle	$6,500.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
						School		
3	3-1c	Improve School Attendance-Site Attendance Lead (SAL)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$179,999.00	
3	3-1e	Improve School Attendance-Attendance Clerks	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,735,651.00	
3	3-1f	Improve School Attendance-RAAWEE	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$50,000.00	
3	3-1g	Improve School Attendance-Family Engagement Specialists	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$441,479.00	
3	3-3a	Counseling Support and Behavioral Health-District SAP Team	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,045,008.00	
3	3-3b	Counseling Support and Behavioral Health-Counselors	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$12,765,675.00	
3	3-3d	Counseling Support and Behavioral Health-Mental Health	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,806,662.00	
3	3-3e	Counseling Support and Behavioral Health-Prevention Intervention Psychologists (PIPs), Psychologists and Board-Certified Behavior Analysts (BCBAs)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,487,484.00	
3	3-3f	Counseling Support and Behavioral Health- Site SAP Counselors	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,732,444.00	
3	3-5c	Positive and Safe Environment- Law Enforcement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,453,341.00	
3	3-5e	Positive and Safe Environment-APs	Yes	LEA-wide	English Learners Foster Youth	All Schools	$4,405,661.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
3	**3-5h**	Positive and Safe Environment-Site Monitors	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Grades TK-5	$1,967,861.00	
3	**3-6b**	Additional staff to support clean schools- Extra Custodial Staffing	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$28,174,898.00	
3	**3-7d**	Communication, Equity and Accountability-Thought Exchange and Panorama	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$121,000.00	
3	**3-8e**	Parent Engagement-Bilingual Site Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$44,670.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$230,033,445.00	$227,148,722.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1-1a**	Highly Qualified Staff-Recruitment	Yes	$16,296,373.00	$16,272,763.00
1	**1-1b**	Highly Qualified Staff-PAR/Induction	No	$964,917.00	$978,841.00
1	**1-1c**	Highly Qualified Staff-Director	Yes	$270,940.00	$276,010.00
1	**1-1d**	Highly Qualified Staff-Office Specialist	No	$101,571.00	$102,878.00
1	**1-1e**	Highly Qualified Staff-DSLA	Yes	$150,550.00	$2,262.00
1	**1-2a**	Professional Development	Yes	$225,000.00	$207,779.00
1	**1-2b**	Professional Development-After-School Academies	Yes	$100,000.00	$113,541.00
1	**1-2c**	Professional Development- Spec. Ed.	No	$0.00	$0.00
1	**1-2d**	Professional Development- Guest Teachers	No	$1,303,412.00	$1,167,903.00
1	**1-3a**	Instructional Materials/Assessments-SS/SCI	Yes	$4,509,983.00	$6,614,096.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1-3c	Instructional Materials/Assessments- Don Johnson Toolkit	No	$59,000.00	$64,718.00
1	1-3d	Instructional Materials/Assessments	No	$90,302.00	$103,842.00
1	1-4a	Technology-Chromebooks	No	$10,032,044.00	$9,370,809.00
1	1-4e	Technology- Chief Innovation Officer	No	$408,145.00	$416,782.00
1	1-4f	Technology-IT Specialist	No	$210,361.00	$210,361.00
1	1-4g	Technology-Data Warehouse	Yes	$208,000.00	$187,211.00
1	1-5a	Interventions-Kinder	No	$346,560.00	$348,303.00
1	1-5b	Interventions-Reading Diagnostics and Strategies	Yes	$870,155.00	$50,506.00
1	1-5c	Interventions-Summer School	Yes	$1,798,825.00	$1,519,168.00
1	1-5d	Interventions-Middle School	Yes	$66,000.00	$61,000.00
1	1-5e	Interventions- 504 support	No	$0.00	$0.00
1	1-5f	Interventions-Goalbook	Yes	$143,381.00	$163,625.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1-6a	School Site Staffing-High School	Yes	$9,207,827.00	$9,044,780.00
1	1-6b	School Site Staffing-Differentiation	Yes	$1,974,731.00	$1,909,137.00
1	1-6c	School Site Staffing- Spec. Ed. Staffing	No	$44,334,078.00	$44,834,685.00
1	1-6d	School Site Staffing- Classified	No	$145,066.00	$134,977.00
1	1-6e	School Site Staffing-SLP assistants	No	$206,046.00	$208,448.00
1	1-7a	Parent Engagement-PIQE	Yes	$351,553.00	$333,813.00
1	1-7b	Parent Engagement	No	$0.00	$0.00
1	1-7c	Parent Engagement-SPSA	No	$0.00	$0.00
1	1-8a	Site Based Student Achievement Support- Site allocations	Yes	$9,621,726.00	$8,688,521.00
1	1-9a	Early Childhood Educational Programs	Yes	$506,061.00	$472,218.00
1	1-9b	Early Childhood Educational Programs-Early Childhood Center	No	$4,299,847.00	$3,955,985.00
1	1-10a	English Learner Supports-DLI	Yes	$973,629.00	$885,839.00
1	1-10b	English Learner Supports- PD	Yes	$11,392,194.00	$11,512,998.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1-10c	English Learner Supports	No	$0.00	$0.00
1	1-10d	English Learner Supports- HIgh School ELD Support	Yes	$2,689,685.00	$2,673,656.00
1	1-10e	English Learner Supports- ELD-ITC	Yes	$1,677,238.00	$1,674,712.00
1	1-10f	English Learner Supports-Coordinator	Yes	$240,804.00	$242,210.00
1	1-10g	English Learner Supports-Bilingual Office Specialist	No	$107,318.00	$104,865.00
2	2-1a	Course Access/Advanced Programs- Exam support	Yes	$418,178.00	$317,236.00
2	2-1b	Course Access/Advanced Programs-IB	Yes	$924,797.00	$852,668.00
2	2-1d	Course Access/Advanced Programs-GATE	Yes	$77,500.00	$52,479.00
2	2-1e	Course Access/Advanced Programs- Enrichment Programs	No	$153,907.00	$135,550.00
2	2-2b	Opportunities Outside of Traditional Program-Innovative Projects	No	$75,000.00	$51,730.00
2	2-2c	Opportunities Outside of Traditional Program-Ophelia Project	Yes	$53,000.00	$42,259.00
2	2-2d	Opportunities Outside of Traditional Program-Gents Alliance	Yes	$50,000.00	$21,163.00
2	2-3a	Career Technical Education-Director	Yes	$264,963.00	$267,620.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2-3b	Career Technical Education-Military Sci.	Yes	$5,000.00	$4,907.00
2	2-3c	Career Technical Education- APs	Yes	$973,600.00	$1,014,648.00
2	2-3d	Career Technical Education-Office Tech	No	$321,078.00	$298,614.00
2	2-3f	Career Technical Education-Pathways	Yes	$1,843,826.00	$1,892,186.00
2	2-3g	Career Technical Education-Digital Storytelling	No	$20,000.00	$19,636.00
2	2-4b	College-Going Culture/Broad Course of Study- A-G Guidance	No	$292,257.00	$303,443.00
2	2-4c	College-Going Culture/Broad Course of Study- PD for Counselors	Yes	$240,224.00	$262,389.00
2	2-4d	College-Going Culture/Broad Course of Study-AVID Training	Yes	$981,963.00	$992,892.00
2	2-4e	College-Going Culture/Broad Course of Study-AVID Project Facilitators	Yes	$385,860.00	$384,292.00
2	2-4g	College-Going Culture/Broad Course of Study-APEX/Edgenuity	Yes	$303,766.00	$280,000.00
2	2-4h	College-Going Culture/Broad Course of Study-Waivers	Yes	$75,000.00	$75,915.00
2	2-4i	College-Going Culture/Broad Course of Study-Portrait of a Graduate	No	$5,000.00	$5,000.00
3	3-1a	Improve School Attendance-Coordinator	Yes	$306,314.00	$307,740.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3-1b	Improve School Attendance-Red Indicators	Yes	$6,500.00	$6,319.00
3	3-1c	Improve School Attendance-SAL	Yes	$179,999.00	$113,130.00
3	3-1d	Improve School Attendance	No	$0.00	$0.00
3	3-1e	Improve School Attendance-Health Clerks	Yes	$1,668,428.00	$1,768,770.00
3	3-1f	Improve School Attendance-RAWEE	Yes	$53,000.00	$47,552.00
3	3-1g	Improve School Attendance-Bilingual Techs	Yes	$431,840.00	$407,194.00
3	3-2a	Site Based Positive Behavior Support Programs	No	$76,143.00	$76,143.00
3	3-2b	Site Based Positive Behavior Support Programs	No	$0.00	$0.00
3	3-3a	Counseling Support and Behavioral Health-SAP	Yes	$910,782.00	$918,192.00
3	3-3b	Counseling Support and Behavioral Health-Counselors	Yes	$11,873,383.00	$11,726,526.00
3	3-3d	Counseling Support and Behavioral Health-Mental Health	Yes	$4,686,108.00	$4,944,129.00
3	3-3e	Counseling Support and Behavioral Health-PIPs	Yes	$3,251,106.00	$3,163,997.00
3	3-3f	Counseling Support and Behavioral Health- Tier 2	Yes	$1,558,283.00	$1,559,292.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3-4a	Health and Wellness for Students-Transport	No	$15,656.00	$13,071.00
3	3-4b	Health and Wellness for Students-Nurses	No	$180,132.00	$188,834.00
3	3-4c	Health and Wellness-MHNurses	No	$125,022.00	$123,546.00
3	3-5a	Positive and Safe Environment-Safety Committees	No	$0.00	$0.00
3	3-5b	Positive and Safe Environment-Safety Plan	No	$0.00	$0.00
3	3-5c	Positive and Safe Environment-Law Enforcement	Yes	$1,411,011.00	$1,019,325.00
3	3-5d	Positive and Safe Environment-Security Staff	No	$7,349,603.00	$7,452,872.00
3	3-5e	Positive and Safe Environment-APs	Yes	$4,123,925.00	$4,064,652.00
3	3-5f	Positive and Safe Environment - Bus Routes	No	$11,064,804.00	$11,237,343.00
3	3-5g	Positive and Safe Environment-Lanyards	No	$54,169.00	$43,930.00
3	3-5h	Positive and Safe Environment-Site Monitors	Yes	$2,062,811.00	$2,061,034.00
3	3-5i	Positive and Safe Environment- MS and HS Orientation	No	$3,000.00	$3,000.00
3	3-6b	Additional staff to support clean schools- Extra Custodial Staffing	Yes	$28,541,250.00	$27,037,277.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3-6c	Clean and Efficient Environment-Maintenance	No	$13,939,165.00	$13,893,516.00
3	3-6d	Clean and Efficient Environment - Custodial Supervisor	No	$171,760.00	$174,286.00
3	3-7a	Communication, Equity and Accountability	No	$274,441.00	$271,745.00
3	3-7b	Communication, Equity and Accountability-Title IX Director	No	$279,182.00	$282,275.00
3	3-7c	Communication, Equity and Accountability- Bilingual Admin. Assistant	No	$113,927.00	$115,984.00
3	3-7d	Communication, Equity and Accountability-TE Survey	Yes	$121,000.00	$112,560.00
3	3-7e	Communication, Equity and Accountability-LCAP Coordinator	No	$240,804.00	$216,372.00
3	3-7f	Communication, Equity and Accountability - LCAP Fiscal Tech	No	$145,975.00	$142,582.00
3	3-7g	Communication, Equity and Accountability- Equity Coordinator	No	$0.00	$0.00
3	3-8a	Parent Engagement- Foster Youth	No	$0.00	$0.00
3	3-8e	Parent Engagement-Stipends	Yes	$55,722.00	$19,578.00
3	3-9a	Foster Youth Support	No	$0.00	$0.00
4	4-1a	Data Analysis / Tier 1 Support	No	$0.00	$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	**4-2a**	SEL/Mental Health Support	No	$480,812.00	$353,774.00
4	**4-3a**	Parent Engagement	No	$188,783.00	$143,499.00
5	**5-1a**	Dual Enrollment/CTE	No	$0.00	$143,534.00
5	**5-1b**	Instructional Materials and Enrichment	No	$23,558.00	$143,532.00
5	**5-1c**	Credit Recovery	No	$133,206.00	$205,768.00
5	**5-2a**	Parent Engagement / Counseling Services	No	$117,912.00	$47,003.00
5	**5-3a**	Professional Development	No	$0.00	$2,730.00
5	**5-4a**	Academic and Leadership Enrichment	No	$15,000.00	$8,950.00
6	**6-1a**	Data Analysis/ Tier 1 Support	No	$0.00	$28,058.00
6	**6-2a**	Instructional Materials	No	$1,660.00	$54,920.00
6	**6-3a**	SEL	No	$0.00	$0.00
6	**6-4a**	Parent Engagement	No	$248,418.00	$72,503.00
6	**6-5a**	Instruction Support	No	$200,610.00	$247,816.00

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$81,883,162.00	$114,616,843.00	$112,746,794.00	$1,870,049.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1-1a	Highly Qualified Staff-Recruitment	Yes	$16,296,373.00	$16,272,763.00		
1	1-1c	Highly Qualified Staff-Director	Yes	$270,940.00	$276,010.00		
1	1-1e	Highly Qualified Staff-DSLA	Yes	$150,550.00	$2,262.00		
1	1-2a	Professional Development	Yes	$225,000.00	$207,779.00		
1	1-2b	Professional Development-After-School Academies	Yes	$100,000.00	$113,541.00		
1	1-3a	Instructional Materials/Assessments-SS/SCI	Yes	$2,365,905.00	$4,204,993.00		
1	1-4g	Technology-Data Warehouse	Yes	$208,000.00	$187,211.00		
1	1-5b	Interventions-Reading Diagnostics and Strategies	Yes	$120,000.00	$50,506.00		
1	1-5c	Interventions-Summer School	Yes	$900,000.00	$755,527.00		
1	1-5d	Interventions-Middle School	Yes	$66,000.00	$61,000.00		
1	1-5f	Interventions-Goalbook	Yes	$143,381.00	$163,625.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1-6a	School Site Staffing-High School	Yes	$9,207,827.00	$9,044,780.00		
1	1-6b	School Site Staffing-Differentiation	Yes	$1,974,731.00	$1,909,137.00		
1	1-7a	Parent Engagement-PIQE	Yes	$14,400.00	$14,210.00		
1	1-8a	Site Based Student Achievement Support- Site allocations	Yes	$6,001,533.00	$5,287,636.00		
1	1-9a	Early Childhood Educational Programs	Yes	$258,219.00	$240,385.00		
1	1-10a	English Learner Supports-DLI	Yes	$973,629.00	$885,839.00		
1	1-10b	English Learner Supports- PD	Yes	$6,821,121.00	$6,914,928.00		
1	1-10d	English Learner Supports-HIgh School ELD Support	Yes	$2,689,685.00	$2,673,656.00		
1	1-10e	English Learner Supports-ELD-ITC	Yes	$1,677,238.00	$1,674,712.00		
1	1-10f	English Learner Supports-Coordinator	Yes	$240,804.00	$242,210.00		
2	2-1a	Course Access/Advanced Programs- Exam support	Yes	$340,503.00	$283,276.00		
2	2-1b	Course Access/Advanced Programs-IB	Yes	$924,797.00	$852,668.00		
2	2-1d	Course Access/Advanced Programs-GATE	Yes	$77,500.00	$52,479.00		
2	2-2c	Opportunities Outside of Traditional Program-Ophelia Project	Yes	$53,000.00	$42,259.00		
2	2-2d	Opportunities Outside of Traditional Program-Gents Alliance	Yes	$50,000.00	$21,163.00		
2	2-3a	Career Technical Education-Director	Yes	$264,963.00	$267,620.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	**2-3b**	Career Technical Education-Military Sci.	Yes	$5,000.00	$4,907.00		
2	**2-3c**	Career Technical Education-APs	Yes	$973,600.00	$1,014,648.00		
2	**2-3f**	Career Technical Education-Pathways	Yes	$332,179.00	$308,551		
2	**2-4c**	College-Going Culture/Broad Course of Study- PD for Counselors	Yes	$20,000.00	$20,000.00		
2	**2-4d**	College-Going Culture/Broad Course of Study-AVID Training	Yes	$981,963.00	$992,892.00		
2	**2-4e**	College-Going Culture/Broad Course of Study-AVID Project Facilitators	Yes	$385,860.00	$384,292.00		
2	**2-4g**	College-Going Culture/Broad Course of Study-APEX/Edgenuity	Yes	$303,766.00	$280,000.00		
2	**2-4h**	College-Going Culture/Broad Course of Study-Waivers	Yes	$75,000.00	$75,915.00		
3	**3-1a**	Improve School Attendance-Coordinator	Yes	$306,314.00	$307,740.00		
3	**3-1b**	Improve School Attendance-Red Indicators	Yes	$6,500.00	$6,319.00		
3	**3-1c**	Improve School Attendance-SAL	Yes	$179,999.00	$113,130.00		
3	**3-1e**	Improve School Attendance-Health Clerks	Yes	$1,668,428.00	$1,768,770.00		
3	**3-1f**	Improve School Attendance-RAWEE	Yes	$53,000.00	$47,552.00		
3	**3-1g**	Improve School Attendance-Bilingual Techs	Yes	$431,840.00	$407,194.00		
3	**3-3a**	Counseling Support and Behavioral Health-SAP	Yes	$910,782.00	$918,192.00		
3	**3-3b**	Counseling Support and Behavioral Health-Counselors	Yes	$11,873,383.00	$11,726,526.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	**3-3d**	Counseling Support and Behavioral Health-Mental Health	Yes	$2,568,022.00	$2,630,276.00		
3	**3-3e**	Counseling Support and Behavioral Health-PIPs	Yes	$3,251,106.00	$3,163,997.00		
3	**3-3f**	Counseling Support and Behavioral Health- Tier 2	Yes	$1,558,283.00	$1,559,292.00		
3	**3-5c**	Positive and Safe Environment- Law Enforcement	Yes	$1,411,011.00	$1,019,325.00		
3	**3-5e**	Positive and Safe Environment-APs	Yes	$4,123,925.00	$4,064,652.00		
3	**3-5h**	Positive and Safe Environment-Site Monitors	Yes	$2,062,811.00	$2,061,034.00		
3	**3-6b**	Additional staff to support clean schools- Extra Custodial Staffing	Yes	$28,541,250.00	$27,037,277.00		
3	**3-7d**	Communication, Equity and Accountability-TE Survey	Yes	$121,000.00	$112,560.00		
3	**3-8e**	Parent Engagement-Stipends	Yes	$55,722.00	$19,578.00		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$257,087,382.00	$81,883,162.00	0%	31.850%	$112,746,794.00	0.000%	43.855%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).

        - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in EC sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with EC sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

Comprehensive Support and Improvement
An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (EC Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and

- For charter schools, see *Education Code* Section 47606.5.
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,

- The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
  - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.
- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

- The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
  - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
  - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
  - Indicate the school year to which the baseline data applies.
  - The baseline data must remain unchanged throughout the three-year LCAP.
    - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
    - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
        - The reasons for the ineffectiveness, and
        - How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

***Actions for Foster Youth*:** School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and

- Professional development for teachers.
- If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
  - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
  - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
  - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).
  - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
  - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).

- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
    - Identify the action as an LREBG action;
    - Include an explanation of how research supports the selected action;
    - Identify the metric(s) being used to monitor the impact of the action; and
    - Identify the amount of LREBG funds being used to support the action.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would

divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater

than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
    - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
    - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
    - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
    - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
    - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
    - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
    - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
    - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
    - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

      The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
    - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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