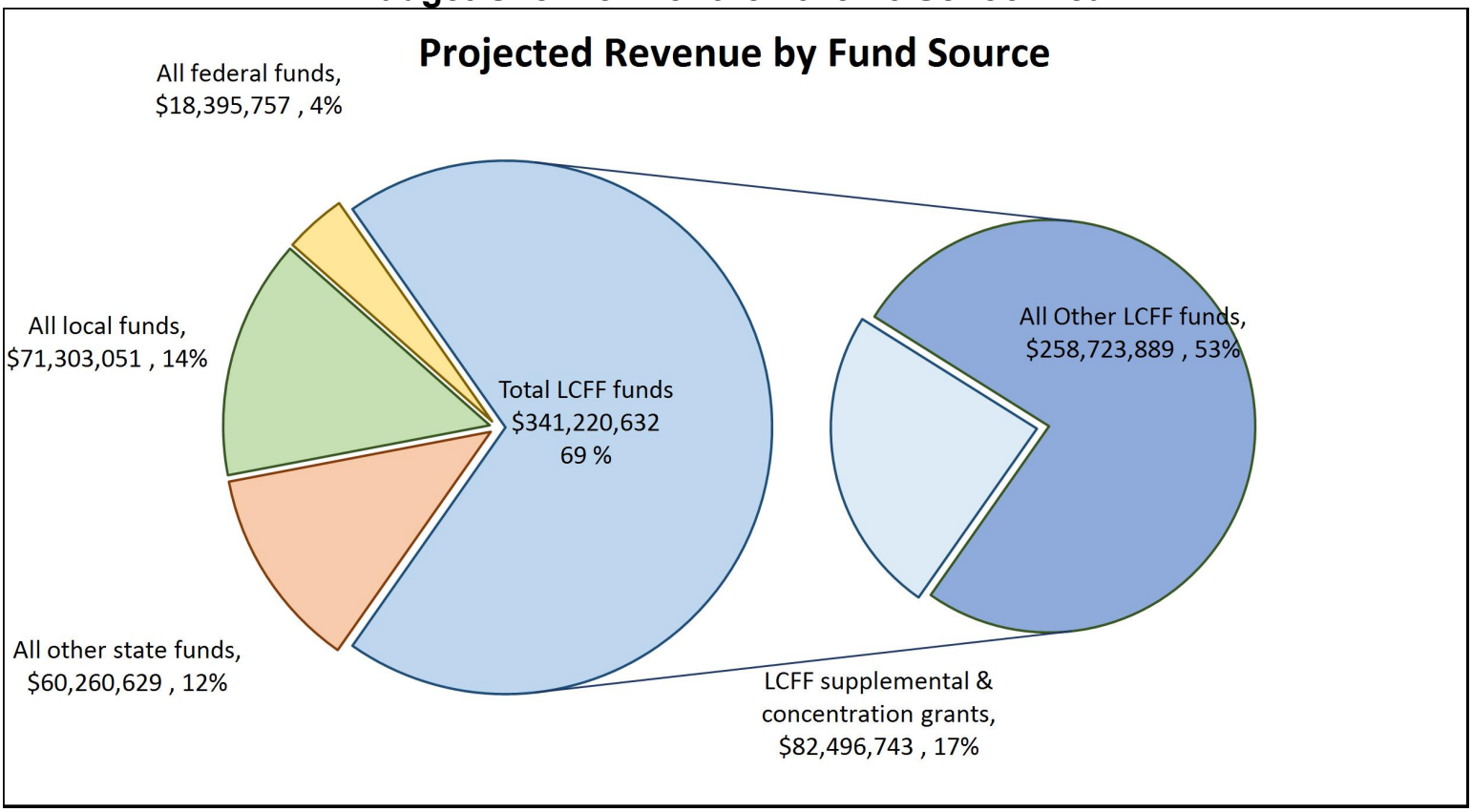
# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Desert Sands Unified School District
CDS Code: 33670580000000
School Year: 2025-26
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 2025-26 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 $491,180,069, of which $341,220,632 is Local Control Funding Formula (LCFF), $60,260,629 is other state funds, $71,303,051 is local funds, and $18,395,757 is federal funds. Of the $341,220,632 in LCFF

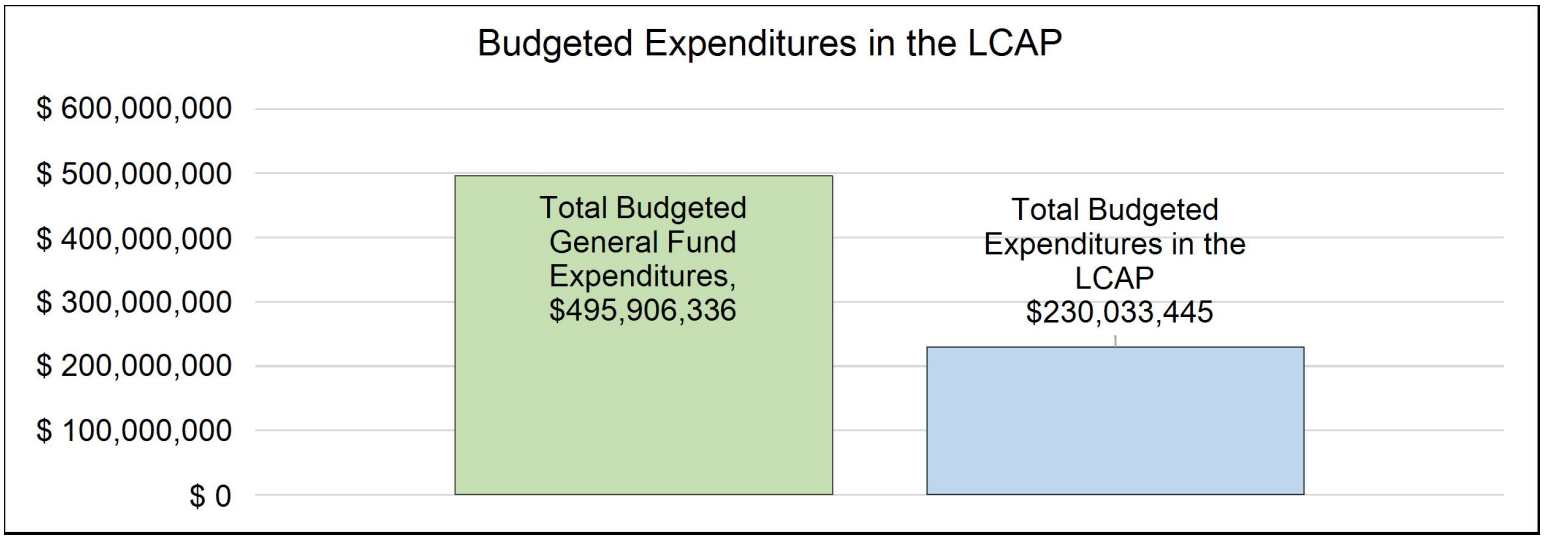
Funds, $82,496,743 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

The charts in the Budget Overview for Parents are automatically generated based on your updates in the input form of the standalone template in DTS. There is no need to insert images.

Please contact DTS if you would like support with overlapping labels. Thank you!

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 2025-26. 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 $495,906,336 for the 2025-26 school year. Of that amount, $230,033,445 is tied to actions/services in the LCAP and $265,872,891 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

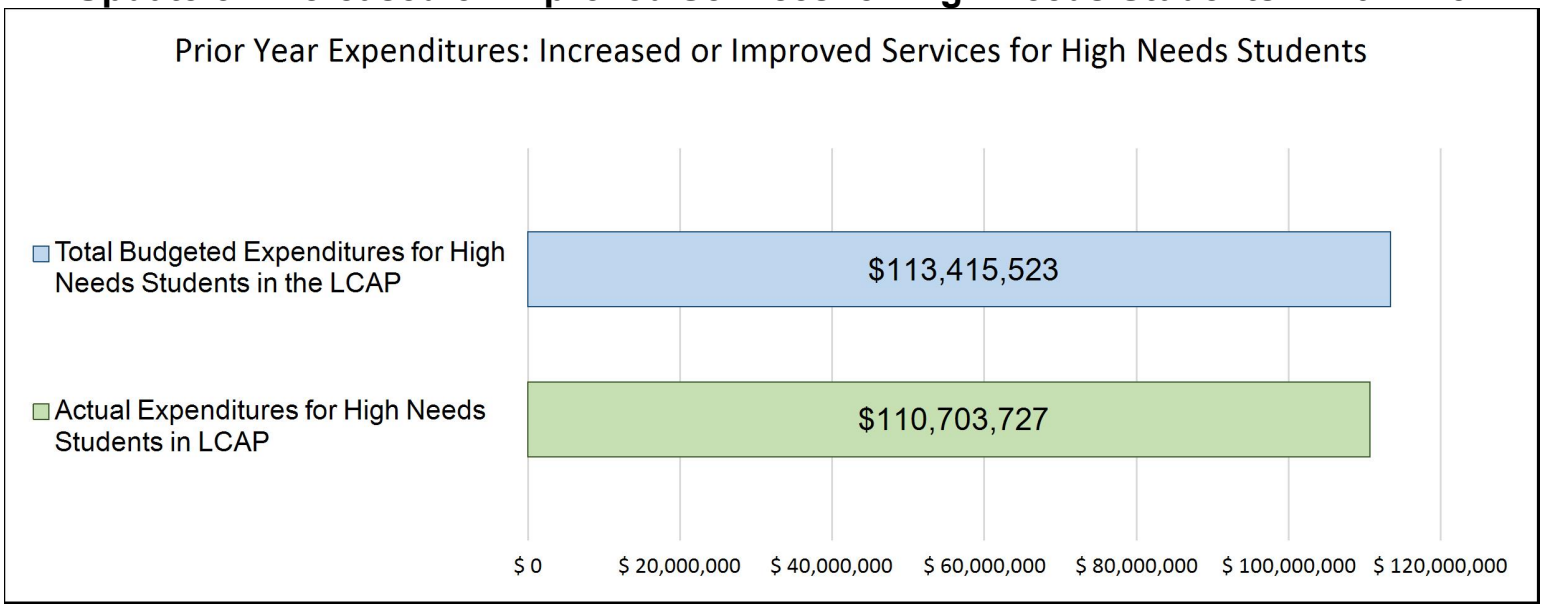
General Fund Budget Expenditures not included in the LCAP are: Teachers serving to meet the minimum required pupil-to-teacher ratios, STRS On-Behalf, copier and lease payments, capital equipment purchases, school administration, district administration, centralized data processing, utilities, special 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 2025-26 School Year

In 2025-26, Desert Sands Unified School District is projecting it will receive $82,496,743 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 $113,529,642 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 2024-25




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 2024-25, Desert Sands Unified School District's LCAP budgeted $113,415,523 for planned actions to increase or improve services for high needs students. Desert Sands Unified School District actually spent $110,703,727 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $2,711,796 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 Discretionary Block Grant, the Learning Recovery Emergency 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. There is no carryover obligation for the coming LCAP year. Services and programs for students were carried out as planned.

# 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<br>Superintendent | kelly.may-vollmar@desertsands.us<br>(760) 771-8501 |

# Plan Summary [2025-26]

## 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.

Located in the central area of Coachella Valley, Desert Sands Unified School District (DSUSD) primarily serves the socioeconomically and ethnically diverse populations from the cities of Bermuda Dunes, Coachella, Indian Wells, Indio, La Quinta, Palm Desert, and Rancho Mirage. The district currently operates 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. The remaining Head Start and State Preschool programs are housed throughout the district. The district is one of the largest employers in the Coachella Valley (nearly 4308 employees), covers more than 752 square miles of Riverside County, and operates on a projected annual budget of $491,180,069. As of census day 2024, the district's enrollment for students in TK-12 was 23,521, of which 79.1% are of Hispanic/Latino descent, 12.4 % are white, 1.3% are Black/African American, 2.0 % are Asian, and 5.2% are of another ethnicity. The diversity among the population is evidenced by the 53 different home languages reported, with Spanish being the home language of 94.8% of the district's 4473 English Learners. The district has an unduplicated pupil percentage of 80.99%; 23.43% (4473) are English language learners (EL), 98.36% (18775) are from low-income (LI) families eligible for free or reduced-priced meals, including 0.64% (150) foster youth (FY) and 2.14 (504) homeless students. Students with disabilities make up 13% of the student body, and over 86.29% of these students are included in the unduplicated pupil count. Since 2022, the district has had an increasing number of refugee students enroll. Families seeking asylum arrive from Brazil, Cuba, Ecuador, India, Bangladesh, Venezuela, Romania, El Salvador, Nicaragua, and Honduras. Children of asylum seekers make up as much as 30% of some of the DSUSD school populations. At the start of 2025, the number of refugee students entering the district has dramatically slowed down.

DSUSD partners with local institutions and industries to prepare students for the Coachella Valley's diverse economy. Collaborating with businesses and organizations like California State University, San Bernardino, Palm Desert Campus, and College of the Desert, DSUSD focuses on increasing graduation rates, college readiness, and workforce skills. The district offers a variety of Career Technical Education (CTE) programs across high school campuses, aligned with local job demands. Additionally, DSUSD emphasizes UC/CSU A-G requirements, tracks college enrollment, and promotes the State Seal of Biliteracy achievement. The district implements a Multi-Tiered System of Support (MTSS) framework, emphasizing whole-child education and community engagement.

Through a variety of educational programs, DSUSD is dedicated to continual enhancement, striving to bridge academic gaps and ensure equitable access to opportunities for all students. These programs include the International Baccalaureate program, TK-12 grade, Dual Language Immersion, and STEM initiatives. AVID programs are integrated across schools, addressing educational barriers and fostering college readiness. DSUSD also offers a virtual school, Horizon Academy, which is in its third year. Horizon is a TK-12 school that provides synchronous as well as live interactive opportunities to its students.

DSUSD has strong partnerships with neighboring cities and agencies to enhance facilities and programs for its students. The district is governed by a locally elected five-member Board of Education, with each trustee representing a different area. During the 2023-2024 school year, the DSUSD Board of Education communicated its three priorities for the Local Education Agency (LEA). These priorities, along with the district's Mission, Vision, and Values, have guided the work on the Local Control and Accountability Plan (LCAP).

DSUSD Board Priorities
-Allocate resources to ensure early literacy for each and every student.
-Promote, enhance, and improve access to college/career readiness experiences across the district.
-Provide safe and inviting environments to support attendance and mental health.

Student agency and voice are valued in DSUSD. Student representatives from DSUSD's high schools rotate annually on the Board, offering input on policy-making and student engagement. Community support is evident through a 2014 bond approval aimed at preparing students for college and careers in STEM and skilled trades, as well as through grants, scholarships, and donations from local cities. Student leaders also took part in two Youth Leadership days as part of the Superintendent's Student Advisory group to receive workshops on leadership, equity, and identity, and also to give input on the learning program in DSUSD.

We have four schools that have been identified as Equity Multiplier Schools: Amistad Continuation High School, Summit Continuation High School, Madison Elementary, and Horizon School. Goals 4, 5, and 6 in this plan have been developed as Equity Multiplier Goals for these schools:

Amistad Continuation High School
209 students
95.2 % SED
33.5 % EL
1.9%. FY

Horizon K-12 Virtual

414 students
84.3 % SED
15% EL
.2%  FY

Madison K-5
377 students
86.2% SED
28.1 EL
.5% FY

Summit Continuation High School
199 students
81.4%  SED
15.1 EL
.5 % FY

## Reflections: Annual Performance

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

The overall ELA performance in our local iReady assessments has remained relatively stable across grade spans, with minor shifts in group-level outcomes. Notably, African American students in grades K–5 made substantial gains, rising from 38.2% to 57% at grade level—an encouraging sign of targeted instructional impact. However, performance among English Learners and Long-Term English Learners declined or remained extremely low across all levels, with only 3–9% meeting grade-level expectations, underscoring an urgent need for differentiated literacy supports and interventions tailored to multilingual learners.

In iReady Math,  students in grades 9–10 demonstrated the highest overall performance (27%) among the three grade spans, with socioeconomically disadvantaged students (27%) and homeless youth (25.8%) performing close to or above the overall average, suggesting potential gains in upper-grade math supports or interventions. African American students in grades K–5 performed slightly above the overall cohort average (25% vs. 26%), indicating areas where early grade supports may be having a modest positive impact. Across all grade spans, socioeconomically disadvantaged students are performing at levels comparable to the overall student population, which may point to the positive impact of districtwide strategies aimed at supporting students facing economic challenges.

The district made measurable progress on the College/Career Indicator (CCI), increasing by 3.9 percentage points to reach a Medium performance level overall. Notably, subgroups such as Foster Youth and Filipino students demonstrated double-digit growth, indicating that supports in secondary pathways are yielding positive outcomes. Despite a slight dip, the overall graduation rate remains strong at 92.7%, which is considered High. This reflects the district's continued efforts to keep students on track to graduate and may suggest that intervention and credit recovery systems are effective.  While most subgroups continue to face challenges, Foster Youth showed substantial growth in

both ELA (+10.2 dfs) and Math (+28.4 dfs). Similarly, Homeless Youth improved significantly in Math (+18.9 dfs), showing that targeted supports for these vulnerable groups are beginning to make an impact. Long-Term English Learners (LTELs) demonstrated a 6% increase in the English Learner Progress Indicator (ELPI), suggesting that focused language acquisition programs and instructional supports are showing early signs of effectiveness.

The 2024 California School Dashboard shows that the following student groups are performing at the lowest performance level (Red):

Districtwide

Academic Indicator:
English Language Arts- English Learners, LTEL, SWD
Math-English Learners, LTEL, SWD, AA

Chronic Absenteeism:
Homeless

School sites with All  Student Groups showing the lowest performance levels:

Amistad
Academic Indicator- ELA, Math, CCI
School Climate-Suspension Rate
Pupil Engagement- GR

Carrillo Ranch Elementary
School Climate: SUS

Desert Ridge Academy
Academic Indicator-  ELA, Math, ELPI

Franklin Elementary
Academic Performance- ELPI

Hoover Elementary
Academic Indicator-  Math
School Climate-Suspension Rate
Academic Performance- ELPI

Horizon
Academic Indicator- ELA, Math
Academic Performance- ELPI

Pupil Engagement- CA

Indio Middle School
Academic Indicator-Math
School Climate- SUS

Jefferson Middle School
Academic Indicator- Math
Pupil Engagement- CA

Jackson Elementary
Academic Indicator- ELA

Johnson Elementary
Academic Indicator- ELA, Math,
Academic Performance- ELPI

John F. Kennedy Elementary
Academic Indicator- ELA, Math

Madison Elementary
Academic Indicator- ELA
Academic Performance-ELPI

Monroe Elementary
Academic Performance: ELPI

Oliphant Elementary
Academic Performance: ELPI

Paige Middle School
Academic Indicator-Math
Pupil Engagement -Chronic Absenteeism
School Climate-Suspension Rate

Reagan Elementary
Academic Performance- ELPI

Roosevelt Elementary
Academic Indicator- ELA

Academic Performance- ELPI

Shadow Hills High School
Academic Performance-ELPI
School Climate-Suspension Rate

Summit High School
Academic Indicator- Math
School Climate-Suspension Rate

Truman Elementary
Academic Performance: ELPI

The 2024 California School Dashboard shows that the following student groups are performing at the lowest performance level (Red):

Amistad
ELA: SED, HI
SUS: HI

Carreon
Math: SWD

Carter Elementary
CA: MR, WH

Carrillo Ranch Elementary
ELPI: EL
SUS: SED, SWD, HI

Desert Ridge Academy
ELA: EL, SWD, LTEL, SED, HI
Math: SED, EL, LTEL, SWD, HI

Earhart School of International Studies
ELA: SWD
Math: SWD

Franklin
ELPI: EL

Glenn Middle School of International Studies
ELA: SWD, LTEL
Math: SWD, LTEL

Hoover Elementary
ELPI: EL

Horizon
ELA: SED, HI
Math: SED, HI
ELPI: EL, LTEL
CA: SED, HI

Indio High School
ELA: LTEL
Math: SWD
CCI: SWD

Indio Middle School
ELA: EL, SED, LTEL, SWD, HI
Math: SED, EL, SWD,  LTEL, Hi
SUS: SED, LTEL, SWD, HI

Jackson Elementary
ELA: SED, EL, SWD, HI
Math: SWD

Jefferson Middle School
ELA: EL, LTEL,  SWD
Math: SED, EL, LTEL, SWD, HI
CA: SED, EL, LTEL, SWD, HI

Johnson Elementary
ELA: SED, EL, HI
Math: EL
ELPI: EL

John F. Kennedy Elementary
ELA: SED, EL, HI

Math: HI
CA: EL, SWD

La Quinta High School
ELA: EL
SUS: EL, SWD, AA

La Quinta Middle School
ELA: EL, LTEL, SWD
Math: SED, EL. LTEL, SWD, HI

Lincoln Elementary
ELA: EL, SWD
Math: SWD

Madison Elementary
ELA- SED, EL, HI
ELPI: EL
CA: EL, SWD

Monroe Elementary
ELPI: EL
CA: MR

Oliphant
ELA: EL, SWD
ELPI: EL

Paige Middle School
TSI: EL, HI
ELA: EL, LTEL, HI
Math: SED, EL, SWD, Hi
CA: SED, EL, SWD, HI

Palm Desert High School
ELA: SWD
Math: SWD
SUS: EL, LTEL, HI

Reagan

ELPI: EL
CA: MR
SUS: MR

Roosevelt Elementary
ELA: SED, SWD, HI
Math: SWD
ELPI: EL

Shadow Hills High School
EL: LTEL, SWD.
SUS-EL, LTEL, SWD

Summit High School
Math: SED, Hi
SUS: SED, HI

Truman
ELA: SWD
ELPI: EL
CA: WH

2025-2026 Learning Recovery Emergency Block Grant (LREBG) Actions

The district has unexpended LREBG funds. Based on the findings from the recent LREBG needs assessment conducted during the 2024–2025 school 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 2025–2026 LCAP, which are fully or partially funded through the LREBG, are designed to directly respond to these needs. More details about how each action supports these goals can be found in the corresponding sections of the plan.

Goal 1
1-2d
1-3c
1-5b
1-5c
1-8a
1-9b

Goal 2
2-4b

Goal 3
3-2a
3-3d

Annual Performance 23-24

Our local data (iReady) shows that K-8 DSUSD students grew one point on the ELA Winter Diagnostic assessment. K-8 EL, SWD, and SED students also grew by one point during this mid-year assessment. DSUSD students in grades 9-10 showed a four-point increase on the ELA Winter Diagnostic assessment, and 9-10 SED students showed the highest increase at six points of growth. K-8 and SED students maintained 25% proficiency in the Math Winter Diagnostic. EL students maintained at 8%, and SWD students increased from 7% to 8%.

There were several areas where DSUSD students experienced success as reflected on the California Dashboard, which includes English Learner Progress, which showed that 48.55% of English Learners made progress, and results were maintained with a status of yellow on the Dashboard. Another area was the College and Career Indicator, which showed that DSUSD students are above the state level of preparedness at 44.8%, with the SED, Hispanic, African American, and Two or More Races populations of students showing a status level of “Medium” on CCI. The graduation rate was maintained for DSUSD students at 93.8%, with the African American student group showing an increase of 8.4 percentage points, with a rate of 94.1%. The SED population of students maintained a green status on the CA dashboard with a graduation rate of 93.3%.

The 2023 California School Dashboard shows that the following student groups are performing at the lowest performance level (Red):

Districtwide

Academic Indicator:
English Language Arts- English Learners, Foster Youth, Homeless, Students with Disabilities, and African American.
Math-English Learners, Foster Youth, Homeless, Students with Disabilities, and African Americans.

Chronic Absenteeism:
Homeless
Filipino

Suspension:
Foster Youth
Homeless
African American

School Sites- All Student Groups showing lowest performance levels:

Amistad
Academic Indicator- ELA, Math, CCI
School Climate-Suspension Rate

Desert Ridge Academy
Academic Indicator-  Math

Earhart School of International Studies
Academic Performance-ELPI

Glenn Middle School of International Studies
Pupil Engagement -Chronic Absenteeism

Hoover Elementary
Academic Indicator-  Math
School Climate-Suspension Rate

Indio High School
Academic Indicator-Math
School Climate-Suspension Rate

Indio Middle School
Academic Indicator-Math

Jefferson Middle School
Academic Indicator- ELA

John F. Kennedy Elementary
Academic Indicator- ELA, Math

La Quinta Middle School
School Climate-Suspension Rate

Roosevelt Elementary
Academic Indicator- ELA, Math

Shadow Hills High School
Academic Performance-ELPI
School Climate-Suspension Rate

Summit High School
Academic Indicator- ELA, CCI
School Climate-Suspension Rate

Paige Middle School
Academic Indicator-Math
Pupil Engagement -Chronic Absenteeism
School Climate-Suspension Rate

Student group(s) within any school with the lowest performance outcomes (Red):

Amistad
ELA: SED, HI
Math:  SED, HI
CCI: SED, EL, HI
SUS: SED, EL, HI

Carreon Academy
Math: SWD

Carter Elementary
CA: EL, AS

Desert Ridge Academy
ELA: EL, SWD
Math: SED, EL

Earhart School of International Studies
ELA: SWD
ELPI

Ford Elementary
ELA: SWD
Math: SWD
CA: MR

Franklin
ELA: EL, SWD
Math: SWD

Glenn Middle School of International Studies
ELA: SWD
Math: SWD
CA: SED, EL, SWD, HI, WH

Hoover Elementary
Math: SED, EL, HI
CA: SED, EL, HI

Indio High School
Math: SED, EL, HI
CCI: SWD
SUS: SED, EL, SWD, HI, WH

Indio Middle School
ELA: EL, SWD
Math: SED, EL, SWD, Hi

Jackson Elementary
ELA: SED, EL, SWD

Jefferson Middle School
ELA: SED, SWD, HI

John F. Kennedy Elementary
ELA: SED, EL, Hi
Math: SED, EL, HI

La Quinta High School
ELA: EL
SUS: EL, SWD, AA

La Quinta Middle School
ELA: SWD
Math: SWD
CA: WH
SUS: SED, EL, SWD, Hi

LBJ Elementary
CA: SWD

Lincoln Elementary
ELA: EL, SWD

Madison Elementary
ELA- SED, EL
Math- SED

Monroe Elementary
CA: EL

Paige Middle School
ELA: EL, SWD
Math: SED, EL, SWD, Hi
CA: EL, SWD, HI, WH
SUS: SED, EL, SWD, HI, WH

Palm Desert High School
ELA: SWD
Math: SWD

Reagan
ELA: SWD

Roosevelt Elementary
ELA: SED, EL, SWD, HI

Shadow Hills High School
CCI-SWD
SUS-EL, SWD, WH

Summit High School
ELA: HI
CCI: SED, HI

Truman
ELA: SWD
CA: MR

Van Buren

CA: EL

## Reflections: Technical Assistance

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

This plan outlines the district's strategic actions to address the disparities and needs identified in the LREBG Needs Assessment and strategic input sessions held on February 25, 2025 and April 16, 2025. It prioritizes academic recovery, engagement, and progress for historically underserved student groups, including Students with Disabilities (SWD), Long-Term English Learners (LTEL), English Learners (EL), students experiencing homelessness, and socioeconomically disadvantaged (SED) students.

This plan builds on work from the previous year that targeted schools with red indicators on the 2023 CA Dashboard. Some schools have demonstrated improvement by either no longer being highlighted as "red" overall or by shifting the nature of their red indicators to specific student groups, rather than the entire school. For example, Earhart School of International Studies and Glenn Middle School of International Studies, which had overall "red" indicators in 2023 for ELPI and Chronic Absenteeism respectively, are now primarily showing red indicators for specific student groups within those areas, suggesting an improvement in the overall school performance. Similarly, Hoover Elementary is no longer listed as an overall "red" school in 2024, despite specific student groups still having red indicators for Math and Chronic Absenteeism. James Madison Elementary, though adding more specific red indicators for student groups in ELA and Math, shifted its 2023 "Equity Multiplier" red indicator to a more detailed breakdown in 2024. At the district level, there's also an encouraging improvement in Chronic Absenteeism for the Filipino student group, which was red in 2023 but is not listed as red in the 2024 summary.

In 25-26, the District will focus on the following actions to support the district, schools, students, and subject areas that need improvement:

I. Academic Interventions

Priority Focus Areas:
ELA: Amistad, Indio Middle, Paige, Kennedy, Dr. Carreon, Roosevelt, Lincoln, Madison, Summit
Math: Horizon, La Quinta High, Shadow Hills, Indio High, La Quinta Middle, Kennedy, Jackson, Johnson
(Actions 1-2a, 1-5b, 2-4d, 2-4g, 2-4e 3-2a, 3-2b,)

Target Student Groups with red indicators in the 2023 CA Dashboard:
Students with Disabilities (SWD) ( Action 1-5f, 1-3c, 1-2c)
English Learners (EL) (Actions 1-10b, 2-4g, 2-4e)
SED (Action 1-2a, 2-4g)
Foster ( Action 2-4g)
Homeless (Action 2-4g)
African American ( Action 1-2a)
Hispanic (Action 1-2a)

Added in 2024 CA Dashboard:
Long-Term English Learners (LTEL) (Action 1-10b, 2-4d, 2-4e)

Action Steps:
Implement a Guaranteed and Viable Curriculum aligned with California content standards to ensure consistent instruction across all sites.
Deploy Multi-Tiered Systems of Support (MTSS) for academic interventions, ensuring targeted Tier 2 and Tier 3 supports for students not meeting benchmarks.
Establish High-Impact Tutoring Programs at targeted schools to provide individualized academic support before, during, and after school hours. (Action 1-8a)
Utilize Ongoing Formative Assessment practices to monitor progress and adjust instruction to meet the needs of all student groups. (Actions 1-2a, 2-4d, 3-2a, 3-2b)

II. Chronic Absenteeism and Student Engagement

Priority Sites:
Amistad, Summit, Horizon, JFK Elementary, Indio Middle, Roosevelt, Paige, Jefferson Middle, Lincoln, Madison

High-Need Student Groups:
Homeless
SWD
EL
SED
Hispanic students

Action Steps :
Strengthen Attendance Support Systems
-Implement SART and SARB with a restorative lens.
-Utilize AttendanceWorks frameworks and best practices.
-School-based family engagement liaisons will focus on improving outreach and mediation.
(Actions 3-1a, 3-1b, 3-1g)

Expand Social-Emotional Learning and Counseling Services
-Increase counselor and social worker staffing at high-need sites.
-Conduct regular student focus groups to understand and address perceptions of school connectedness and safety.
-Integrate SEL instruction using evidence-based frameworks like CASEL.
(Actions 3-2b, 3-3a)

Promote Student Belonging Through Culturally Responsive Practices:

-Offer clubs, affinity spaces, and culturally responsive events that reflect the student body.
-Provide staff with ongoing professional development in culturally responsive teaching and trauma-informed care.
(Action 1-2a, 3-7g)

III. English Learner Progress and Reclassification Support

Priority Sites:
Indio High, Horizon, Kennedy, Madison, Truman, Carreon, Jackson, Earhart, and Shadow Hills High School

Focus Student Groups:
English Learners (EL)
Long-Term English Learners (LTEL)

Action Steps:
Expand Access to Designated and Integrated ELD Instruction
-Train Instructional coaches to model and co-plan effective integrated ELD and AVID strategies.
-Create secondary ELD learning labs where targeted interventions can occur.
(Action 1-10b, 1-10e, 2-4e)

Enhance Family Engagement for EL Progress:
-Offer bilingual workshops on reclassification criteria and academic support.
-Collaborate with district family engagement teams to ensure equitable access to communication and support resources.
(Action 1-10f, 1-7a)

Provide Specialized Support for LTELs:
-Implement strategies focused on oral and written academic language development (WICOR)
-Offer credit recovery and extended learning opportunities to ensure LTELs are on track for graduation.
(Action 2-4d, 2-4e, 2-4g)

IV. Climate (Suspension)

Targeted Implicit Bias Training for Schools with Red Climate Indicators on 2024 CA Dashboard:

-Schools that have red indicators will receive Implicit Bias Training (Amistad, Carrillo Ranch, Indio Middle, and Summit)

Target student groups with red indicators:
Students with Disabilities
-African American Students
-Hispanic

(Actions 1-2a, 3-2a, 3--5e, 3-7g)

Restorative Practices and Anti-Hate Speech Integration for Site Leaders

-Training for assistant principals with a focus on the Integration of Restorative Practices. Adopt language that expands DSUSD's board policy language as it pertains to hate-motivated speech to assist the following schools in improving red indicators: Carrillo Ranch, Shadow Hills, Ronald Reagan, Indio Middle, and Palm Desert High School, and Summit
(Actions 3-2a,3-5e, 3-7g)

V. Monitoring and Evaluation
To ensure fidelity and equity in implementation, the following monitoring structures will be established:
-District-Level LREBG Dashboard: Tracking interventions, student progress, and outcomes disaggregated by site and student group.
-Quarterly Progress Reports: Required from each school site to provide implementation updates and data-driven reflections.
-Biannual Educational Partner Review Meetings: Including parents, educators, and students to assess effectiveness and guide mid-course corrections.

This plan represents the district's commitment to closing opportunity gaps and accelerating learning for the most impacted student groups. Through intentional investment of LCFF and LREBG funding in academic interventions, engagement strategies, and culturally responsive support, we aim to realize equitable outcomes across all schools.

The 2023 California School Dashboard shows that Desert Sands Unified School District is eligible for Differentiated Assistance based on Foster Youth, African American, and Homeless student groups who received the lowest performance outcomes for ELA, Math, and Suspension Rate, in Chronic Absenteeism, for the Homeless group. District leaders, site principals, and parents have participated in meetings to determine the root causes of the challenges our students are encountering. As a result of this analysis, the following plan was created to address the areas for Differentiated Assistance as well as red indicators:

Academic Indicators
As part of the continuing implementation of MTSS, a comprehensive framework that aligns academic, behavioral, and social-emotional learning in a fully integrated system of support for the benefit of all students, the DSUSD professional development plan for secondary schools will support Tier 1 instruction by providing school teams with training and resources for deep data analysis in their Professional Learning Community (PLC) work. School teams will be able to customize school site training based on their areas of need and tailored to the specific needs of their student groups. This plan is intended to focus on PLC processes and be especially supportive of schools with red indicators. (see the list of schools within the Annual Performance section that have student groups with red indicators). Schools will have access to project facilitators to support school teams with coaching and training during the instructional day and after-school academies. (Action 3-3e)

DSUSD will continue to support schools with AVID training to promote engagement and college readiness. These strategies primarily target Low-Income students and English Learners. AVID training will support ELA content with a focus on academic vocabulary to strengthen background knowledge and provide access. WICOR strategies will be used in all content areas along with collaborative group strategies that promote speaking, listening, reading, and writing. In addition, middle schools and high schools will receive AVID training in AVID Emerge,

which has supplementary resources for ELD. To support Math, the DSUSD AVID team will provide training in the Math Discourse strategy, which is a metacognitive strategy that allows students to process a math problem by asking questions, thereby working out points of confusion and arriving at different ways to solve the problem. (Action 2-4d)

Elementary schools will receive Tier 1 training on integrating Step-Up to Writing strategies for EL and SED students with the new Benchmark Advance writing curriculum and will continue emphasizing Foundational Reading Skills. Hattie's visible learning strategies will be used to maximize the effectiveness of instructional practices. In Math, primary schools will focus on developing conceptual understanding using problem strings, "count around," and the "I have... we need" strategy. Additionally, all district professional development will include multicultural and diversity training to promote equitable outcomes, especially for BIPOC students. (Actions 1-10b, 3-2a, 3-b)

The Educational Services Leadership Team will participate in Strategic Leadership Workshops with RCOE to build on the work from 23-24. The Educational Services Leadership team will collaborate with RCOE to support school teams in aligning their school improvement plans with LCAP goals. Two schools designated for additional support are La Quinta Middle School and Glenn Middle School (see page 5). These two schools will receive an intensive training program by RCOE on the Single Plan for Student Achievement as a comprehensive approach to school improvement. (Action 1-8a)

In addition to the Tier 1 support, these schools will receive targeted "Tier 1 Reboot" Professional Development sessions with Effective Youth Solutions to address red indicators (Actions 3-2a, 3-2b):
Franklin Elementary
Ford Elementary
Lincoln Elementary
Truman Elementary
Desert Ridge Academy
Indio Middle School
Paige Middle School

Amistad and Summit High Schools are Equity Multiplier Schools. Both schools will be part of the Tier 1 PD training (See Goal 4 of this plan). In addition, Amistad and Summit High Schools will receive monthly school visits from Senior Director of Secondary Training for progress monitoring purposes.

Chronic Absenteeism (Actions 3-1a, 3-1b, 3-1g)
To support improvement in school attendance, the district will work with each school site with all students in the area of chronic absenteeism ( Paige Middle School & Glenn Middle School) to complete a root-cause analysis of student absenteeism and amend the site's attendance improvement plan to create actions addressing the discoveries from the analysis.

The district office will complete a root cause analysis to determine the underlying causes of absenteeism for students identified as homeless and foster youth. The discoveries from the analysis will be used to develop targeted interventions that school sites will add to their site-level attendance improvement plans.

Each student who was identified as Filipino and chronically absent in the 22/23 school year will be assigned to a Family Engagement

Specialist (FES). The FES will work with the family to assist in overcoming barriers to regular school attendance.

Suspension (Actions 3-2a, 3-5a)
DSUSD leadership engaged in a series of data analysis sessions with school principals who used the training to conduct similar analyses at school sites. This work is intended to support the ongoing efforts in providing behavior and discipline supports that support student learning. In the school year 24-25, Assistant Principals will participate in training from the Riverside County Office of Education that will support the PBIS implementation at school sites. Training topics will include Legal Framework, behavior theories, Equity and inclusion, conflict resolution, and parent engagement.

To further support the social climate, school administrators and educators will receive training in SEL, anti-bias, and culturally relevant teaching. DSUSD believes this training will be particularly effective in improving school climate, reducing suspensions, and benefiting Hispanic, African American, and multiracial students. (Action 1-2a) Additional multicultural and diversity training will be provided for Assistant Principals to support PBIS and help to decrease suspensions with the African American, Hispanic, English Learner and Multi-Race group.( Action3-5e)

All school teams will have access to MindSet training in the fall of 2024. MindSet is a proactive training curriculum that supports a positive learning environment by promoting effective communication strategies. This training is especially supportive of Students with Disabilities. Above and beyond MindSet training, DSUSD has allocated resources for a Board Certified Behavior Analyst, as well as four Behavior and Intervention School Psychologists and eight behavior assistants. This group will provide training and intervention strategies for schools experiencing higher-than-acceptable suspension rates. (Actions 3-2a, 3-3e)

English Learners and ELPI (Actions 1-10b, 1-10c, 1-10f)
DSUSD's State and Federal Department has planned the following actions to support schools Earhart and Shadow Hills High School, and the other schools that have English Learners as the lowest performing group on the CA Dashboard:

-4 days of Tier I ELD professional development for teachers
- Newcomer curriculum professional development for teachers
- ELLevation professional development for teachers and principals

-Parent workshops (ELPAC awareness and LTEL requirements)
- Data chats with principals

-Professional development for the English Learner leads at the school sites
-Integrated ELD professional development for all teachers

The PIQE Parent workshop to support families of English Learners will be offered at Jackson and Franklin Elementary. (Action 1-7a)

Long Term English Learners (LTELs) (Actions 1-10b, 1-10c, 1-10f)
The State and Federal Department will offer workshops for teachers and administrators focusing on Long-Term English Learners (LTELs). The workshop topics will include giving information regarding new legislation on LTEL accountability, language development for LTELs, academic literacy, differentiation, and culturally responsive teaching. To further support LTELs, additional actions include providing tailored resources, such as technology tools, and emphasizing the use of ELLevation and Student Support Plans. Personalized support will be

available from ELD coaches, along with additional professional development days and after-school academies targeting LTELs. Collaboration with counselors will also be facilitated to monitor ELD course assignments.

Foster Youth and Homeless (Action 3-9a)
The Foster/Homeless Liaisons will collaborate closely with school staff to offer professional development and direct support, ensuring the proper identification and immediate enrollment of foster youth and homeless students. They will provide counseling and mentoring services to address students' social, emotional, and academic needs. Additionally, the Liaisons will supply necessities and school supplies and refer students and families to district and community resources.

Students with Disabilities (Actions 3-2a, 1-5f, 1-2c)
DSUSD will provide an inclusion specialist to schools with red indicators for students with disabilities in ELA and Math, who will support classroom teachers. Special Education teachers and project facilitators will receive training on the Goalbook toolkit as part of the system of tiered strategies available to schools for supporting students with disabilities, but also to support the overall response to intervention efforts.

# 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.

Not applicable

### *Support for Identified Schools*

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

Not applicable

### *Monitoring and Evaluating Effectiveness*

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

Not applicable

# 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 | DSUSD reached out to community members to advise of LCAP development through the district-wide calling system, emails, social media, and the district website.<br><br>Two main surveys inform the LCAP process. These surveys allow us to elevate student, staff, parent, and community voices. The survey information allows us to look at the data as an entire district so that we can learn about what the community wants to prioritize and the needs that exist, so we can provide support district-wide.<br><br>There were three Thought Exchange Surveys offered during the months of October, December, and January. The questions in the survey satisfy the requirement on the CA Dashboard for “Local Climate Survey”.<br><br>The Panorama survey, which focuses on gathering perceptions around self-management, social awareness, grit, growth mindset, and self-efficacy, was offered in the Spring of 2025. |
| The LCAP Advisory Committee is made up of about 45 members that included parents, teachers, district administrators, classified staff, city and community members as well as bargaining unit members. | The LCAP Advisory Committee met three times. All of the meetings give the advisory committee members time to review the LCAP actions and analyze metrics related to the progress of the actions.<br><br>November 12, 2024- The meeting centered on LCAP Goal 3, with key points discussed regarding Security and Safety Services and the |

| Educational Partner(s) | Process for Engagement |
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| | Student Assistance Program counselors who offer Tier 2 support and are actively involved in the MTSS process.<br><br>December 3, 2024- The meeting focused on the actions and services of Goal 2. Members received an update on CTE Pathways and A-G Counselors.<br><br>January 30, 2025- The meeting provided an in-depth review of Goal 1. The committee received updates on the DLI program, ELD coaches, and our latest Technology innovations. |
| The Joint Parent Committee has representation from six Parent Advisory Committees( PACs)representing elementary and secondary school sites. The six PACs represented are the District Advisory Committee (DAC), District English Language Advisory Committee (DELAC), African American Parent Advisory Committee (AAPAC), Native American Parent Advisory Committee, Migrant Parent Advisory, and Special Education Parent Advisory Committee (SEPAC). | The Joint Parent Committee met three times during the 24-25 school year.<br><br>December 6, 2024- The Joint Parent Committee received a presentation on the technology initiatives in DSUSD and an overview of the LCAP process focused on Goal 1. The members of the committee participated in the LCAP Thought Exchange Survey.<br><br>January 18, 2025- Committee members received a presentation of DSUSD Dashboard Data and reviewed actions and services for Goals 2 and 4. Parents were able to interact with the CA Dashboard to look at their student's school data. Participants engaged in the LCAP Thought Exchange survey.<br><br>February 15, 2025- Child Welfare and Attendance offered a presentation on attendance and chronic absenteeism. The parent engaged in root cause analysis and discussion on chronic absenteeism in DSUSD. The meeting ended with parents completing the LCAP Thought Exchange Survey.<br><br>On April 8, 2025, the parents of the AAPAC committee were consulted regarding revisions to proposed changes to strengthen the language surrounding hate speech.<br><br>Plans were shared regarding the professional development that the district is getting around implicit bias. |

| Educational Partner(s) | Process for Engagement |
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| Youth Leadership | The Superintendent's Student Advisory Committee held two Youth Leadership Days this year. These events aimed to gather feedback from DSUSD students on ways to enhance programs and services. Middle and high school students were invited to participate.<br>January 23, 2025- Youth Leadership Day inspired students to reflect on belonging, equity, and microaggressions, sparking meaningful conversations. Students were introduced to the Rise Framework, which articulates the AI use policy in DSUSD.<br>March 18, 2025- The Child Welfare and Attendance office presented at DSUSD's Youth Leadership Day to approximately 80 middle and high school students from across the district, leading an interactive session focused on attendance education and gathering student voice input. During the presentation, key attendance terms like Average Daily Attendance and Chronic Absenteeism were explained, district attendance data from the past three years was shared, and a group discussion on barriers to attendance was facilitated amongst the students. Students then completed an open-ended survey about personal and peer attendance challenges, as well as ideas for improvement. |
| The African American Parent Advisory Committee (AAPAC) | On April 8, 2025 the parents of the AAPAC committee were consulted regarding revisions to proposed changes to strengthen the language surrounding hate speech.<br><br>Plans were shared regarding the professional development that district is getting around implicit bias. |
| Principal Group | Principals participated in Thought Exchange Surveys during Principal Meetings on the following days:<br><br>Oct. 10, 2024<br>Dec. 12, 2024<br>Jan. 9, 2025. |
| SELPA Consultation | Desert Sands has a close working relationship with the county SELPA on addressing the continuous needs of special education students. |

| Educational Partner(s) | Process for Engagement |
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| | The District SELPA representative participated in different meetings throughout the school year, providing feedback as needed. On April 23, 2025, the SELPA representative met with District leaders to provide feedback on the integration of LCAP actions designed for Students with Disabilities into LCAP goals. |
| LCAP Design and Development Committee | The committee met four times during the 24-25 school year.<br><br>Regularly monitored goal progress using an online monitoring tool, leading to budget adjustments based on committee oversight. Committee members discussed and provided feedback on actions related to their expertise, aligning with goal metrics and services for success analysis. |
| LCAP Extended Cabinet | Developed a strategic process that facilitated engagement and input from educational partners, while also enabling monitoring, data collection, and accountability. Conducted a review and analysis of data from the Thought Exchange Survey. |
| Governing Board | A Mid-Year Report was presented to the Governing Board on February 18, 2025<br>Expenditures and progress of actions towards the goal were shared.<br><br>The 2025-2026 draft of the LCAP will be presented at a regular meeting of the Board of Education on June 10, 2025.<br><br>The 2025-2026 LCAP will be adopted at a regularly scheduled Board of Education meeting on June 24, 2025. |
| Community | The draft of the 2025-2026 LCAP will be posted publicly on the district website on May 30, 2025.<br>The draft will also be published for public inspection in the Desert Sun from June 6-10, 2025. |

| Educational Partner(s) | Process for Engagement |
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| DELAC | On February 11, 2025, DELAC parents provided input on LCAP goals.<br><br>On May 14, 2025, the parents of the DELAC committee were consulted regarding revisions to proposed changes to strengthen the language surrounding hate speech. |
| Amistad High School - Equity Multiplier School<br>School Site Council (SSC)<br>English Learner Advisory Committee (ELAC)<br>and School Staff | Each of the following educational partner groups was consulted at separate meetings on the dates listed below:<br><br>Staff Meeting: Aug. 16, 2024<br>Audience: teachers, administration, classified staff. Topics Discussed: Equity Multiplier general information, areas of need, follow-up to last year's input. Needs: The principal provided an update on this year's EM funding. Staff noted that the 1/7th intervention period supports credit recovery before and after school, while also increasing student engagement and focus through the study skills class. Expected outcomes include improved graduation rates and higher academic achievement, supported by AVID strategies and tutoring offered in the class.<br>Staff emphasized the need for emergency transportation options for students outside regular hours and suggested reaching out to SunBus to explore establishing a route to and from AHS, similar to those serving comprehensive high schools.<br><br>Title 1 Informational Meeting/Back to School Night: August 19, 2024<br>Audience: Parents, students, certificated and classified staff<br>Topics: An update was provided on this year's EM funding. Parents and students expressed strong support for the 1/7th intervention period, noting that it will help students recover credits before and after school while also increasing engagement through the study skills class.<br>Community members emphasized the ongoing need for after-school transportation. Four parents shared that their students often miss school, not due to morning transportation, but because they have no reliable way to get home in the afternoon. In response, the school has offered a 6th-period option to extend the school day and potentially |

| Educational Partner(s) | Process for Engagement |
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| | support transportation coordination. Parents proposed establishing a drop-off route that returns students to their former home school (IHS), allowing them to walk home from there. This need is specific to after-school hours and affects a particular area of the community.<br><br>ELAC Meeting: Oct. 16, 2024<br>Audience: English Learner parents<br>Topics Discussed: Update given on transportation and other measures implemented by the Equity Multiplier (EM) grant<br>Needs: Parents shared appreciation for the community liaison's efforts in improving attendance and building stronger connections with families. However, they also voiced frustration over the ongoing lack of transportation solutions.<br><br>Community School meeting: Nov. 20, 2024<br>Audience: Various stakeholders (teachers, staff, admin, community members, students) exploring the possibility and needs of our school in relation to creating a community school.<br>Topics Discussed: The intersection of the EM and community school grants.<br>Needs: The discussion emphasized the importance of avoiding duplication of services already funded through the EM grant. One approach is to continue using EM funds for tutoring, training, and collaboration, while leveraging the CS grant to expand student learning opportunities through extended day programs. The community liaison will play a key role in coordinating these efforts, as the position will continue to be supported through both grants. Additional resources will also be needed to ensure access to up-to-date materials and technology that support a modern, inclusive learning environment for all students.<br><br>New parent orientation meeting: Dec. 17, 2024<br>Audience: Parents of new students at AHS for the Third quarter<br>Topics Discussed: Introduction to resources available at AHS, specifically the improvements made from the EM grant.<br>Needs: Parents shared positive feedback about the school's facilities, particularly the spaces dedicated to supporting students' physical and emotional well-being. They also appreciated the efforts of teachers in |

| Educational Partner(s) | Process for Engagement |
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| | reaching out to students and making them feel welcome. Veteran parents on the panel highlighted the exceptional support provided by the bilingual community tech, counselors, and staff. During the discussion, parents inquired about transportation options, and we shared current data on students utilizing the school van. Six out of eight new parents expressed interest in having a more consistent and reliable transportation option to ensure regular school attendance.<br><br>School Leadership meeting: 28 January 2025<br>Audience: Staff and administrators in the leadership group.<br>Topics Discussed: Evaluation of progress in EM grant expenses.<br>Needs: Having a community liaison is a great benefit for our school. As funding in some areas becomes more limited, we're focusing on strengthening teacher collaboration and training to support all staff. This will help ensure that every student continues to receive a high-quality education. We're also committed to finding ways to offer meaningful enrichment opportunities for students, even with tighter budgets. |
| Madison Elementary -Equity Multiplier School<br>School Site Council (SSC)<br>English Learner Advisory Committee (ELAC)<br>Madison Elementary Staff | Each of the following educational partner groups was consulted at separate meetings on the dates listed.<br><br>Madison Staff meeting: October 2nd, 2024<br>Audience: Madison Staff Members<br>Topics Discussed: Paraeducator Bilingual Position<br>Needs: This position will support ELPAC testing, Designated ELD support, Newcomers support with first day orientation.<br><br>SSC: October 8th, 2024<br>Audience: Parents & Teachers<br>Topics Discussed: Paraeducator Bilingual Position<br>Needs: This position will support ELPAC testing, Designated ELD support, Newcomers support with first day orientation.<br><br>Name of group: Tier 1 Leadership<br>Audience: Madison Leadership Team<br>Date of meeting: December 4, 2024 |

| Educational Partner(s) | Process for Engagement |
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| | Topics Discussed: Attendance<br>Needs: Reviewed this year's attendance data and discussed a plan to improve attendance. To encourage students to attend school more consistently, the plan includes incorporating more engaging activities that make learning exciting. Additionally, these activities will be added to the Tier 1 grid to support school-wide participation and motivation.<br><br>Name of group: Tier 1 Leadership<br>Audience: Madison Leadership Team<br>Date of meeting: December 4, 2024<br>Topics Discussed: Attendance<br>Needs: Reviewed this year's attendance data and discussed a plan to improve attendance. To encourage students to attend school more consistently, the plan includes incorporating more engaging activities that make learning exciting. Additionally, these activities will be added to the Tier 1 grid to support school-wide participation and motivation.<br><br>SSC: March 11, 2025<br>Audience: parents, staff<br>Topics discussed: Progress monitoring, budget<br>Needs: Support current expenditures. Continue to provide interventionists and interventions for EL students during the day. Eliminate Summit K-12 from EM budget.<br><br>School Community Needs Assessment Survey: April 2, 2025<br>Audience: Staff<br>Topics: What is Madison Elementary's greatest need?<br>Needs: Madison Elementary's greatest needs center around improving student behavior through consistent and effective discipline practices, fostering a more unified and respectful school culture, and strengthening leadership that supports both staff and students. There is a clear call for greater support and professional development for teachers, especially in behavior management and inclusion. Additionally, the school community is seeking improved organization, better communication, and equitable support for all students, including newcomers and those with special needs. Addressing these priorities |

| Educational Partner(s) | Process for Engagement |
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| | will help create a more positive, productive environment for learning and growth<br><br>ELAC: April 18, 2025<br>Audience: EL parents, staff<br>Topics discussed: SPSA goals for 25-26<br>Needs: Improve intervention to include supporting EL's, provide family nights to support parents and students for ELPAC and CAASPP testing strategies. Approved additional after-hours for the instructional coach and librarian to support staff with academic support. |
| Summit Continuation High School- Equity Multiplier School | Each of the following educational partner groups was consulted at separate meetings on the dates listed.<br><br>Summit SAST: Sept. 4, 2024<br>Audience: Classified and Certificated Staff<br>Topics Discussed: Extra Service hours for certificated and classified staff to attend College and Career Fair with students (Goal 5)<br>Needs: Summit will be taking 30-40 students to the upcoming valley-wide College and Career Fair at Agua Caliente Casino.<br>SSC: Oct. 17, 2024<br>Audience: Staff, students, and parents<br>Topics Discussed: 1/7 for Horizon Opportunity teachers; At-will employee to provide math intervention support at both Summit and Horizon IS programs<br>Needs: Provide credit recovery opportunities to students who are credit deficient and need to transfer from their school of residence into our alternative education program.<br><br>Classified Meeting: Nov. 13, 2024<br>Audience: Classified Staff and Administrators<br>Topics Discussed: Need for security agents to be present at upcoming parent workshops<br>Needs: need for security to be visible and assist with school safety during afternoon parent and student workshops that include FAFSA |

| Educational Partner(s) | Process for Engagement |
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| | night, student college and technical school enrollment, parent trainings (Goal 5).<br><br>Classified Meeting: Nov. 15, 2024<br>Audience: Classified Staff and Administrators<br>Topics Discussed: Provide extra duty hours for one Para Ed staff to provide babysitting for parents and students attending trainings, workshops and other resource support offered to parents and students of Horizon/Summit and surrounding communities 1-2 times per month on the topics of furthering their education in college, career, and tech schools, financial education, parenting workshops, and other topics as needed<br>Needs: To increase parent and student participation in all workshops and trainings offered to parents/students/community. (G5)<br><br>Classified Meeting: Nov. 20, 2024<br>Audience: Classified Staff and Administrators<br>Topics Discussed: Extra hours for Classified Staff to host/organize parent and student workshops and trainings<br>Needs: Provide resources and opportunities to the community of Horizon/Summit parents and students who are interested in local job and educational opportunities G/5 Provide resources and opportunities to the community of Horizon/Summit parents and students who are interested in local job and educational opportunities. Need flyers, brochures, and training information for upcoming parent workshops, events, and other community resources.<br><br>Classified meeting: Dec. 4, 2024<br>Audience: Classified Staff and Administrators<br>Topics Discussed: Food and snacks for parents and students attending FAFSA/CADAA Night Workshop<br>Needs: To increase parent and student participation in the required FAFSA/CADAA application by providing a small meal to the attendees.<br><br>SSC: Dec. 12, 2024<br>Audience: Parents, Students, Certificated and Classified Staff |

| Educational Partner(s) | Process for Engagement |
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| | Topics Discussed: Increasing Mental Wellness Supports that lead to higher academic achievement, the need to include our students in training and conferences; CTE Paraeducator to assist students balancing academics and their CTE programs with academic needs and credit attainment<br>Needs: provide students and parents with mental wellness workshops, send to trainings; since the district is allocating a ½ CTE paraeducator to alt ed sites, we plan on utilizing Equity Multiplier funds to fund the position full time in order to assist our CTE students in the CTE courses AND in their core classes (ie ELA and Math).<br><br>Classified meeting: Dec. 16, 2024<br>Audience: Classified Staff and Administrators<br>Topics Discussed: Pizza and drinks for Early December Graduates who attended the College of the Desert Workshop in the Summit Career Center after school hours<br>Needs: To increase students' higher-level education for early graduates at our local community college by providing a small meal to students.<br><br>Classified Meeting: Feb. 20, 2024<br>Audience: Classified Staff and Administrators<br>Topics Discussed: Motivational speaker Chaz Perez to speak to Horizon/Summit high school student body, designed to provide “Building Psychological Resilience” for students transitioning into adulthood<br>Needs: To provide students with the intrinsic motivation to develop strategies and tools for future post-secondary success. |
| Horizon Elementary | Horizon Elementary SAST: Oct. 4, 2024<br>Audience: Horizon elementary teachers<br>Topics Discussed: Licenses for online software: Mystery Science, Legends of Learning, and IXL learning<br>Needs: Additional online resource to teach in an online/virtual independent learning setting.<br><br>Horizon Elementary SAST: Oct. 6, 2024 |

| Educational Partner(s) | Process for Engagement |
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| | Audience: Horizon Elementary teachers<br>Topics Discussed: Providing K-5 students with opportunities to visit local museums and parks (ie, Children's Discovery Museum, The Living Desert) so students are exposed to potential careers ;<br>Needs: Funding for entrance fees for approximately 20-30 students and 5-7 chaperones for each on-field trip to the Children's Discovery Museum.<br>SSC and ELAC Meeting: Oct. 17, 2024<br>Audience: Staff, students, and parents<br>Topics Discussed: 1/7 for Horizon Opportunity teachers; At-will employee to provide math intervention support at both Summit and Horizon IS programs<br>Needs: Provide credit recovery opportunities to students who are credit deficient and need to transfer from their school of residence into our alternative education program.<br><br>Classified meeting: Nov. 20, 2024<br>Audience: Classified Staff and Administrators<br>Topics Discussed: Extra hours for Classified Staff to host/organize parent and student workshops and trainings<br>Needs: Provide resources and opportunities to the community of Horizon/Summit parents and students who are interested in local job and educational opportunities. Flyers, brochures, and training information for upcoming parent workshops, events, and other community resources. Community Tech will print flyers.<br><br>Classified Meeting: 12/4/2024<br>Audience: Classified Staff and Administrators<br>Topics Discussed: Food and snacks for parents and students attending FAFSA/CADAA Night Workshop<br>Needs: To increase parent and student participation in the required FAFSA/CADAA application school will provide a small meal to the attendees. |
| Student Empathy Interviews | Foster Youth and the Homeless:<br>To better understand why students identified as homeless and/or foster youth continue to experience higher rates of absenteeism |

| Educational Partner(s) | Process for Engagement |
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| | compared to the general student population, Student Assistance Program (SAP) counselors facilitated one-on-one interviews with 10% of homeless students and 20% of foster youth in the district. The interviews explored students' reasons for missing school as well as their overall feelings about school and sense of connectedness.<br><br>Long Term English Learners:<br>To gain a deeper understanding of why long-term English Learners are underperforming in ELA and Math compared to their peers, DSUSD conducted empathy interviews with LTEL seniors at three high schools and one middle school. These interviews aimed to gather insights into their general attitudes toward school, sense of belonging, and attitudes toward their future.<br><br>The information collected can inform more responsive instructional practices and targeted interventions that address the unique academic and socio-emotional needs of LTELs. Additionally, it can help the district refine its English Learner programs, promote stronger student-teacher relationships, and create more culturally and linguistically affirming learning environments. These changes may contribute to improved academic performance, higher engagement, and better long-term outcomes for LTEL students. |

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

Throughout the 2024–2025 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 3

3-2b Site-Based Positive Behavior Support Programs.

Implementation of calming corners. District and school-level assessments related to Multi-Tiered System of Supports (MTSS) and Social-Emotional Learning (SEL) identified a need for Tier 1 supports that promote emotional regulation and reduce reliance on punitive discipline. In addition, there is a need to increase the sense of safety among students K-5.

3-5e Positive and Safe Environment -APs
Principals reported that elementary assistant principals needed more targeted training in foundational literacy to effectively contribute to instructional leadership and coaching efforts at the primary grade level. Parents and teachers asked that an emphasis continue to be placed on supporting students with reading.

3- 7a Communication, Equity, and Accountability
3-8e Parent Engagement-Stipends
The district will provide ongoing communication to families with a focus on the home-school connection and customer service. Input indicated that families want clearer, more respectful, and more consistent communication, along with a stronger partnership between home and school.

During the 2023-2024 academic year, the district maintained consistent communication with educational partners concerning the integration of LCAP metrics, actions, and services as well as the advancement toward district objectives. To ensure the development of a robust LCAP and assess its impact, the district fostered collaboration with diverse educational partners. Our community's primary concerns were gathered through in-person meetings, discussions, and online surveys, which directly influenced the incorporation of targeted actions and services into our LCAP.

Feedback from community surveys by goal and the actions that were influenced by the feedback

Goal 1

Our Parents and teachers expressed concern about chronic absenteeism despite its decreasing rates and requested more support at the district level. Teachers asked for a greater understanding of CAASPP and ELPAC tests. To support this work, the district will include deep dives into data analysis at the monthly Principal meetings as well as support school teams with training on how to respond to results from students' formative assessments. There were requests for more training for general education teachers to support special education and for additional Mindset training. In addition, parents requested Arabic translation services and multicultural and diversity training for staff.

Action 1-2a Special Education training for all Gen. Ed teachers
Action 3-1a Support for chronic absenteeism
Action 1-7c Arabic translations to improve communication with families

Goal 2
The responses indicate that schools are doing well in providing year-round activities, ensuring student participation, and offering educational opportunities for the less fortunate. Parents and teachers expressed wanting to see more support for asylum-seeking students. In 2024-2025, the State of California will be providing additional funding to Madison, which has approximately 30% of its student population who are of refugee status. Plans for funding have been included under the goal of the DSUSD LCAP. There was also a request for mental health

support.  In the school year 2024-2025, the district will continue with counselor support.  (Add the virtual counseling initiative, although not funded by LCFF)

Action 1-10c, 1-10e Support for Asylum-seeking students
Action 3-3a, 3-3b, 3-3d, 3-3e Mental Health Support

Goal 3
Positive feedback highlights the priority that our community places on a safe and clean environment.  DSUSD is continuing its commitment to maintaining safe and clean environments through its contract with School Resources Officers and security agents, as well as allocating funding to support additional custodial staff.  Parents expressed that students would feel safer if staff engaged in anti-bias training.

Action 3-6a, 3-6b Keep classrooms clean and safe
Action 1-2a Anti-bias training

Actions in Goal 5 were influenced by the following feedback:i
Summit High Certificated Staff Meeting- Offer additional opportunities for credit recovery and remediation, and expand CTE programs. Action 5-1c
Amistad SSC- Expansion of CTE programs to increase dual enrollment opportunities for Amistad students. Action 5-1c.

Actions in Goal 6 were influenced by the following feedback:
Madison SSC- The school site needs to have a community liaison to bridge communication with outside agencies, the district, and the school.  Action  6-4a
Madison ELAC – Students would benefit from SEL instruction.
Purchase Tier 1 SEL curriculum for Madison. Action 6-3a

# 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 8: Other Pupil Outcomes (Pupil Outcomes)

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 making teachers have the right training and tools 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<br><br>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: | | All district core classroom teachers are appropriately assigned and fully credentialed. | 2024-25 Quarterly Report on Williams Uniform Complaints:<br><br>Q4 Apr. - Jun. 2024: 0% |

| 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)<br>Q1 Jul. - Sept. 2024: 100% (10/25/24)<br>Q2 Oct. - Dec. 2024: 100% (01/24/25)<br>Q3 Jan. - Mar. 2025: 100% (04/25/25) | | | Q1 Jul. - Sept. 2024: 0%<br>Q2 Oct. - Dec. 2024: 0%<br>Q3 Jan. - Mar. 2025: 0% |
| 1.2 | Williams Textbook/Materials Compliance Quarterly Report | Williams Textbook/Materials Compliance Quarterly Report<br><br>100% of all district students have access to textbooks and instructional materials. | 2024-25 Quarterly Report on Williams Uniform Complaints:<br><br>Q4 Apr. - Jun. 2024: 100% (7/16/24)<br>Q1 Jul. - Sept. 2024: 100% (10/25/24)<br>Q2 Oct. - Dec. 2024: 100% (01/24/25)<br>Q3 Jan. - Mar. 2025: 100% (04/25/25) | | All district pupils have access to the standards-aligned instructional materials. | 2024-25 Quarterly Report on Williams Uniform Complaints:<br><br>Q4 Apr. - Jun. 2024: 0%<br>Q1 Jul. - Sept. 2024: 0%<br>Q2 Oct. - Dec. 2024: 0%<br>Q3 Jan. - Mar. 2025: 0% |
| 1.3 | California School Dashboard | California Dashboard Academic Indicator for | California Dashboard Academic Indicator | | Each year all students and student groups will | California Dashboard Academic Indicator |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | Academic Indicator for English Language Arts - Distance from Standard | ELA 2022-23:<br>• DSUSD: 35.8 points below standard<br>• EL: 73.4 points below standard<br>• LTEL: 115.1 points below standard<br>• SED: 49.1 points below standard<br>• SWD: 123 points below standard<br>• Foster Youth: 94.8 points below standard<br>• Homeless: 109.2 points below standard<br>• African American: 79.3 points below standard<br>• Hispanic: 45.9 points below standard<br><br>CAASPP | for ELA 2023-24:<br>• DSUSD: 39.2 points below standard<br>• EL: 79.5 points below standard<br>• LTEL: 132.6 points below standard<br>• SED: 52.0 points below standard<br>• SWD: 127.7 points below standard<br>• Foster Youth: 84.6 points below standard<br>• Homeless: 90.9 points below standard | | increase their ELA academic achievement, by 3 distance points from standard.<br><br>California Dashboard Academic Indicator for ELA:<br>• DSUSD: 26.8 points below standard<br>• EL: 64.4 points below standard<br>• SED: 40.1 points below standard<br>• SWD: 114 points below standard<br>• Foster Youth: 85.8 points below standard<br>• Homeless: 100.2 points | for ELA 2023-24:<br><br>Improved<br>• Foster Youth: -10.2 points below standard<br>• Homeless: -18.3 points below standard<br>• African American: -16.7 points below standard<br><br>Maintained<br>NA<br><br>Declined<br>• DSUSD: 3.4 points below standard<br>• EL: 6.1 points below standard<br>• LTEL: 17.5 points |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | Met/Exceeded: 2022-23 | • African American: 62.6 points below standard<br>• Hispanic: 49.8 points below standard<br><br>CAASPP Met/Exceeded: 2023-24<br>• DSUSD: 39.06%<br>• EL: 5.61%<br>• RFEP: 51.62%<br>• SED: 33.26%<br>• Foster Youth: 12.20% | | below standard<br>• African American: 70.3 points below standard<br>• Hispanic: 46.9 points below standard | below standard<br>• SED: 2.9 points below standard<br>• SWD: 4.7 points below standard<br>• Hispanic: 3.9 points below standard<br><br>CAASPP Met/Exceeded: 2023-24<br>• DSUSD: -1.01%<br>• EL: -1.96%<br>• RFEP: -4.55%<br>• SED: -0.28%<br>• Foster Youth: -13.99% |
| 1.4 | California School Dashboard<br><br>Academic Indicator for Mathematics - Distance from Standard | California Dashboard Academic Indicator for Math 2022-23:<br>• DSUSD: 78.8 points below standard | California Dashboard Academic Indicator for Math 2023-24:<br>• DSUSD: 79.7 | | Each year all students and student groups will increase their math academic achievement, by 3 | California Dashboard Academic Indicator for Math 2023-24:<br><br>Improved |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | • EL: 110.6 points below standard<br>• LTEL: 176.6 points below standard<br>• SED: 92.7 points below standard<br>• SWD: 152.7points below standard<br>• Foster Youth: 130.5 points below standard<br>• Homeless: 142.9 points below standard<br>• African American: 100.9 points below standard<br>• Hispanic: 90.6 points below standard<br><br>CAASPP Met/Exceeded: 2022-23<br><br>• DSUSD: 26.02%<br>• EL: 5.44% | points below standard<br>• EL: 114.2 points below standard<br>• LTEL: 188.7 points below standard<br>• SED: 92.9 points below standard<br>• SWD: 156.2 points below standard<br>• Foster Youth: 102.1 points below standard<br>• Homeless: 124.0 points below standard<br>• African American: 103.9 points | | distance points from standard.<br><br>California Dashboard Academic Indicator for Mathematics:<br>• DSUSD: 69.8 points below standard<br>• EL: 101.6 points below standard<br>• SED: 83.7 points below standard<br>• SWD: 143.7points below standard<br>• Foster Youth: 121.5 points below standard<br>• Homeless: 133.9 points below standard<br>• African American: | • Foster Youth: -28.4 points below standard<br>• Homeless: -18.9 points below standard<br><br>Maintained<br>NA<br><br>Declined<br>• DSUSD: 0.9 points below standard<br>• EL: 3.6 points below standard<br>• LTEL: 12.1 points below standard<br>• SED: 0.2 points below standard<br>• SWD: 3.5 points below standard |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | • RFEP: 30.01%<br>• SED: 19.89%<br>• Foster Youth: 7.14% | below standard<br>• Hispanic: 90.9 points below standard<br><br>CAASPP Met/Exceeded: 2023-24<br>• DSUSD: 26.17%<br>• EL: 5.28%<br>• RFEP: 27.02%<br>• SED: 20.65%<br>• Foster Youth: 12.50% | | 91.9 points below standard<br>• Hispanic: 81.6 points below standard | • African American: 3.0 points below standard<br>• Hispanic: 0.3 points below standard<br><br>CAASPP Met/Exceeded: 2023-24<br>• DSUSD: 0.15%<br>• EL: -0.16%<br>• RFEP: -2.99%<br>• SED: 0.76%<br>• Foster Youth: 5.36% |
| 1.5 | California School Dashboard<br><br>English Learner Progress Indicator (ELPI) | California Dashboard ELPI Indicator: English Learners making progress towards English Language Proficiency: 2022-23<br><br>• All EL: 48.5% (n=4285) | California Dashboard ELPI Indicator: English Learners making progress towards English Language Proficiency: 2023-24 | | English learners will make 2% annual progress toward English proficiency to maintain or increase performance level.<br><br>ELPI: 54.5% | California Dashboard ELPI Indicator: English Learners making progress towards English Language Proficiency: 2023-24<br><br>Improved |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | • LTEL: 44.4% (n=1808) | • All EL: 45.3% (n=3857)<br>• LTEL: 50.4% (n=1548) | | | • LTEL: 6%<br>Maintained<br>NA<br>Declined<br>• All EL: -3.2% |
| 1.6 | Reclassification Rate<br><br>English Learner Redesignated Fluent English Proficient (RFEP)<br><br>Long Term English Learners (LTEL) Redesignated Fluent English Proficient (RFEP) | Each year our English Learners will be reclassified at an increase of 5% annually.<br><br>2022-23 Reclassification Rate Estimation<br>• All EL: 11.7% (707/6033)<br>• LTEL: 14.3% (329/2301)<br><br>DataSources: DSUSD Data Warehouse - ELL Reclassification CA Dashboard | Each year our English Learners will be reclassified at an increase of 5% annually.<br><br>2023-24 Reclassification Rate Estimation<br>• All EL: 13.2% (755/5718)<br>• LTEL: 17.1% (351/2049)<br><br>DataSources: DSUSD Data Warehouse - ELL Reclassification CA Dashboard | | Each year our English Learners will be reclassified at an increase of 5% annually.<br><br>Reclassification Rate will be at or above:<br><br>• All EL: 26.7%<br>• LTEL: 29.3% | Each year our English Learners will be reclassified at an increase of 5% annually.<br><br>2023-24 Reclassification Rate Estimation<br><br>Improved<br>• All EL: 1.5%<br>• LTEL: 2.8%<br>Maintained<br>NA<br>Declined |
| 1.7 | DSUSD Administrator Survey | 2024 DSUSD Administrator Survey: 100% | 025 DSUSD Administrator Survey: 100% | | 100% of district teachers are implementing | 2025 DSUSD Administrator Survey: 0% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | Teachers Implementing California State Standards | | | | Califonia State Standards. | Maintained |
| 1.8 | DSUSD Administrator Survey<br><br>English Learner students have access to California State Standards including ELD | 2024 DSUSD Administrator Survey: 100% | 2025 DSUSD Administrator Survey: 100% | | 100% of district English learner students have access to California State Standards including ELD. | 2025 DSUSD Administrator Survey: 0%<br><br>Maintained |
| 1.9 | Parent engagement: Local Indicator Priority 3 Self-Reflection Tool, Priority 3 - Average Score<br><br>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. | 2020-21 Local Indicator Self-Reflection Tool, Priority 3 average score:<br><br>-3.68 | 2024-25 Local Indicator Self-Reflection Tool, Priority 3 average score: 3.68 | | Local Indicator Self-Reflection Tool, Priority 3 average score: 5.0 | 2024-25 Local Indicator Self-Reflection Tool, Priority 3 average score: 3.68 (no change from prior year. |
| 1.10 | Winter iReady Diagnostic<br><br>English Language Arts - On Or Above Grade Level | 2023-24 Winter ELA iReady Diagnostic<br><br>K-5: 41%<br>• EL: 20%<br>• SWD: 14%<br>• SED: 41% | 2024-25 Winter ELA iReady Diagnostic<br><br>K-5: 41%<br>• EL: 16% | | Each year the percentage of student scoring on or above grade level will increase by 3% in each grade level span | 2024-25 Winter ELA iReady Diagnostic<br><br>9-10: 0%<br>• EL: 3%<br>• SWD: 2% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | • Foster Youth: 22.4%<br>• Homeless: 13.3%<br>• Afri. Am.: 38.2%<br><br>6-8: 34%<br>• EL: 4%<br>• SWD: 5%<br>• SED: 33%<br>• Foster Youth: 6.9%<br>• Homeless: 13.8%<br>• Afri. Am.: 38.4%<br><br>9-10: 28%<br>• EL: 4%<br>• SWD: 4%<br>• SED: 28%<br>• Foster Youth: 35.7%<br>• Homeless: 12.5%<br>• Afri. Am.: 18.4% | • SWD: 13%<br>• SED: 35%<br>• Foster Youth: 39%<br>• Homeless: 15%<br>• African American: 57%<br><br>6-8: 32%<br>• EL: 3%<br>• SWD: 5%<br>• SED: 27%<br>• Foster Youth: 8%<br>• Homeless: 15%<br>• African American: 22%<br>• LTEL: 3%<br><br>9-10: 28%<br>• EL: 7%<br>• SWD: 6%<br>• SED: 22%<br>• Foster Youth: 0%<br>• Homeless: 13% | | as measured by the Winter ELA iReady Diagnostic<br><br>The percentage of student scoring on or above grade level will be<br><br>K-5: 50%<br>• EL: 29%<br>• SWD: 23%<br>• SED: 50%<br>• Foster Youth: 31.4%<br>• Homeless: 22.3%<br>• African American: 47.2%<br><br>6-8: 43%<br>• EL: 13%<br>• SWD: 14%<br>• SED: 42%<br>• Foster Youth: 15.9%<br>• Homeless: 22.8%<br>• African American: 47.4% | • SED: -6%<br>• Foster Youth: -35.7<br>• Homeless: 0.5%<br>• African American: 0.6%<br>• LTEL: NA<br><br>Improved<br>K-5<br>• Foster Youth: 16.6%<br>• Homeless: 1.7%<br>• African American: 18.8%<br><br>6-8<br>• Foster Youth: 1.1%<br>• Homeless: 1.2%<br><br>Maintained<br>K-5: 0%<br><br>6-8<br>• SWD: 0%<br><br>Declined<br>K-5 |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | • African American: 20%<br>• LTEL: 9% | | 9-10: 37%<br>• EL: 13%<br>• SWD: 13%<br>• SED: 37%<br>• Foster Youth: 44.7%<br>• Homeless: 21.5%<br>• African American: 27.4% | • EL: -4%<br>• SWD: -1%<br>• SED: -6%<br><br>6-8: -2%<br>• EL: -1%<br>• SED: -6%<br>• African American: -16.4%<br><br>Insufficient Data<br>6-8<br>• LTEL: NA |
| 1.11 | Winter iReady Diagnostic<br><br>Mathematics - On Or Above Grade Level | 2023-24 Winter Math iReady Diagnostic<br><br>K-5: 26%<br>• EL: 11%<br>• SWD: 10%<br>• SED: 26%<br>• Foster Youth: 11.7%<br>• Homeless: 10.3%<br>• Afri. Am.: 25%<br><br>6-8: 22%<br>• EL: 2%<br>• SWD: 4%<br>• SED: 22%<br>• Foster Youth: 3.2%<br>• Homeless: 9.0% | 2024-25 Winter Math iReady Diagnostic<br><br>K-5: 26%<br>• EL: 10%<br>• SWD: 7%<br>• SED: 21%<br>• Foster Youth: 11%<br>• Homeless: 8%<br>• African American: 22%<br><br>6-8: 23%<br>• EL: 1%<br>• SWD: 4%<br>• SED: 17% | | 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<br><br>The percentage of student scoring on or above grade level will be at or above:<br><br>K-5: 35%<br>• EL: 20%<br>• SWD: 19%<br>• SED: 35% | 2024-25 Winter Math iReady Diagnostic<br><br>Improved<br>6-8<br>• All: 1%<br>• Foster Youth: 4.8%<br><br>9-10<br>• SWD: 2%<br>• African American: 9.7%<br><br>Maintained<br>K-5<br>• All: 0% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | • Afri. Am.: 16%<br><br>9-10: 27%<br>• EL: 8%<br>• SWD: 5%<br>• SED: 27%<br>• Foster Youth: 18.8%<br>• Homeless: 25.8%<br>• Afri. Am.: 21.3% | • Foster Youth: 8%<br>• Homeless: 5%<br>• African American: 18%<br>• LTEL: 1%<br><br>9-10: 24%<br>• EL: 8%<br>• SWD: 7%<br>• SED: 19%<br>• Foster Youth: 14%<br>• Homeless: 17%<br>• African American: 30%<br>• LTEL: 9 | | • Foster Youth: 20.7%<br>• Homeless: 19.3%<br>• Afri. Am.: 34%<br><br>6-8: 31%<br>• EL: 11%<br>• SWD: 13%<br>• SED: 31%<br>• Foster Youth: 12.2%<br>• Homeless: 18.0%<br>• Afri. Am.: 24%<br><br>9-10: 39%<br>• EL: 17%<br>• SWD: 14%<br>• SED: 36%<br>• Foster Youth: 27.8%<br>• Homeless: 34.8%<br>• Afri. Am.: 30.3% | 6-8<br>• SWD: 0%<br><br>9-10<br>• EL: 0%<br><br>Declined<br>K-5<br>• EL: -1%<br>• SWD: -3%<br>• SED: -5%<br>• Foster Youth: -0.7%<br>• Homeless: -2.3%<br>• African American: -3%<br><br>6-8<br>• EL: -1%<br>• SED: -5%<br>• Homeless: -4%<br>• African American: -2%<br><br>9-10<br>• All: -3%<br>• SED: -8%<br>• Foster Youth: -4.8% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | | | | • Homeless: -8.8%<br><br>Insufficient Data<br>6-8<br>• LTEL: NA<br><br>9-10<br>• LTEL: NA |
| 1.12 | California School Dashboard<br><br>Graduation Rate Indicator | 2023 California School Dashboard Graduation Rate:<br>Cohort Graduation Rate:<br><br>• All students 93.8%<br>• EL: 87.9%<br>• SED: 93.3%<br>• SWD: 81.0%<br>• Foster Youth: 83.3%<br>• Homeless: 84.5%<br>• African American: 94.1%<br>• Hispanic: 93.1%<br>• LTEL: 88.0% | 024 California School Dashboard Graduation Rate:<br>Cohort Graduation Rate:<br><br>• All students 92.7%<br>• EL: 86.2%<br>• LTEL: 83.8%<br>• SED: 92.3%<br>• SWD: 78.5%<br>• Foster Youth: 89.7%<br>• Homeless: 84.3%<br>• African American: 84.2%<br>• Hispanic: 91.9% | | Combined four-year and five-year cohort graduation rate will increase by 2.5% annually.<br><br>CA Dashboard Graduation Rate will be at or above:<br>• All students 100%<br>• EL: 95.4%<br>• LTEL: 95.5%<br>• SED: 100%<br>• SWD: 88.8%<br>• Foster Youth: 90.8%<br>• Homeless: 92%<br>• African American: 100% | 2024 California School Dashboard Graduation Rate:<br>Cohort Graduation Rate:<br><br>Improved<br>• Foster Youth: 6.4%<br><br>Maintained<br>NA<br><br>Declined<br>• All students -1.1%<br>• EL: -5.3%<br>• SED: -1.0%<br>• SWD: -2.5%<br>• Homeless: -0.2% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | | | • Hispanic: 100% | • African American: -9.9%<br>• Hispanic: -1.2%<br><br>Insufficient Data<br>• LTEL: NA |

# Goal Analysis [2024-25]

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.

This year, Desert Sands Unified School District (DSUSD) made significant strides in advancing student achievement by focusing on the needs of our most vulnerable populations. Nearly all actions outlined under Goal 1 were fully implemented, with the exception of distributing the science materials under Action 1-3b. The cumulative effect of these efforts resulted in meaningful academic progress, especially for low-income students, English Learners, foster youth, and homeless students.
One of the most notable successes came in mathematics, where foster youth and homeless students demonstrated substantial gains. Homeless students improved by 18.9 points in Distance from Standard (DFS), while foster youth showed an increase of 28.4 DFS. These academic gains were complemented by progress in graduation rates and college and career readiness. Foster youth experienced a 6.3% increase in graduation rates and a 10.7% improvement in the College and Career Indicator (CCI), underscoring the district's success in preparing students for postsecondary pathways. Long-Term English Learners (LTELs) also benefited from targeted interventions, evidenced by a 6-point increase in the English Learner Progress Indicator.

Early childhood literacy is a top priority for the School Board. The district is committed to building a strong foundation for kindergarten students by offering a full-day program and utilizing the LETRS training to enhance instruction in phonics and phonemic awareness. As a result, kindergarten students showed notable growth on the DIBELS assessment. ( Action 1-5a, 1-5b) The district also proudly invests in high-quality early childhood education for students with disabilities at the Adams Early Childhood Learning Center. At Adams, students benefit from individualized diagnostic assessments designed to support their unique learning needs and ensure smooth transitions to the most appropriate educational settings. This inclusive approach reflects our dedication to helping every child thrive from the very beginning. (Action 1-9b)

Recognizing that excellent teaching is key to student success, DSUSD prioritized recruiting and retaining highly qualified educators. This work was coordinated through the Office of the Director of Personnel (Action 1-1c). For the 2024–2025 school year, 112 new teachers were hired, most holding CLAD or BCLAD certifications to meet the needs of English Learners. Of those, 108 attended a comprehensive New

Teacher Orientation prior to the start of school. While recruitment efforts were largely effective, positions in Special Education, Physical Sciences, and AP Calculus remained difficult to fill and were staffed by temporary personnel. Despite outreach to Historically Black Colleges and Universities (HBCUs), those efforts did not yield hires, prompting a strategic pivot to strengthen recruitment along the West Coast (Action 1-1a).

DSUSD also invested in teacher development. This year marked a milestone in the Teacher Induction Program (Action 1-1b), which supported 137 induction candidates—the largest cohort in district history—including four Career Technical Education (CTE) teachers. Additionally, 44 teacher interns were supported, helping to build a pipeline of future educators. To further build instructional capacity, Guest Teachers received professional development workshops focused on positive discipline and effective instructional strategies (Action 1- 2d).

Innovation continued to shape instructional practices, particularly in the area of artificial intelligence (AI). Under the leadership of the Chief Innovation Officer (Action 1- 4e), DSUSD introduced an AI guidance manual for parents, staff, and students and began crafting a Community Commitment to guide responsible AI integration (Action 1- 4d). This initiative emphasizes ethical, inclusive, and collaborative uses of AI to enhance critical thinking and communication, while promoting empathy and integrity among students (Actions 1-4b, 1-4d).

Technology remained central to student learning. To support a 21st-century learning environment, DSUSD distributed approximately 6,000 Chromebooks. Increased breakage at the middle school level posed challenges, which are being addressed through targeted education and library support. Due to a larger number of aging devices being retired, the district also invested in additional replacements. To expand digital creativity, the district purchased WeVideo, enabling students to collaborate on and edit video projects. At Oliphant Elementary, the coding program continues to thrive with two established coding cycles that enrich student learning (Actions 1- 4a, 1- 4c, 1- 4f).

Support for Students with Disabilities was strengthened by professional development provided in MindSet training and also by reducing class sizes in special education settings (Action 1- 2c and 1-6b) and ensuring that paraeducators are supported with extended workdays of 6.5 hours (Action 1-6c). The district also invested in specialized equipment to support students with 504 plans (Action 1-5e) and funded two speech/language pathologists to better serve student needs. (Action 1-6e)

English Learners remained a key priority. ELD Instructional Technology Coaches (ITCs) received focused training, and after-school academies were expanded to provide LTELs with tailored instructional support. Additionally, DSUSD invested in bilingual staff to support both the Coordinator of Multilingual Learner Programs and the Coordinator for Diversity, Equity, and Parent Family Engagement (Actions 1-10c, 1-10g). These investments ensure that families are welcomed, informed, and engaged as active partners in their children's education. The district also introduced a new translation service for Arabic-speaking families, allowing them to participate meaningfully in district-level advisory committees such as DAC and DELAC, as well as other school-based decision-making groups (Actions 1-7b, 1-7c).

Through thoughtful planning and unwavering commitment, DSUSD continues to deliver on its promise to support every student. By investing in people, technology, and innovative educational practices, the district is laying a strong foundation for sustained student success:

1-1a Recruitment/New Teacher Orientation
Implementation: One hundred and twelve new teachers were hired in DSUSD for the 2024-2025 school year. Recruiting efforts were focused on hiring highly qualified recruits who were certified CLAD/BLAD to meet the needs of English Learners. One hundred and eight new hires attended the New Teacher Orientation that was offered the week prior to the start of school.

Challenges: Although the recruitment efforts were successful, some “hard-to-fill” positions (Special Education, Physical Sciences, AP Calculus) were filled by temporary employees. Specific efforts were made to recruit from Historically Black Colleges and Universities, but those efforts did not have a successful return.
Deviation: Recruitment plans shifted away from recruiting in the Midwest and East Coast to a stronger presence along the West Coast.

1- 1c Highly Qualified Staff- Director
Implementation: The Personnel Services Director of Leadership Development was very effective in providing noteworthy contributions in the areas of recruitment of highly qualified staff and the development of emerging district and site leaders. This position is directly responsible for oversight of the District’s Certificated Employee and Management recruitment plan.
Challenges: Challenges were experienced in recruiting fully credentialed certificated educators in Special Education.
Deviation: None.

1-1e Desert Sands Leadership Academy
Implementation: The Desert Sands Leadership Academy (DSLA) for school leaders was reinstated for the 2024-2025 school year. Twenty-five DSUSD employees were led through the comprehensive curriculum of the National Center for Education and the Economy’s NISL program. The Academy is designed to build capacity for instructional leadership from within the district
Challenges: None noted
Deviation: None.

1-2a Professional Development
Implementation: This year, our district provided targeted professional development to strengthen teaching and better support all students, especially those with the greatest needs. Training focused on effective instruction, goal setting, and collaboration through Professional Learning Communities (PLCs). Special emphasis was placed on foundational skills in reading and math, small group instruction, and data analysis to guide instruction.
Challenges: This year, professional development faced challenges, including limited training time, substitute shortages, and scheduling conflicts that impacted teacher participation. Math Curriculum adoption in secondary grades was slower than expected due to low teacher confidence and limited planning time, with only 19.7% of classrooms using the new math curriculum as intended. Continued support, site-specific coaching, and dedicated time for collaboration are needed moving forward.
Deviation: To address time constraints, the district expanded the use of after-school learning academies and districtwide PD days to increase access and reduce disruptions.

1-2b Professional Development - After-School Academies
Implementation: After-school academies focused on high-impact instructional strategies that support both academic growth and social-emotional development, with an emphasis on meeting the needs of unduplicated students through data-driven, evidence-based practices. In addition, Technology Project Facilitators supported the Math content Project Facilitators in their planning for Professional Development using technology tools
Challenges: Coordinating support is challenging due to time conflicts.
Deviation: None.

1-3a - Instructional Materials/Assessments-SS/SCI

Implementation: During the 2024-25 school year, all three LCAP-funded instructional tools - Gizmos ($44,692), Pivot ($2,200), and the DBQ Project ($19,125) - were successfully implemented as planned. These funds supported student licenses and professional development opportunities for educators, ensuring access to high-quality instructional materials across science and social science classrooms.
Gizmos was widely adopted, with 98% of teachers reporting that it was easy to integrate into lessons and 92% stating that it positively enhanced student understanding of scientific concepts.
Pivot was consistently used, with 100% of teachers utilizing it at least once per month, reinforcing learning and supporting lab simulations.

1-3b Support grades TK-5 for the Next Generation Science Standards program that includes consumable instructional materials.
Implementation: Partially implemented. Professional development was provided to 4th and 5th-grade teachers. No funds were spent on materials.
Challenges: Teacher feedback indicated a need for more support on using supplies and materials for science explorations.
Deviation: To address this, the focus shifted to providing additional professional development. A half-day training was conducted for 4th and 5th-grade teachers. This training will be extended to grades 2-3 in 2025-26 and grades K-1 in 2026-27.

1-4g - Technology-Data Warehouse
Implementation: The Data Warehouse supports the provision of timely and actionable data. Usage statistics indicate over 2000 unique users are accessing the platform each semester.
Challenges: None.
Deviation: None.

1-5b Interventions-Reading Diagnostics
Implementation: Fully Implemented. We continue to use these platforms to monitor student achievement across the district, inform our Tier I, Tier II, and PLC teams, as well as determine our professional development and the development of School Plans for Student Achievement.
Challenges: None.
Deviation: None.

1-5c Interventions-Summer School
Implementation: The 2024 summer high school program served over 3000 students at two high school campuses. 2792 passing grades were earned compared to 81 failing grades.
Challenges: There were two traditional host high schools that each hosted an additional traditional high school. This created some student management challenges that were addressed by adding additional staff.
Deviation: Transportation from the home high schools to the host high schools created new challenges related to supervision. Additional hours were added for security agents to supervise the buses at pickup and drop-off.

1-5d - Interventions-MS
Implementation: The implementation of ST Math for all middle school students was largely effective in terms of access, professional development, and administrative support.  All DSUSD middle schools were provided access to the ST Math platform and received technical and professional development support as needed. Principals received usage reports regularly to monitor engagement and request additional district or ST Math support. Professional development for principals was included in the January 2025 principal meeting to reinforce site-level accountability.

Challenges: The integration of i-Ready Personal Pathways and ST Math presented challenges for some sites. Schools with strong site-level accountability saw higher usage, while those with a more hands-off approach experienced lower engagement. Lower usage at some sites was linked to new teachers and instructional coaches, who required additional support and targeted professional development.
Deviation: The intended district-wide implementation did not include high schools this year.

1-5f Interventions-Goalbook
Implementation: The district successfully implemented the Goalbook, with 96.7% of special education teachers utilizing the platform for creating, implementing, and monitoring individualized IEP goals. This exceeded the original target of 80%. The tool was used to support both academic and behavioral needs within the MTSS framework, and schools identified with red indicators on the 22-23 CA Dashboard developed targeted action plans incorporating Goalbook into their RTI process. The high participation rate suggests strong buy-in from educators and effective initial training or support structures.
Challenges: While participation was high, the depth of usage remains an area for growth. Many teachers are not fully utilizing the platform's comprehensive features, limiting its impact on instructional practices. This indicates a need for deeper training on Goalbook's research-based strategies and progress-monitoring tools to maximize its effectiveness. Additionally, sustaining engagement and ensuring consistent quality of goal-setting and monitoring may require ongoing professional development and support.
Deviation: We changed our focus to enhancing the quality of implementation by ensuring that all new special education teachers are fully trained in Goalbook. This proactive approach helps new staff integrate Goalbook into their practice from the beginning, increasing its effectiveness in supporting students. Further professional development opportunities were also necessary for existing users to deepen their understanding and application of Goalbook's full capabilities. This task has become part of our project facilitators' ongoing work.

1-6a - School Site Staffing-High School
Implementation: The implementation of smaller class sizes and additional staffing support had a positive impact on student performance, particularly for Socioeconomically Disadvantaged (SED) students, English Learners (EL), and Students with Disabilities (SWD). Smaller class sizes have allowed teachers to build stronger, more supportive connections with students, contributing to a positive school climate and improved student behavior as evidenced by Panorama Survey Results (Spring 2025): Grades 6-8: Increased scores in Support and Environment, with the strongest growth in teacher-student relationships and sense of belonging (+5%) High School Students: Growth across all domains within Support and Environment, including school climate (+6%) and safety (+5%). Reduction in Severe Incident Suspensions: ELs, LTELs, SWD, Homeless, and Foster students showed a decrease in suspension rates for severe incidents during the 2024-25 school year.
Challenges: Some positions were difficult to fill, leading to fluctuations in staffing levels throughout the year.
Deviation: No major deviations noted; however, budget adjustments may be required due to higher-than-anticipated salary costs. While progress was made, there's a need for further growth in Self-Efficacy & Sense of Belonging.

1-6b School Site Staffing- Differentiation
Implementation: The district prioritizes reduced class sizes in special education to ensure unduplicated students (EL, LI, Y) receive individualized support aligned with their IEPs. By mid-year, 80% of special education classrooms maintained an average of 15 students per teacher, compared to the typical 28 in general education. This effort aims to improve ELA and Math outcomes, as shown in the CA Dashboard data. Teachers are added when Extensive Needs classrooms exceed 15 students, and ongoing monitoring includes feedback from teachers, families, and student progress data.

Challenges: A recent influx of special education students increased pressure on maintaining smaller class sizes, requiring staffing adjustments and flexibility in teacher placements, as well as training.
Deviation: To address the challenges, the district guided administrators in designing schedules that balanced caseloads and optimized teacher assignments, ensuring manageable class sizes and effective differentiated instruction.

1- 7a Parent Engagement- PIQE
Implementation: The Parent Institute for Quality Education program was implemented as planned at Jackson and Franklin Elementary Schools.
Challenges: None.
Deviation: PIQE was also provided to Dr. Carreon.

1-8a Site-based student achievement support.
Implementation: Site allocations were given to all school sites. In addition, participating schools in cohort one attended all strategic leadership sessions.
Challenges: Educational Services team members were unable to attend all of the strategic leadership trainings
Deviation: Glenn Middle did not participate. Reagan, Jackson, La Quinta Middle, and Carreon were the participating schools.

1-9a Early Childhood Educational Programs
Implementation: This year, both the Head Start and CA State Preschool Programs achieved full enrollment for the first time since the pandemic. Instructional quality was enhanced through dedicated coaching and support, ensuring curriculum fidelity and fostering positive teacher-student interactions. Teachers also collaborated closely with parents to develop individualized learning goals.
Challenges: The number of behavior referrals has increased.
Deviation: None.

1-10a English Learner Supports- DLI
Implementation: Dual Immersion in Spanish helps English Learners develop their native language while supporting their English acquisition. 46.83% of ELs are making progress on the ELPI
Challenges: DLI is only located at two school sites in the district.
Deviation: None

1-10b English Learner Supports-PD
Implementation: Professional development was implemented as planned. A project facilitator worked with a school team to provide additional coaching and modeling in the areas of instruction needed with an EL lens.
Challenges: Delivering professional development proved challenging due to the lack of substitute teachers, which limited our ability to provide training to all staff members.
Deviation: None.

1- 10d English Learner Supports- ELD Support
Implementation: Eighty percent of ELs were placed correctly in Designated ELD. Progress monitoring has helped us identify which students were placed in ELD and which were not. In response, we have collaborated with secondary leadership, COSA, and site counselors to

enhance, streamline, and continually improve the placement process. In 2024, 101 more English Learner students were reclassified compared to the previous year, showing positive momentum toward meeting reclassification goals. Long-term English Learners are reclassified at a higher rate than English Learners in both middle and high school grade levels.
Challenges: Twenty percent of the English learners at the high school level were not placed in a designated ELD course. Without placement in these courses, EL students may fall behind, impacting their performance, graduation rates, and long-term academic success. Despite the overall progress, reclassification remains a challenge at the high school level and continues to be an area of focus.
Deviation: The Synergy platform was used to place students.

1-10e English Learner Supports- ELD ITC
Implementation: ELD-Instructional Teacher Coaches modeled best practices, provided targeted coaching, implemented interventions, and monitored progress. They also led semester data chats with teachers, principals, and district staff to guide instructional adjustments, ensuring a cohesive, data-driven approach across schools.
Challenges: English Language Development Coaches were assigned to schools. One ongoing challenge we are facing is ensuring that English Language Development (ELD) Coach assignments remain aligned with the evolving needs of school sites. While coaches were initially placed based on levels of student need, some at high-need schools and others at lower-need schools to support capacity building, shifting demographics and changing student populations have created imbalances in support. As a result, we are actively working to reassess and rebalance these assignments to ensure a more equitable and effective distribution of ELD support across all schools.
Deviation: None.

1-10f English Learner Supports-Coordinator
Implementation: Parent engagement remained strong throughout the year, with consistent participation in workshops and events. Building on this momentum, we will continue offering a variety of workshops designed to meet families' needs and interests. By incorporating flexible formats and enhancing communication efforts, we aim to deepen connections with families and ensure they feel supported and empowered to engage in their child's educational journey.
Challenges: Although workshop attendance dropped by 15 parents later in the year, overall engagement stayed strong. External factors, such as the current political climate, had an impact on participation.
Deviation: Switched to virtual meeting to deepen connections with families and ensure they feel supported and empowered to engage in their child's educational journey.

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.

1-1a Highly-Qualified Staff-Recruitment
Planned Allocations: $15,917,066
Actual Expenditures: $16,466,598
Material Difference: $549,532

Explanation: Recruitment Incentives/Stipends for “Hard to Fill” positions exceeded expected costs $290,000. New teacher orientation was under-budgeted. A total of 108 new teachers would attend and receive four days of extra pay.

1-2d Professional Development-Guest Teachers
Planned Allocations: $5,000
Actual Expenditures: $17,377
Material Difference: $12,377
Explanation: Trained more guest teachers than originally expected.

1-3a Instructional Materials Assessments
Planned Allocations: $2,875,995
Actual Expenditures: $5,970,514
Material Difference: $3,094,519
Explanation: Additional textbook adoptions were added.

1-3b Instructional Materials
Planned Allocations: $20,835
Actual Expenditures: $2,392
Material Difference: $18,443
Explanation: Restrictive funds were used.

1-5b Interventions–Reading Diagnostics
Planned Allocations: $130,000.00
Actual Expenditures: $43,835.00
Material Difference: $86,165.00
Explanation: We used instructional coaches and teachers to administer the DIBELS assessment this year to ensure accuracy of assessment results. Therefore anticipated costs for substitutes did not materialize. Title I carryover was also used first resulting in a lower amount charged to the LCAP.

1-5e Interventions-504 plan
Planned Allocations: $12,500
Actual Expenditures: $2,622
Material Difference: $9,878
Explanation: Estimated costs for 504 supports came in lower than expected and fluctuate based on student needs.

1-10g English Learner Support-Office Specialist
Planned Allocations: $99,362
Actual Expenditures: $72,930
Material Difference: $26,432
Explanation: Partial vacancy in this position during the year.

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

To date, Desert Sands Unified School District (DSUSD) has demonstrated strong effectiveness in implementing activities aligned with Goal 1, resulting in measurable progress, particularly among its most vulnerable student groups. Nearly all planned initiatives were executed as intended, with the only exception being the distribution of science materials under Action 1-3b. The overall implementation yielded meaningful academic gains, especially for low-income students, English Learners, foster youth, and students experiencing homelessness.

Notably, mathematics outcomes for foster youth and homeless students reflected significant growth on the 2024 CA Dashboard, indicating the success of targeted academic interventions. Foster youth increased their Distance from Standard (DFS) by 28.4 points, and homeless students improved by 18.9 points. These academic improvements were mirrored in other key metrics: graduation rates for foster youth rose by 6.3%, and their College and Career Indicator (CCI) improved by 10.7%, suggesting that DSUSD's strategies are successfully preparing these students for life beyond high school. Long-Term English Learners (LTELs) also showed advancement, with a 6-point gain in the English Learner Progress Indicator, underscoring the value of focused support strategies.

Progress in early literacy further illustrates the effectiveness of the district's activities. The implementation of full-day kindergarten and the integration of LETRS-based instructional strategies led to strong growth on DIBELS assessments amongst K-3 students, who grew .31%, and English Learners grew 1.41%. Students with Disabilities grew the most at 4.26%. (Actions 1-5a, 1-5b) The district's investment in high-quality early childhood education, particularly at the Adams Early Childhood Learning Center, has supported students with disabilities through individualized assessments and smooth transitions into less restrictive environments. Action 1-9b.

In terms of staffing, DSUSD made notable strides in addressing teacher workforce needs. Through coordinated efforts by the Office of the Director of Personnel (Action 1- 1c), 112 new teachers were hired, most with CLAD or BCLAD credentials to support English Learners. Of these, 108 participated in comprehensive onboarding. However, staffing challenges persist in specialized areas such as Special Education, Physical Sciences, and AP Calculus, indicating partial effectiveness in recruitment despite outreach efforts (Action 1-1a). This was also true for efforts at Historical Black Colleges and Universities. In response, the district is pivoting its recruitment strategy toward the West Coast. A personnel committee reviewed the staff evaluation system and determined that the current system is too cumbersome. The budget will be eliminated for Action 1- 1f, and a switch to an existing platform that offers evaluation tools.

Professional development initiatives showed a strong impact, with the Teacher Induction Program supporting a record 137 candidates, including Career Technical Education (CTE) teachers (Action 1-1b). Additionally, the district supported 44 teacher interns and provided Guest Teachers with training on effective strategies and classroom management (Action 1- 2d), bolstering instructional quality.
DSUSD has also effectively embraced innovation in instruction. Under the leadership of the Chief Innovation Officer, the district launched AI-focused initiatives, including a guidance manual and community commitments to ensure responsible and ethical use (Actions 1- 4d, 1- 4e). These actions support critical thinking, collaboration, and ethical behavior among students (Actions 1-4b, 1-4d).

The integration of technology into instruction continues to be a strength. Distribution of approximately 6,000 Chromebooks facilitated digital access, though middle school breakage rates and aging devices required added investment and support. Creative digital tools like WeVideo

and sustained programs such as the coding curriculum at Oliphant Elementary further underscore the district's commitment to fostering 21st-century skills (Actions 1- 4a, 1- 4c, 1- 4f).
Thanks to funding an extra warehouse driver, the materials and equipment arrive at the schools on time, and the district is able to stay compliant with the Williams Act.
Support systems for students with disabilities were bolstered through smaller class sizes (Action 1-6b), extended paraeducator work hours (Action 1- 6c), and additional resources such as specialized equipment and speech/language staffing (Actions 1- 5e, 1- 6e), contributing to more inclusive and effective learning environments.

Efforts to support English Learners have proven highly effective. Professional learning for ELD Instructional Technology Coaches and expanded after-school academies enhanced instruction for LTELs. Investments in bilingual staff and translation services, including those for Arabic-speaking families, significantly improved family engagement and access to advisory bodies such as DAC and DELAC (Actions 1- 10c, 1-10g, 1-7b, 1- 7c).

In summary, the district's strategic investments in personnel, instructional innovation, and student supports have largely achieved their intended outcomes. In addition, thanks to funding an extra warehouse driver, the materials and equipment arrive at the schools on time, and the district is able to stay compliant with the Williams Act. (Action 1- 3d) While some staffing and logistical challenges showed up, as explained in more detail below, the cumulative effect of DSUSD's activities has been a clear and positive trajectory toward improved academic performance and equitable educational opportunities for all students.

1- 1a Recruitment/New Teacher Orientation
Effectiveness: One hundred and twelve new teachers were hired in DSUSD for the 2024-2025 school year, leaving only five unfilled positions.
Challenges: None

1-1c
Effectiveness: Effective. The Director of Leadership Development's recruitment measures and actions directly improved the District's ability to fill highly qualified certified staff. This is evident in the overall reduction in the number of open teacher vacancies at the start of the year from 29 in 2023-2024 to 4 (vacancies) at the start of the 2024-2025 school year. Further, during the current school year, the Director has effectively recruited and hired over 25 highly qualified certificated management positions as of March 27, 2025. Finally, the Director of Leadership Development has successfully refined and streamlined the Assistant Principal's Monthly Training Program, resulting in highly qualified site leaders better equipped to serve the needs of all students with emphasis on unduplicated student populations.
Challenges: Challenges were experienced in recruiting fully credentialed certificated educators in Special Education.

1-1e Desert Sands Leadership Academy
Effectiveness: Partially effective. The goal was for all 25 participating staff members to complete the program. Currently, 20 DSUSD employees remain enrolled in the comprehensive National Institute for School Leadership (NISL) program offered by the National Center for Education and the Economy, which focuses on building instructional leadership capacity. Twenty-two of the twenty-five people who started the program are on track to complete the program in the fall of 2025.
Challenges: Three people who were promoted have left the district.

1-2a
Effectiveness: Partially effective: Our goal continues to be that all of our student groups will increase their academic achievement by 3 points from the standard as measured on the California Dashboard. English Learners and Students with Disabilities remain in the very low performance range in ELA and Math. SED students continue to experience persistent achievement gaps, particularly in ELA. Since end-of-year results are not available at the time of this analysis, i-Ready winter diagnostics help to show progress toward the goal. Foster Youth in K-5 improved in i-Ready ELA, but EL and SED students in K-8 declined. There was improvement, however, in the effort to show a decrease of 5% between the 24-25 Fall to Winter in Reading and Math iReady diagnostics for students scoring 2+ grade levels below.
Reading - We showed a decrease of 7% (students scoring 2+ grade levels below from Fall to Winter)
Math - We showed a decrease of 10% (students scoring 2+ grade levels below from Fall to Winter)
Challenges: We need to continue to reinforce our PLC process and emphasize data-driven instructional planning and response, specifically when reviewing the data for our unduplicated students.

1-2b TOSA/Project Facilitators
Effectiveness: Partially effective. We wanted to see a decrease of 5% between the 24-25 Fall to Winter in Reading and Math iReady diagnostics for students scoring 2+ grade levels below. In ELA, there was a decrease of 7% in students scoring 2+ grade levels below from Fall to Winter. In Math, there was a decrease of 10% in the number of students scoring 2+ grade levels below from Fall to Winter. Foster Youth in K-5 improved in i-Ready ELA, but EL and SED students in K-8 declined.
Challenges: Ongoing efforts will be needed to increase teacher participation in after-school academies to maximize instructional consistency across classrooms.

1-3a - Instructional Materials/Assessments-SS/SCI
Effectiveness: Varied Effectiveness. The implementation of Gizmos, Pivot, and the DBQ Project has shown varied levels of effectiveness in achieving the goal of enhancing student engagement and comprehension in science and social science.
Challenges: Gizmos and Pivot are well-implemented and widely utilized. A need for continued support to ensure the effectiveness was noted. The DBQ Project, while beneficial for some, requires additional training and support to improve/track adoption rates. The option for print or digital submissions has created some challenges in accurately assessing student progress and usage trends with DBQs. Continued focused professional development support and the development of a monitoring usage/evaluation system could enhance the overall effectiveness of this tool.

1-3b Support grades TK-5 for the Next Generation Science Standards program that includes consumable instructional materials.
Effectiveness: The action was partially effective. Professional development on the NGSS and incorporating science exploration was provided to fourth and fifth-grade teachers. This professional development is expected to lead to classroom implementation and the use of funding for supplies and materials.
Challenges: Only two grade levels (fourth and fifth) received training due to scheduling conflicts with other grade levels' training, which impacted the calendar.

1-4g - Technology-Data Warehouse
Effectiveness: Partially effective. Usage statistics indicate that approximately 68% of all users with accounts are logging in throughout the semester. This indicates that the platform is effectively ensuring that PLCs have access to timely and actionable data regarding the progress of unduplicated pupils. While the CA Dashboard data shows that Foster Youth, Homeless, and African American students showed

improvement in ELA CAASPP, Foster Youth and Homeless showed improvement in Math, and LTELs grew 6% in ELPI. In the reclassification rate, all ELs improved by 1.5% and LTELs by 2.8%. There are still areas of growth, and the need to maximize the use of data to improve student outcomes is still needed.
Challenges: The academic achievement gap continues in many areas for unduplicated students.

1-5b Interventions-Reading Diagnostics
Effectiveness: Partially effective. Sites use these platforms to monitor student progress throughout the year. These platforms provide data to support the work of the Tier I and Tier II teams. The goal was to see a decrease of 5% between the 24-25 Fall to Winter in Reading and Math iReady diagnostics for students scoring 2+ grade levels below. In ELA, there was a decrease of 7% in students scoring 2+ grade levels below from Fall to Winter. In Math, there was a decrease of 10% in the number of students scoring 2+ grade levels below from Fall to Winter. Foster Youth in K-5 improved in i-Ready ELA, but EL and SED students in K-8 declined.
Challenges: none

1- 5c Interventions- Summer School
Effectiveness: Effective. Summer school students earned a total of 2792 passing grades during the 2024 summer school sessions.
Challenges: Consolidation from 4 to 2 high school sites created some challenges around transportation.

1-5d - Interventions-HS
Effectiveness: Partially Effective. The implementation of ST Math was partially effective in providing access to all students, professional development for educators, and administrative oversight.
Overall scores for students in grades 6-8 in Math
went up by 4.08 pts in the area of concepts and procedures. Overall scores for 11th-grade math went up by 1.36%. SED students went up by .62%, but EL students declined from .66% to .39%.
Challenges: Engagement varied by site due to differences in leadership involvement and teacher experience levels.

1-5f Interventions-Goalbook
Effectiveness: Effective. Goalbook implementation has exceeded participation goals, with 96.7% of special education teachers using the platform, effectively supporting academic and behavioral needs within MTSS.
Challenges: Many teachers are not fully utilizing all Goalbook features, limiting its impact. Additional training will be provided to improve usage and integration.

1-6a - School Site Staffing-High School
Effectiveness: Partially effective. The investment in smaller class sizes and additional staffing has directly contributed to maintaining the English Learner ELPI, while the LTEL ELPI declined based on end-of-year estimates. While the graduation rate based on 2024 CA Dashboards shows that DSUSD is maintaining for all students, the English Learners, Long Term English Learners, and Students with Disabilities declined. There were, however, improvements in school climate, student behavior, and suspension rates, which have led to a reduction in suspension rates for EL, SED, and Foster Youth.
Challenges: Funding has exceeded the budgeted allocation due to raises.

1-6b School Site Staffing- Differentiation

Effectiveness: Partially effective.  Maintaining reduced class sizes in special education has improved individualized support, engagement, and academic outcomes. The positive effects have not been reflected on the CA Dashboard.
Challenges: An increase in students requiring services has strained efforts to keep class sizes small. Support for site administrators in scheduling and case management will help address this.

1- 7a Parent Engagement- PIQE
Effectiveness:  Highly effective. All parents who participated in the schools where it was implemented (Dr. Carreon, Jackson, and Franklin Elementary Schools) graduated from the program.
Challenges: none.

1-8a Site-based Student Achievement Support. Educational services team members attended strategic leadership sessions
Effectiveness: Partially effective. School site allocations were distributed to all schools.  All schools are being provided training on the alignment of SPSA goals to LCAP goals.  Six Strategic Leadership sessions and four office hours were offered to support school sites with the SPSA development process. In the iReady Winter ELA diagnostic, notable improvements were made by Foster Youth K-5 students (+16.6%). Several student groups, including ELs and SED students across all grade level spans, showed declines. In Math, Foster Youth 6-8 grade also showed growth (+4.8 %).
Challenges: Not all educational services team members were able to attend all of the Strategic Leadership days.

1-9a
Effectiveness: Partially Effective.

1-10a English Learner supports - DLI Dual Immersion in Spanish helps English Learners develop their native language while supporting their English acquisition
Effectiveness: Partially effective. At Reagan, DLI students made strong gains, with 68.0% showing progress on ELPI, a 24.8% increase from baseline, closely aligning with their non-DLI peers (26.8% gain). In contrast, Jackson's DLI students saw a decline of 7.4% in the ELPI compared to an 8.5% improvement among non-DLI peers. These results highlight promising growth for DLI students at Reagan, while indicating a need for targeted support at Jackson to improve outcomes for DLI English Learners on the ELPI and in their overall academic achievement.
Challenges: Educational partner feedback indicates there is strong demand for the program. There is a waitlist of students for the DLI program.

1-10b English Learner Supports-PD
Effectiveness:  Partially effective. Franklin showed improvement in ELA, moving from red to yellow, while Roosevelt advanced from red to orange. In Math, Hoover successfully moved the EL group from red to yellow, and Kennedy progressed from red to orange. These gains reflect positive momentum in both subject areas.
Challenges: Lincoln, Jackson, Madison, and Kennedy continue to have red indicators in ELA for the EL student group.

1-10e English Learner Supports - ELD Intervention Teacher Coaches
Effectiveness: Partially effective.  ELD Intervention Teacher Coaches provided support strategies, including lesson modeling, instructional coaching, targeted interventions, and ongoing progress monitoring. They also played a key role in the analysis of student data and actively

participated in semester data chats with teachers, principals, and district office staff to inform instructional decisions. These positive effects have not yet resulted in increased results on the ELPI indicator on the CA Dashboard.
Challenges: English Language Development Coaches were assigned to schools. One ongoing challenge we are facing is ensuring that English Language Development (ELD) Coach assignments remain aligned with the evolving needs of school sites. While coaches were initially placed based on levels of student need, some at high-need schools and others at lower-need schools to support capacity building, shifting demographics and changing student populations have created imbalances in support. As a result, we are actively working to reassess and rebalance these assignments to ensure a more equitable and effective distribution of ELD support across all schools

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.

Several actions in Goal 1 will see reductions based on the amount of LCFF funds that the district will have in its estimated budget for the 25-26 school year. LTEL data was added to the baseline for metrics 1.3, 1.4, 1.5, and 1.12. LTEL data was added to the Year 1 outcome for Metrics 1.10 and 1.11.

1-1a- Highly Qualified Staff-Recruitment/New Teacher Orientation
The metric was changed to include the number of teachers hired through recruitment efforts.

1-1e Highly Qualified Staff-DSLA
This action funds professional development through NCEE. In 25-26, the training will be provided internally. The budget will be reduced by $125,000.

1- 1f Highly Qualified Staff- Frontline Evaluation Software.
In 25-26, the budget for this action has been cut. This software will no longer be used.

1-2a Professional Development
In 25-26, the budget will be reduced by $15,000. A portion of this budget will be covered by Title 1.

1-2b Professional Development -Afterschool Academies
This action will use fewer hours in 25-26 for a total deduction of $50,000. A portion of this budget will be covered by Title 1.

1- 2d Professional Development for Guest Teachers
This budget will be cut. Other funding sources will be used to support guest teacher training.

1-3a - Instructional Materials/Assessments-SS/SCI
Continue to provide teachers support in the use of Pivot to ensure effectiveness and access to the platform.
Develop a streamlined system for tracking DBQ usage and student progress to assess its long-term effectiveness. The metric has been changed. Going forward the effectiveness of this action will be measured by the Smarter Composite Claim 2 Score Average - Writing and Research on the ELA CAASPP exam.

1-3b Instructional Materials/Assessments-Consumables
This action was partially ineffective because teachers need more support in implementing science discovery and exploration in the classroom. Once they receive this support, there will be a greater need for supplies and materials funding.
The expenditure for science materials is being eliminated for a total deduction of $20,835. The D. Johnson Toolkit will be supported through LREBG funds.

1-4a Technology
This budget is being reduced by $554,088. Sustainability plans for Teacher desk tops, LFDs, and Chromebooks have been adjusted.

1-4g Technology-Data Warehouse
The metric was revised to more accurately reflect student outcomes. Going forward, metrics 1.3-1.6 will be used.

1-5b Interventions-Reading Diagnostics
In 2025-2026, the budget will be reduced by $10,000 for the DIBELS assessment. In 25-26 the action name will change to "Foundations of Early Literacy: Diagnostic Tools and Intervention Strategies" to better describe the range of strategies and training that will be provided through the addition of LREBG funds to support early childhood literacy.

1-5d To support implementation and consistency of implementation, administrators and teachers will be trained on the program. Project facilitators will support classroom teachers who need it. The metric was changed to cover CAASPP Math results in a grade-level span. 6-8 since the program was not used in high schools this year.

1-5e- Interventions
This budget is being reduced by $7500 due to limited need.

1- 5f Interventions-Goalbook
Provide mandatory training for new special education teachers before the school year begins and offer additional professional development for existing users to increase the effectiveness of Goalbook in supporting students.

1-6a - School Site Staffing-High School
Continue prioritizing class size and targeted support for high-need student groups. The metric will be changed to measure effectiveness with the suspension rate and an increased sense of belonging through the Panorama Student Survey.

1-7a PIQE Parent Engagement
Budget reduction of $40,254. This budget is being reduced since schools are receiving LREBG funds to target specific needs at their schools.

1-6b School Site Staffing- Differentiation
Offer individualized support to site administrators for master scheduling and case management, helping them balance class sizes and instructional resources effectively. Provide guidance on balancing caseloads to sustain the benefits of smaller class sizes.

1-8a Site-Based Student Achievement Support
Glenn Middle did not participate in the Strategic Leadership workshop. Dashboard data showed improvement in their red indicator for Chronic Absenteeism. This action will receive LREBG funds to give schools an extra allocation to address red indicators.
The metric was changed to measure effectiveness in the future with i-Ready diagnostics in ELA and Math.

1-9a Early Childhood Educational Programs-Pre-School
In 25-26, the data from the Desired Results Development Profile (DRDP) will be used to determine effectiveness in the program.

1-10a English Learner Supports-DLI
The metric to measure effectiveness for the program was changed to the individual results of ELPI at each of the DLI schools to better monitor the progress and benefit to English Learners in the program. The plan to support English Learner Progress at Jackson is in the technical assistance section of this plan, pp. 19-21.

1-10b
Project facilitators and ELD Intervention Teacher Coaches will be trained to support school teams with AVID engagement strategies for ELA and Math.
Budget reduction of $7000. Partial cost is being shifted to Title funding.

1-10e English Learner Supports - ELD Intervention Teacher Coaches
School assignments for ELD Intervention Coaches will be reassessed and adjusted to better align with each school's evolving needs and ensure equitable support for all students. ELD-Intervention Coaches will support school teams in the integration of ELD into Math using AVID strategies.

**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 | 1-1a Continue to increase efforts to recruit, select, and maintain highly qualified staff that are 100% CLAD/BCLAD certified. | $16,296,373.00 | Yes |
| **1-1b** | Highly Qualified Staff- PAR/Induction | 1-1b Continue the Peer Assistance Review/Induction program. | $964,917.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **1-1c** | Highly Qualified Staff-Director | 1-1c. Continue with the position of Director of Personnel for Leadership Development. | $270,940.00 | Yes |
| **1-1d** | Highly Qualified Staff-Office Specialist | 1-1d. Continue with the office specialist position to support the Director of Personnel for Leadership Development. | $101,571.00 | No |
| **1-1e** | Highly Qualified Staff-DSLA | 1-1e. Continue with the Desert Sands Leadership Academy (DSLA) for school leaders. Maintain conducting cohorts to increase the capacity for instructional leadership from within the district. | $150,550.00 | Yes |
| **1-1f** | Highly Qualified Staff- Employee Evaluation | 1-1f. Maintain the online employee evaluation system to more efficiently conduct reviews, provide feedback to support educator improvement and effectiveness. | $0.00 | No |
| **1-2a** | Professional Development | 1-2a. Provide continuous evidence-based professional development and instructional support in core content, ELD standards, inclusion, and Universal Design for Learning (UDL) strategies for administrators, instructional coaches, and teachers to improve student engagement and learning in support of Structured English Immersion (SEI) and special education programs.<br><br>To address red performance indicators, professional development will include:<br><br>-Provide training and resources for deep analysis in the Professional Learning Community (PLC) model<br>-Customize school site training based on areas of need and specific student groups | $225,000.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **1-2b** | Professional Development-After-School Academies | 1-2b. Provide after-school academies to support teachers with district initiatives, best practices, and strategies to enhance instruction that addresses the whole child. | $100,000.00 | Yes |
| **1-2c** | Professional Development- Spec. Ed. | 1-2c. Continue to provide professional development for special education paraeducators on strategies for working collaboratively in supporting instructional practices in the classroom. | $0.00 | No |
| **1-2d** | Professional Development- Guest Teachers | 1-2d. Provide professional development for guest teachers on common core standards, curriculum, technology, instructional strategies, and effective classroom strategies.<br><br>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.<br>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 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 | $1,303,412.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | action will be measured by improvement in the district English Learner Progress Indicator.<br><br>($1,303,412.00) | | |
| **1-3a** | Instructional Materials/Assessments-SS/SCI | 1-3a. Provide supplemental materials to support the delivery of instruction, improve student connections to concepts, and increase learner engagement in science and social science leading to improved performance on local and state assessments. | $4,509,983.00 | Yes |
| **1-3b** | Instructional Materials/Assessments-Consumables | 1-3b. Strengthening Science Instruction through NGSS Professional Learning. Training for teachers that supports grades TK-5 for the Next Generation Science Standards program. | $0.00 | No |
| **1-3c** | Instructional Materials/Assessments- Don Johnson Toolkit | 1- 3c. Continue to 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.<br><br>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 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 results on the winter iReady ELA Diagnostic and CAASPP ELA. ($59,000.00) | $59,000.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | | | |
| **1-3d** | Instructional Materials/Assessments | 1-3d. Support the position of Assistant Warehouse Driver. | $90,302.00 | No |
| **1-4a** | Technology-Chromebooks | 1-4a. 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 2-12. Tablets will be provided for students K-2. Chromebooks will 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. | $10,032,044.00 | No |
| **1-4b** | Technology- Blended Learning | 1-4b. Support instructional technology training to provide teachers with the skill set of incorporating blended learning and technology tools in the classroom to enhance curriculum and engage learning. | $0.00 | No |
| **1-4c** | Technology-Coding | 1-4c. Support computer science coding programs to incorporate the K-12 STEM curriculum. | $0.00 | No |
| **1-4d** | Technology-Digital Tools | 1-4d. Support the use of digital tools to understand digital engagement and ensure a safer and more secure digital learning environment for all students. | $408,145.00 | No |
| **1-4e** | Technology- Chief Innovation Officer | 1-4e. Provide a Chief Innovation and Information Officer to provide leadership in the development, implementation, and support of a shared vision of innovative best practices for educational technology. | $210,361.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **1-4f** | Technology-IT Specialist | 1-4f. Provide an Information Technology Specialist to develop, design, and sustain technology related hardware and software supporting classrooms and departments throughout the district. | $0.00 | No |
| **1-4g** | Technology-Data Warehouse | 1-4g. Implement and maintain a robust data warehouse system to support data-driven decision-making for the unduplicated pupil population This action also includes a platform that manages all English learner data and supports the reclassification monitoring process. | $208,000.00 | Yes |
| **1-5a** | Interventions-Kinder | 1-5a. Continue to provide full-day kindergarten at all elementary sites maintaining a ratio of 24:1. | $346,560.00 | No |
| **1-5b** | Interventions-Reading Diagnostics and Strategies | 1-5b. Foundations of Early Literacy: Diagnostic Tools and Intervention Strategies<br><br>DSUSD has unexpended LREBG funds. The LREBG Needs Assessment identified English Language Arts (ELA) as a significant area of need across the district. Currently, 10 schools have received red indicators in ELA on the California School Dashboard, signaling an urgent need for improvement. Additionally, 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.<br><br>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, | $870,155.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | 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, i-Ready Winter Diagnostic, and for students in grades 3–5, CAASPP ELA. ($750,155.00) | | |
| **1-5c** | Interventions-Summer School | 1-5c. Continue to provide the Summer School program:<br>Offer summer high school programs that allow students to pursue validation and credit recovery outside of the regular school year, enabling them to become A-G eligible and meet high school graduation requirements, leading to a decrease in the number of credit-deficient students.<br><br>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.<br><br>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 | $1,798,825.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | used to supplement the existing DSUSD summer school program, and the effectiveness of the action will be measured by an increase in graduation rate. 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.<br>($898,825.00) | | |
| **1-5d** | Interventions-Middle School | 1-5d. Support middle school academic intervention programs in alignment with MTSS. | $66,000.00 | Yes |
| **1-5e** | Interventions- 504 support | 1-5e. Provide support for students with a 504 plan in need of additional materials and/or equipment, and tools to support the 504 process. | $0.00 | No |
| **1-5f** | Interventions-Goalbook | 1-5f. Support the use of Goalbook and its design to support the implementation of UDL instructional practices and strategies. | $143,381.00 | Yes |
| **1-6a** | School Site Staffing-High School | 1-6a. Maintain the high school staffing ratio at 31:1. | $9,207,827.00 | Yes |
| **1-6b** | School Site Staffing-Differentiation | 1-6b. Maintain reduced class size in special education settings. | $1,974,731.00 | Yes |
| **1-6c** | School Site Staffing-Spec. Ed. Staffing | 1-6c. Maintain special education paraeducators at 6.5 hours per day. | $44,334,078.00 | No |
| **1-6d** | School Site Staffing-Classified | 1-6d. Classified salaries beyond the formula to support student learning. | $145,066.00 | No |
| **1-6e** | School Site Staffing-SLP assistants | 1-6e. Provide two Speech/Language Pathologist (SLP) Assistants to provide speech and language services to students. | $206,046.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | | | |
| **1-7a** | Parent Engagement-PIQE | 1-7a. Continue to provide Parent Institute for Quality Education (PIQE): A parent academy for parents of English learners. | $351,553.00 | Yes |
| **1-7b** | Parent Engagement | 1-7b. Maintain (support and build capacity) the existing District Advisory Committee (DAC) and District English Learner Advisory Committee (DELAC) to inform parents and solicit input to meet the needs of low-income students and English learners. | $0.00 | No |
| **1-7c** | Parent Engagement-SPSA | 1-7c Provide translation/interpretation for Spanish and other languages for school and district meetings, information and resources that support parent involvement. | $0.00 | No |
| **1-8a** | Site Based Student Achievement Support- Site allocations | 1-8a. 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.<br><br>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 the improvement of the unduplicated students in CAASPP | $9,621,726.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | ELA, Math, and a decrease in Chronic Absenteeism on the CA Dashboard.. ($3,620,193.00) | | |
| **1-9a** | Early Childhood Educational Programs | 1-9a. Continue to maintain opportunities for low-income students and English Learners to attend a high-quality preschool program at selected sites within DSUSD. | $506,061.00 | Yes |
| **1-9b** | Early Childhood Educational Programs-Early Childhood Center | 1-9b. Maintain Adams Early Childhood Learning Center (ECLC) and investigate expanding ECLC based on need.<br><br>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.<br><br>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, 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 engagement, | $4,299,847.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | monitoring the rates of chronic absenteeism for Students with Disabilities. ($838,373.00) | | |
| **1-10a** | English Learner Supports-DLI | 1-10a. Support the Dual Language Immersion (DLI) Program development and implementation by addressing the Seven Guiding Principles for Dual Language Education: Program Structures, Curriculum, Instruction, Assessment and Accountability, Staff Quality and Professional Development, Family and Community and Support, and Resources. | $973,629.00 | Yes |
| **1-10b** | English Learner Supports- PD | 1-10b.Continue to fund staff to provide evidence-based professional development and instructional support in core content and ELD standards. | $11,392,194.00 | Yes |
| **1-10c** | English Learner Supports | 1-10c Continue to provide designated and integrated English Language Development (ELD) professional development for teachers, administrators, and other school-based personnel. This professional development will build capacity to ensure the best first instruction which allows English learners access to core content instruction in the Structured English Immersion (SEI) and Dual Language Immersion (DLI) programs.<br><br>-Designated and Integrated ELD PD<br>-Newcome curriculum PD for teachers and principals<br>-PD for English Learner leads at schools<br>-Training on ELLevation for the development of individualized student plans<br>-After-school academies for targeting LTELs | $0.00 | No |
| **1-10d** | English Learner Supports- HIgh School ELD Support | 1- 10d 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. | $2,689,685.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **1-10e** | English Learner Supports- ELD-ITC | 1-10e. Elementary Classroom Teachers (10) to provide additional ELD intervention support for elementary schools. | $1,677,238.00 | Yes |
| **1-10f** | English Learner Supports-Coordinator | 1-10f. Provide the position of Multilingual Language Coordinator to support instructional practices, research, and assessment systems of English learner students. | $240,804.00 | Yes |
| **1-10g** | English Learner Supports-Bilingual Office Specialist | 1-10g. Provide bilingual office support for the Coordinator of Multilingual Learner programs and the Coordinator of Diversity, Equity and Parent and Family Engagement. | $107,318.00 | 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 6: School Climate (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<br><br>Graduation Rate Indicator | 2023 California School Dashboard Graduation Rate:<br>Cohort Graduation Rate:<br><br>• All students 93.8% | 2024 California School Dashboard Graduation Rate:<br>Cohort Graduation Rate: | | Combined four-year and five-year cohort graduation rate will increase by 2.5% annually.<br><br>CA Dashboard | 024 California School Dashboard Graduation Rate:<br>Cohort Graduation Rate:<br><br>Improved |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | • EL: 87.9%<br>• LTEL: 88.0%<br>• SED: 93.3%<br>• SWD: 81.0%<br>• Foster Youth: 83.3%<br>• Homeless: 84.5%<br>• African American: 94.1%<br>• Hispanic: 93.1% | • All students 92.7%<br>• EL: 86.2%<br>• LTEL: 83.8%<br>• SED: 92.3%<br>• SWD: 78.5%<br>• Foster Youth: 89.7%<br>• Homeless: 84.3%<br>• African American: 84.2%<br>• Hispanic: 91.9% | | Graduation Rate will be at or above:<br>• All students 100%<br>• EL: 95.4%<br>• LTEL: 95.5%<br>• SED: 100%<br>• SWD: 88.8%<br>• Foster Youth: 90.8%<br>• Homeless: 92%<br>• African American: 100%<br>• Hispanic: 100% | • Foster Youth: 6.4%<br><br>Maintained<br>NA<br><br>Declined<br>• All students -1.1%<br>• EL: -5.3%<br>• SED: -1.0%<br>• SWD: -2.5%<br>• Homeless: -0.2%<br>• African American: -9.9%<br>• Hispanic: -1.2%<br><br>Insufficient Data<br>• LTEL: NA |
| 2.2 | High School 4-Year Adjusted Cohort Dropout Rate<br><br>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 | 2023-24 High School Data Quest Four Year Adjusted Cohort Outcome Report: 4-Year Adjusted Cohort Dropout Rate | | Maintain a drop out rate of less than 3.0% for all students and less than 5% for all student groups. | 2023-24 High School Data Quest Four Year Adjusted Cohort Outcome Report: 4-Year Adjusted Cohort Dropout Rate |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | • HS: 2.3% (53/2260)<br>• EL: 6.5% (25/385)<br>• SED: 2.5% (48/1929)<br>• SWD: 4.1% (11/268)<br>• Foster Youth: 6.7% (2/30)<br>• Homeless: 6.4% (9/140)<br>• African American: 3.0% (1/33) | • HS: 2.8% (65/2311)<br>• EL: 7.7% (32/418)<br>• SED: 3.0% (60/1986)<br>• SWD: 6.0% (18/299)<br>• Foster Youth: 3.7% (1/27)<br>• Homeless: 6.0% (8/133)<br>• African American: 10.5% (2/19) | | | Improved<br>• HS: 0.2%<br>• EL: 1.2%<br>• African American: 7.5%<br><br>Maintained<br>NA<br><br>Declined<br>• SED: -1.1%<br>• SWD: -0.7%<br>• Foster Youth: -3.0%<br>• Homeless: -0.4% |
| 2.3 | Middle School Dropout Rate<br><br>Count of middle school students reported as dropouts | 2022-23 Middle School Dropouts - CALPADS:<br>• MS: 7 students | 2023-24 Middle School Dropouts - CALPADS:<br>• MS: 7 students | | The number of Middle School dropouts will remain under 5 per year. | 2023-24 Middle School Dropouts - CALPADS:<br><br>Maintained<br>• MS: 0 students |
| 2.4 | Career Technical Education (CTE) Program Completion Rate | 2022-23 California Dashboard CTE Completers: | 2023-24 California Dashboard CTE Completers: | | The percentage of CTE Completers will increase by 3% annually. | 2023-24 California Dashboard CTE Completers: |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | Percentage of Graduates who completed at least one CTE pathway - students in the combined four- 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. | • All Students: 17.5% (396/2269)<br>• EL: 7.8% (30/387)<br>• SED: 17.4% (337/1937)<br>• SWD: 8.4% (23/273)<br>• Foster Youth: 3.3% (1/30)<br>• Homeless: 15.5% (22/142)<br>• Afr. Am.: 14.7% (5/34) | • All Students: 19.2% (445/2314)<br>• EL: 10% (42/419)<br>• LTEL: 11.2% (40/358)<br>• SED: 19.3% (384/1989)<br>• SWD: 8.9% (27/302)<br>• Foster Youth: 17.2% (5/29)<br>• Homeless: 11.2% (15/134)<br>• African American: 10.5% (2/19) | | California Dashboard CTE Completers will be at or above:<br>• All Students: 26.5%<br>• EL: 16.8%<br>• SED: 26.4%<br>• SWD: 17.4%<br>• Foster Youth: 12.3%<br>• Homeless: 24.5%<br>• African American: 23.7% | Improved<br>• All Students: 1.7%<br>• SED: 1.9%<br>• SWD: 0.5%<br>• Foster Youth: 13.9%<br><br>Maintained<br>NA<br><br>Declined<br>• EL: -2.2%<br>• Homeless: -4.3%<br>• African American: -4.2%<br><br>Insufficient Data<br>• LTEL: NA |
| 2.5 | UC/CSU A-G Entrance Requirements Completion Rate<br><br>Percentage of Graduates Meeting or Exceeding UC/CSU | 2022-23 DataQuest Four-year UC/CSU Requirement:<br>• All Students: 54.7%<br>• EL: 29.8%<br>• SED: 50.9% | 2023-24 DataQuest Four-year UC/CSU Requirement:<br>• All Students: 56.1% | | Increase the percent of high school graduates meeting UC/CSU A-G requirements by 2% annually | 2023-24 DataQuest Four-year UC/CSU Requirement:<br><br>Improved |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | Entrance Requirements (A-G Criteria) | • SWD: 18.5%<br>• Foster Youth: 28%<br>• Homeless: 38.1%<br>• Afr. Am.: 64.5% | (1203/2311)<br>• EL: 25.7% (89/418)<br>• SED: 51.6% (946/1986)<br>• SWD: 16.9% (40/299)<br>• Foster Youth: 38.5% (10/27)<br>• Homeless: 39.8% (45/133)<br>• African American: 31.3% (5/19) | | DataQuest - Four-year UC/CSU Requirement will be at or above:<br>• All Students: 60.7%<br>• EL: 35.8%<br>• SED: 56.9%<br>• SWD: 24.5%<br>• Foster Youth: 34%<br>• Homeless: 44.1%<br>• African American: 70.5% | • All Students: 1.4%<br>• SED: 0.7%<br>• Foster Youth: 10.5%<br>• Homeless: 1.7%<br><br>Maintained<br>NA<br><br>Declined<br>• EL: -4.1%<br>• SWD: -1.6%<br>• African American: -33.2% |
| 2.6 | Career Technical Education (CTE) Completers meeting UC/CSU A-G Entrance Requirement Completion Rate<br><br>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:<br>• AllStudents: 13.4% (303/2269)<br>• EL: 4.7% (18/387)<br>• SED: 13.0% (251/1937)<br>• SWD: 3.3% (9/273) | 2023-24 California Dashboard CTE Completers meeting UC/CSU A-G Requirements:<br>• AllStudents: 14.6% (339/2314)<br>• EL: 5.0% (21/419) | | Increase the percent of CTE Completers meeting UC/CSU A-G Entrance Requirements by 2% annually<br><br>California Dashboard CTE Completers meeting UC/CSU A-G Requirements will be at or above: | 2023-24 California Dashboard CTE Completers meeting UC/CSU A-G Requirements:<br><br>Improved<br>• All Students: 1.2%<br>• EL: .3%<br>• SED: 1.2% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | • Foster Youth: 3.3% (1/30)<br>• Homeless: 9.9% (14/142)<br>• Afri. Am.: 14.7% (5/34) | • LTEL: 5.3% 19/358<br>• SED: 14.2% (282/1989)<br>• SWD: 4.6% (14/302)<br>• Foster Youth: 10.3% (3/29)<br>• Homeless: 9.0% (12/134)<br>• African American: 10.5% (2/19) | | • AllStudents: 19.4%<br>• EL: 10.7%<br>• SED: 19.0%<br>• SWD: 9.3%<br>• Foster Youth: 9.3%<br>• Homeless: 15.9%<br>• African American: 20.7% | • SWD: 1.4%<br>• Foster Youth: 7.0%<br>• Homeless: 0.9%<br><br>Maintained<br>NA<br><br>Declined<br>• African American: -4.2%<br><br>Insufficient Data<br>• LTEL: NA |
| 2.7 | Advanced Placement (AP) exam scores of 3 or higher or International Baccalaureate (IB) exam scores of 4 or Higher<br><br>Increase Percent of student exam scores; AP score of 3 or higher, IB score of 4 or higher | College Board and International Baccalaureate Program<br><br>2022-23 AP score of 3 or higher, IB score of 4 or higher:<br><br>• All Students: 63.6% (822/1292)<br>• EL: 50% (11/22)<br>• SED: 57.5% (463/805) | College Board and International Baccalaureate Program<br><br>2023-24 AP score of 3 or higher, IB score of 4 or higher:<br><br>• All Students: 69.0% (995/1443) | | Increase percent of student AP exam scores of 3 or higher/IB exam scores of 4 or higher by 2% annually.<br><br>The percentage of student AP exam scores of 3 or higher/IB exam scores of 4 or higher will be at or | College Board and International Baccalaureate Program<br><br>2023-24 AP score of 3 or higher, IB score of 4 or higher:<br><br>Improved<br>• All Students: 5.4%<br>• EL: 8.8% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | • SWD: 35.7% (5/14)<br>• Foster: 0%<br>• Homeless: 42.9% (3/7) | • EL: 58.8% (10/17)<br>• SED: 63.1% (577/915)<br>• SWD: 33.3% (3/9)<br>• Foster: 0% (0/2)<br>• Homeless: 70.0% (7/10) | | above:<br>• All Students: 69.6%<br>• EL: 56.0%<br>• SED: 63.5%<br>• SWD: 41.7%<br>• Foster: 6%<br>• Homeless: 48.9% | • SED: 5.6%<br>• Foster: 0%<br>• Homeless: 27.1%<br><br>Maintained<br>NA<br><br>Declined<br>• SWD: -2.4% |
| 2.8 | Early Assessment Program (EAP) for English Language Arts (ELA) Results<br><br>Percentage of 11th graders reported as College "Ready" or "Conditionally Ready" from SBAC ELA results | 2022-23 11th graders "Ready" or "Conditionally Ready"<br><br>• All Students: 50.6%<br>• ELs: 3.7%<br>• SED: 44.8%<br>• SWD: 9.8%<br>• Foster Youth: *<br>• Homeless: 21.63%<br>• Afri. Am: 47.06%<br><br>*In order to protect student privacy, data is suppressed because fewer than 11 students tested. | 2022-23 11th graders "Ready" or "Conditionally Ready"<br><br>• All Students: 50.6%<br>• EL: 3.7%<br>• SED: 44.8%<br>• SWD: 9.8%<br>• Foster Youth: *<br>• Homeless: 21.63%<br>• African American: 47.06%<br><br>*In order to protect | | Increase percent of 11th grade students reported as "Ready" or "Conditionally Ready" by 3% annually as measured by the SBAC ELA results<br><br>11th graders "Ready" or "Conditionally Ready" will be at or above:<br><br>• All Students: 59.6%<br>• EL: 12.7%<br>• SED: 53.8% | 2023-24 11th graders "Ready" or "Conditionally Ready"<br><br>Improved<br>• All Students: 0.91%<br>• SED: 2.12%<br>• SWD: 0.61%<br><br>Maintained<br>NA<br><br>Declined<br>• EL: -2.12%<br>• Homeless: -3.45% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | student privacy, data is suppressed because fewer than 11 students tested. | | • SWD: 18.8%<br>• Foster Youth: *+9%<br>• Homeless: 30.6%<br>• African American: *+9%<br><br>*Less than 11 students - data not displayed for privacy | • African American: -7.06%<br><br>Insufficient Data<br>• Foster Youth: NA |
| 2.9 | Early Assessment Program (EAP) for Mathematics Results<br><br>Percentage of 11th graders reported as College "Ready" or "Conditionally Ready" from SBAC Mathematics results | 2022-23 11th graders "Ready" or "Conditionally Ready"<br><br>• All Students: 18%<br>• EL: 0.7%<br>• SED: 13.6%<br>• SWD: 1.3%<br>• Foster Youth: *<br>• Homeless: 5.26% NOTE CORRECTION: 18.42% incorrectly reported<br>• African American: 5.56% NOTE CORRECTION | 2023-24 11th graders "Ready" or "Conditionally Ready"<br><br>• All Students: 19.31%<br>• EL: 0.39%<br>• SED: 14.18%<br>• SWD: 1.75%<br>• Foster Youth: *<br>• Homeless: 9.38%<br>• African American: 10.00% | | Increase percent of 11th grade students reported as "Ready" or "Conditionally Ready" by 3% annually as measured by the SBAC Mathematics results<br><br>11th graders "Ready" or "Conditionally Ready" will be at or above: | 2023-24 11th graders "Ready" or "Conditionally Ready"<br><br>Improved<br>• All Students: 1.31%<br>• SED: 0.58%<br>• SWD: 0.45%<br>• Homeless: 4.12%<br>• African American: 4.44%<br><br>Maintained |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | : incorrectly reported with *<br><br>*Less than 11 students - data not displayed for privacy | *Less than 11 students - data not displayed for privacy | | • All Students: 27%<br>• EL: 9.7%<br>• SED: 22.6%<br>• SWD: 10.3%<br>• Foster Youth: *+9%<br>• Homeless: 27.4%<br>• African American: *+9%<br><br>*Less than 11 students - data not displayed for privacy | NA<br><br>Declined<br>• EL: -0.31%<br><br>Insufficient Data<br>• Foster Youth: NA |
| 2.10 | Free Application for Federal Student Aid (FAFSA) submission<br><br>Percent of High School Seniors submitting a Federal Student Aid application. | 2022-23 Grade 12 Free Application for Federal Student Aid (FAFSA) submission<br><br>• All Students: 81.7% (1714/2098)<br>• ELs: 66.8% (175/262)<br>• SED: 80.5% (1278/1587)<br>• SWD: 76.1% (124/163) | 2023-24 Grade 12 Free Application for Federal Student Aid (FAFSA) submission<br><br>• All Students: 88.65% (1937/2185)<br>• EL: 78.87% (112/142) | | The percentage of Grade 12 Free Application for Federal Student Aid (FAFSA) submissions will be 95% or greater. | 2023-24 Grade 12 Free Application for Federal Student Aid (FAFSA) submission<br><br>Improved<br>• All Students: 6.95%<br>• EL: 12.07%<br>• SED: 8.4% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | • Foster Youth: 100% (6/6)<br>• Homeless: 56.3% (18/32)<br><br>Note: 2023-24 Data available June 2024 | • SED: 88.90% (1450/1631)<br>• SWD: 80.23% (138/172)<br>• Foster Youth: 77.78% (7/9)<br>• Homeless: 75.68% (28/37) | | | • SWD: 4.13%<br>• Homeless: 19.38%<br><br>Maintained<br>NA<br><br>Declined<br>• Foster Youth: -22.22% |
| 2.11 | Middle School AVID Program Retention Rate<br><br>Percent of middle school students enrolled in their second year of AVID | 2023-24 AVID Program Course Enrollments<br><br>Students in grades 7-8 students enrolled in second year of AVID<br>• MS AVID: 55% (483/883)<br>• EL: 49% (123/250)<br>• SED: 56% (409/736)<br>• SWD: 39% (26/66)<br>• Foster Youth: 33% (1/3)<br>• Homeless: 54% (7/13) | 2024-25 AVID Program Course Enrollments<br><br>Students in grades 7-8 students enrolled in second year of AVID<br>• MS AVID: 71% (555/781)<br>• EL: 78% (176/226)<br>• SED: 74% (176/226)<br>• SWD: 79% (41/52)<br>• Foster Youth: 50% 1(/2) | | Increase AVID retention rate by 3% annually.<br><br>The percentage of AVID programs participants will be at or above:<br><br>Students in grades 7-8 students enrolled in second year of AVID<br>• MS AVID: 64%<br>• EL: 58%<br>• SED: 65%<br>• SWD: 48%<br>• Foster Youth: 42% | 2024-25 AVID Program Course Enrollments<br><br>Students in grades 7-8 students enrolled in second year of AVID<br><br>Improved<br>• MS AVID: 16%<br>• EL: 29%<br>• SED: 18%<br>• SWD: 40%<br>• Foster Youth: 17%<br>• Homeless: 13% |

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

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 2.13 | High School AVID students enrolling in AP/IB/College Courses | 2023-24 AVID Course Enrollments<br><br>HS AVID students enrolled in AP/IB/CC courses:<br>• HS AVID: 23% (260/1136)<br>• EL: 4% (5/135)<br>• SED: 22% (202/905)<br>• SWD: 2% (1/58)<br>• Foster Youth: 0% (0/5)<br>• Homeless: 8% (2/25)<br><br>*New for 2023-24 SY - Amistad Schoolwide AVID | 2024-25 AVID Course Enrollments<br><br>HS AVID students enrolled in AP/IB/CC courses<br>• HS AVID: 18.6% (112/603)<br>• EL: 9.9% (9/91)<br>• SED: 18% (94/521)<br>• SWD: 16.2% (6/37)<br>• Foster Youth: 0% (0/3)<br>• Homeless: 26.7% (4/15)<br><br>*New for 2023-24 SY - Amistad Schoolwide AVID | | Increase High School AVID students enrolling in AP/IB courses by 3% annually.<br><br>HS AVID students enrolled in AP/IB/CC courses will be at or above:<br>• HS AVID: 32%<br>• EL: 13%<br>• SED: 31%<br>• SWD: 11%<br>• Foster Youth: 9%<br>• Homeless: 17% | 2024-25 AVID Course Enrollments<br><br>Improved<br>• EL: 5.9%<br>• SWD: 14.2%<br>• Foster Youth: 0%<br>• Homeless: 18.7%<br><br>Maintained<br>NA<br><br>Declined<br>• HS AVID: -4.4%<br>• SED: -4% |
| 2.14 | California School Dashboard<br><br>College/Career Indicator (CCI)<br><br>Percentage of Graduates reported as | California School Dashboard: College/Career Readiness<br>2022-23 Grad. Cohort CCI Prepared | California School Dashboard: College/Career Readiness<br>2023-24 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<br>2023-24 Grad. Cohort CCI Prepared<br><br>Improved |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | meeting CCI "Prepared" measures | • All Students: 44.8% (1014/2262)<br>• EL: 13.7% (53/386)<br>• SED: 41.4% (799/1931)<br>• SWD: 11.9% (32/270)<br>• Foster Youth: 10% (3/30)<br>• Homeless: 3.7% (38/141)<br>• Afri. Am.: 1.3% (13/33)<br>Hispanic: 40.4% (691/1710) | • All Students: 48.7% (1128/2314)<br>• EL: 15.8% (66/419)<br>• LTEL: 15.6% (56/358)<br>• SED: 45.1% (897/1989)<br>• SWD: 12.9% (39/302)<br>• Foster Youth: 20.7% (6/29)<br>• Homeless: 28.4% (38/134)<br>• African American: 21.1% (4/19)<br>• Hispanic: 44.0% (779/1769) | | Graduates reported as "Prepared" on the CCI will be at or above:<br>• All Students: 50.8%<br>• EL: 19.7%<br>• SED: 47.4%<br>• SWD: 17.9%<br>• Foster Youth: 16%<br>• Homeless: 9.7%<br>• African American: 7.3%<br>• Hispanic: 46.4% | • All Students: 3.9%<br>• EL: 2.1%<br>• SED: 3.7%<br>• SWD: 1.0%<br>• Foster Youth: 10.7%<br>• Homeless: 1.4%<br>• Hispanic: 3.6%<br>Maintained NA<br>Declined<br>• African American: -18.3%<br>Insufficient Data<br>• LTEL: NA |
| 2.15 | High school students enrolling in AP/IB/College Courses | 2023-24 AP/IB/College Course Enrollments: | 2024-25 AP/IB/College Course | | Increase the percent of High school students | 2024-25 AP/IB/College Course |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | • HS students enrolled in AP/IB/CC: 36% (3146/8803)<br>• EL: 14% (177/1224)<br>• SED: 33% (2205/6643)<br>• SWD: 9% (95/1076)<br>• Foster Youth: 9% (3/34)<br>• Homeless: 24% (30/124) | Enrollments:<br>• HS students enrolled in AP/IB/CC: 41.1% (3504/8524)<br>• EL: 16.1% (176/1094)<br>• SED: 38% (2524/6635)<br>• SWD: 16% (170/1064)<br>• Foster Youth: 10% (3/30)<br>• Homeless: 25.4% (46/181) | | enrolling in AP/IB/College Courses by 3% annually<br><br>2023-24 AP/IB/College Course Enrollments/Synergy:<br>• HS students enrolled in AP/IB/CC: 45%<br>• EL: 23%<br>• SED: 42%<br>• SWD: 18%<br>• Foster Youth: 18%<br>• Homeless: 33% | Enrollments:<br><br>Improved<br>• HS students enrolled in AP/IB/CC: 5.1%<br>• EL: 2.1%<br>• SED: 5%<br>• SWD: 7%<br>• Foster Youth: 1%<br>• Homeless: 1.4% |

# Goal Analysis [2024-25]

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.

Desert Sands Unified School District (DSUSD) remains committed to ensuring that all students graduate prepared for college, career, and life. Goal 2 centers on equitably expanding access to high-quality academic programs, career pathways, and enrichment opportunities that

support readiness for postsecondary success. The district successfully implemented the majority of planned actions under Goal 2, with ongoing monitoring and adjustments to address challenges that arose during implementation.

To support academic achievement for all students, particularly English Learners, Low-Income students, and Foster Youth, DSUSD prioritized equitable access to rigorous learning experiences. This included the continued expansion of Career Technical Education (CTE) pathways across elementary, middle, and high schools (Actions 2- 3d, 2- 3e, 2-3g), and increasing availability of dual enrollment courses and college preparatory options through higher education partnerships (Action 2- 1c). These efforts were designed to ensure students graduate not only with a diploma but also with a clear pathway to college or career.

The district's collaboration with the California College Guidance Initiative (CCGI) was an important component in helping students plan for the future. CCGI supports students in exploring career options and developing personalized college and career plans, ensuring alignment between high school coursework and postsecondary goals (Actions 2-4a, 2-4b). While implementation was successful, challenges included ensuring consistent use of the platform across school sites and increasing student engagement in long-term planning.

To foster college-going mindsets and academic confidence, AVID strategies were implemented districtwide, with targeted support for Low-Income students and English Learners. In the 2025–2026 school year, AVID was expanded to include Hoover Elementary, marking progress toward vertical alignment of college readiness strategies from elementary through high school (Action 2-4f). However, site-level variation in program implementation and teacher training schedules posed challenges to consistency and depth of AVID practices.

DSUSD also expanded enrichment programs that enhance student engagement, critical thinking, and collaboration. Programs such as Math Field Day (elementary and middle school), Battle of the Books (middle and high school), the District Spelling Bee (grades 4–8), and the Science Fair provided students with diverse opportunities to extend learning beyond the classroom. While widely celebrated, these enrichment opportunities required additional coordination and volunteer support, which proved challenging at some school sites.

Recognizing the need for flexibility in learning, DSUSD continued to fund and support Horizon School, offering K–12 virtual learning options for students who benefit from alternative educational environments (Action 2- 2a). Horizon served a range of student needs, including medical, social-emotional, and academic. Challenges included maintaining student engagement in the virtual setting and providing adequate academic and social support remotely.

The district also launched innovative efforts such as the LeadHership Project (Action 2-2b), a cohort-based leadership initiative designed to empower classified and certificated women leaders. This program has been well-received and has shown promise in building leadership capacity within the district. Initial challenges involved coordinating schedules for participants and securing sustainable funding for ongoing support and development.

A key guiding framework for all initiatives under Goal 2 is the Portrait of a Graduate, a shared vision that defines the knowledge, skills, and attributes every DSUSD student should possess upon graduation. This "North Star" informs instructional priorities and program decisions across the district. To measure progress toward these goals, the district administers a Senior Survey annually, providing valuable feedback on the effectiveness of programs, student experiences, and areas for improvement.

2-1a- Course Access/Advanced Programs

Implementation: Provided student access to advanced programs through PSAT/SAT administration, AP training for educators, AP test contributions for unduplicated students, and AP/IB textbook purchases. These actions provided resources for students and educators, increasing opportunities for unduplicated student groups to participate in advanced coursework.
Challenges: Lower-than-anticipated PSAT/SAT participation: Some school sites that previously served as test centers opted out, limiting student access and resulting in unspent funds. Lower-than-expected demand for Dual/Concurrent Enrollment Textbooks: While future demand is expected to grow, funding allocations may need adjustment to reflect current needs.
Deviation: Some school sites opted out of SAT testing.

2-1b - Course Access/Advanced Programs-IB
Implementation: During the 2024-25 school year, more students enrolled in at least one IB course, showing strong growth and better access to advanced classes. A total of 1,074 students were enrolled, up from 859 the previous year. Notable increases were seen among key groups, including English Learners (+18), Socioeconomically Disadvantaged students (+157), and Students with Disabilities (+40). Additionally, the number of IB tests given grew significantly, with 640 tests administered in 2024 and a projected 975 tests in 2025.
Challenges: As more students have access to IB courses, there is a growing need for teachers who are adequately trained to effectively deliver the IB curriculum. As the number of IB test takers rises so does the need for coordination and administration of the exams.
Deviation: none

2- 1d Course Access/Advanced Programs- GATE
Implementation: All 2nd-grade students participated in the RAVEN assessment as part of the district's GATE screening. Each school has a GATE Site Coordinator to support families, staff, and students and help manage the identification process. Coordinators and teachers received training at the California Association for the Gifted (CAG) Conference, and a parent meeting was held to share information and answer questions about the GATE program. The teacher training to increase the number of teachers certified at each school was not provided this year.
Challenges: Scheduling conflicts impeded the training to certify more GATE teachers per site.
Deviation: GATE teacher certification training was not implemented.

2-1f - Course Access/Advanced Programs-ELD Sched.
Implementation: During the 2024-25 school year, all DSUSD middle and high schools utilized Cardonex to create master schedules. This allowed our unduplicated students to be prioritized in the master scheduling design.
Challenges: While the program was of assistance in supporting the design and scheduling for targeted student groups, migration issues from the platform to Synergy persisted causing delays.
Deviation: Because of delays and unresolved technical issues, DSUSD discontinued its use, and funding was not fully expensed. After conferring with sites, it appears that a more cost-effective application in Synergy may be incorporated next school year.

2-2c - Outside Opportunities of Traditional Program - Ophelia Project
Implementation: During the 2024-25 school year, the Ophelia Project expanded to all seven middle schools, including the addition of La Quinta Middle School (LQMS), leading to a significant increase in student participation. The total enrollment for the year reached 315 students, with 136 middle school students (an increase of 50) and 179 high school students (an increase of 32).

The Ophelia Project supported 257 were Socioeconomically Disadvantaged (81.6%), 28 were English Learners (8.8%) and 30 were Students with Disabilities (9.5%) The program's expansion and focus on these groups highlights its commitment to providing mentorship and resources to female students facing additional challenges, fostering their growth and success both academically and personally.
Challenges: Recruiting eligible students and maintaining consistent participation have been challenging.
Deviation: No major deviations.

2- 2d - Outside Opportunities of Traditional Program - Gent's Alliance
Implementation: During the 2024-25 school year, the Gents Alliance program experienced significant growth, increasing participation by 76 students to a total of 171 students. This increase reflects the growing demand for meaningful mentorship opportunities that empower and support our students. The majority of students, 131 students (76.6%) were Socioeconomically Disadvantaged (SED), found encouragement and valuable life skills through the program, 23 students (13.4%) are English Learners (ELs), receiving additional language support alongside mentorship and 17 students (9.9%) are Students with Disabilities (SWD), benefitting from guidance that fosters confidence and success.

2.3a Career Technical Education-Director
Implementation: The district has increased the number of certifications offered across its 25 CTE pathway programs to 44, providing more opportunities for students to engage in meaningful coursework that supports graduation attainment and progress on the College and Career Indicator. Additionally, dual enrollment offerings have expanded to 53 courses, contributing to higher student engagement and improved graduation rates.
Challenges: Finding and providing appropriate certifications for all pathways has continued to be a challenge. In addition, college credit and work-based learning opportunities require collaboration and access to our colleges and universities as well as financial resources, thus creating barriers.
Deviation:  None

2-3b Career and Technical Education - Military Science.
Implementation: California Cadet Corps programs continue to be provided to students at Palm Desert and Shadow Hills High Schools, and Junior Air Force ROTC at La Quinta High School.
Challenges: Indio and Palm Desert High Schools lost their Commandants to retirement at the end of the 23-24 school year.
Deviation: Palm Desert High School replaced the Commandant and offered an after-school program; however, Indio High School elected not to offer the program.

2-3c Career and Technical Education - Career and Technical Education Assistant Principals
Implementation: Participation in CTE programs was mixed in the 24-25 school year. Some programs expanded while others contracted.
Challenges: Recruiting ELL students into the CTE pathways continues to be a challenge.
Deviation: Unanticipated changes in faculty caused adjustments to be made. The CTE APs reached out to the students on campus who could be interested in a CTE program and invited 8th-grade students on campus to tour the facilities.

2- 3f Career and Technical Education Program Support
Implementation: DSUSD successfully implemented its Career and Technical Education (CTE) programs, providing hands-on learning opportunities aligned with industry demands, supported by partnerships with local businesses and leaders in fields like healthcare, agriculture, and construction trades.

Challenges: Ensuring equitable access to CTE pathways and maintaining resources across all sites. However, successes included enhanced facilities, increased student engagement, and robust career readiness initiatives that prepared students for postsecondary education or immediate entry into the workforce
Deviation: Changed the name of the action

2- 4c College Going Culture/Broad Course of Study - Counselors' Professional Development
Implementation: DSUSD collaborated with RCOE to support counselors in the American School Counselor Association (ASCA) model.
Challenges: Scheduling and ensuring that all professional development topics are covered.
Deviation: none

2- 4d College Going Culture/Broad Course of Study - AVID Support and Professional Development
Implementation: AVID professional development included the AVID/CTE/GATE project facilitators working with site-based AVID coordinators, AVID teachers, and administrators in a variety of settings and training topics. In addition, it includes funding for sites to support their AVID programs with materials, supplies, and professional development.
Challenges: schedule for professional development
Deviation: adjustments were made to leverage the available time provided

2-4e College-Going Culture/Broad Course of Study - AVID Project Facilitators
Implementation: AVID training supported schools with red indicators in ELA and ELPI by focusing on academic vocabulary and implementing WICOR strategies to enhance language skills. Middle and high schools benefited from AVID Emerge training, which provided additional ELD resources. To strengthen math instruction, the DSUSD AVID team introduced Math Discourse, helping students develop problem-solving skills through questioning and reflection.
Challenges: There are still a few elementary schools that have not yet adopted the AVID strategies on their campuses, but progress is being made. Getting sub-coverage for training has been challenging.
Deviation:  Spec. Ed. teachers and para-educators were given training to integrate AVID strategies into Spec. Ed. classes.

2-4g College-Going Culture/Broad Course of Study - Online Learning through APEX/Edgenuity
Implementation: APEX continues to be used as a tool for credit recovery and validation in both summer school and during the regular school year. Edgenuity continues to be used as a tool for students in the alternative education setting and special education students during the summer.
Challenges: Consistent use of both platforms remains a district-wide focus reinforced with professional development by both APEX and Edgenuity partners.
Deviation: none

2-4h - College-Going Culture/Broad Course of Study- Waivers
Implementation: During the 2024-25 school year, the district provided financial assistance to ensure equitable access to AP and IB exams for unduplicated students. A total of 1,073 socioeconomically disadvantaged (SED) students received support for AP exam fees, while 204 IB exams were taken by SED students. This effort resulted in strong participation among identified students, fostering greater academic opportunities.

Challenges: Some students were mistakenly identified as qualifying for reduced-cost exams based on the previous year's free/reduced lunch data. This resulted in additional, unanticipated costs beyond initial projections. Some students were under-billed, but no students were over-billed.
Deviation: The financial assistance process was implemented as planned, but was impacted by an administrative oversight in student qualification data. The issue was identified and corrected proactively, ensuring continued exam access for affected students

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.

2-1a Course Access/advanced programs
Planned Allocations: $412,928
Actual Expenditures: $306,209
Material Difference:$106,719
Explanation: The underuse of funds can be attributed to several factors, including approximately $50,000 in unspent PSAT/SAT support funds, about $20,000 remaining from AP textbook allocations, and some school sites not fully utilizing their designated budgets.

2-1d Course Access/Advanced Programs–GATE
Planned Allocations: $77,500.00
Actual Expenditures: $52,358.00
Material Difference: $25,142.00
Explanation: The extra duty hours for gate coordinators was overprojected. This action came in over budget as a result of not all extra duty hours being utilized.

2-1f Course Access/Advanced Programs – ELD Scheduling
Planned Allocations: $97,500
Actual Expenditures:$0
Material Difference:$97,500
Explanation: This program was not used this year. An existing program was used as a scheduling tool instead.

2-2b Opportunities Outside of Traditional Program
Planned Allocations: $80,000
Actual Expenditures: $36,932
Material Difference: $43,068
Explanation: Cost were lower than anticipated due to two scheduled events being cancelled.

2-2d Opportunities Outside of Traditional Program- Gents Alliance
Planned Allocations: $55,000

Actual Expenditures: $17,559
Material Difference: $37,441
Explanation: The Contract for the Gents Alliance was paid with Title 4 funds.

2-3b CTE - Military Science
Planned Allocations: $20,000
Actual Expenditures: 0
Material Difference:$20,000
Explanation: The military science program had changes in staffing that resulted in less travel for students.

2-3e Career Technical Education- K-12
Planned Allocations: $10,000
Actual Expenditures: $0
Material Difference:$10,000
Explanation: Coding training was not used this year.

2-3f Career Technical Education-PLTW
Planned Allocations: $2,009,431
Actual Expenditures: $2,451,509
Material Difference:$442,078
Explanation: Materials costs were higher than anticipated.

2-3g Career Technical Education-Digital Storytelling
Planned Allocations: $45,000
Actual Expenditures: $23,741
Material Difference:$21,259
Explanation: There were no staff trainings conducted this year.

2-4h College-Going Culture/Broad Course of Study- Waivers
Planned Allocations: $75,000
Actual Expenditures: $97,780
Material Difference:$22,780
Explanation: More qualifying students requested fee waivers than in previous years.

2- 4i College-Going Culture/Broad Course of Study-Portrait of a Graduate
Planned Allocation: $5000
Actual Expenditure: $0
Material Difference:$5000
Explanation: This money will be expended by the end of the fiscal year.

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

The activities implemented under Goal 2 have been largely effective in creating more equitable and engaging academic opportunities. While certain barriers, such as inconsistent implementation, staffing limitations, and varying levels of student engagement, have posed challenges, DSUSD continues to refine and improve its strategies to ensure all students are prepared for postsecondary success. Desert Sands Unified School District (DSUSD) has made notable progress toward Goal 2, which focuses on preparing all students for college, career, and life by expanding equitable access to high-quality academic and enrichment opportunities. To date, the majority of planned activities have been effectively implemented, resulting in meaningful advancements, especially for historically underserved student populations. However, some initiatives encountered challenges that required mid-course adjustments to sustain momentum and impact.

The expansion of Career Technical Education (CTE) pathways across all grade levels (Actions 2-3d, 2-3e, 2-3g) has been particularly impactful in engaging students in real-world learning experiences aligned with workforce needs. Student participation in CTE programs has grown, and schools have reported increased interest in pathway completion. Likewise, the broadened access to dual enrollment courses (Action 2-1c) has strengthened college readiness, although ensuring all students have the support needed to succeed in these advanced courses remains an area for continued focus.

The partnership with the California College Guidance Initiative (CCGI) (Actions 2-4a, 2-4b) has effectively supported students in exploring postsecondary options and developing individualized college and career plans. While the initiative has been well received, variability in how fully the platform is used across school sites limited its overall effectiveness. Some students reported needing more structured guidance to engage fully with the platform and planning tools.
Implementation of AVID strategies across the district has positively influenced student motivation and academic habits, particularly among English Learners and Low-Income students. The recent expansion to Hoover Elementary (Action 2-4f) marks a significant step toward building a K–12 continuum of college readiness. However, differences in site-based implementation fidelity and teacher training access have led to uneven results, suggesting a need for more consistent professional development and oversight.
Districtwide enrichment programs such as Math Field Day, Battle of the Books, the Spelling Bee, and the Science Fair have been effective in cultivating students' critical thinking, collaboration, and creativity. These activities provide enriching learning experiences beyond the classroom and are generally well-attended. Nonetheless, logistical challenges—such as staffing, coordination, and volunteer availability—have occasionally hindered full participation at some schools.
The continued support of Horizon School (Action 2-2a), DSUSD's virtual learning platform, has offered a vital alternative for students whose needs are not met in traditional settings. This flexibility has proven beneficial for a range of students, including those with medical or social-emotional needs. However, maintaining student engagement in a remote environment and providing comprehensive academic and social supports remain persistent challenges.
The LeadHership Project (Action 2-2b), designed to cultivate leadership among classified and certificated women employees, has shown promise in building leadership capacity and fostering a culture of mentorship. While participants reported high satisfaction with the program, scalability and sustained funding are needed to extend its reach and long-term impact.

Guided by the district's Portrait of a Graduate, all Goal 2 initiatives are grounded in a shared vision of the skills and attributes DSUSD students should develop before graduation. The annual Senior Survey provides essential feedback on student experiences and serves as a key tool in assessing the effectiveness of programs. Survey responses have helped identify both strengths, such as expanded access to college-prep coursework, and areas for improvement, including targeted supports for students navigating college and career pathways.

Desert Sands Unified School District (DSUSD) has made notable progress toward Goal 2, which focuses on preparing all students for college, career, and life by expanding equitable access to high-quality academic and enrichment opportunities. To date, the majority of planned activities have been effectively implemented, resulting in meaningful advancements, especially for historically underserved student populations. However, some initiatives encountered challenges that required mid-course adjustments to sustain momentum and impact.

2-1a - Course Access/Advanced Programs
Effectiveness: Partially effective. The support for AP and IB programs provided meaningful resources for students and teachers. This action is meant to give access for students to take college entrance exames such as SAT or the Advance Placement and IB exams. The SAT participation decline reflects shifting college admission trends, but the exam remains valuable for some students, depending on their postsecondary plans. SED students made up approximately 60.5% of AP test takers. SED students comprised about 65.0% of IB test takers. In addition, results for students in 2023-24 with an AP score of 3 or higher, or an IB score of 4 or higher, increased for English Learners by 8.8 pts. and 5.6 pts. for SED students.
Challenges: A reduction in testing site participation impacted student access to the SAT.
Unspent funds indicate a possible need for adjustments in future allocations to ensure all available resources are fully utilized.

2-1b - Course Access/Advanced Programs-IB
Effectiveness: Partially effective. Enrollment at all three IB schools has remained stable, even as overall district enrollment continues to decline. Academically, all three IB sites outperformed the district average for both All Students and socioeconomically disadvantaged (SED) students in English Language Arts. Glenn High School slightly underperformed compared to the district average for English Learners (3.13% vs. 5.28%). This year, nine students earned the IB diploma—five of whom were low-income students. The IB exam pass rate increased significantly, rising from 58.18% to 67.75%, indicating continued growth in student performance. The IB for All initiative at La Quinta High School has expanded student access to the program, and rising IB exam participation reflects strong engagement and program effectiveness. As participation increases, logistical factors such as staff training and proctoring capacity may need to be addressed to support continued growth.
Challenges: Minimal.

2-1d - Course Access/Advanced Programs- GATE
Effectiveness: Partially effective. This year was an implementation year to kickstart our support systems, which are targeting intellectual growth and unlocking potential by helping students develop skills and interests that they might not discover on their own. The goal of increasing GATE-certified teachers per school site was not fulfilled.
Challenges: We exceeded our budget this year due to unforeseen clerical costs for RAVEN screening and data entry. Teacher certification training was not implemented.

2-1f - Course Access/Advanced Programs-ELD Sched.
Effectiveness: Ineffective. Inefficiencies, delays, and substantial unresolved technical issues proved to make the program unusable.
Challenges: Educational Services will be discontinuing the use of Cardonex in favor of a new Synergy Master Schedule feature.

2-2c - Outside Opportunities of Traditional Program - Ophelia

Effectiveness: Effective.  The High School female Socioeconomically Disadvantaged (SED) students participating in the Ophelia Project achieved an average GPA of 3.35, notably higher than the 2.90 GPA average of High School SED female students in the district who did not participate. Similarly, in Middle School, Ophelia Project SED students maintained an average GPA of 3.04, which is higher than the 2.45 GPA average of their non-participating counterparts.
Challenges: Chronic absenteeism among 60% of the students who participate is a challenge in promoting higher levels of engagement for the students.

2-2d - Outside Opportunities of Traditional Program - Gents Alliance
Effectiveness: Effective. Gents Alliance successfully expanded its reach and maintained demographic representation that closely mirrors district-wide percentages.  Site-based liaisons have played a critical role in ensuring students are identified and supported.  Students participated in varied site and community-based activities aimed at building college, career, and life readiness skills.  In addition,  Students participating in the Gents Alliance demonstrated academic performance that is generally on par with or slightly above their district peers. In English Language Arts (ELA), Gents Alliance participants outperformed the overall district average, with 47.54% meeting or exceeding standards, compared to 47.46% districtwide. Among socioeconomically disadvantaged (SED) students, Gents Alliance participants had a higher success rate (43.14%) than SED students across the district (41.99%), suggesting a positive impact on this key student group. In Mathematics, while overall proficiency remains an area for continued growth, Gents Alliance participants performed slightly below the district average for all students (19.7% vs. 22.0%) but slightly above the average for SED students (19.6% vs. 18.1%).
Challenges: No significant challenges are noted at this time.

2.3a Career Technical Education-Director
Effectiveness:  Effective. The district increased its overall College and Career Indicator (CCI) on the CA Dashboard in 2024 by nearly 4%, raising the percentage for all students to 48.7%. English Learners improved by 2.1%, reaching 15.8%; Socio-Economically Disadvantaged students increased by 3.7% to 45.1%; and Foster Youth saw significant growth, doubling with a 10.7% increase to 20.7%.
Challenges:  One of the four high schools did not show progress and experienced a 2% decline.

2-3b Career and Technical Education-Military Science
Effectiveness: Effective. 24 students were considered Prepared on the California Dashboard because they completed at least 2 years of Leadership/Military Science and scored level 3 or higher on the ELA or Math and at least a level 2 in the other subject of the Smarter Balanced Summative Assessment.
Challenges: Two of the four military science teachers retired. Palm Desert has hired a replacement to offer the program after school. Indio is not going to continue with the program.

2-3c Career and Technical Education - Career and Technical Education Assistant Principals
Effectiveness: Partially effective. Overall, student participation in CTE increased by 286 students. The 23-24 CA Dashboard percentage of English Learner graduates reported as meeting CCI "prepared" measure increased from 13.7 % to 15.8%, and for SED graduates from 41.4% to 45.1%.
Challenges: ELL participation in CTE declined. However, the reason ELL participation shows a decline could be related to students being redesignated but staying in the CTE program. More research is required to confirm.

2- 3f Career and Technical Education

Effective. In 2024, 259 DSUSD graduates were classified as "Prepared" and 65 as "Approaching Prepared" on the California School Dashboard College/Career Indicator (CCI), based on CTE Pathway Completion. This represents a 2.8% increase in the "Prepared" category and a 1.9% increase in the "Approaching Prepared" category compared to the Class of 2023. Notably, 53 more Hispanic students and 50 more socioeconomically disadvantaged students were identified as "Prepared," reflecting gains of 4.5% and 3.3%, respectively.

2- 4c College Going Culture/Broad Course of Study - Counselors' Professional Development
Effectiveness: Effective. 971 students were considered prepared, and 228 students were considered approaching prepared on the California Dashboard based on the completion of a-g courses, along with one other criterion. That represents an increase of 89 students moving from “approaching prepared” to prepared status in 2024. In addition, 100% of Foster Youth students and 5 more students with disabilities were considered prepared.
Challenges: none

2- 4d College Going Culture/Broad Course of Study - AVID Support and Professional Development
Effectiveness: Effective. AVID/CTE/GATE Project Facilitators provided 41 professional development opportunities to DSUSD staff during the 24-25 school year. In addition, more than 32 culture walks, instructional walks, and leadership and systems talks were completed.
In addition, the 2024 CA Dashboard shows positive growth in College/Career Indicator (CCI) outcomes for unduplicated students. English Learners increased from 13.7% to 15.8%, SED students from 41.4% to 45.1%, and Foster Youth more than doubled their rate from 10.0% to 20.7%. These gains reflect meaningful progress in preparing historically underserved students for college and career success.
Challenges: limited dates and times to provide professional development

2-4e College-Going Culture/Broad Course of Study - AVID Project Facilitators
Effectiveness: Effective.  Hoover Elementary was added as an AVID school during the 24-25 school year. In addition, the 2024 CA Dashboard shows positive growth in College/Career Indicator (CCI) outcomes for unduplicated students. English Learners increased from 13.7% to 15.8%, SED students from 41.4% to 45.1%, and Foster Youth more than doubled their rate from 10.0% to 20.7%. These gains reflect meaningful progress in preparing historically underserved students for college and career success.
Challenges: A few elementary schools have not yet adopted the AVID strategies.

2-4g College-Going Culture/Broad Course of Study
Effectiveness.  Effective. Students demonstrated strong success in both Apex and Edgenuity online learning platforms. In Apex, 1,300 students completed a total of 2,370 courses, with all students earning a passing grade of 70% or higher. Edgenuity also showed positive outcomes, with 631 students completing 1,772 courses during the school year and achieving an average overall grade of 83%. Additionally, during the 2023 summer session, 122 students completed 153 Edgenuity courses, further supporting academic progress and credit recovery efforts.
Challenges: Students can only use the programs at school.

2-4h - College-Going Culture/Broad Course of Study- Waivers
Effectiveness: Effective. The initiative provided a cap and gown to 100% of graduating unduplicated students.  Any unduplicated student who requested a high school transcript also received it free of charge.
Challenges: Actual expenses are not realized until later in the year.

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.

In the Measuring and Reporting Results section of Goal 2, the following changes were made to the metrics: Metric 2.1 added the LTEL group. Metric 2.2 added 4-year Adjusted Cohort dropout rate student counts. In Metric 2.8\
added African American note was added about corrections MADE.. In Metric 2.9, updates were made for the Homeless and African American student group.

2-1a - Course Access/Advanced Programs
Continue providing training and testing contributions for unduplicated students to ensure equitable access to advanced coursework.
Encourage sites to serve as testing locations.
Offer information sessions to help students and families understand the value of SAT scores for scholarships and select colleges.

2-1b Course Access/Advanced Programs-IB
The metrics considered for measuring effectiveness were changed. To show the participation in IB programs across the district, enrollment data was used. Performance data included the percentage of students passing IB exams and IB Diplomas earned. In the future, the percentage of passing IB exam scores will also be used.

2- 1d- Course Access/Advanced Programs- GATE
We will maintain our current support services for GATE students. Although we exceeded our budget this year due to unforeseen clerical costs for RAVEN screening and data entry, these expenses will not be necessary next year. The metric next year will be changed to reflect GATE student performance on CAASPP.

2- 1f - Course Access/Advanced Programs-ELD Sched.
Educational Services will be discontinuing the use of Cardonex in favor of a new Synergy Master Schedule feature. No additional costs associated with the implementation of this new program will be incurred.
This is a total reduction of $97,500.

2-2b Opportunities Outside of Traditional Program- Innovative Projects
Budget reduction of $5000. Keeping 94% of the budget ensures that innovative projects can still be supported.

2-2c - Outside Opportunities of Traditional Program - Ophelia Project
Collaborate with counselors, EL, and SWD support staff to identify and recruit eligible students to increase participation in the program.

2- 2d Outside Opportunities of Traditional Program- Gents Alliance
The budget is supported by an outside grant. Reduce the LCFF budget by $5000. Participation numbers allow for funding reduction.
CAASPP results for SED students participating in the program were added to measure effectiveness.

2-3b Career Technical Education- Military Science

As a result of a change in staffing, reduce the budget by $15,000. Reduced from four full-time programs to 2 full-time programs and one after-school program.

2-3c Career Technical Education- APs
Research into the decline of ELL student participation will be conducted to confirm the reason behind this numerical decline and make adjustments where needed.

2-3e Career Technical Education- Coding at schools
Budget cut by $10,000. The cost of the program will be shifted to school sites.

2-3f Career Technical Education-PLTW
Changing the name of this action to just "Career Technical Education" reflects a broader focus on the support provided to schools with their CTE programs and K-12 academies. The metric to analyze effectiveness was changed to the College/Career Levels and Measures Report by year. This budget will be reduced by $165,605. Shifting funding to other CTE sources.

2-3g Career Technical Education- Digicom/We Video
This budget will be reduced by $25,000. Professional development will be done internally. `

2- 4c College Going Culture/Broad Course of Study -Professional Development for Counselors
Change of focus to the whole group support led to a reduction in the budget of $503,283.

2- 4d College-Going Culture/Broad Course of Study- AVID
This budget will be reduced by $101,492 as training shifts to other AVID funding sources.

2-4h College-Going Culture/Broad Course of Study-Waivers
Fee waivers to support students with graduation fees will change to being provided to only qualifying low-income students will change to be provided to any students who need this financial support.

2-4j College-Going Culture/Broad Course of Study- Portrait of a Graduate
In 25-26, all schools will begin to map their integration of the Portrait of a Graduate competencies.

**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- Exam support | 2-1a. Provide Advanced Placement (AP) -related training for support and collaboration, textbooks/support materials, specialized projects, and opportunities to align and improve AP programming. Additionally, provide funding to administer the PSAT (8th, 9th, and 10th grade), SAT (11th grade), and provide AP exam fee waivers for eligible low-income students. | $418,178.00 | Yes |
| **2-1b** | Course Access/Advanced Programs-IB | 2-1b Support the International Baccalaureate Programs in DSUSD<br>• Continue to provide training for International Baccalaureate (IB) teachers.<br>• Continue to fund annual IB fees.<br>• Continue to provide support staff at LQHS, JGMS, Franklin, and Earhart (.5) IB Facilitator.<br>• Continue to provide a World Language teacher (Spanish) at Franklin/Earhart and additional staff at John Glenn Middle School.<br>• Continue to provide current textbooks and supporting materials for IB courses.<br>• Continue to provide for the cost of IB exam fee waivers for eligible LI students. | $924,797.00 | Yes |
| **2-1c** | Course Access/Advanced Programs | 2-1c. Continue to provide support for collaboration/articulation with post-secondary education on dual/concurrent enrollment and articulated courses. | $0.00 | No |
| **2-1d** | Course Access/Advanced Programs-GATE | 2-1d. Support the GATE program. Continue to provide GATE testing for all 2nd-grade students. Continue to provide professional development for Gifted and Talented Education (GATE) teachers. Continue to provide enrichment experiences for GATE students. | $77,500.00 | Yes |
| **2-1e** | Course Access/Advanced Programs- | 2-1e Allocate funds for districtwide student enrichment activities and competitions, covering extra duty, transportation, facility use, and student recognition. Activities include music programs for middle and high schools, | $153,907.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | Enrichment Programs | 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 Science Fair. | | |
| **2-1f** | Course Access/Advanced Programs-ELD Sched. | 2-1f Implement master scheduling and staff planning technology to prioritize the needs of our English learners, SED, FY, and students with disabilities when creating master schedules, to ensure students are on track with their A-G requirements, ELD, and instructional minutes. | $0.00 | No |
| **2-2a** | Opportunities Outside of Traditional Program-Horizon School | 2-2a. Provide support for virtual learning opportunities K-12 through the Horizon School program. | $0.00 | No |
| **2-2b** | Opportunities Outside of Traditional Program-Innovative Projects | 2-2b. Innovative Projects: Continue to support action research projects and current or new innovative initiatives at the school or district level. | $75,000.00 | No |
| **2-2c** | Opportunities Outside of Traditional Program-Ophelia Project | 2-2c. Ophelia Project: Support at-promise girls with opportunities to develop educational, character, and college and career readiness skills. | $53,000.00 | Yes |
| **2-2d** | Opportunities Outside of Traditional Program-Gents Alliance | 2-2d Gents Alliance: Support at-promise boys with opportunities to develop educational, character, and college and career readiness skills. | $50,000.00 | Yes |
| **2-3a** | Career Technical Education-Director | 2-3a. Continue to fund Director of College and Career Readiness. | $264,963.00 | Yes |
| **2-3b** | Career Technical Education-Military Sci. | 2-3b 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. | $5,000.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **2-3c** | Career Technical Education- APs | 2-3c. Continue to provide Assistant Principals at each of the high schools and ( .5 FTE) at Amistad for Career and Technical Education (CTE) to lead and support CTE programs, facilitate effective implementation, and enhance student success in vocational training. This aims to increase student readiness in various pathways and improve outcomes on the California Dashboard College and Career Readiness Indicator. | $973,600.00 | Yes |
| **2-3d** | Career Technical Education-Office Tech | 2-3d. Continue to 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, ultimately increasing positive outcomes on the California Dashboard College and Career Readiness Indicator. | $321,078.00 | No |
| **2-3e** | Career Technical Education- K-12 | 2-3e. Continue to implement and support career-based learning activities for each grade span. | $0.00 | No |
| **2-3f** | Career Technical Education-Pathways | 2-3f 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, career readiness, and post-secondary success. | $1,843,826.00 | Yes |
| **2-3g** | Career Technical Education-Digital Storytelling | 2-3g. Provide training and support for digital storytelling across the curriculum. | $20,000.00 | No |
| **2-4a** | College-Going Culture/Broad Course of Study | 2-4a. Continue to support a college and career exploration platform for middle and high school students, including training for counselors. | $0.00 | No |
| **2-4b** | College-Going Culture/Broad | 2-4b Continue to support middle and high school students by providing guidance in monitoring their academic journey, exploring college and | $292,257.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | Course of Study- A-G Guidance | career options, and completing lessons/modules on a dedicated exploration platform. This includes ongoing training for counselors to effectively utilize the platform.<br><br>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 achievement and ensuring equitable access to college-preparatory pathways. This action will be measured through the UC/CSU A-G entrance requirement completion rate. ($292,257.00) | | |
| **2-4c** | College-Going Culture/Broad Course of Study- PD for Counselors | 2-4c Continue to utilize RCOE contract for academic counselor support, including "A-G" course completion, grade validation, monthly meetings, on-site assistance, professional development, and site-specific aid to increase student readiness in A-G completion and CTE pathway fulfillment on the California Dashboard College and Career Readiness Indicator. | $240,224.00 | Yes |
| **2-4d** | College-Going Culture/Broad Course of Study- AVID Training | 2- 4d Continue to provide district-wide AVID implementation across elementary, middle, and high school sites, utilizing AVID elective and/or schoolwide WICOR strategies to increase SED, FY, and Homeless student readiness in A-G completion and the College and Career Readiness | $981,963.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | Indicator. This funding provides:<br><br>• Professional development for teachers<br>• classroom supplies for organization<br>• College tutors<br>• Retention of AVID staff<br>• Enhancing AVID electives with college visits<br>• Tutorial fidelity | | |
| **2-4e** | College-Going Culture/Broad Course of Study-AVID Project Facilitators | 2-4e.Provide two district project facilitators to support the district wide AVID implementation, programming and supports for CTE and GATE. | $385,860.00 | Yes |
| **2-4f** | College-Going Culture/Broad Course of Study-Elementary Schools | 2-4f. Support the expansion of AVID to remaining elementary school sites. | $0.00 | No |
| **2-4g** | College-Going Culture/Broad Course of Study-APEX/Edgenuity | 2-4g. DSUSD will continue to offer APEX and Edgenuity online platforms. APEX focuses on credit recovery, while Edgenuity serves alternative school sites and special education. | $303,766.00 | Yes |
| **2-4h** | College-Going Culture/Broad Course of Study-Waivers | 2-4h. Continue to provide a fee waiver option to support qualifying students for graduation-payment of transcripts, caps and gowns, etc. | $75,000.00 | Yes |
| **2-4i** | College-Going Culture/Broad Course of Study-Portrait of a Graduate | 2-4i. Support the implementation of Desert Sands Portrait of a Graduate which is the DSUSD vision for student success. | $5,000.00 | No |
| **2-4j** | College-Going Culture/Broad Course of Study- Exit Surveys for Seniors | 2-4j. Post Secondary Surveys will identify the number of students participating in college and career pathways post graduation from DSUSD. | $0.00 | 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 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.

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<br><br>The district will maintain the "good repair" standard for safe, clean and functional school facilities. | 2023-24 Quarterly Report on Williams Uniform Complaints:<br><br>Q4 Apr. - Jun. 2023: 100%<br>Q1 Jul. - Sept. 2023: 100%<br>Q2 Oct. - Dec. 2023: 100% | 2024-25 Quarterly Report on Williams Uniform Complaints:<br><br>Q4 Apr. - Jun. 2024: 100% (7/16/24) | | The district will meet the "good repair" standard for safe, clean, and functional school facilities. | 2024-25 Quarterly Report on Williams Uniform Complaints:<br><br>Maintained<br>Q4 Apr. - Jun. 2024: 0%<br>Q1 Jul. - Sept. 2024: 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)<br>Q2 Oct. - Dec. 2024: 100% (01/24/25)<br>Q3 Jan. - Mar. 2025: 100% (04/25/25) | | | Q2 Oct. - Dec. 2024: 0%<br>Q3 Jan. - Mar. 2025: 0% |
| 3.2 | Districtwide Cumulative Attendance Rate | District-Wide Cumulative Attendance Report<br><br>2023-24 District-Wide Cumulative Attendance: 91.95% | District Wide Cumulative Attendance Report<br><br>2024-25 District Wide Cumulative Attendance: 92.34% | | The district will maintain District Wide Cumulative Attendace at or above 95%. | District Wide Cumulative Attendace Report<br><br>Improved District Wide Cumulative Attendace: 0.39% |
| 3.3 | California School Dashboard<br><br>Suspension Rate Indicator | 2022-23 Suspension Rate<br>• All Students: 4.5%<br>• EL: 5%<br>• SED: 5%<br>• SWD: 7.7%<br>• Foster Youth: 11.5%<br>• Homeless: 7%<br>• African American: 9.7%<br>• Hispanic: 4.7%<br>• White: 3.5% | 2023-24 Suspension Rate<br>• All Students: 3.8%<br>• EL: 4.2%<br>• SED: 4.1%<br>• SWD: 6.4%<br>• Foster Youth: 5.8%<br>• Homeless: 4.9% | | Decrease the District-wide suspension rate by .3% annually.<br><br>Districe-wide Suspension Rate will be at or below:<br>• All Students: 3.6%<br>• EL: 4.1%<br>• SED: 4.1%<br>• SWD: 6.8% | 2023-24 Suspension Rate<br><br>Improved<br>• All Students: - 0.7%<br>• EL: -0.8%<br>• SED: -.9%<br>• SWD: -1.3%<br>• Foster Youth: -5.7%<br>• Homeless: -2.1% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | • African American: 6.0%<br>• Hispanic: 4.0%<br>• White: 2.8%<br>• LTEL: 9.0% (New student group in 24-25) | | • Foster Youth: 10.6%<br>• Homeless: 6.1%<br>• African American: 8.8%<br>• Hispanic: 3.8%<br>• White: 2.6% | • African American: -3.7%<br>• Hispanic: -0.7%<br>• White: -0.7%<br>• LTEL: -1.6% |
| 3.4 | Data Quest<br><br>District-wide Expulsion Rate | 2022-23 Expulsion Rate in DataQuest:<br><br>All Students: 0.0% | 2023-24 Expulsion Rate in DataQuest:<br><br>All Students: 0.1% | | District-wide Expulsion Rate will decrease by .02% annually.<br><br>Expulsion Rate in DataQuest:<br><br>All Students: 0.0% | 2023-24 Expulsion Rate in DataQuest:<br><br>Declined<br>All Students: 0.1% |
| 3.5 | Data Quest<br><br>Chronic Absenteeism Indicator | 2022-23 Chronic Absenteeism<br><br>2022-23 Chronic Absenteeism<br><br>• All K-8 Students: 34.8%<br>• EL: 36%<br>• LTEL: 38.1%<br>• SED: 38.1% | 2023-24 Chronic Absenteeism<br><br>2022-23 Chronic Absenteeism<br><br>• All K-8 Students: 34.8%<br>• EL: 36%<br>• LTEL: 38.1% | | All K-8 Students: 22.8%<br>• EL: 24%<br>• LTEL: 26.1% (New Student Group as of 2024-25)<br>• SED: 26.1% | 2023-24 Chronic Absenteeism<br><br>Improved<br>K-8<br>• All: -5.6%<br>• EL: -5.3%<br>• LTEL: -4%<br>• SED: -5.8%<br>• SWD: -6.7% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | • SWD: 43.8%<br>• Foster Youth: 44.3%<br>• Homeless: 51.3%<br>• African American: 30.1%<br>• Hispanic: 36.7%<br>• White: 25.8%<br>• Two or More Races: 35.1% NOTE CORRECTION: 29.8% incorrectly reported<br><br>• All 9-12 Students: 37.8%<br>• EL: 48.8%<br>• SED: 41.2%<br>• SWD: 50.9%<br>• Foster Youth: 60.5%<br>• Homeless: 63.5%<br>• African American: 33.3%<br>• Hispanic: 39.4%<br>• White: 32.5%<br>• Two or More Races: 38.9% | • SED: 38.1%<br>• SWD: 43.8%<br>• Foster Youth: 44.3%<br>• Homeless: 51.3%<br>• African American: 27.2%<br>• Hispanic: 36.7%<br>• White: 25.8%<br>• Two or More Races: 35.1%<br><br>• All 9-12 Students: 37.8%<br>• EL: 48.8%<br>• SED: 41.2%<br>• SWD: 50.9%<br>• Foster Youth: 60.5%<br>• Homeless: 63.5%<br>• African American: 31.2% | | • SWD: 31.8%<br>• Foster Youth: 32.3%<br>• Homeless: 39.3%<br>• African American: 18.1%<br>• Hispanic: 24.7%<br>• White: 13.8%<br>• Two or More Races: 23.1% CORRECTION MADE<br><br>• All 9-12 Students: 25.8%<br>• EL: 36.8%<br>• SED: 29.2%<br>• SWD: 38.9%<br>• Foster Youth: 48.5%<br>• Homeless: 51.5% | • Foster Youth: -2.9%<br>• African American: -3.1%<br>• Hispanic: -5.9%<br>• White: -4.7%<br>• Two or More Races: -7.3%<br><br>9-12<br>• All: -4.7%<br>• EL: -2.9%<br>• SED: -4.7%<br>• SWD: -6.2%<br>• Foster Youth: -0.2%<br>• Homeless: -2.0%<br>• African American: -2.1%<br>• Hispanic: -4.3%<br>• White: -5.8%<br>• Two or More |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | • Hispanic: 39.4%<br>• White: 32.5%<br>• Two or More Races: 38.9%<br>• LTEL: 45.2%<br>Estimation<br>DataSource<br>Synergy & DW | | • African American: 21.3%<br>• Hispanic: 27.4%<br>• White: 20.5%<br>• Two or More Races: 26.9%<br>• LTEL: 37.2% (New Student Group as of 2024-25) | Races: -11.3%<br><br>Maintained<br>NA<br><br>Declined<br>K-8<br>• Homeless: 4.6%<br><br>Insufficient Data<br>9-12<br>• LTEL: NA |
| 3.6 | Panorama Education<br><br>Student Perception of School Connectedness via Support and Environment Survey<br><br>Percentage of students reporting favorably regarding School Connectedness (Sense of Belonging) | 2023-24 Panorama Education:<br><br>Sense of Belonging Survey:<br><br>• Grades 3-5: 64% (of 4,513 responses)<br>• EL: 63% (of 978 responses)<br>• SED: 63% (of 3,293 responses) | 2024-25 Panorama Education:<br><br>Sense of Belonging Survey: Student Favorable Response<br><br>• Grades 3-5: 63% (of 4,724 responses)<br>• EL: 63% (of 1,001 | | The "Percent Favorable" responses for the Sense of Belonging (School Connectedness) area of the Panorama Survey will be at or greater than 75% | 2024-25 Panorama Education:<br><br>Improved<br>Grades 3-5<br>• EL: 0%<br>• SWD: 0%<br><br>Grades 6-8<br>• All: 3%<br>• EL: 4%<br>• SED: 2%<br>• SWD: 5% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | • SWD: 62% (of 465 responses)<br>• Foster Youth: 62% (of 28 responses)<br><br>• Grades 6-8: 33% (of 4,448 responses)<br>• EL: 34% (of 721 responses)<br>• SED: 33% (of 3,373 responses)<br>• SWD: 38% (of 421 responses)<br>• Foster Youth: 28% (of 21 responses)<br><br>• Grades 9-12: 29% (of 3,730 responses)<br>• EL: 29% (of 313 of responses)<br>• SED: 28% (of 2,596 responses)<br>• SWD: 32% (of 324 responses)<br>• Foster Youth: NA | responses)<br>• SED: 62% (of 3,701 responses)<br>• SWD: 62% (of 455 responses)<br>• Foster Youth: 56% (of 22 responses)<br><br>• Grades 6-8: 36% (of 4,812 responses)<br>• EL: 38% (of 704 responses)<br>• SED: 35% (of 3,705 responses)<br>• SWD: 43% (of 486 responses) | | | • Foster Youth: 1%<br><br>Grades 9-12<br>• All: 4%<br>• EL: 5%<br>• SED: 4%<br>• SWD: 3%<br><br>Staff: 2%<br>Teachers: 4%<br><br>Maintained<br>NA<br><br>Declined<br>Grades 3-5<br>• All: -1%<br>• SED: -1%<br>• Foster Youth: -6%<br><br>Insufficient Data<br>Grades 9-12<br>• Foster Youth: NA |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | • Staff: 64% (of 408 responses)<br>• Teachers: 59% (of 614 responses) | • Foster Youth: 29% (of 26 responses)<br>• Grades 9-12: 33% (of 5,074 responses)<br>• EL: 34% (of 514 responses)<br>• SED: 32% (of 3,810 responses)<br>• SWD: 35% (of 514 responses)<br>• Foster Youth: 36% (of 11 responses)<br>• Staff: 66% (of 468 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<br><br>Student Perception of School Safety via Support and Environment Survey<br><br>Percentage of students reporting favorably regarding School Safety | 2023-24 Panorama Education:<br><br>School Safety Survey:<br><br>• Grades 3-5: 60% (of 4,513 responses)<br>• EL: 54% (of 978 responses)<br>• SED: 58% (of 3,293 responses)<br>• SWD: 54% (of 465 responses)<br>• Foster Youth: 70% (of 28 responses)<br><br>• Grades 6-8: 47% (of 4,448 responses)<br>• EL: 46% (of 721 responses) | 2024-25 Panorama Education:<br><br>School Safety Survey:<br><br>• Grades 3-5: 56% (of 4,724 responses)<br>• EL: 63% (of 1,001 responses)<br>• SED: 62% (of 3,701 responses)<br>• SWD: 49% (of 455 responses)<br>• Foster Youth: 56% (of 22 | | The "Percent Favorable" responses for the Sense of Safety area of the Panorama Survey will be at or greater than 75% | 2024-25 Panorama Education:<br><br>School Safety Survey: Student Favorable Response<br><br>Improved<br>Grades 6-8<br>• SED: 3%<br><br>Grades 9-12<br>• All: 4%<br>• EL: 4%<br>• SED: 4%<br>• SWD: 4%<br><br>Parents: 7%<br><br>Maintained<br>Grades 6-8<br>• SWD: 0%<br>• Foster Youth: 0% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | • SED: 47% (of 3,373 responses)<br>• SWD: 45% (of 421 responses)<br>• Foster Youth: 39% (of 21 responses)<br><br>• Grades 9-12: 50% (of 3,730 of responses)<br>• EL: 49% (of 313 of responses)<br>• SED: 50% (of 2,596 responses)<br>• SWD: 47% (of 324 responses)<br>• Foster Youth: NA<br><br>• Parents: 70% (of 1,282 responses) | responses)<br><br>• Grades 6-8: 50% (of 4,812 responses)<br>• EL: 47% (of 704 responses)<br>• SED: 50% (of 3,705 responses)<br>• SWD: 45% (of 486 responses)<br>• Foster Youth: 39% (of 26 responses)<br><br>• Grades 9-12: 54% (of 5,074 responses)<br>• EL: 53% (of 514 responses) | | | Declined<br>Grades 3-5<br>• All: -4%<br>• EL: -9%<br>• SWD: -5%<br>• Foster Youth: -14%<br><br>Grades 6-8<br>• All: -3%<br>• EL: -1%<br><br>Insufficient Data<br>Grades 9-12<br>• Foster Youth: NA |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | • SED: 54% (of 3,810 responses)<br>• SWD: 51% (of 514 responses)<br>• Foster Youth: 70% (of 11 responses)<br><br>• Parents: 77% (of 2,028 responses | | | |
| 3.8 | Panorama Education<br><br>Student Perception of School Cleanliness via School Climate Survey<br><br>Percentage of students reporting favorably regarding School Cleanliness | 2023-24 Panorama Education:<br><br>School Cleanliness Survey:<br><br>• Grades 3-5: 48% (of 4,513 responses)<br>• EL: 47% (of 978 responses)<br>• SED: 47% (of 3,293 responses) | 2024-25 Panorama Education:<br><br>School Cleanliness Survey:<br><br>• Grades 3-5: 49% (of 4,724 responses)<br>• EL: 50% (of 1,001 | | The "Percent Favorable" responses for the Sense of Safety area of the Panorama Survey will be at or greater than 75% | 2024-25 Panorama Education:<br><br>School Cleanliness Survey:<br><br>Improved<br>Grades 3-5<br>• All: 1%<br>• EL: 3%<br>• SED: 2%<br><br>Grades 6-8<br>• All: 3% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | • SWD: 50% (of 465 responses)<br>• Foster Youth: 59% (of 28 responses)<br><br>• Grades 6-8: 38% (of 4,448 responses)<br>• EL: 37% (of 721 responses)<br>• SED: 38% (of 3,373 responses)<br>• SWD: 40% (of 421 responses)<br>• Foster Youth: 34% (of 21 responses) | responses)<br>• SED: 49% (of 3,701 responses)<br>• SWD: 49% (of 455 responses)<br>• Foster Youth: 51% (of 22 responses)<br><br>• Grades 6-8: 41% (of 4,812 responses)<br>• EL: 41% (of 704 responses)<br>• SED: 42% (of 3,705 responses)<br>• SWD: 44% (of 486 responses) | | | • EL: 4%<br>• SED: 4%<br>• SWD: 4%<br>• Foster Youth: 7%<br><br>Grades 9-12<br>• All: 4%<br>• EL: 6%<br>• SED: 5%<br>• SWD: 7%<br><br>Maintained<br>NA<br><br>Declined<br>Grades 3-5<br>• SWD: -1%<br>• Foster Youth: -8% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | • Foster Youth: 41% (of 26 responses)<br>• Grades 9-12: 46% (of 5,074 responses)<br>• EL: 47% (of 514 responses)<br>• SED: 47% (of 3,810 responses)<br>• SWD: 45% (of 514 responses)<br>• Foster Youth: 59% (of 11 responses) | | | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 3.9 | Parent engagement for Students With Disabilities<br><br>Special Education Parent Advisory Committee (SEPAC) attendance | 2023-24 SEPAC attendance average (by count):<br><br>Average Attendance: 49.75 count average | 2024-25 SEPAC attendance average (by count):<br><br>Average Attendance: 57 count average | | Increase the percent of Special Education Parent Advisory Committee (SEPAC) attendance by 2% annually.<br><br>SEPAC attendance will be at or above: 50 | 2024-25 SEPAC attendance average (by count):<br><br>Improved Average Attendance: 7.25 count average |

# Goal Analysis [2024-25]

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.

Desert Sands Unified School District (DSUSD) made substantial progress in implementing actions under Goal 3, which focused on improving student engagement, fostering safe and inclusive environments, and supporting the social-emotional well-being of all students. The district's efforts emphasized equitable access to services, proactive intervention systems, and strong partnerships with families and community stakeholders. The majority of actions were implemented effectively, with ongoing monitoring and adjustments based on feedback and identified areas of need.

Recognizing that regular attendance is foundational to student success, DSUSD prioritized professional development to support school-wide systems for improving attendance. School teams received targeted support through Tier 1 Reboot sessions, specifically aimed at addressing red chronic absence indicators. This support was delivered to Franklin, Ford, Lincoln, and Truman Elementary Schools, as well as Desert Ridge Academy, Indio Middle School, and Paige Middle School. These sessions helped school teams develop proactive systems for analyzing data and selecting the strategies to support best first instruction. (Actions 3-1d, 3-2a, 3-2b)

Additionally, all schools had access to MindSet training, which promotes effective communication, de-escalation strategies, and the creation of positive learning environments, particularly beneficial for supporting students with disabilities and improving school climate. This training contributed to schoolwide efforts to build Tier 1 supports within the Multi-Tiered System of Supports (MTSS) framework. (Action 3-2a)

DSUSD continued districtwide implementation of MTSS with consistent Tier 1 and Tier 2 supports and monthly collaboration with site MTSS leads. This ongoing structure has strengthened the district's ability to provide layered academic, behavioral, and social-emotional

interventions. As a result, schools are better positioned to identify and address student needs early, particularly for underserved populations. (Action 3-2b)

The district maintained its commitment to mental health support through the Student Assistance Program (SAP) counselors, who continued to meet with students and families experiencing emotional or mental health challenges. These services have proven critical in reducing barriers to attendance and academic engagement, as reflected in the decrease in chronic absenteeism.

School safety remains a top priority for DSUSD. Each school reviewed and revised its Comprehensive School Safety Plan, ensuring that safety protocols remain relevant and responsive. The District and Site Safety Committees provided structured forums for reviewing incidents, planning drills, and identifying areas for improvement. Actions 3-5a, 3-5b, 3-5g)

The district also continued its law enforcement partnership, which has received positive feedback from educational partners. Families, staff, and students consistently report feeling safer due to the presence of additional security supports. These efforts reflect DSUSD's ongoing investment in physical safety as a key element of a welcoming school environment. (Actions 3-5c, 3-5d)

To ensure student safety and equitable access to education, DSUSD maintained specialized transportation routes for Fred Young Farm Labor Camp, homeless youth, and students receiving special education services. These supports reduce barriers to school attendance and provide consistent access to learning environments for vulnerable students. (Action 3- 5f)

Cleanliness, maintenance, and functionality of school facilities also remain a focus. Families and staff with facility concerns are encouraged to contact the Office of the Director of Resolution and Compliance, where bilingual staff provide support, especially important for engaging Spanish-speaking families. This office helps foster trust and responsiveness between the district and its diverse community, ensuring concerns are addressed equitably and efficiently. (Actions 3-6c, 3-6d, 3-7a, 3-7a, 3-7c)

The LCAP Coordinator and LCAP Fiscal Technician continued to lead a collaborative and inclusive Local Control and Accountability Plan process. Through these efforts, DSUSD ensures that the voices of students and families, especially English Learners, Low-Income students, and Foster Youth (unduplicated students), are reflected in funding decisions and program design. The Equity Coordinator supports this work beyond the LCAP process, helping to sustain ongoing conversations about fairness and inclusion across all levels of the district. (Actions 3-7e, 3-7g, 3-7g)

DSUSD remains deeply committed to supporting the well-being of its most vulnerable student populations, including those experiencing homelessness, foster youth, and students facing mental health challenges. The Student Assistance Program (SAP) counselors continued to provide direct support to students and families dealing with emotional, behavioral, or mental health concerns. These services have proven instrumental in reducing barriers to academic engagement and improving attendance, as reflected in a noticeable decrease in chronic absenteeism.
In parallel, district protocols ensure that homeless students and their families are informed of their educational rights and connected to essential services. A centralized tracking system for truancy and chronic absenteeism allows for early identification and targeted intervention. To strengthen the capacity of site-based staff, school counselors received ongoing professional development focused on supporting foster and homeless youth, as well as graduation requirements and college and career readiness. These coordinated efforts ensure that counselors

and support staff are equipped to meet the diverse needs of students and help them stay on a path toward academic and personal success. (Actions 3-8a, 3-8b, 3-8c)

3-1a Improve School Attendance- Coordinator
Implementation: Child Welfare and Attendance Coordinator continued to support attendance improvement by working with school site staff to provide professional development, guided activities to gain an understanding of contributing factors of chronic absenteeism, providing data and messaging information regarding school attendance, facilitating the SARB process, overseeing Family Engagement Specialists and collaborating with community agencies to improve services to students experiencing barriers to regular school attendance.
Challenges: None
Deviation: None

3-1b: Improve School Attendance - Red Indicators
Implementation: The Child Welfare and Attendance office supported school sites through the provision of ongoing professional development opportunities, informal, ongoing meetings, and direct coaching support of a Daily At-Will employee who met with school sites to support preparing, facilitating, and post-intervention actions of individual and group parent meetings.
Challenges: None
Deviation: The addition of the coaching support provided by the Daily At-Will Employee increased direct support to school site staff, which resulted in greater implementation.

3-1c: Improve School Attendance - SAL
Implementation: Five meetings/training sessions were held with the school's Site Attendance Leads (SALs). In addition to the training provided, SALs were given specific tasks to complete that led school sites through a root cause analysis focusing on the addition of student voice data.
Challenges: Though many schools fully participated and completed the root cause analysis, some schools only partially participated.
Deviation: None

3-1e: Improve School Attendance - Health Clerks
Implementation: Each elementary school site has a full-time Attendance/Health Clerk. These positions assisted school sites in identifying students in the foster youth and homeless student groups and provided timely attendance recording and reporting, allowing staff increased opportunity to identify needs and provide appropriate intervention.
Challenges: None
Deviation: None

3-1f: Improve School Attendance - RAWEE
Implementation: The RaaWee TDPS system was used by the Child Welfare and Attendance office and all school sites to identify students in need of attendance intervention, monitor post-intervention attendance, and facilitate the SART/SARB process.
Challenges: None
Deviation: None

3-1g: Improve School Attendance - Bilingual Techs

Implementation: As of March 25, 2025, the Family Engagement Specialists (Bilingual Community Technicians) engaged in 6,061 actions to support students and families experiencing significant barriers to school attendance.
Challenges: None
Deviation: The team typically consists of five staff members. One position remained unstaffed most of the year.

3-3a: Counseling Support and Behavioral Health - SAP
Implementation: Four Student Assistance Program (SAP) counselors have all been hired and have been working in the department since the beginning of the school year. They have been supporting students, families, and school sites with MTSS implementation, trauma-informed counseling support, suicide prevention programs, bullying prevention programs, and district-wide counselor support. An additional SAP counselor position was filled to provide support to foster and homeless students by serving as one of the district's foster/homeless liaisons. The liaison also worked with the school sites to assist administrators with FY/HY identification and developed plans to provide counseling services to help continue to reduce the number of suspensions for the FY/HY student population, which has been a challenge in the district.
Challenges: None
Deviation: None

3-3b: Counseling Support and Behavioral Health - Counselors
Implementation: All elementary, middle, and high school counseling positions were staffed according to the desired ratios, and one additional over-the-formula counselor role was filled at the two alternative education schools in the district to expand social-emotional support at the sites and to help reduce absenteeism.
Challenges: None
Deviation: None

3-3c: Counseling Support and Behavioral Health
Implementation: The SAP counselors collaborate with Education Services to provide professional development for counselors district-wide, with monthly district-wide counselor meetings. The professional development covers all three areas in counseling with academics, behavior, and social-emotional training.
Challenges: None
Deviation: None

3-3d Mental Health
Implementation: Eleven School-Based Mental Health Therapists were assigned full-time at the secondary level, and six School-Based Mental Health Therapists were assigned to 3-4 school sites at the elementary level.
Challenges: There was a vacancy for one of the positions for most of the school year.
Deviation:  None

3-3e Counseling Support and Behavioral Health-Mental Health
Implementation: Preventive Intervention Psychologists (PIPs) who implement research-based behavioral strategies and provide support through Multi-Tiered Systems of Support (MTSS). By mid-year, 90% of schools were utilizing counseling and behavioral health interventions, with PIPs addressing student needs through therapeutic rather than punitive approaches. Four Behavior Intervention School Psychologists

and eight Behavior Assistants are providing training and targeted interventions at schools with red suspension indicators. These schools also have access to additional support from Prevention and Intervention School Psychologists and BCBAs (Board Certified Behavior Analysts).
Challenges: A key challenge has been ensuring that school sites and service providers fully understand when and how to utilize the available behavioral intervention resources.
Deviation: The district increased communication and clarification of roles to ensure school sites and service providers understand how to access and utilize behavioral intervention resources effectively. Clear guidelines and training is now provided to distinguish the specific roles of PIPs, BCBAs, school psychologists, and behavior assistants to enhance service coordination and maximize impact.

3-3f: Counseling Support and Behavioral Health - Tier 2
Implementation: All positions are currently filled, and all schools in the district are covered for Tier 2 support by the SAP Tier 2 counselors who serve as part of the MTSS team at each of their respective sites. The main role of the Tier 2 team is to provide small group counseling services at the sites. School site counselors provide Tier 1 support, SAP Tier 2 counselors provide Tier 2 support, and School-Based Mental Health Therapists provide Tier 3 support.
Challenges: None
Deviation: This year, an additional SAP Tier 2 counselor was added as a result of funding that was available through a collaboration with the district's two continuation schools. The two schools funded half of a full-time Tier 2 Counselor. The two halves were then used to add in the 12th position.

3- 4a Health and Wellness for Students-Transport
Implementation: DSUSD provides transportation to athletic events to support engagement and the health and well-being of the high school athletes.
Challenges: none
Deviation: Changed the metric to monitor the demographics of student athletes and their participation.

3-4b Health and Wellness for Students-Nurses
Implementation: Licensed Vocational Nurses (LVNs) were successfully integrated into Tier 2 and Tier 3 MTSS supports to help identify and address potential health concerns impacting unduplicated students' academic and behavioral success. By mid-year, LVNs had conducted health screenings, including vision and hearing assessments, for 90% of unduplicated students identified as struggling.
Challenges: One challenge is ensuring that school staff fully utilize LVNs as a resource within the MTSS framework. Additionally, coordinating screenings across multiple school sites while maintaining responsiveness to daily student health needs requires careful scheduling and prioritization.
Deviation: The district increased awareness and communication regarding the role of LVNs in supporting unduplicated students. This included clear referral pathways for teachers and administrators to request screenings and a structured outreach plan to ensure staff understand how to integrate health services within MTSS. Additionally, PD sessions emphasize the link between health and learning, reinforcing the importance of early identification and intervention.

3- 4c Health and Wellness-MHN Nurses
Implementation:  The Mental Health Nurse worked closely with SBMHTs to provide case management, co-facilitate brief interventions, support re-entry from a psychiatric facility, and safety /wellness planning for unduplicated students.  In addition, she collaborated with substance misuse counselors to provide education

Challenges: As part of the district's commitment to expanding access to mental health services, a mid-year goal was established for the Mental Health Nurse to serve 60 students by the reporting period. This goal was not met, as the Mental Health Nurse was able to provide services to 29 students, of which 17 were identified as unduplicated students (English Learners, Socioeconomically Disadvantaged, Foster Youth, and Students with Disabilities).
Deviation: None.

3-5e Assistant Principals
Implementation: Assistant Principals are needed to assist in the coordination of PBIS and SEL components of MTSS. APs ensure that the school environment is supportive, inclusive, and conducive to the well-being and academic success of unduplicated students. Assistant Principals were added at all Elementary and Middle Schools at a ratio of 1:500.
Challenges: Schools that came in slightly under the ratio did not receive support.
Deviation: A Project Teacher was allotted to the schools falling under the 1:500 ratio

3-5h: Positive and Safe Environment- Site Monitors
Implementation: This action was implemented to support an orderly and clean environment. The school site monitors also support during egress and ingress. They support the sense of safety for our unduplicated students and all of our student population.
Challenges: Staffing inconsistencies arise because there are not enough substitutes.
Deviation: Site monitors received training at the beginning of the school year.

3-5i - Positive and Safe Environment
Implementation: During the 2024-25 school year, the district successfully implemented transition activities to support unduplicated students moving to middle and high school.
Students visited their future middle or high schools and were provided presentations on attendance, coursework, extracurricular activities, and college/career preparation. Students also participated in campus tours to familiarize themselves with their new environment. This effort was districtwide, ensuring all unduplicated students had access to this transitional support.
Challenges: None.
Deviation: None.

3-6b Additional Staff to support clean schools
Effectiveness: Effective. To measure the effectiveness of the district's efforts, students were asked about the cleanliness of their schools. Among students in grades 3–5, the perception of cleanliness increased slightly from 48% to 49%. In grades 6–8, it rose from 38% to 41%. The largest improvement was seen in grades 9–12, where the perception of cleanliness increased from 42% to 46%.
Challenges: Within a school site, the bathrooms continue to be a location that needs the most supervision and cleanliness.

3- 8d: Parent Engagement - Parent Classes
Implementation: Two of the five parent engagement classes have been implemented this school year. The remaining three classes are scheduled at specific sites in order to serve the entire community.
Challenges: Participation has always been a challenge. The second parent class held on 3/12/2025 at Amistad High School had 15 families in attendance.
Deviation: Partnered with Ed. Services for additional parent outreach.

3-8e Site Bilingual Stipend
Implementation: Monthly Bilingual Stipends were allotted to all school sites to increase communication with parents. Elementary - one $50 a month stipend, Middle School - one $50 a month stipend, High School -three $50 a month stipends.
Challenges: Discrepancy between schools with more or less bilingual needs.
Deviation: None at this time.

3-9a: Foster Youth Support
Implementation: The district foster youth/homeless liaisons conducted just over 1,200 actions to directly support the needs of our students identified as FY and/or experiencing homelessness.
Just under 50% (47.7%) of the interactions were directly with the student and/or parent/guardian. Primary actions included assisting with immediate enrollment, coordinating transportation, and providing school and basic needs supplies. In addition, the FY/H Liaison worked closely with community agencies, including the Department of Social Services, RCOE Foster Youth Services, and various non-profit organizations, to support the needs of students and families.
Challenges: None
Deviation: The addition of the Homeless Leads led to increased services. This role is being funded through the Education for Homeless Children and Youth (EHCY) grant. Through the grant, a daily at-will employee was also brought in to provide increased services to our students identified as homeless living in an emergency asylum-seeking shelter located within district boundaries. This additional direct support also resulted in increased services in this area.

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.

3-1c Improve School Attendance-SAL
Planned Allocations: $134,340
Actual Expenditures: $62,613
Material Difference: $71,727
Explanation: Site attendance. Extra Duty and Saturday school expenditures came in under the expected estimations.

3-5c Positive and Safe Environment- Law Enforcement
Planned Allocations: $1,191,011
Actual Expenditures: $818,553
Material Difference: $372,458
Explanation: The negotiated rate came in lower than previously estimated.

3-5i Positive and Safe Environment- MS & HS Orientation
Planned Allocations: $3,000

Actual Expenditures: $3,635
Material Difference: $635
Explanation: This budget is used to transport kids to their prospective middle or high schools for orientation.  The cost will fluctuate based on the number of trips and buses needed.

3-7f Communication, Equity and Accountability -Fiscal Technician
Planned Allocations: $173,443
Actual Expenditures: $82,176
Material Difference: $91,267
Explanation:  There was a vacancy in the position for part of the year.

3-8d Parent Engagement-Parent classes
Planned Allocations: $15,100
Actual Expenditures: $6,570
Material Difference: $8,530
Explanation: Extra duty hours for counselors were underspent.

3-8e Parent Engagement -Stipends
Planned Allocations: $54,939
Actual Expenditures: $19,913
Material Difference: $35,026
Explanation: This expenditure fluctuates based on need.

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

Desert Sands Unified School District (DSUSD) made meaningful strides in advancing Goal 3, which emphasizes student engagement, social-emotional well-being, and safe, inclusive school environments. The district's coordinated implementation of actions has led to measurable progress in improving attendance and support for vulnerable student populations. Ongoing adjustments and stakeholder feedback have guided continuous improvement, ensuring that strategies remain relevant and impactful.

Chronic absenteeism remains a key priority for DSUSD, as regular attendance is fundamental to student success. Schools identified as having the greatest need—Franklin, Ford, Lincoln, and Truman Elementary Schools, along with Desert Ridge Academy, Indio Middle School, and Paige Middle School received targeted Tier 1 Reboot training focused on data-informed strategies to address absenteeism. This professional development has helped site teams strengthen systems for early identification and proactive intervention. The resulting improvements in data use and engagement strategies have contributed to progress in student attendance. (Actions 3-1d, 3-2a, 3-2b)

The MindSet training, available districtwide, enhanced communication and de-escalation skills, particularly benefiting school teams working with students with disabilities. It also strengthened Tier 1 supports within the broader Multi-Tiered System of Supports (MTSS) framework, promoting inclusive, responsive learning environments.

DSUSD expanded its MTSS implementation with continued site-level coaching and monthly collaboration meetings for MTSS leads. These efforts have proven effective in helping schools build cohesive academic, behavioral, and social-emotional supports across tiers. The strengthened structure allows for earlier intervention and more responsive services for all students, especially those from historically underserved backgrounds. (Action 3-2b)

Mental health services through the Student Assistance Program (SAP) continued to play a vital role in addressing emotional and behavioral needs. SAP counselors worked directly with students and families, reducing access barriers and supporting mental well-being. These efforts have contributed to improved student engagement and a reduction in chronic absenteeism.

At the same time, DSUSD implemented a centralized system to monitor truancy and chronic absenteeism, allowing for quicker response and coordination of support services. Protocols were also strengthened to ensure homeless students and their families are aware of their rights and connected to essential resources. To ensure staff are prepared to meet these complex needs, counselors participated in focused professional development on foster and homeless youth, graduation planning, and college and career readiness. (Actions 3-8a, 3-8b, 3-8c)

DSUSD maintained its strong commitment to school safety. All school sites reviewed and updated their Comprehensive School Safety Plans, with guidance and oversight from District and Site Safety Committees. These collaborative bodies reviewed incidents, planned emergency drills, and assessed evolving campus safety needs. (Actions 3-5a, 3-5b, 3-5g)

The district's partnership with local law enforcement continued, supported by positive feedback from parents, students, and staff. Educational partners reported feeling safer due to the visible presence of law enforcement and improved communication around safety protocols. (Actions 3-5c, 3-5d)

Equity in access and safety was further supported through targeted transportation routes for students living in the Fred Young Farm Labor Camp, students experiencing homelessness, and those receiving special education services. These routes ensured that physical distance or unstable housing situations did not hinder access to school. (Action 3- 5f)

To support physical environments conducive to learning, DSUSD prioritized clean, well-maintained, and functional school facilities. The Office of the Director of Resolution and Compliance provided a responsive channel for families and staff to report concerns. With bilingual support staff, the office helped ensure inclusive communication and timely resolution of issues, particularly for Spanish-speaking families. (Actions 3-6c, 3-6d, 3-7a, 3-7c)

The district continued to uphold inclusive stakeholder engagement through the LCAP process, led by the LCAP Coordinator and Fiscal Technician. Outreach efforts ensured that the voices of students and families, particularly English Learners, Low-Income students, and Foster Youth, were reflected in planning and resource decisions. In addition, the Equity Coordinator expanded this work beyond LCAP meetings, helping embed equity into ongoing districtwide conversations and initiatives. (Actions 3-7e, 3-7g)

Overall, DSUSD has implemented the majority of Goal 3 actions effectively. Positive outcomes are evident in reduced chronic absenteeism, improved support structures for at-risk students, enhanced school safety, and a stronger culture of equity and inclusion. While some actions,

such as attendance improvement efforts and access to mental health services, require sustained focus and adaptation, the systems and partnerships in place are yielding tangible benefits for students and families.

3-1a: Improve School Attendance Coordinator
Effectiveness: Partially effective. Chronic absenteeism continued to decline. As of March 1st, 2025, 24 of our 28 traditional school sites declined in chronic absenteeism. The average decline for all schools was 2.71 percentage points, with 6 school sites declining in excess of 5 percentage points.
Challenges: Though regular professional development opportunities and follow-up support were provided, the CWA Coordinator was limited in their ability to provide direct follow-up support to site staff due to limited time and various job duties in addition to attendance. On the 2024 CA Dashboard, six schools had red indicators in chronic absenteeism for various student groups.

3-1b: Improve School Attendance - Red Indicators
Effectiveness: Effective. CWA Coordinator and Student Assistance Program MTSS support staff worked closely with school sites with red indicators to support attendance intervention activities and a root cause analysis. Both schools previously identified demonstrated a reduction in chronic absenteeism. As of March 1, 2025, one school demonstrated a 5.18 percentage point decline. The other school demonstrated a 1 percentage point decline, significantly outperformed the other middle schools in chronic absence rate, and was the 4th lowest TK-8 school in chronic absenteeism.
Challenges: None

3-1c: Improve School Attendance - SAL
Effectiveness: Effective. Eight professional development opportunities were provided to school sites in the area of student attendance. Specific tasks were assigned to school sites to assist in a root cause analysis with a focus on deepening understanding of the qualitative data through the addition of qualitative student voice data. All student groups improved except for K-8 Homeless, which declined by 4.6%.
Challenges: Although each school site assigned an existing staff member to serve in this role, each school participated in varied levels of engagement.

3-1e: Improve School Attendance - Health Clerks
Effectiveness: Effective. Increasing the health/attendance clerk positions from half-days to full-time at each elementary school successfully allowed district staff to increase identification and assist foster youth and homeless students needing attendance support, provide timely data to MTSS teams and Site Attendance Leads, and offer additional communication with families. This expansion of services and monitoring led to quicker, more comprehensive responses to attendance concerns, ultimately reducing chronic absenteeism among unduplicated students.
Challenges: None

3-1f: Improve School Attendance - RAWEE
Effectiveness: Partially effective. District staff and school sites effectively used the RaaWee TDPS system to identify students in need of attendance intervention, monitor post-intervention attendance, and notify staff of the need for continued support. Our goal was to have a cumulative District-wide attendance rate of 95%; the cumulative rate was 92.43%. However, chronic absenteeism decreased by 5.7%.
Challenges: None

3-1g: Improve School Attendance - Bilingual Techs

Effectiveness: Effective. As of March 25, 2025, Family Engagement Specialists (Bilingual Community Technicians) completed 6,061 targeted actions to support students and families facing significant attendance barriers. The majority of actions focused on follow-up and monitoring (56.2%), helping families stay connected to school and support services. Additional efforts included district service referrals (14.3%), direct family connections (10%), responses to school requests (8.6%), and community service referrals (4.9%).

3-3a: Counseling Support and Behavioral Health - SAP
Effectiveness: Partially effective.  The five SAP counselors are supporting the schools with counseling services, homeless/foster support, and event planning support, such as Start with Hello, suicide prevention, bullying prevention, etc. The Sense of Belonging goal of 63% was met for grades 3–5, and unduplicated student groups not only met but in some cases exceeded the 50% target, indicating effective counselor engagement in fostering inclusive and supportive environments for younger students. Sense of Belonging scores in secondary grades (6–12) remain below target, 36% in grades 6–8 and 33% in grades 9–12. This data provides valuable insight for growth.
Challenges: None

3-3b: Counseling Support and Behavioral Health - Counselors
Effectiveness: Partially effective. While the district did not meet the 75% goal for the Sense of Belonging survey, results showed overall positive trends. Most student groups either increased or maintained their sense of belonging compared to the previous year. The only exceptions were students from socioeconomically disadvantaged (SED) backgrounds in grades 3–5, who saw a 1% decrease, and foster youth in the same grade span, who experienced a 6% decrease.
of 63% was met for grades 3–5, and unduplicated student groups not only met but in some cases exceeded the 50% target, indicating effective counselor engagement in fostering inclusive and supportive environments for younger students. Sense of Belonging scores.
Challenges: None

3-3d: Counseling Support and Behavioral Health-Mental Health
Effectiveness: Partially effective. Based on the Panorama Education Survey data, the district's mental health support, particularly through counseling services, has shown a positive impact at the elementary level. The Sense of Belonging goal of 63% was met for grades 3–5, and unduplicated student groups not only met but in some cases exceeded the 50% target, indicating effective counselor engagement in fostering inclusive and supportive environments for younger students. Sense of Belonging scores in secondary grades (6–12) remain below target, 36% in grades 6–8 and 33% in grades 9–12. This data provides valuable insight for growth.
Challenges: Mixed results in the Panorama survey results across the different grade levels make it difficult to have a single approach to the delivery of services.

3-3e Counseling Support and Behavioral Health-PIPs
Effectiveness: Effective. The 2024 CA Dashboard showed that English Learner, LTEL,  Low Income, and Foster Youth suspension rates decreased. In the school year 24-25, Preventive Intervention Psychologists (PIPs) have helped reduce suspension rates by implementing behavioral interventions at 90% of schools.
Challenges: Inconsistent understanding of resource use has led to underutilization of services. Clarifying roles and training staff will improve implementation.

3-3f: Counseling Support and Behavioral Health - Tier 2

Effectiveness: Partially effective. The SAP team plays a key role in the MTSS framework by delivering Tier 2 support at school sites. While the original metric—supportive relationships survey was not administered at all schools, the Sense of Belonging survey was used instead. The goal of 63% for grades 3–5 was met, and unduplicated student groups in these grades met or exceeded the 50% target. This indicates that counselors are successfully creating inclusive, supportive environments for younger students. In contrast, results in secondary grades remain below target, with only 36% of students in grades 6–8 and 33% in grades 9–12 reporting a sense of belonging.
Challenges: The need is greater than what we have currently. Ideally, each secondary school site would have its own full-time tier 2 counselor.

3-4a: Health and Wellness for Students-Transport
Effectiveness: Effective. Over a hundred students participated in extracurricular sports at the continuation schools. At Summit, 66% of student athletes are unduplicated students, whereas at Amistad, almost half, 47% of student athletes, represent unduplicated students. One of the ways that continuation schools promote engagement is through extracurricular activities. The goal is to get a high number of unduplicated students to participate. The metric was changed because attendance was difficult to track with the highly mobile population of the continuation schools.
Challenges: Attendance at school continues to be a challenging issue for both continuation schools. When students don't come to school, they are also not participating in sports.

3-4b Health and Wellness for Students-Nurses
Effectiveness: Effective. LVNs have successfully integrated into MTSS, conducting health screenings for 90% of struggling students and providing staff training on health-related learning barriers.
Challenges: Some educators do not recognize the connection between health and academic performance, delaying referrals. Improved scheduling and awareness efforts are needed

3-4c
Effectiveness: Partially effective: As part of the district's commitment to expanding access to mental health services, a mid-year goal was established for the Mental Health Nurse to serve 60 students by the reporting period. This goal was not met, as the Mental Health Nurse was able to provide services to 29 students, of which 17 were identified as unduplicated students (English Learners, Socioeconomically Disadvantaged, Foster Youth, and Students with Disabilities). Also, recidivism rates were not monitored.
Challenges: A delayed timeline in hiring impacted the number of students that could be served.

3-5e Assistant Principals
Effectiveness: Effective. Assistant Principals were critical in the school site's coordination of the PBIS and SEL components of MTSS. APs ensure that the school environment is supportive, inclusive, and conducive to the well-being and academic success of unduplicated students. This impact is greatly reflected in the decrease in suspension rates across all student groups, with the largest decrease for foster youth at 5.7%.
Challenges: None

3-5h: Positive and Safe Environment- Site Monitors
Effectiveness: Partially effective: School Site contributes to a positive school climate by ensuring a secure setting for all students, with special attention to the needs of our unduplicated student population. Results on the Sense of Safety on the Panorama survey for grades 3-5

showed a decline from 54% to 63%. EL responses, however, showed an increase in sense of safety from 54% to 63%, and the LI student group also increased from 58% to 62%. Foster Youth declined from 70% to 56%.
Challenges: Lack of available substitutes placed strain on existing staff and impacted school teams in their supervision efforts.

3-5i - Positive and Safe Environment
Effectiveness: Partially effective. Students received comprehensive preparation through structured presentations and campus visits. The program successfully supported students' academic and social transition, aligning with the goal of creating a positive and safe environment. The district-wide approach ensured equitable access to the initiative.
Challenges: Actual expenses are not realized until later in the year. Limited formal student and staff feedback was provided.

3- 8d: Parent Engagement - Parent Classes
Effectiveness: Effective. Parent class participation is improving by partnering with DSUSD Education Services for parent outreach and also by having the ability to provide meals for families during the classes.
Challenges: Participation has always been a challenge, but numbers increased with the added means of support.

3-8e Site Bilingual Stipend
Effectiveness: Partially effective. According to results from the Thought Exchange survey, families felt that there could be better communication between home and school to help increase students' sense of belonging. The goal for Sense of Belonging was set at 63% for grades 3–5, and this target was met. Additionally, unduplicated student groups in these grades met or even exceeded the 50% target, suggesting that counselors are effectively fostering inclusive and supportive environments for younger students. However, scores in secondary grades remain below target, with 36% of students in grades 6–8 and 33% in grades 9–12 reporting a sense of belonging.
Challenges: None

3-9a: Foster Youth Support
Effectiveness: The district foster youth/homeless liaisons conducted just over 1,200 actions, of which 300 directly support the needs of our students identified as Foster Youth. Primary actions included assisting with immediate enrollment, coordinating transportation, and providing students with school and basic needs supplies and referrals to community services (e.g., housing assistance, food, etc.). In addition, the FY/H Liaison worked closely with community agencies, including the Department of Social Services, RCOE Foster Youth Services, and various non-profit organizations, to support the needs of students and families. The number of actions varies each year based on need.
Challenges: None

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.

LTELS have been added to metric 3.5 in order to better assess the needs of this recently added dashboard student group.
In the measuring and reporting results section, the total number of responses was added to the data per student group in metric 3.6 and 3.7 to give a better picture of what the percentage represented.

3-1a Improve School Attendance- Coordinator

The description of the action was changed to show how the action is principally directed to unduplicated students.

3-1b Improve School Attendance-Red Indicators
The description of the action was changed to show how the action is principally directed to unduplicated students.

3-1d Improve School Attendance
The description of the action was changed to show how the action is principally directed to unduplicated students.

3-1g Improve School Attendance-Bilingual Techs
The metric was changed to include only the chronic absenteeism indicator.

3-3d: Counseling Support and Behavioral Health-Mental Health
To improve effectiveness in meeting this goal for grades 6–12, the district will further analyze Panorama data in the areas of Self-Management and Social Awareness. These areas may serve as more meaningful indicators of students' overall social-emotional well-being and connection to school, and may inform future revisions to the associated metrics. The description of the action was changed to show how the action is principally directed to unduplicated students.

3-3f- Counseling Support and Behavioral Health- Tier 2
This budget will be increased by $82,702.
The description of the action was changed to show how the action is principally directed to unduplicated students.

3-4b Health and Wellness for Students-Nurses
Increase awareness among school staff about the importance of health in academic success to promote timely referrals for screenings. Implement a centralized scheduling system to manage screenings efficiently across schools while maintaining responsiveness to daily health needs.

3-5f Positive and Safe Environment-Transportation routes
The description of the action was changed to show how the action is principally directed to unduplicated students.

3- 7a Communication, Equity, and Accountability
Reduce the budget by $16,000, which covers GOBO infographics. The infographic will be produced internally.

3- 8d Parent Engagement - Parent Classes
The school year 24-25 was the final year of the LCAP funding for parent engagement classes. DSUSD received a Grant award and will be using those funds to sustain the practice.
This budget is being reduced to 0. The parent classes will be funded by a grant.

3-8e Site Bilingual Stipend
DSUSD changed the metric to the Sense of Belonging Survey.

3- 9a Foster Youth Support
There will be a budget reduction of $4500, which will reduce this budget to 0. This action will be supported through donations in our community. This will become a 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 |
|---|---|---|---|---|
| **3-1a** | Improve School Attendance-Coordinator | 3-1a Continue the position of CWA Program Coordinator to support schools with unduplicated student enrollment, engagement, and attendance through a focus on program development, implementation, and ongoing support in the areas of attendance, homelessness, foster youth, Section 504, home hospital instruction, multi-tiered system of support, and adult education program.<br><br>• DSUSD will collaborate with community and government agencies to improve services and support related to absenteeism, including facilitating the regular meeting of the School Attendance Review Board (SARB) to hear and address individual cases of student absenteeism.<br><br>• Continue to share attendance-related information with district parents through back-to-school information, participation in attendance awareness activities, district website, school newsletters, student-specific attendance score reports, and presentations to parent advisory groups (DAC, DELAC, SEPAC, etc.).<br><br>• Reestablish the Saturday Academy Program with schools offering Saturday school attendance opportunities either at the student's school of residence or at a partner school. | $306,314.00 | Yes |
| **3-1b** | Improve School Attendance-Red Indicators | 3-1b Continue to support school sites in working with parents/guardians of unduplicated students experiencing continued absenteeism through group and individual meetings and presentations. | $6,500.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | | | |
| **3-1c** | Improve School Attendance-SAL | 3-1c With the support of a designated site attendance lead (SAL), each school site will develop a written plan that will include actions to:<br>• Raise awareness of the effects and impact of chronic absenteeism for unduplicated students.<br>• Identify and respond to grade level or pupil subgroup patterns of chronic absenteeism.<br>• Identify factors contributing to chronic absenteeism including suspension and expulsion for unduplicated students.<br>• Identify unduplicated students experiencing absenteeism and provide early intervention.<br>• Hold conferences between school personnel and the pupil's parent/guardian to identify barriers to school attendance and develop an individualized plan of support including possible referrals for services. | $179,999.00 | Yes |
| **3-1d** | Improve School Attendance | 3-1d DSUSD will 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-Health Clerks | 3-1e Expand health/attendance clerks at elementary school offices by increasing staffing to one full time clerk at each traditional elementary site. | $1,668,428.00 | Yes |
| **3-1f** | Improve School Attendance-RAWEE | 3-1f Support technological solutions to track student-level attendance intervention information. | $53,000.00 | Yes |
| **3-1g** | Improve School Attendance-Bilingual Techs | 3-1g Provide Student Engagement Specialists (Bilingual Community Technicians) to support school sites to meet the needs of disengaged | $431,840.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | students/high absenteeism by providing intensive support to students and families. | | |
| **3-2a** | Site Based Positive Behavior Support Programs | 3-2a Continue to provide professional development opportunities to support schools with MTSS implementation. This action supports schools with red indicators in Suspension on the 2023 and 2024 CA Dashboards.<br><br>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, 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.<br><br>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.<br><br>To evaluate the module's effectiveness, the district will track key student outcomes, including suspension rates and chronic absenteeism. Additionally, the number of students receiving Tier II and Tier III interventions will be monitored. These metrics will help determine whether the MTSS system is enhancing responsiveness, promoting equity, and improving student success. ($76,143.00) | $76,143.00 | No |
| **3-2b** | Site Based Positive Behavior Support Programs | 3-2b Continue support and districtwide implementation of MTSS, including Tier 1 and Tier 2 site support, as well as monthly meetings with MTSS site leads. | $0.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | | | |
| **3-3a** | Counseling Support and Behavioral Health-SAP | 3-3a Continue to support four Student Assistance Program (SAP) counselors in providing counseling and support services to students and families. Continue to provide Foster Youth/Homeless Counselors to assist foster youth in school transition, graduation requirements, mentoring, and counseling. | $910,782.00 | Yes |
| **3-3b** | Counseling Support and Behavioral Health-Counselors | 3-3b Provide school counselors (and associated support staff) as follows:<br>• Elementary schools - 1 FTE counselor<br>• Middle school counselors - maintain the ratio at 400:1. Once half the ratio is met, continueto split funds with the site until fully funded by the district.<br>• High school counselors - maintain ratio at 400:1<br>• Continuation counselor and alternative education counselors - beyond the formula | $11,873,383.00 | Yes |
| **3-3c** | Counseling Support and Behavioral Health | 3-3c Continue to provide professional development for school site counselors at monthly counselor meetings focusing on foster/homeless youth, community agency partnerships, graduation requirements, A-G requirements, Seal of Biliteracy, and college and career readiness. To support the work of MTSS, provide professional development on trauma-informed practices to DSUSD elementary, middle, and high school counselors. | $0.00 | No |
| **3-3d** | Counseling Support and Behavioral Health-Mental Health | 3-3d Continue to provide funding for Licensed Mental Health Professionals (20 ) secondary sites, 5 in elementary sites, to provide direct and indirect mental health services utilizing a Multi-Tiered System of Support for unduplicated students.<br><br>DSUSD has unexpended LREBG funds. The LREBG Needs Assessment identified chronic absenteeism as a key area of need, particularly among | $4,686,108.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | students at higher risk. Research shows that access comprehensive mental health services plays a powerful role in improving attendance. In 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, with progress measured by a reduction in chronic absenteeism among high-need students.<br><br>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" ($203,361.00) | | |
| **3-3e** | Counseling Support and Behavioral Health-PIPs | 3-3e Provide Prevention Intervention Psychologists (PIPs) and Board Certified Behavioral Analyst (BCBA) to support on-going efforts in the area of mental health and social, emotional, and behavioral well-being. | $3,251,106.00 | Yes |
| **3-3f** | Counseling Support and Behavioral Health- Tier 2 | 3-3f Continue to provide Tier II social emotional support for unduplicated students at school sites as part of a tiered intervention system. | $1,558,283.00 | Yes |
| **3-4a** | Health and Wellness for Students-Transport | 3-4a Continue to provide transportation for athletic events at continuation high schools. | $15,656.00 | Yes |
| **3-4b** | Health and Wellness for Students-Nurses | 3-4b Provide (2) CSEA licensed vocational nurse positions to support health prevention and intervention programs. | $180,132.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **3-4c** | Health and Wellness-MHNurses | 3-4c Fund a Mental Health Nurse to respond to the social emotional needs of students who meet criteria for a Tier 3 intervention. | $125,022.00 | Yes |
| **3-5a** | Positive and Safe Environment- Safety Committees | 3-5a Maintain site and district safety committees. | $0.00 | No |
| **3-5b** | Positive and Safe Environment- Safety Plan | 3-5b Sites will continue to annually review and revise the Comprehensive School Safety Plan. | $0.00 | No |
| **3-5c** | Positive and Safe Environment- Law Enforcement | 3-5c Maintain the district's partnership with law enforcement agencies to provide policing services to the school communities to ensure a safe and secure learning environment. | $1,411,011.00 | No |
| **3-5d** | Positive and Safe Environment-Security Staff | 3-5d  Maintain security staffing formula to ensure a sense of safety. | $7,349,603.00 | No |
| **3-5e** | Positive and Safe Environment-APs | 3-5e The following staff is provided to improve the school climate beyond the base formula:<br>• 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.<br>• Provide a second assistant principal to middle schools at or above 1000, or provide additional certificated support to sites with less than 1000.<br>• Support assistant principals (2) at Summit/Horizon to improve school climate beyond the formula.<br>• Maintain (.5) assistant principal at Amistad to improve school climate beyond the formula.<br>• Provide (1) assistant principal at Amistad to support the school's expansion of services provided at Eisenhower Community Education Center. | $4,123,925.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | | | |
| **3-5f** | Positive and Safe Environment - Bus Routes | 3-5f Maintain transportation routes beyond the approved current walking distance to ensure unduplicated student safety. Routes include:<br><br>• Fred Young Farm Labor Camp to Jefferson Middle School<br>• Indio Hills to Shadow Hills High School<br><br>-Continue to offer transportation for homeless youth.<br><br>-Continue to maintain routes for special education students | $11,064,804.00 | No |
| **3-5g** | Positive and Safe Environment- Lanyards | 3-5g Continue to provide student lanyards for school safety. | $54,169.00 | No |
| **3-5h** | Positive and Safe Environment-Site Monitors | 3-5h. Monitor and adjust, as needed, school site monitors formula to maintain positive and safe environments at TK-5 school sites. | $2,062,811.00 | Yes |
| **3-5i** | Positive and Safe Environment- MS and HS Orientation | 3-5i Provide transportation to middle school and high school orientation events. | $3,000.00 | Yes |
| **3-6a** | Clean and Efficient Environment- Custodians | 3-6a Custodial staffing ratio at 42,000 square feet per custodian at all sites to be maintained or improved based on study. | $0.00 | No |
| **3-6b** | Additional staff to support clean schools- Extra Custodial Staffing | 3-6b Additional staff to support clean schools during after-school and Saturday student activities. | $28,541,250.00 | Yes |
| **3-6c** | Clean and Efficient Environment- Maintenance | 3-6c Continue to provide a school maintenance program to improve response time for repairs. This will provide for safe, clean, and well-maintained campuses to produce welcoming environments. | $13,939,165.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **3-6d** | Clean and Efficient Environment - Custodial Supervisor | 3-6d Support the position of Custodial Supervisor. | $171,760.00 | No |
| **3-7a** | Communication, Equity and Accountability | 3-7a Continue to 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 | 3-7b Support the position of Resolution and Compliance Officer to help ensure strong relationships between district staff, community, parents, and students | $279,182.00 | No |
| **3-7c** | Communication, Equity and Accountability-Bilingual Admin. Assistant | 3-7c Support the bilingual administrative assistant to provide administrative support to the district's Resolution and Compliance Officer. | $113,927.00 | No |
| **3-7d** | Communication, Equity and Accountability-TE Survey | 3-7d 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. | $121,000.00 | Yes |
| **3-7e** | Communication, Equity and Accountability-LCAP Coordinator | 3-7e Continue to provide funding for the LCAP Coordinator. | $240,804.00 | No |
| **3-7f** | Communication, Equity and Accountability - LCAP Fiscal Tech | 3-7f Continue to provide funding for the LCAP Fiscal Technician and additional fiscal support. | $145,975.00 | No |
| **3-7g** | Communication, Equity and | 3-7g Support and foster relationships with identified students, parents, advisory groups, and community agencies to provide educational and extracurricular programs and activities that support underrepresented | $0.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | Accountability- Equity Coordinator | students by funding the position of Coordinator of Diversity, Equity, Parent and Family Engagement.<br>• Support the African American Advisory Committee<br>• Support the Native American Parent Committee | | |
| **3-8a** | Parent Engagement-Foster Youth | 3-8a Continue established protocols for informing families of educational supports and legal rights for students who are foster youth or homeless | $0.00 | No |
| **3-8b** | Parent Engagement-Parent Notification System | 3-8b Maintain the system to track district-wide parent notification of truancy and chronic absence. | $0.00 | No |
| **3-8c** | Parent Engagement-SAP Support | 3-8c Student Assistance Program counselors will continue to meet with families in need of mental health support, basic needs (school supplies, clothing etc.), and community liaison support. | $0.00 | No |
| **3-8d** | Parent Engagement-Parent classes | 3-8d SAP counselors will continue to provide parenting classes at targeted elementary schools and middle schools. | $0.00 | No |
| **3-8e** | Parent Engagement-Stipends | 3-8e Bilingual Stipends for School sites to increase communication with parents. | $55,722.00 | Yes |
| **3-9a** | Foster Youth Support | 3-9a 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 school. | $0.00 | No |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 4 | Using a multi-tiered support system, all students—including SED, English learners, and Hispanic—at Amistad, Horizon, and Summit schools will make progress toward English Language Arts standards, which will also enhance their performance on other state indicators.<br><br>Out of field teaching assignments (2022-23).<br>Amistad 16.2%<br>Horizon 39.1%<br>Summit 14.7% | 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 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Amistad, Horizon, and Summit were designated Equity Multiplier Schools in 23-24 for their non-stability rates in the school year 22-23. Equity Multiplier grants were provided to schools that had a non-stability rate of 25% or higher. Stability rates measure if a student completed a "full year" of learning in school.

23-24 CDE Enrollment count for Unduplicated students:

Amistad Continuation School
196 students
92.3 % SED
40.8% EL
.5 % FY

Horizon K-12 - Virtual
356 students
83.7 % SED

10.4% EL
.2% FY

Summit -Continuation High School
167 students
83.2 % SED
13.2%EL
.6 % FY

22-23 Non-Stability rates:
Amistad- 67.1%
Horizon-49.2%
Summit- 68.8%

22-23 CDE Enrollment count for Unduplicated students:

Amistad- Continuation High School
209 students
95.2 % SED
33.5 % EL
1.9%. FY

Horizon K-12 - Virtual
414 students
84.3 % SED
15% EL
.2% FY

Summit -Continuation High School
199 students
81.4% SED
15.1% EL
.5 % FY

Students at Amistad, Horizon, and Summit face significant challenges, including high rates of instability. Reasons for the instability range from the need for an alternative learning setting outside the traditional school, as well as transitioning to and from continuation schools for credit recovery and socio-emotional support. Each of the Equity Multiplier Schools conducted community engagement sessions at their sites that resulted in valuable input for the schools ( see also the Engaging Educational Partner section). The metrics selected to monitor the actions and services in this goal reflect the student groups at the schools that are the most vulnerable at each of the schools.

The 2024 CA Dashboard reflects the following updates:

- Summit showed improvement in its ELA indicator. The school will maintain Goal 4 to continue academic progress and provide SEL supports for socioeconomically disadvantaged (SED) and Hispanic students, aiming to reduce suspension rates.
- Amistad, which has two red indicators in ELA, will also continue this goal to support its SED and Hispanic student populations.
- Horizon has added two student groups in red under the ELA indicator and will focus on using SEL supports to reduce chronic absenteeism among SED and Hispanic students.

The most recently published staffing data concerning credentialing misassignments was examined. Amistad and Summit, both continuation schools, have some credentialing misassignments, particularly with teachers who hold multiple-subject credentials instead of single-subject math credentials. Both schools have around a 15% misassignment rate. They offer Math I and Foundational Math II courses. Despite this, the quality of math instruction at both schools is exceptionally high. This has been confirmed by site administrators and our district Secondary Math Project Facilitators, who work closely with the schools to provide professional development and curriculum support. Horizon School shows a 39.1% misassignment in credentialing. This is a result of a large part of specialized programs that have one teacher facilitating coursework for students. These programs include CWOP (Children with Opportunity Program), which is designed for students who have alcohol and drug problems, and the Opportunity program, which is designed for troubled teens and has shown great success in credit attainment. These programs require the right adult to facilitate learning for our troubled youth, and the school has these individuals in place

2023 CA Dashboard:

An analysis of the 2023 CA dashboard revealed a crucial need for English Language Arts (ELA) at Amistad, Horizon, and Summit. Amistad and Summit have red indicators for ELA on the 2023 CA Dashboard. Horizon has a yellow status on the CA Dashboard, with the Hispanic and SED student groups both appearing in yellow status on the CA Dashboard. Amistad, Horizon, and Summit were designated Equity Multiplier Schools in the 22-23 school year.

Community Engagement

Each of the schools conducted meetings with their community during the 24-25 school year. See the Section on Engaging Educational Partners, pp. 25-39.

2023-2024 Community Engagement:
Actions in Goal 4 were influenced by the following educational partner feedback:

-Amistad ELAC- Parents need to engage more with the school.
Hire a Community Liaison and support a PIQUE course for parents. (Action 4- 3a)
-Amistad Staff- Provide a student closet with basic needs for students.
Hire a Community Liaison. (Action 4- 3a)
-Horizon and Summit ELAC and SSC - Additional SEL support
.5 FTE Tier II Counselor at Horizon and .5 FTE Tier II Counselor at Summit. (Action 4-2a)
-Classified Staff - Provide additional clerical staff to support with data collection and outreach for parents.
.5 Community Tech Bilingual at Horizon and .5 Community Tech at Summit. (Action 4- 3a)

# 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<br><br>Academic Indicator for English Language Arts - Distance from Standard | California Dashboard Academic Indicator for ELA 2022-23:<br><br>• Amistad: 144.1 points below standard<br>• EL: 171.2 points below standard<br>• SED: 145.3 points below standard<br>• Hispanic: 139.6 points below standard<br><br>• Horizon: 14.2 points below standard<br>• EL: 33.6 points below standard | California Dashboard Academic Indicator for ELA 2023-24:<br><br>• Amistad: 157.8 points below standard<br>• EL: 158.3 points below standard<br>• SED: 161 points below standard<br>• Hispanic: 156.2 points below standard | | Each year all students and student groups will increase their ELA academic achievement, by 3 distance points from standard.<br><br>California Dashboard Academic Indicator for ELA:<br><br>• Amistad: 135.1 points below standard<br>• EL: 162.2 points below standard<br>• SED: 136.3 | California Dashboard Academic Indicator for ELA 2023-24:<br><br>Improved<br>• Amistad<br>• EL: -12.9 points below standard<br><br>• Summit<br>• All: -32.5 points below standard<br>• EL: -17.8 points below standard<br>• SED: -45.4 points |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | • SED: 16.9 points below standard<br>• Hispanic: 22 points below standard<br><br>• Summit: 81.7 points below standard<br>• EL: 105.1 points below standard<br>• SED: 96.8 points below standard<br>• Hispanic: 92.2 points below standard | • Horizon: 85.6 points below standard<br>• EL: 130 points below standard<br>• SED: 89.5 points below standard<br>• Hispanic: 82.9 points below standard<br><br>• Summit: 49.2 points below standard<br>• EL: 87.3 points below standard<br>• SED: 51.4 points below standard<br>• Hispanic: 61.7 points below standard | | points below standard<br>• Hispanic: 130.6 points below standard<br><br>• Horizon: 5.2 points below standard<br>• EL: 24.6 points below standard<br>• SED: 7.9 points below standard<br>• Hispanic: 13 points below standard<br><br>• Summit: 72.7 points below standard<br>• EL: 96.1 points below standard<br>• SED: 87.8 points | below standard<br>• Hispanic: -30.5 points below standard<br><br>Maintained<br>NA<br><br>Declined<br>• Amistad<br>• All: 13.7 points below standard<br>• SED: 15.7 points below standard<br>• Hispanic: 16.6 points below standard<br><br>• Horizon<br>• All: 71.4 points below standard<br>• EL: 96.4 points below standard |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | | | below standard<br>• Hispanic: 83.2 points below standard | • SED: 72.6 points below standard<br>• Hispanic: 60.9 points below standard |
| 4.2 | California School Dashboard<br><br>Academic Indicator for Mathematics - Distance from Standard | California Dashboard Academic Indicator for Math 2022-23:<br><br>• Amistad: 231.9 points below standard<br>• EL: 228.8 points below standard<br>• SED: 233.7 points below standard<br>• Hispanic: 231.5 points below standard<br><br>• Horizon: 78.5 points below standard<br>• EL: 118.6 points below standard<br>• SED: 83.8 points below standard | California Dashboard Academic Indicator for Math 2023-24:<br><br>• Amistad: 215.8 points below standard<br>• EL: 232 points below standard<br>• SED: 219.9 points below standard<br>• SWD: *<br>• Hispanic: 216.2 points below standard | | Each year all students and student groups will increase their math academic achievement, by 3 distance points from standard.<br><br>California Dashboard Academic Indicator for Mathematics:<br><br>• Amistad: 222.9 points below standard<br>• EL: 219.8 points below standard<br>• SED: 224.7 points | California Dashboard Academic Indicator for Math 2023-24:<br><br>Improved<br>• Amistad<br>• All: -16.1 points below standard<br>• SED: -13.8 points below standard<br>• Hispanic: -15.3 points below standard<br><br>Maintained<br>NA<br><br>Declined<br>• Amistad |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | • Hispanic: 86.5 points below standard<br><br>• Summit: 152.8 points below standard<br>• EL: 168.7 points below standard<br>• SED: 161.1 points below standard<br>• Hispanic: 149.2 points below standard | • Horizon: 144.5 points below standard<br>• EL: 193.7 points below standard<br>• SED: 143.7 points below standard<br>• SWD: 221 Points below standard<br>• Hispanic: 147.4 points below standard<br><br>• Summit: 181.8 points below standard<br>• EL: 216.9 points below standard<br>• SED: 180.5 points | | below standard<br>• Hispanic: 222.5 points below standard<br><br>• Horizon: 69.5 points below standard<br>• EL: 109.6 points below standard<br>• SED: 74.8 points below standard<br>• Hispanic: 77.5 points below standard<br><br>• Summit: 143.8 points below standard<br>• EL: 159.7 points below standard | • EL: 3.2 points below standard<br><br>• Horizon<br>• All: 66 points below standard<br>• EL: 75.1 points below standard<br>• SED: 59.9 points below standard<br>• Hispanic: 60.9 points below standard<br><br>• Summit<br>• All: 29 points below standard<br>• EL: 48.2 points below standard<br>• SED: 19.4 points below standard |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | below standard<br>• SWD: *<br>• Hispanic: 175.9 points below standard<br><br>*Less than 11 students - data not displayed for privacy | | • SED: 152.1 points below standard<br>• Hispanic: 140.2 points below standard | • Hispanic: 26.7 points below standard<br><br>Insufficient Data<br>• Amistad<br>• SWD: NA<br><br>• Horizon<br>• SWD: NA<br><br>• Summit<br>• SWD: NA |
| 4.3 | California School Dashboard<br><br>English Learner Progress Indicator (ELPI) | California Dashboard ELPI Indicator:<br><br>2022-23 English Learners making progress towards English Language Proficiency:<br>• Amistad: 47.5%<br>• Horizon: 61.2%<br>• Summit: 35.7% | California Dashboard ELPI Indicator:<br><br>2023-24 English Learners making progress towards English Language Proficiency:<br>• Amistad: 44.9%<br>• Horizon: 40%<br>• Summit: 42.1% | | English learners will make 2% annual progress toward English proficiency to maintain or increase performance level.<br><br>ELPI<br>• Amistad: 53.5%<br>• Horizon: 67.2%<br>• Summit: 41.7% | California Dashboard ELPI Indicator:<br><br>2023-24 English Learners making progress towards English Language Proficiency:<br><br>Improved<br>• Summit: 6.4%<br><br>Maintained<br>NA<br><br>Declined<br>• Amistad: -2.6% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | | | | • Horizon: -21.2% |
| 4.4 | Reclassification Rate<br><br>English Learner Redesignated Fluent English Proficient (RFEP)<br>Long Term English Learners (LTEL) Redesignated Fluent English Proficient (RFEP) | 022-23 Reclassification Rate Estimation<br>• Amistad EL: 0.9% (1/108)<br>• Amistad LTEL: 1% (1/103)<br><br>• Horizon EL: 4.4% (3/68)<br>• Horizon LTEL: 0% (0/49)<br><br>• Summit EL: 6.3% (32)<br>• Summit LTEL: 8% (2/25) | 2023-24 Reclassification Rate Estimation<br>• Amistad EL: 1.9% (2/105)<br>• Amistad LTEL: 2% (2/100)<br><br>• Horizon EL: 12.3% (9/73)<br>• Horizon LTEL: 13.6% (8/59)<br><br>• Summit EL: 11.5% (3/26)<br>• Summit LTEL: 13.6% (3/22) | | Each year our English Learners will be reclassified at an increase of 5% annually.<br><br>Reclassification Rate will be at or above:<br><br>• Amistad EL: 15.9%<br>• Amistad LTEL: 16%<br><br>• Horizon EL: 19.4%<br>• Horizon LTEL: 15%<br><br>• Summit EL: 21.3%<br>• Summit LTEL: 23% | 2023-24 Reclassification Rate Estimation<br><br>Improved<br>• Amistad EL: 1%<br>• Amistad LTEL: 1%<br><br>• Horizon EL: 7.9%<br>• Horizon LTEL: 13.6%<br><br>• Summit EL: 5.2%<br>• Summit LTEL: 5.6% |
| 4.5 | California School Dashboard | 2023 California School Dashboard Graduation Rate: | 2024 California School Dashboard Graduation Rate: | | Horizon combined four-year and five-year cohort | 2024 California School Dashboard Graduation Rate: |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | Graduation Rate Indicator | Cohort Graduation Rate:<br><br>• Amistad: 88.1%<br>• EL: 87.8%<br>• SED: 88%<br>• Hispanic: 87.9%<br><br>• Horizon: 90.3%<br>• EL: *<br>• SED: 90.6%<br>• Hispanic: 87.8%<br><br>• Summit: 88.4%<br>• EL: 69.2%<br>• SED: 88%<br>• Hispanic: 86.7%<br><br>*Less than 11 students - data not displayed for privacy | Cohort Graduation Rate:<br><br>Amistad: 78.9%<br>• EL: 78.9%<br>• SED: 78.7%<br>• Hispanic: 80%<br><br>• Horizon: 83%<br>• EL: 52.9%<br>• SED: 83.3%<br>• Hispanic: 80.6%<br><br>• Summit: 88.9%<br>• EL: *<br>• SED: 88.6%<br>• Hispanic: 87.1%<br><br>*Less than 11 students - data not displayed for privacy | | graduation rate will increase by 1% annually.<br>Amistad and Summit combined four-year and five-year cohort graduation rate will maintain at 88% or higher.<br><br>CA Dashboard Graduation Rate will be at or above:<br>• Amistad: 88%<br>• EL: 88%<br>• SED: 88%<br>• Hispanic: 88%<br><br>• Horizon: 93.3%<br>• EL: *+3%<br>• SED: 93.6%<br>• Hispanic: 90.8%<br><br>• Summit: 88%<br>• EL: 88%<br>• SED: 88%<br>• Hispanic: 88% | Cohort Graduation Rate:<br><br>Improved<br>• Summit: 0.5%<br>• SED: 0.6%<br>• Hispanic: 0.4%<br><br>Maintained<br>NA<br><br>Declined<br>Amistad<br>• All: -9.2%<br>• EL: -8.9%<br>• SED: -9.3%<br>• Hispanic: -7.9%<br><br>Horizon<br>• All: -7.3%<br>• SED: -7.3%<br>• Hispanic: -7.2%<br><br>Insufficient Data<br>Horizon<br>• EL: NA<br><br>Summit<br>• EL: NA |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 4.6 | High School 4-Year Adjusted Cohort Dropout Rate<br><br>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:<br><br>• Amistad: 4.2%<br>• EL: 8.2%<br>• SED: 4.3%<br>• Hispanic: 3.8%<br><br>• Horizon: 3.4%<br>• EL: *<br>• SED: 2.0%<br>• Hispanic: 5.1%<br><br>• Summit: 5.3%<br>• EL: 15.4%<br>• SED: 5.4%<br>• Hispanic: 5.3%<br><br>*Less than 11 students - data not displayed for privacy | 2023-24 High School Data Quest Four Year Adjusted Cohort Outcome Report:<br><br>• Amistad: 3.9% (6/152)<br>• EL: 3.5% (2/57)<br>• SED: 4.0% (6/150)<br>• Hispanic: 3.6% (5/140)<br><br>• Horizon: 10.6% (10/94)<br>• EL: 23.5% (4/17)<br>• SED: 9.5% (8/84)<br>• Hispanic: 13.4% (9/67)<br><br>• Summit: 7.8% (7/90)<br>• EL: *<br>• SED: 8.9% (7/79) | | Maintain a drop out rate of less than 3.0% for all students and less than 5% for all student groups. | 2023-24 High School Data Quest Four Year Adjusted Cohort Outcome Report:<br><br>Improved Horizon<br>• All: 7.2%<br>• SED: 7.5%<br>• Hispanic: 8.3%<br><br>Summit<br>• All: 2.5%<br>• SED: 3.5%<br>• Hispanic: 4.4%<br><br>Maintained NA<br><br>Declined Amistad<br>• All: -0.3%<br>• EL: -4.7%<br>• SED: -0.3%<br>• Hispanic: -0.2%<br><br>Insufficient Data Horizon<br>• EL: NA |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | • Hispanic: 9.7% (6/62)<br><br>*Less than 11 students - data not displayed for privacy | | | Summit<br>• EL: NA |
| 4.7 | California School Dashboard<br><br>Suspension Rate Indicator | 2022-23 Suspension Rate<br><br>• Amistad: 10.2%<br>• EL: 11.7%<br>• SED: 10.3%<br>• Hispanic: 9.9%<br><br>• Horizon: 0.3%<br>• EL: 1.1%<br>• SED: 0.4%<br>• Hispanic: 0.4%<br><br>• Summit: 4.9%<br>• EL: 2.4%<br>• SED: 4.1%<br>• Hispanic: 5.1% | 2023-24 Suspension Rate<br><br>• Amistad: 10.4% (n=279)<br>• EL: 9.7% (n=113)<br>• SED: 9.6% (n=260)<br>• Hispanic: 11.1% (n=261)<br><br>• Horizon: 1.2% (n=571)<br>• EL: 2.4% (n=82)<br>• SED: 1.5% (n=481)<br>• Hispanic: 1.1% (n=435) | | Decrease the District-wide suspension rate by .3% annually.<br><br>Districe-wide Suspension Rate will be at or below:<br><br>• Amistad: 9.3%<br>• EL: 10.8%<br>• SED: 9.4%<br>• Hispanic: 9.0%<br><br>• Horizon: 0%<br>• EL: 0.2%<br>• SED: 0%<br>• Hispanic: 0%<br><br>• Summit: 4.0%<br>• EL: 1.5% | 2023-24 Suspension Rate<br><br>Improved Amistad<br>• EL: -2.0%<br>• SED: -0.7%<br><br>Maintained NA<br><br>Declined Amistad<br>• All: .2%<br>• Hispanic: 1.2%<br><br>Horizon<br>• All: 0.9%<br>• EL: 1.3%<br>• SED: 1.1%<br>• Hispanic: 0.7%<br><br>Summit<br>• All: 3.9% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | • Summit: 8.8% (n=227)<br>• EL: 7.9% (n=38)<br>• SED: 8.3% (193)<br>• Hispanic: 9.0% (n=167) | | • SED: 3.2%<br>• Hispanic: 4.2% | • EL: 5.5%<br>• SED: 4.2%<br>• Hispanic: 3.9% |
| 4.8 | Winter iReady Diagnostic<br><br>English Language Arts - On Or Above Grade Level | 2023-24 Winter ELA iReady Diagnostic<br><br>Horizon K-5: 50%<br>• EL: 33%<br>• SED: 48%<br>• Hispanic: 50% | 2024-25 Winter ELA iReady Diagnostic<br><br>Horizon K-5: 42%<br>• EL: 19%<br>• SED: 40%<br>• Hispanic: 40% | | 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<br><br>The percentage of student scoring on or above grade level will be<br><br>Horizon K-5: 59%<br>• EL: 42%<br>• SED: 57% | 2024-25 Winter ELA iReady Diagnostic<br><br>Declined<br>Horizon K-5: -8%<br>• EL: -14%<br>• SED: -8%<br>• Hispanic: -10% |

# Goal Analysis [2024-25]

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 actions in Goal 4 were fully implemented. During the course of the year, additional resources were allocated to support existing actions, and new actions were created to meet the needs of the students

4-1 Data Analysis/ Tier 1 Support
Implementation: Principals were given time to analyze and collaborate with their peers on CA Dashboard indicators during Principal Meeting time.
Challenges: The challenge for the continuation schools is the high mobility in the student population, making it difficult to match case data.

4-2a- Mental Health Support
Implementation: The extra collaboration time for the counseling team at Amistad provides them the opportunity to focus on planning interventions. At Horizon and Summit, sharing a Tier II counselor has allowed the counseling team to monitor students' academic progress, update graduation plans at least four times a year, enter class requests, and provide input on the master schedule.
Challenges: The counselor team at Amistad reported needing more time to meet.
Deviation: Summit paid extra-duty time to counselors to meet after school to plan.

4-3a Parent Engagement
At Amistad, parent liaison makes connections with families to help increase attendance and engagement. She also conducts home visits. At Summit and Horizon, the Community Tech- Bilingual is helping to strengthen school-home connections with families to help increase student attendance and engagement with post-secondary planning. Parent involvement increased at parent meetings. A quarterly parent newsletter focusing on community and school resources for families was established to promote parent involvement.
The Community Tech also worked closely with a career guidance specialist to provide translation services to parents during parent workshops and collaborated on College information meetings and financial aid workshops for parents. For Horizon families, the Counselor hosted after-school parent sessions, financial aid application support, and college applications. She has also helped after-school groups for students needing SEL support.
Challenges: At Horizon and Summit, the challenge was having a consistent group of parents attend meetings/trainings.
Deviation: Summit funded extra hours to plan for parent workshops.

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. This resulted in differences in the original planned allocations.

4-2a

Planned Allocation: $182,975
Actual Expenditure:$343,246
Material Difference:$160,271
Explanation: There were salaries projected for this budget that did not use up the planned allocation.

4-3a Parent Engagement
Planned Allocation: $92,450
Actual Expenditure:$118,883
Material Difference:$ 26,433
Explanation: All schools made an effort to plan and engage parents more during the school year, which required extra-duty time and other expenses.

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

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

4-2a- Mental Health Support
Effectiveness: Effective. At Amistad, the counseling staff was able to work on intervention, as a result, the suspension rate decreased from 11% to 9%. Our Panorama data shows that our attendance rate increased from an average of 75% to 80%.
Summit had a 63% Sense of Belonging and Horizon 82% Sense of Belonging.
Challenges: At Amistad, more hours of integration support are needed. There was a dip in performance in quarter 2 when the counseling team did not get the extra time to meet.

4.3a Parent Engagement
Effectiveness: Effective. At Amistad, 18 parents graduated from the PIQE Institute, and attendance at parents' meetings has increased by 10% since last year.
Challenges: At Horizon and Summit, the challenge was keeping a number of consistent parents to attend the meetings. ELAC attendance dipped at Amistad in the middle of the year due to the political context.

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.

4-2a SEL/Mental Health Support
Summit paid extra duty time for counselors to plan.

4-3 Parent Engagement
Summit funded extra duty time for counselors to plan 6 parent workshops.
In 25-26 Amistad will not fund PIQE.

**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** | Data Analysis / Tier 1 Support | 4-1a DSUSD will provide monthly data analysis training at Principal meetings with a focus on specific student groups.<br>Schools will be supported throughout the year with ongoing Professional Development tailored to their needs. | $0.00 | No |
| **4-2a** | SEL/Mental Health Support | 4-2a<br><br>Amistad- Extra duty time for the counseling team to meet two days before school to create a plan of support for students.<br><br>Horizon and Summit- .5 FTE Tier ll Counselor to remain on site. | $480,812.00 | No |
| **4-3a** | Parent Engagement | 4-3a Parent engagement<br><br>-DSUSD will fund a Community Liaison at Amistad to support families and students with community resources<br><br>• .5 Community Tech Bilingual Horizon<br>• .5 Community Tech Bilingual Summit | $188,783.00 | No |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 5 | Amistad, Summit and Horizon Schools will build a culture of credit attainment though academic intervention, credit recovery, and behavioral supports. Suspension rates for hispanic and SED student will improve by 2% points at all school. Math scores for Hispanic and SED students will improve by 3 dfs points at Summit / Horizon. Graduation rate will improve by 2% points at Amistad. ELPI will increase by 2% points at Horizon.<br><br>Amistad<br>Grad rate (SED)<br>Sus (His)<br><br><br>Horizon:<br>ELPI (EL/LTEL)<br>Math (Hisp)<br>Sus (Hisp)<br><br><br>Summit:<br>Math (SED/HIS)<br>Sus (SED/HIS)<br><br>Out of field teaching assignments (2022-23).<br>Amistad 16.2%<br>Horizon 39.1%<br>Summit 14.7% | Equity Multiplier Focus Goal |

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Amistad, Horizon, and Summit are Equity Multiplier Schools.

23-24 CDE  Enrollment count for Unduplicated students:

Amistad Continuation School
196 students
92.3 % SED
40.8% EL
.5 % FY

Horizon K-12 - Virtual
356 students
83.7  % SED
10.4%  EL
.2%  FY

Summit -Continuation High School
167  students
83.2 % SED
13.2%EL
.6 % FY

Amistad, Horizon, and Summit were designated Equity Multiplier Schools in 23-24 for their instability rates in the school year 22-23.

22-23 CDE Enrollment count for Unduplicated students

Amistad- Continuation High School
209 students
95.2 % SED
33.5 % EL
1.9%.   FY

Horizon K-12 - Virtual
414 students
84.3 % SED
15% EL
.2%  FY

Summit -Continuation High School
199 students

81.4%  SED
15.1 EL
.5 % FY

2024 CA Dashboard:

Significant progress has been made on the College/Career Indicator (CCI) across all three schools, with notable gains among key student subgroups. The data reflects encouraging momentum in preparing students—particularly those historically underserved—for postsecondary success.
-Amistad demonstrated promising growth, particularly among English Learners (ELs), who saw a 7.0 percentage point increase in CCI outcomes from the baseline. This marks the most substantial gain for EL students across the three schools. Socioeconomically Disadvantaged (SED) students also improved, with a 3.2 percentage point increase, signaling steady but modest progress in equity-focused outcomes.  Amistad will continue with the Goal 5 to support their Graduation rate and the red performance indicator on the dashboard for their SED student group.
-Horizon continued to show strong performance, building on its already high baseline. The Hispanic student group experienced the highest growth, improving by 7.9 percentage points, followed closely by SED students, who increased by 7.0 percentage points. These gains suggest that Horizon is effectively supporting students in achieving college and career readiness, particularly among groups that often face systemic barriers.
-Summit saw the greatest overall growth in CCI across all three schools. SED students achieved an 11.4 percentage point increase, while Hispanic students posted an impressive 12.7 percentage point gain—the highest subgroup growth overall. These results indicate substantial improvement and a strong upward trajectory in student outcomes, particularly for students who have been historically underrepresented in postsecondary pathways.

Lowest performance areas were identified as follows:
Amistad:
Grad rate (SED)
Sus (His)

Horizon:
ELPI (EL/LTEL)
Math (Hisp)
Sus (Hisp)

Summit:
Math (SED/HIS)
Sus (SED/HIS)

The most recently published staffing data concerning credentialing misassignments was examined. Amistad and Summit, both continuation schools, have some credentialing misassignments, particularly with teachers who hold multiple-subject credentials instead of single-subject math credentials. Both schools have around a 15% misassignment rate. They offer Math I and Foundational Math II courses. Despite this, the quality of math instruction at both schools is exceptionally high. This has been confirmed by site administrators and our district Secondary Math Project Facilitators, who work closely with the schools to provide professional development and curriculum support. Horizon School shows a 39.1% misassignment in credentialing. This is a result of a large part of specialized programs that have one teacher facilitating coursework for students. These programs include CWOP (Children with Opportunity Program), which is designed for students who have alcohol and drug problems, and the Opportunity program, which is designed for troubled teens and has shown great success in credit attainment. These programs require the right adult to facilitate learning for our troubled youth, and the school has these individuals in place

As a results of these outcomes, the focus of this goal will shift to towards the current needs. By utilizing cohesive strategies a culture of success will be built through academic intervention in math, additional behavioral supports, and the use of PD to improve services especially for English Learners. This will results in improved credit attainment, greater academic engagement, and ultimately improve outcomes in the target areas of graduation, math, suspension, and ELPI.

2023 CA Dashboard:

Amistad and Summit are Continuation Schools that have red indicators for CCI. The CCI indicator represents the percentage of high school students who are prepared for college and career. This goal was selected to address the needs of English Learners.
SED and Hispanic student groups at Amistad and the Hispanic and SED group at Summit.

Horizon is a K-12 school that has a yellow status with the Hispanic and SED student groups, who are the lowest-performing student groups in this Dashboard indicator. The purpose of this goal is to give students an early advantage in their post-secondary education while also challenging them academically and preparing them for college-level coursework.

Community Engagement:

Each of the schools conducted meetings with its community during the 24-25 school year. See the Section on Engaging Educational Partners. (p. 25-29)
Actions in Goal 5 were influenced by the following feedback:

Summit
Sept. 2024 SAST- Summit student trip to college fair. Extra-duty time needed for staff. (5-2a)
Oct. 2024 SSC, ELAC- Provide Extra-curricular activities for students. Fund student trip to ASB Leadership Conference (5- 4 a)
Nov. 2024- Planning for FAFSA and parent trainings. Provide extra-duty time for classified staff. (5-2a)

Dec. 2024- Plan for FAFSA and CADAA workshops for parents and students. (5-2a)

Horizon
Oct. 2024 SSC, ELAC- Provide credit recovery for students.
Eleventh Grade Math Intervention. (5-1c)
Nov. 2024 Classified Meeting - Planning for parent workshop and training expenditures. (5-2a)
Dec. 2024 Classified Meeting- Provide refreshments for parent workshops
Dec. 2024 SSC - Fund the other half of a CTE para-educator to assist students with CTE courses.

2023-2024 Community Engagement:
Actions in Goal 5 were influenced by the following educational partner feedback:

Summit High Certificated Staff Meeting- Offer additional opportunities for credit recovery and remediation, and expand CTE programs. (Action 5-1c)

Amistad SSC- Expansion of CTE programs to increase dual enrollment opportunities for Amistad students. (Action 5-1c)

# 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<br><br>College/Career Indicator (CCI)<br><br>Percentage of Graduates reported as meeting CCI "Prepared" measures. | California School Dashboard: College/Career Readiness 2022-23 Grad. Cohort CCI Prepared<br><br>Amistad: 2.1%<br>• EL: 0%<br>• SED: 2.1%<br>• Hispanic: 2.3%<br><br>• Horizon: 25.4%<br>• EL: *<br>• SED: 21.6%<br>• Hispanic: 20.5% | California School Dashboard: College/Career Readiness 2022-23 Grad. Cohort CCI Prepared<br><br>• Amistad: 5.3% (n=152)<br>• EL: 7.0% (n=57)<br>• SED: 5.3% (n=150) | | Increase the percent of Graduates reported as "Prepared" on the College and Career Indicator (CCI) by 2% annually<br><br>Graduates reported as "Prepared" on the CCI will be at or above: | California School Dashboard: College/Career Readiness 2022-23 Grad. Cohort CCI Prepared<br><br>Improved Amistad<br>• All: 3.2%<br>• EL: 7.0%<br>• SED: 3.2%<br>• Hispanic: 2.7% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | • Summit: 7.4%<br>• EL: 0%<br>• SED: 7.6%<br>• Hispanic: 6.7% | • Hispanic: 5.0% (n=140)<br><br>• Horizon: 29.8% (n=94)<br>• EL: 17.6% (n=17)<br>• SED: 28.6% (n=84)<br>• Hispanic: 28.4% (n=67)<br><br>• Summit: 17.8% (n=90)<br>• EL: *<br>• SED: 19.0% (n=79)<br>• Hispanic: 19.4% (n=62)<br><br>*Less than 11 students - data not displayed for privacy | | • Amistad: 8.1%<br>• EL: 6.0%<br>• SED: 8.1%<br>• Hispanic: 8.3%<br><br>• Horizon: 31.4%<br>• EL: *+6%<br>• SED: 27.6%<br>• Hispanic: 26.5%<br><br>• Summit: 13.4%<br>• EL: 6.1%<br>• SED: 13.6%<br>• Hispanic: 12.7% | Horizon<br>• All: 4.4%<br>• SED: 7%<br>• Hispanic: 7.9%<br><br>Summit<br>• All: 10.4%<br>• SED: 11.4%<br>• Hispanic: 12.7%<br><br>Insufficient Data<br>Horizon<br>• EL: NA<br><br>Summit<br>• EL: NA |
| 5.2 | Winter iReady Diagnostic | 2023-24 Winter ELA iReady Diagnostic<br><br>Horizon K-5: 50%<br>• EL: 33% | 2024-25 Winter ELA iReady Diagnostic<br><br>Horizon K-5: 42% | | Each year the percentage of student scoring on or above grade level will increase | 2024-25 Winter ELA iReady Diagnostic |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | English Language Arts - On Or Above Grade Level | • SED: 48%<br>• Hispanic: 50% | • EL: 19%<br>• SED: 40%<br>• Hispanic: 40% | | by 3% in each grade level span as measured by the Winter ELA iReady Diagnostic<br><br>The percentage of student scoring on or above grade level will be<br><br>Madison K-5: 33%<br>• EL: 20%<br>• SED: 32%<br>• Hispanic: 33.3% | Declined<br>Horizon K-5: -8%<br>• EL: -14%<br>• SED: -8%<br>• Hispanic: -10% |
| 5.3 | Winter iReady Diagnostic<br><br>Mathematics - On Or Above Grade Level | 2023-24 Winter Math iReady Diagnostic<br><br>Horizon K-5: 38%<br>• EL: 60%<br>• SED: 32%<br>• Hispanic: 33% | 2024-25 Winter Math iReady Diagnostic<br><br>Horizon K-5: 42%<br>• EL: 18%<br>• SED: 41%<br>• Hispanic: 41% | | 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<br><br>The percentage of student scoring on or above grade level will be at or above<br><br>Horizon K-5: 47%<br>• EL: 69% | 2024-25 Winter Math iReady Diagnostic<br><br>Horizon<br><br>Improved<br>• K-5: 4%<br>• SED: 9%<br>• Hispanic: 8%<br><br>Declined<br>• EL: - 42% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | | | • SED: 41% | |
| 5.4 | Graduation Rate | Amistad<br>All Students 88.1%<br>SED: 88% | Amistad<br>All Students 78.9%<br>SED: 78.7% | | Amistad<br>All Students 80.9%<br>SED: 80.7% | Amistad<br><br>Declined:<br>All Students 9.2%<br>SED: 9.4% |
| 5.5 | CA Dashboard: Math | Horizon<br>All Students -78.5 DFS<br>Hispanic: -86.5 DFS<br>SED: -83.8 DFS<br><br>Summit<br>All Students -152.8 DFS<br>Hispanic: -149.2 DFS<br>SED: -161.1 DFS | Horizon<br>All Students -144.5 DFS<br>Hispanic: -147.4 DFS<br>SED: -143.7 DFS<br><br>Summit<br>All Students -181.8 DFS<br>Hispanic: -175.9 DFS<br>SED: -180.5 DFS | | Horizon<br>All Students -141.5 DFS<br>Hispanic: -144.4 DFS<br>SED: -140.7 DFS<br><br>Summit<br>All Students -178.8 DFS<br>Hispanic: -172.9 DFS<br>SED: -177.5 DFS | Declined:<br><br>Horizon<br>All Students -66 DFS<br>Hispanic: -60.9 DFS<br>SED: -59.9 DFS<br><br>Summit<br>All Students -29 DFS<br>Hispanic: -26.6 DFS<br>SED: -19.5 DFS |
| 5.6 | ELPI | Horizon<br>EL: 61.2%<br>LTEL: 60.0% | Horizon<br>EL: 40%<br>LTEL: 40.5% | | Horizon<br>EL: 42%<br>LTEL: 42.5% | Declined:<br><br>Horizon<br>EL: -20.2%<br>LTEL: -19.5% |
| 5.7 | Suspension Rate | Amistad<br>All Students: 10.2%<br>Hispanic: 9.9%<br><br>Summit<br>All Students: 4.9% | Amistad<br>All Students: 10.4%<br>Hispanic: 11.1%<br><br>Summit | | Amistad<br>All Students: 8.4%<br>Hispanic: 8.1%<br><br>Summit<br>All Students: 6.8% | Maintained:<br>Amistad<br>All Students: 0.1%<br><br>Declined:<br>Hispanic: 1.2% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | Hispanic: 5.1%<br>SED: 4.1% | All Students: 8.8%<br>Hispanic: 9%<br>SED: 9% | | Hispanic: 7%<br>SED: 7% | Summit<br>All Students: 3.9%<br>Hispanic: 3.9%<br>SED: 4.2% |

# Goal Analysis [2024-25]

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.

All actions were implemented. The goal of increasing the College and Career Indicator by 2% at each of the schools was surpassed as all student groups increased. See Metric 5.1.

5-1a CCI Prepared- Dual Enrolment
Implementation: Amistad opened 11 dual enrollment classes this year. Summit students increased dual enrollment participation from 4 to 22 students. Horizon increased the number of students who were enrolled in dual enrollment classes from 14 to 36.
Challenges: At Amistad, although more classes were opened, there were only 4-6 students in each class.
Deviation: none

5-1b CCI Prepared- Instructional materials
Implementation: At Amistad, Summit, and Horizon, students are provided with access to necessary instructional materials either by checking out physical textbooks from the school library or through digital access codes for online resources. These materials are offered at no cost to students, eliminating the financial burden of purchasing textbooks independently. Despite the availability of funds allocated for this purpose, the textbook/materials budget was minimally utilized, as existing systems effectively met student needs.
Challenges: none
Deviation: none

5-1c CCI Prepared-Credit Recovery
Implementation: At Amistad, students were offered credit recovery through the use of the Edgenuity platform. At Summit, counselors met with students to discuss graduation requirements. At Horizon, an intervention was planned to support the 11th-grade students.
Challenges: There is a limit to the CTE and dual enrollment classes that students can take. To increase credit recovery opportunities, teachers have to be available after hours to supervise the coursework.
Deviation: Amistad paid extra-duty time to teachers to increase oversight of the credit recovery coursework

5-2a Parent Engagement

Implementation: At Amistad the two college nights and FAFSA Help Nights resulted in over 48 families receiving FAFSA help and 23 students filling out applications for College of the Desert. Summit and Horizon held six parent workshop and one FAFSA Night.
Challenges: none
Deviation: none

5-3a Professional Development
Implementation: Amistad community discussed the need for making an allocation for professional development.
Challenges: none
Deviation:This action was added to the Goal to allow for future expenditures.

5-4 Academic and Leadership Enrichment
Implementation: Summit staff and students participated in the ASB Leadership conference, where they engaged with leadership strategies and acquired new skillSince the data gathered is qualitative, it will take time to observe how students apply these leadership strategies in practice. At Summit Higher number of students graduating in the first three quarters (89) than last year (59). A large part of this was due to the tutoring support particularly for EL students and students under title I support.
Challenges: Student recruitment and systems to ensure that if a student is referred, they use the service. We did not get enough data to tell whether any improvement in grades was a direct result of attendance to tutoring.
Deviation: This action was added on after the school year began based on needs that came up at the schools.

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.

5-1c CCI Prepared
Planned Allocation: $0
Actual Expenditure: $193,084
Material Difference: $193,084
Explanation: The year started without a budget in this action.  Amistad added the extra duty for teachers to oversee credit recovery after hours and a math intervention.  Summit added the extra-duty time for counselors to talk to students about graduation requirements.  Horizon added an intervention for eleventh-grade students in math.

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

5-1a  CCI Prepared
Effectiveness: Partially effective. At Summit, the number of students participating in dual enrollment increased significantly—from 4 to 22 students. Horizon also saw a notable rise, with enrollment growing from 14 to 36 students. At Amistad, additional dual enrollment classes were offered, expanding access; however, each class maintained relatively low enrollment numbers.

Challenges:  A key limitation is the enrollment cap on both dual enrollment and Career Technical Education (CTE) courses, which restricts how many students can participate. In continuation school settings, another barrier is student perception—if dual enrollment courses are not clearly aligned with immediate credit recovery or graduation requirements, students may not see their value and may deprioritize them in favor of courses with more immediate academic benefits.

5-1c CCI prepared
Effectiveness: Effective. At Summit, dual enrollment participation nearly doubled, with 43 students enrolling in at least one college course compared to 22 students in the previous school year. Dual enrollment provides students with the opportunity to earn college credit while still in high school, giving them a valuable head start on their postsecondary education.
At Horizon, there was also positive growth, with an increase of 9 students enrolling in Career Technical Education (CTE) classes. Additionally, 14 students at Summit enrolled in CTE courses, broadening their exposure to career-focused learning pathways.
Challenges: A continuing challenge is that some students may not prioritize dual enrollment courses if they do not perceive them as directly supporting immediate credit recovery or meeting graduation requirements. This perception can limit enrollment, particularly in continuation school settings where students are often focused on short-term academic goals. Encouraging students to see the long-term value of these opportunities remains a key area for improvement.

5-2a Parent Engagement
Effectiveness: Summit and Horizon each hosted six parent workshops throughout the school year, aiming to strengthen school-home partnerships and provide families with resources to support student success. At Amistad, the community liaison conducted home visits and engaged in targeted outreach efforts to encourage and support student attendance, building stronger connections with families and addressing attendance barriers directly.
Challenges: One of the main challenges faced by Summit and Horizon was maintaining consistent parent attendance at the workshops. While initial participation was encouraging, sustaining engagement over time proved difficult, highlighting the need for strategies to increase ongoing parent involvement and ensure the relevance and accessibility of future workshops.

5-4a- Academic and Leadership Enrichment
Effectiveness: At Amistad, there was a significant increase in the number of students graduating within the first three quarters—89 students this year compared to 59 last year. This improvement is largely attributed to enhanced tutoring support, particularly for English Learners (EL) and students receiving Title I services. Additionally, students from Summit and Horizon participated in the ASB Leadership Conference, which aimed to build leadership skills and school engagement.
Challenges: At Amistad, challenges included student recruitment and the implementation of systems to ensure that once students are referred to tutoring, they consistently attend and utilize the service. Furthermore, there was insufficient data to conclusively determine whether grade improvements were directly linked to tutoring participation.
For Summit and Horizon, the primary challenge was assessing the effectiveness of the ASB Leadership Conference. As an extracurricular event, its impact on academic performance is indirect. However, providing students with diverse opportunities like this conference is essential to fostering a sense of belonging and enriching their overall educational experience.

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.

As a result of improved CCI outcomes, the needs of these schools has been reevaluated based on current data.The focus of this goal will shift to towards utilizing cohesive strategies a culture of success will be built through academic intervention in math, additional behavioral supports, and the use of PD to improve services especially for English Learners. This will results in improved credit attainment, greater academic engagement, and ultimately improve outcomes in the target areas of graduation, math, suspension, and ELPI.

5-1a- CCI prepared-Dual Enrollment
The goal title has been adjusted to reflect the new credit attainment focus based on current student needs.

5-1b CCI Prepared- Instructional materials
Moving forward, the scope of this budget will be revised to include resources and expenses related to dual enrollment and Career Technical Education (CTE) courses. This may encompass items such as specialized materials, equipment, or field trip costs that support hands-on learning and real-world experiences associated with these programs. The goal title has been adjusted to reflect the new credit attainment focus based on current student needs.

5-1c CCI Prepared - CTE completion
This action focuses on students who complete Career Technical Education (CTE) courses, contributing to their College and Career Indicator (CCI) preparedness. Many of these CTE courses also offer dual enrollment credit, aligning with the objectives of Action 5-1a, which emphasizes expanding access to dual enrollment opportunities. Looking ahead to the 2025–2026 school year, the focus of this action will shift toward supporting credit recovery. This adjustment will better align with the needs of students in continuation settings by ensuring CTE pathways also serve as a means to help students stay on track for graduation while building career-ready skills. The goal title has been adjusted to reflect the new credit attainment focus based on current student needs.

5-2a Parent Engagement
The goal title has been adjusted to reflect the new credit attainment focus based on current student needs.

5-3a Professional Development
This action was discussed by staff at Amistad as a need to support building capacity in staff and administration. There was no allocation made, as more discussion will be needed to select a plan for 25-26.

5-4a Academic and Leadership Enrichment
This action was discussed by the Summit community and added to support building leadership skills in their students.

Metrics 5.4, 5.5, 5.6 and 5.7 were added to provide data relevant to the new focus.

**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** | Dual Enrollment/CTE | 5-1a Increase the number of students in dual enrollment and CTE courses. | $0.00 | No |
| **5-1b** | Instructional Materials and Enrichment | 5-1b Allocate funds to cover the associated costs (textbooks, other necessary materials) for students enrolling in CTE or college credit courses. | $23,558.00 | No |
| **5-1c** | Credit Recovery | 5-1c Increase the number of students who complete credits.<br><br>-Amistad Math Tutoring<br>• Teacher Stipends for Credit Recovery Oversight (Amistad)<br>• Math intervention (Horizon)<br>• Summit Math Intervention | $133,206.00 | No |
| **5-2a** | Parent Engagement / Counseling Services | 5-2a Additional counseling services to promote credit attainment, college going culture, and behavioral intervention. | $117,912.00 | No |
| **5-3a** | Professional Development | Professional Development for Staff and Administration<br>• SEL<br>• ELD<br>• Math | $0.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
| --- | --- | --- | --- | --- |
| **5-4a** | Academic and Leadership Enrichment | Academic and Leadership Enrichment<br>• Summit ASB Leadership conference for students | $15,000.00 | No |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 6 | Utilizing a multi-tiered system of supports, the ELPI at Madison Elementary will increase by 2% annually as measured by the 2025 CA dashboard. ELA will increase by 3 dfs points for Hispanic, English Learners and SED students and Chronic Absenteeism will be reduced by 2 p.pts for English Learners and SWD students.<br><br>No credential issues were identified at Madison for the 2024-25 school year. | Equity Multiplier Focus Goal |

State Priorities addressed by this goal.

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 School, located in Indio, serves 411 students in grades TK through fifth. The student population is predominantly Hispanic (85%), with smaller percentages of white (3.1%), Black/African American (1.0%), and Asian (0.2%) families. About 30% of the students are English Learners, and of those, 98% speak Spanish at home. The school qualifies for Title I funding and meets the criteria for a School-Wide Program.

Recently, there has been an increase in students from various countries due to the nearby Galilee Center, a local nonprofit that hosts refugee families. In response to this influx, Madison Elementary needs to implement a tiered support system that includes a strong language acquisition program, social-emotional learning (SEL) initiatives, and access to community resources.

Madison Elementary was designated an Equity Multiplier School in 23-24 for their non-stability rates in the school year 22-23. Equity Multiplier grants were provided to schools that had a non-stability rate of 25% or higher. Stability rates measure if a student completed a "full year" of learning in school.  Madison had a non-stability rate of 27.5% in the 22-23 school year.

2024 CA Dashboard
Madison declined 14.5% on the English Learner Progress Indicator.  The school is keeping this goal to improve results for English Learners and newcomers.  Madison added additional red performance indicators to their dashboard in 2024:

Madison saw three red student groups for ELA for Hispanic (decline of 7.3 DFS), English Learners (decline of 15.2 DFS) and SED (decline of 2.6 DFS).

Madison saw two red student groups for chronic Absenteeism for Hispanic (increase of of 11.6 p.pts), and SED (increase of of 5.1 p.pts)).

No credential issues were identified at Madison for the 2024-25 school year.

Goal 6 will support English Learners with their English Language Development through strategies including increased support for newcomers though bilingual para-educators and a community liaison to assist the parents of ELs fully participate in their students education.
Goal 6 will support Hispanic, English Learners and SED students with additional support for staff to implement Vocabulary, Comprehension and Sentence Routines and the foundations planner. Madison will receive an increased number of PD sessions and more individualized coaching.
Goal 6 will also support Hispanic and SED students with school connectedness through a community liaison that will work with families to address issues impacting attendance.

Community Engagement:

Madison Elementary conducted meetings with its community during the 24-25 school year. See the Section on Engaging Educational Partners (p.25-39)
Actions in Goal 6 were influenced by the following feedback:

Aug. 2024 Staff Meeting: Addition of Upper Grade Teacher to reduce class size in upper grades. (Action 6-5a)
Oct. 2024 Staff Meeting and October 2024 SSC Meeting: Addition of bilingual Paraeducator to support instruction and ELPAC testing (Action 6-5a)
March 2025 SSC meeting: Eliminate Summit K-12 Program. (Action 6-2a)

2023-2024 Community Engagement
Actions in Goal 6 were influenced by the following feedback:

Madison SSC- The school site needs a community liaison to bridge communication with outside agencies, the district, and the school. Fund the position of Community Liaison to support families and students with community resources. (Action 6-4a)
Madison ELAC – Students would benefit from SEL instruction.
Purchase Tier 1 SEL curriculum for Madison. (Action 6-3a)

# 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<br><br>Academic Indicator for English Language Arts - Distance from Standard | Madison: 68.4 points below standard<br>• EL: 74.2 points below standard<br>• SED: 71.8 points below standard<br>• Hispanic: 67.7 points below standard | California Dashboard Academic Indicator for ELA 2023-24:<br><br>• Madison: 73.5 points below standard<br>• EL: 89.4 points below standard<br>• SED: 74.4 points below standard<br>• SWD: 145 points below standard<br>• Hispanic: 75 points below standard | | Madison: 59.4 points below standard<br><br>• EL: 65.2 points below standard<br>• SED: 62.8 points below standard<br>• Hispanic: 58.7 points below standard | California Dashboard Academic Indicator for ELA 2023-24:<br><br>Madison<br><br>Improved<br>• SWD: -9.8 points below standard<br><br>Declined<br>• All: 5.1 points below standard<br>• EL: 15.2 points below standard<br>• SED: 2.6 points below standard<br>• Hispanic: 7.3 points below standard |
| 6.2 | California School Dashboard<br><br>Academic Indicator for Mathematics - Distance from Standard | Madison: 92.9 points below standard<br>• EL: 91.4 points below standard | California Dashboard Academic Indicator for Math 2023-24: | | Madison: 83.9 points below standard<br>• EL: 82.4 points | California Dashboard Academic Indicator for Math 2023-24:<br><br>Improved |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | • SED: 96.4 points below standard<br>• SWD:<br>• Hispanic: 93.8 points below standard | • Madison: 86 points below standard<br>• EL: 87.8 points below standard<br>• SED: 87.6 points below standard<br>• SWD: 161.2 points below standard<br>• Hispanic: 87 points below standard | | below standard<br>• SED: 87.4 points below standard<br>• SWD:<br>• Hispanic: 84.8 points below standard | • Madison: -6.9 points below standard<br>• EL: -3.6 points below standard<br>• SED: -8.8 points below standard<br>• SWD: -12.6 points below standard<br>• Hispanic: -6.8 points below standard |
| 6.3 | California School Dashboard<br><br>English Learner Progress Indicator (ELPI) | California Dashboard ELPI Indicator:<br><br>2022-23 English Learners making progress towards English Language Proficiency:<br><br>ELPI<br>• Madison: 51.7% | California Dashboard ELPI Indicator:<br><br>2022-23 English Learners making progress towards English Language Proficiency:<br><br>• Madison: 37.2% | | English learners will make 2% annual progress toward English proficiency to maintain or increase performance level.<br><br>ELPI<br>• Madison: 57.7% | California Dashboard ELPI Indicator:<br><br>2022-23 English Learners making progress towards English Language Proficiency:<br><br>Declined<br>• Madison: -14.5% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | | | | |
| 6.4 | Reclassification Rate<br><br>English Learner Reclassified Fluent English Proficient (RFEP)<br><br>Long-Term English Learners (LTEL)<br><br>Reclassified Fluent English Proficient (RFEP) | 2022-23 Reclassification Rate Estimation<br><br>• Madison EL: 9.6% (13/135)<br>• Madison LTEL: NA | 2023-24 Reclassification Rate Estimation<br><br>• Madison EL: 4.7% (8/170)<br>• Madison LTEL: NA<br><br>DataSources: DSUSD Data Warehouse - ELL Reclassification CA Dashboard | | Each year our English Learners will be reclassified at an increase of 5% annually.<br><br>Reclassification Rate will be at or above:<br><br>• Madison EL: 24.6%<br>• Madison LTEL: NA | 2023-24 Reclassification Rate Estimation<br><br>Declined<br>• Madison EL: -4.9%<br>• Madison LTEL: NA |
| 6.5 | Winter iReady Diagnostic<br><br>English Language Arts - On Or Above Grade Level | 2023-24 Winter ELA iReady Diagnostic<br><br>Madison K-5: 24%<br>• EL: 11%<br>• SED: 23%<br>• Hispanic: 24.3% | 2024-25 Winter ELA iReady Diagnostic<br><br>Madison K-5: 23%<br>• EL: 6%<br>• SED: 21%<br>• Hispanic: 23% | | 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<br><br>The percentage of student scoring on or above grade level will be<br><br>Madison K-5: 33%<br>• EL: 20%<br>• SED: 32% | 2024-25 Winter ELA iReady Diagnostic<br><br>Declined<br>Madison K-5: -1%<br>• EL: -5%<br>• SED: -2%<br>• Hispanic: -1.3% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | | | • Hispanic: 33.3% | |
| 6.6 | Winter iReady Diagnostic<br><br>Mathematics - On Or Above Grade Level | 2023-24 Winter Math iReady Diagnostic<br><br>Madison K-5: 15%<br>• EL: 4%<br>• SED: 14%<br>• Hispanic: 14.5% | 2024-25 Winter Math iReady Diagnostic<br><br>Madison K-5: 14%<br>• EL: 5%<br>• SED: 14%<br>• Hispanic: 14% | | 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<br><br>The percentage of student scoring on or above grade level will be at or above:<br><br>Madison K-5: 24%<br>• EL: 13%<br>• SED: 23%<br>• Hispanic: 23.5%<br><br>Horizon K-5: 47%<br>• EL: 69%<br>• SED: 41%<br>• Hispanic: 42% | 2024-25 Winter Math iReady Diagnostic<br><br>Madison<br><br>Improved<br>• EL: 1%<br><br>Maintained<br>• SED: 0%<br><br>Declined<br>• K-5: -1%<br>• Hispanic: -0.5% |
| 6.7 | California School Dashboard<br><br>Suspension Rate Indicator | 2022-23 Suspension Rate<br><br>• Madison: 1.5%<br>• EL: 0.7% | 2023-24 Suspension Rate<br><br>• Madison: 0.4% | | Decrease the District-wide suspension rate by .3% annually. | 2023-24 Suspension Rate<br><br>Improved |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | • SED: 1.7%<br>• Hispanic: 1.9% | • EL: 0.6%<br>• SED: 0.4%<br>• Hispanic: 0.5% | | District-wide Suspension Rate will be at or below:<br>• Madison: 0.6%<br>• EL: 0%<br>• SED: 0.8%<br>• Hispanic: 1.0% | • Madison: -1.1%<br>• EL: -0.1%<br>• SED: -1.3%<br>• Hispanic: -1.4% |
| 6.8 | California School Dashboard<br><br>Chronic Absenteeism Indicator | 2022-23 Chronic Absenteeism Rate<br>• Madison: 39.9%<br>• EL: 30.6%<br>• SWD: 35.8% | 2023-24 Chronic Absenteeism Rate<br>• Madison: 34.6%<br>• EL: 42.2%<br>• SWD: 40.9% | | Decrease the Chronic Absenteeism Rate annually.<br>will be at or below:<br>• Madison: 30.6%<br>• EL: 38.2%<br>• SWD: 36.9% | 2023-24 Chronic Absenteeism Rate<br><br>Improved<br>• Madison: 5.3%<br><br>Declined<br>• EL: 11.6%<br>• SWD: 5.1% |

# Goal Analysis [2024-25]

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.

6-1a Data analysis/Tier 1 support
Implementation: The Principal was given time to analyze and collaborate with their peers on CA Dashboard indicators during Principal Meeting time.

Challenges: The challenge for Madison Elementary  is the high mobility in the student population, making it difficult to support students with instruction before they leave the school.

6-2a Summit K-12 ELD instruction
Implementation: Madison funded the Summit  K–12 English Language Proficiency Software Program to support English Language Development (ELD) for all students in grades K–5, including Newcomers. The program is designed to build foundational language skills and improve overall English proficiency. Prior to the start of the school year, teachers received professional development on how to effectively implement the software in their classrooms.
Challenges: Despite the program's potential benefits, primary students, especially those in early grades, and Newcomer students faced challenges in navigating the software. The lessons were sometimes difficult for young learners to understand independently, and language barriers during the initial assessment phase created additional obstacles, making it hard for students to complete the assessment accurately and confidently. These challenges highlight the need for additional scaffolding, language support, and possibly adjustments to the program’s implementation for early and emergent learners.
Deviation: Use of the program shifted for ELPAC practice with  3rd-5th grade ELs, not including Newcomers.

6-3a SEL
Implementation: The Second Step pilot program began in January and was integrated into the homeroom class to ensure it could be used consistently across all grade levels, from Transitional Kindergarten (TK) through 5th grade. This approach was intended to provide equitable access for all students and streamline delivery through a centralized setting.
Challenges: The rollout was delayed, and as a result, not all planned lessons were delivered on schedule within the homeroom, limiting the program’s effectiveness and consistency across grade levels. Additional planning and support may be needed to ensure full implementation moving forward. The SEL committee
Deviation: The SEL committee selected a pilot program to begin in January instead of earlier in the year.

6-4a Parent Engagement
Implementation: The Community Tech Bilingual staff was hired and provided with mileage reimbursement and extra duty pay to facilitate communication between newcomer students and their families. Their role included assisting with the registration of new students throughout the year and helping families navigate school processes. Through these efforts, approximately 150 newcomer students received support with registration, translation services, and access to local resources and transportation assistance.
Challenges: Despite all the outreach efforts, the Community Tech was unable to conduct home visits to asylum-seeking families residing at the Galilee Center because of their protocols. This limitation hindered efforts to build stronger connections between the school and these families, which are vital for fostering trust, engagement, and consistent student support.
Deviation: None

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.

6-2a Summit K-12
Planned Allocations: $5,000
Actual Expenditures: $185,685
Material Difference: $180,685
The actual cost for implementation and professional development was higher than originally budgeted.

6-3a Second Step SEL program
Planned Allocations: $0
Actual Expenditures: $0
Material Difference: $0
Explanation: The school had not selected the SEL curriculum at the time the budget was made. This was a one-time purchase to begin the pilot program.

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

6-2a Summit K-12 ELD instruction
Effectiveness:  Ineffective. Usage was inconsistent. 20% of students never logged in to the platform. 65% of students had less than 1,000 minutes of usage (fewer than 10 minutes a day on average). Only 15% of students use the platform consistently.
Challenges: Difficult for primary students and newcomers to navigate the lessons, and language barriers in the initial assessment made it difficult for students to complete.

6-3a Second Step - SEL curriculum
Effectiveness: This initiative was partially effective. The impact of the Social-Emotional Learning (SEL) program was expected to be reflected in the Panorama Survey results, and indeed, Growth Mindset showed the greatest improvement with a 6-point increase from the previous year. This positive change is likely connected to the Second Step lessons implemented, which are designed to strengthen students' social-emotional skills, including perseverance, self-efficacy, and positive thinking.
Challenges: A key challenge was the inconsistent delivery of the Second Step program. Lessons were attempted during a single homeroom class period, which led to uneven access across students and grade levels. Between January and March, only five lessons were completed, limiting the overall impact and continuity of the program. Additional planning and a more structured schedule may be needed to ensure consistent implementation in the future.

6-4a Parent Engagement: Community Tech Bilingual
Effectiveness: Effective. The Community Tech successfully supported approximately 150 Newcomer students and their families. This support included assistance with student registration, translation services, and connecting families with local resources and transportation. These efforts played a vital role in helping families navigate the school system and access essential services, especially for those new to the country and community.
Challenges: One significant challenge was that the Community Liaison was unable to conduct home visits to asylum-seeking families residing at the Galilee Center. These families often face barriers that make school engagement difficult, and the inability to make home visits limits efforts to build stronger school-home relationships and provide more personalized support.

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.

The goals focus was shifted to include ELA and Chronic Absenteeism

6-2a- Instructional Materials
The staff decided to do more research into ELD instruction that specifically supports Newcomers to make the implementation of their ELD program more effective. An advisory committee will be formed to decide the next steps.

6-5a- Instructional Support
The community at Madison discussed the need to add a teacher to help mitigate the impact of class size on the upper grades, given the high number of newcomer students. Also discussed was the addition of a para-educator to support English Learner instruction and ELPAC assessment. This action will be added to Goal 6 in 25-26.

Metric 6.8 was added to provide data relevant to the new goal focus.

**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** | Data Analysis/ Tier 1 Support | 6-1a DSUSD will provide monthly data analysis training at Principal meetings with a focus on specific student groups.<br>schools will be supported throughout the year with ongoing Professional Development tailored to their needs. | $0.00 | No |
| **6-2a** | Instructional Materials | 6-2a Supplemental materials to support the implementation of English Language Development and ELA. | $1,660.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **6-3a** | SEL | 6-3a Provide SEL curriculum to create a sense of belonging and safety for all students. | $0.00 | No |
| **6-4a** | Parent Engagement | 6-4a Fund the position of Community Liaison to support families and students with community resources. | $248,418.00 | No |
| **6-5a** | Instruction Support | 6-5a Instructional Support<br><br>-Upper Grade TK-5  Teacher to reduce class size<br>-Para-educator bilingual position to support ELA and newcomer students<br>- | $200,610.00 | No |

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

| Total Projected LCFF Supplemental and/or Concentration Grants | Projected Additional 15 percent LCFF Concentration Grant |
|---|---|
| $82,496,743 | $9,655,957 |

**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 |
|---|---|---|---|
| 32.229% | 0.000% | $0.00 | 32.229% |

**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:**<br>Highly Qualified Staff-Recruitment<br><br>**Need:**<br>Data from DSUSD highlights the need for highly qualified educators to enhance academic outcomes for unduplicated students. Addressing the persistent staffing shortages is essential to ensure that all students, particularly those most at risk, receive the instructional support and services they need to | DSUSD prioritizes the recruitment of fully certified CLAD/BCLAD educators to address the specific instructional needs of English Learners. Hiring credentialed professionals with this specialized training ensures that the district can effectively support the diverse linguistic and academic backgrounds of its student population. CLAD/BCLAD certification equips teachers with the skills necessary to tailor instruction and promote language development. | Number of new teachers hired. |

| 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 |
|---|---|---|---|
| | succeed. Targeted recruitment efforts are critical to filling key roles that directly impact student learning and well-being. According to the California School Dashboard, several ongoing challenges further underscore this need:<br><br>CAASPP Met/Exceeded: 2023-24<br>ELA<br>• All: 39.06%<br>• EL: 5.61%<br>• RFEP: 51.62%<br>• SED: 33.26%<br>• Foster Youth: 12.20%<br><br>Math<br>• All: 26.17%<br>• EL: 5.28%<br>• RFEP: 27.02%<br>• SED: 20.65%<br>• Foster Youth: 12.50%<br><br>**Scope:**<br>LEA-wide | To sustain a highly skilled workforce, DSUSD will allocate Structured Academic Support Time (SAST) for educators to strengthen collaborative practices within the professional learning community. This dedicated time will be used to analyze student data in literacy and content areas, plan differentiated instruction, and design targeted interventions, particularly for underperforming unduplicated students, to help every learner achieve academic success.<br><br>This initiative will be implemented districtwide, as all students benefit from instruction by well-prepared, certified teachers. Moreover, providing collaborative time during the workday enhances staff capacity for effective planning and student-focused decision-making | |
| **1-1c** | **Action:**<br>Highly Qualified Staff-Director<br><br>**Need:**<br>DSUSD is committed to continuing to grow its capacity within the organization to continue to support improvement efforts through strong instruction and leadership in its schools to better support unduplicated students. | The Director of Personnel plays a critical role in advancing equity and improving outcomes for unduplicated students—English Learners, Foster Youth, and Socioeconomically Disadvantaged students—by leading strategic efforts to recruit, develop, and retain high-quality educators and school leaders who are equipped to meet their unique needs. | 100% completion rate for DSLA 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 |
|---|---|---|---|
| | The 23-24 CAASPP results for English Learners, LTEL, SED, and Foster Youth reflect the gap that exists between these groups and the "All" student group. There is a need to continue to build capacity with district leaders in order to achieve more positive outcomes for unduplicated students.<br><br>CAASPP Met/Exceeded: 2023-24<br>ELA<br>• All: 39.06%<br>• EL: 5.61%<br>• RFEP: 51.62%<br>• SED: 33.26%<br>• Foster Youth: 12.20%<br><br>Math<br>• All: 26.17%<br>• EL: 5.28%<br>• RFEP: 27.02%<br>• SED: 20.65%<br>• Foster Youth: 12.50%<br><br>**Scope:**<br>LEA-wide | This position is responsible for recruiting both teachers and school administrators with a focus on cultural competency, inclusive practices, and a commitment to closing opportunity gaps. The Director also oversees professional development for Assistant Principals, ensuring that site leaders are prepared to create supportive, high-performing environments for all students.<br><br>A key component of this work is the management of the Desert Sands Leadership Academy (DSLA), which utilizes the National Institute for School Leadership (NISL) curriculum. The NISL program is a rigorous, research-based leadership development model that incorporates equity-centered practices and emphasizes data-driven school improvement strategies. Through DSLA, the Director helps build leadership capacity across the district, specifically targeting the skills and mindsets needed to improve outcomes for unduplicated students.<br><br>By developing a pipeline of equity-minded leaders and educators who apply evidence-based practices, the Director of Personnel directly supports Desert Sands Unified's mission to ensure that every student—regardless of background—has access to a high-quality education and the opportunity to thrive. | |
| **1-1e** | **Action:**<br>Highly Qualified Staff-DSLA<br><br>**Need:**<br>Currently, the district faces a significant achievement gap between the overall student | The Desert Sands Leadership Academy (DSLA) implemented the National Institute for School Leadership (NISL) curriculum to train a cohort of current and aspiring school leaders with a targeted focus on equity and school improvement. The NISL curriculum is a rigorous, research-based | 100% completion rate for DSLA cohort. |

| 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 |
|---|---|---|---|
| | population and specific student groups—namely English Learners, Low-Income students, and Foster Youth—in both English Language Arts and Math, which must be urgently addressed.<br><br>DSUSD continues to prioritize building strong organizational capacity and driving ongoing improvement through effective leadership across its schools. In this post-pandemic period, it is essential for district leaders to be well-prepared to support efforts aimed at boosting student achievement, guided by a focus on equity.<br><br>**Scope:**<br>LEA-wide | model that integrates equity-centered leadership practices, preparing leaders to identify and dismantle systemic barriers that contribute to achievement gaps among unduplicated students, including English Learners, Foster Youth, and Socioeconomically Disadvantaged students.<br><br>This initiative was implemented with a cohort representative of the district schools and programs to ensure that school leaders are equipped with the tools and mindsets necessary to create inclusive, high-impact learning environments. By grounding leadership development in equity and evidence-based practices, DSLA strengthens the district's capacity to elevate outcomes for unduplicated students, ensuring they receive the support and opportunities needed to thrive academically and beyond. | |
| **1-2a** | **Action:**<br>Professional Development<br><br>**Need:**<br>The CA Dashboard and educational partner feedback reflect the need to provide professional development focused on data analysis and robust Tier 1 instruction.<br><br>2024 CA Dashboard<br><br>ELA<br>DSUSD: 39.2 points below standard<br>• EL: 79.5 points below standard<br>• LTEL: 132.6 points below standard<br>• SED: 52.0 points below standard | According to the 2024 CA Dashboard, students from low-income families stayed about the same in both ELA and Math. Foster Youth showed improvement in both subjects, while English Learners' scores showed a decline in both ELA and Math. Per educational partner feedback, Tier I Instruction continues to be an area of need across all grade spans.<br><br>Professional development will be provided for teachers that focuses on enhancing Tier I practices and highlights effective engagement and language strategies that support the diverse learning needs of our unduplicated student population. In addition, schools that have a red indicator from the 2023 and 2024 CA Dashboard | Metric 1.3<br>Metric 1.4 |

| 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: 84.6 points below standard<br><br>Math<br>DSUSD: 79.7 points below standard<br>• EL: 114.2 points below standard<br>• LTEL: 188.7 points below standard<br>• SED: 92.9 points below standard<br>• Foster Youth: 102.1 points below standard<br><br>**Scope:**<br>LEA-wide | will get targeted professional development that is aligned with site data and identified needs.<br><br>Priority Focus Areas:<br>ELA: Amistad, Indio Middle, Paige, Kennedy, Dr. Carreon, Roosevelt, Lincoln, Madison<br><br>Math: Horizon, La Quinta High, Shadow Hills, Indio High, La Quinta Middle, Kennedy, Jackson, Johnson<br><br>Target Student Groups:<br>Students with Disabilities (SWD)<br>Long-Term English Learners (LTEL)<br>English Learners (EL)<br><br>Professional development will also include training on how to use AI to enhance instruction by scaffolding complex concepts, supporting differentiated learning, and building students' background knowledge. These strategies aim to close achievement gaps and improve student outcomes.<br><br>This action is being implemented districtwide to address red performance indicators and to support all students with the full implementation of evidence-based practices to support their academic achievement. | |
| **1-2b** | **Action:**<br>Professional Development-After-School Academies<br><br>**Need:** | To support improved outcomes for all student groups, especially English Learners, LTELS, and Students with Disabilities, the district will continue to provide professional development after school that will focus on effective instructional practices that meet diverse student learning needs. Project | Metric 1.3<br>Metric 1.4 |

| 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 CA Dashboard and educational partner feedback reflect the need to provide professional development focused on data analysis and robust Tier 1 instruction.<br><br>Additional time outside of the instructional day is needed to train and coach teachers on high-leverage strategies and practices that will contribute to the development of a robust, quality Tier I instructional environment. Specific academies are needed to support the diverse learning needs (including scaffolds, strategies) of our English Learners, LTELS, and Students with Disabilities.<br><br>**Scope:**<br>LEA-wide | facilitators will focus on the PLC process, especially supporting schools that had red indicators on the 2023 CA Dashboard, as well as schools that added red indicators in 2024 (see pages 7-18).<br><br>This action is being offered districtwide to support all student groups and schools with red indicators. | |
| **1-3a** | **Action:**<br>Instructional Materials/Assessments-SS/SCI<br><br>**Need:**<br>Walkthrough observations indicate that increasing learner engagement remains a key area for growth in DSUSD. Unduplicated students need additional support in building academic vocabulary to participate more actively in class discussions, and in developing inferential skills to better understand complex and technical texts—skills that will also enhance their writing, as will be measured through the writing and research claim on CAASPP. | To address the diverse academic needs and increase engagement among all learners—particularly English Learners, Foster Youth, and Socioeconomically Disadvantaged students—Desert Sands Unified School District (DSUSD) is implementing three supplemental instructional programs in Social Science and Science: Gizmos, Pivot, and the DBQ Project. These tools are selected for their ability to support inquiry, critical thinking, and language development, aligning with the demands of the CAASPP performance tasks, especially in writing and research.<br><br>To ensure equitable and effective use of these programs, professional development sessions will be designed with a focus on modeling, planning, and practicing implementation. Teachers will also | ELA: Smarter Composite Claim 2 Score Average - Writing and Research |

| 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 |
|---|---|---|---|
| | 2023-24 ELA: Smarter Composite Claim 2 Score Average - Writing and Research<br><br>Grade 8: 2516.95<br>Grade 11: 2581.05<br><br>**Scope:**<br>LEA-wide | engage in evidence-based instructional strategies that specifically support the learning needs of unduplicated students, such as academic language scaffolding, structured student discourse, and culturally responsive instruction.<br><br>This initiative is being implemented districtwide to ensure consistent access to high-quality instructional tools and practices. By enhancing teacher capacity and embedding supports tailored to unduplicated students, DSUSD aims to close achievement gaps and increase meaningful engagement in content-area learning for all students. | |
| **1-4g** | **Action:**<br>Technology-Data Warehouse<br><br>**Need:**<br>New streamlined reports have helped DSUSD track the opportunity gaps across all content areas and the state dashboard indicators to help improve outcomes for low-income and Foster Youth students in the area of mathematics and ELA. While ongoing challenges were noted with all student groups, specifically our unduplicated students, growth was also noted and monitored throughout the year in the Data Warehouse. Monitoring monthly user view reports and feedback from professional development will be an important part of this work.<br><br>To support continuous improvement, professional development will continue to focus on helping leaders and teachers access | The district's data warehouse system plays a critical role in monitoring student progress, with a specific focus on tracking learning growth for unduplicated students—English Learners, Foster Youth, and Socioeconomically Disadvantaged students. The system supports the LEA in measuring the effectiveness of district- and schoolwide actions and services designed to improve outcomes for these student groups, helping to ensure that interventions are targeted and responsive.<br><br>-Instructional coaches and site leaders will work collaboratively with PLCs to develop and monitor action plans based on subgroup data trends.<br><br>-Equity-focused intervention planning: PLCs identify specific strategies (e.g., scaffolding for ELs, trauma-informed supports for foster youth, or enrichment access for low-income students) aligned to data findings. | LCAP Metrics for Goals 1.3-1.6 |

| 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 |
|---|---|---|---|
| | and analyze data to inform the PLC process. Ongoing monitoring of monthly user engagements and feedback from training sessions will remain a key component of this work.<br><br>2023-24<br>ELA- percent proficient<br>All 39.06%<br>EL 5.61%<br>RFEP 51.62%<br>SED 33.26%<br>FY 12.20%"<br><br>Math- percent proficient<br>All 26.17%<br>EL 5.28%<br>RFEP 27.02%<br>SED 20.65%<br>FY 12.50%<br><br>**Scope:**<br>LEA-wide | -Use of student work protocols to analyze gaps and adjust instruction in real time.<br><br>-Ongoing training for staff in culturally and linguistically responsive pedagogy linked to data outcomes.<br><br>Although this system is implemented districtwide, its targeted use in tracking subgroup progress makes it a vital tool for ensuring equity and accountability in meeting the unique academic needs of unduplicated students. | |
| **1-5b** | **Action:**<br>Interventions-Reading Diagnostics and Strategies<br><br>**Need:**<br>The DSUSD School Board has established a priority on early literacy skills. Parents and teachers also requested more interventions that support reading. | Data analysis of student performance in English Language Arts is critical to supporting students, especially English Learners, Low-Income, and Foster Youth. Diagnostic assessments help district and school teams monitor and evaluate the next steps for critical reading skills that are the foundation for all learning. | Data from CAASPP and DIBELS |

| 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 |
|---|---|---|---|
| | During the 2023–24 school year, English Learners (EL), Socioeconomically Disadvantaged (SED), and Foster Youth (FY) students demonstrated modest growth in early literacy skills as measured by DIBELS, though performance gaps remain. EL students increased their “At or Above Benchmark” composite scores from 31.59% to 33%, and SED students improved from 53.12% to 55% from one year to the next, showing steady progress toward grade-level benchmarks. While DIBELS data for FY students was not available, students with similar academic needs (e.g., SWD) showed a notable increase from 20.74% to 25%, suggesting effective early intervention strategies may be benefiting multiple high-need groups.<br><br>On the CAASPP ELA assessment, the achievement gap remains significant for these student groups. EL students scored 79.5 points below standard, SED students 52 points below, and FY students 84.6 points below, indicating persistent challenges in meeting grade-level proficiency. However, growth patterns in DIBELS and the upward trend in performance from grades 3 to 5 on CAASPP (with proficiency increasing from 35.15% in grade 3 to 43.31% in grade 5) reflect gradual improvement and suggest that continued support is yielding early gains in literacy.<br><br>DIBELS<br><br>24-25 EOY - At/Above Benchmark: | Next year, fourth and fifth-grade students will be added to the foundational planners and added to the DIBELS diagnostic.<br><br>This action is provided districtwide because all student benefit from evidence-based practices that support their academic achievement. | |

| 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 K-3: 54%<br>EL: 33%<br>SED: 55%<br>SWD: 25%<br><br>23-24 EOY - At/Above Benchmark:<br>All K-3: 53.69%<br>EL: 31.59%<br>SED: 53.12%<br>SWD: 20.74%<br><br>CAASPP<br><br>2023-24 ELA<br>All- 39.2 pts. below standard<br>EL- 79.5 pts. below standard<br>SED- 52.0 pts. below standard<br>FY- 84.6 pts. below standard<br><br>CAASPP ELA (Grades 3-5) - Met/Exceeded<br>Grade 3: 35.15%<br>• Grade 4: 38.17%<br>• Grade 5: 43.31%<br><br>• Grades Combined:<br>Met/Exceeded Approx. 38.86%<br>Not Met/Nearly Met Approx. 61.14%<br><br>**Scope:**<br>LEA-wide | | |
| **1-5c** | **Action:**<br>Interventions-Summer School | Summer School offers Foster Youth and SED students extended instructional time, a structured environment, and access to school-based | Metric 1.12 Graduation 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:**<br>Summer school offers an opportunity to implement accelerated learning strategies and provide enrichment for unduplicated students.<br><br>Summer school provides a critical academic support structure for unduplicated high school students at Desert Sands Unified School District, including English Learners (ELs), Foster Youth, and Socioeconomically Disadvantaged (SED) students. These student groups 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.<br><br>Summer school offers a second opportunity to recover credits, remain on track for graduation, and reduce the risk of dropping out. For English Learners, summer courses may provide additional time to build academic language in core content areas.<br><br>It's important to use these classes to help students gain credits towards graduation, especially for unduplicated students, as the data reflects that there is a wide gap between the EL, LTEL, and Foster Youth graduation rates and the "All" student group.<br><br>2024 Graduation Rate:<br><br>• All students 92.7%<br>• EL: 82.6% | supports (such as meals, counseling, and transportation) that can offer stability and continuity that may not be consistently available during the school year.<br><br>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 students who may need reteaching, skill development, or one-on-one attention to successfully complete coursework.<br><br>By offering a districtwide summer graduation ceremony, DSUSD also affirms the accomplishments of students who complete graduation requirements outside the traditional timeline, reinforcing a sense of belonging and achievement for unduplicated students.<br><br>This action supports DSUSD’s commitment to equity by providing multiple pathways to graduation and helping to close gaps in credit attainment and completion rates for historically underserved student groups. | |

| 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: 92.3%<br>• Foster Youth: 89.7%<br>• LTEL: 83.8%<br><br>**Scope:**<br>LEA-wide | | |
| **1-5d** | **Action:**<br>Interventions-Middle School<br><br>**Need:**<br>Unduplicated students in middle school across the district demonstrate significant challenges in both computation and mathematical practices, with the majority of schools showing 40% to over 70% of students not meeting standards in these areas. Our unduplicated students show the most need. In the most impacted schools, mathematical reasoning and problem-solving lag behind basic computational skills, indicating a critical need for targeted instructional support in applying mathematical concepts, strengthening reasoning strategies, and bridging the gap between procedural fluency and conceptual understanding.<br><br>22-23 CAASPP Grades 6-8 Math - Met/Exceeded<br>All: 23%<br>EL: 1%<br>SED:24%<br>FY: 4% | ST Math is a research-based program that requires students to reason and problem solve as they build conceptual knowledge. The puzzles that students interact with incorporate the following mathematical practices:<br>• Make sense of problems and persevere in solving them.<br>• Reason abstractly and quantitatively.<br>• Model with mathematics.<br>• Look for and express regularity in repeated reasoning.<br>By building both conceptual understanding alongside mathematical practices using this tool, we expect to see gains in math scores.<br><br>This action provides support for unduplicated students in middle school, but is being provided district-wide to all middle school students because they can benefit from access to this tool. | Math CAASPP scores for Grades 6-8 |

| 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 |
|---|---|---|---|
| | 23-24 CAASPP Grades 6-8 Math - Met/Exceeded<br>All: 22%<br>EL: 0%<br>SED: 23%<br>FY: 5%<br><br>**Scope:**<br>LEA-wide | | |
| **1-5f** | **Action:**<br>Interventions-Goalbook<br><br>**Need:**<br>Unduplicated students who have a learning disability require extra support and access to learning. Nineteen schools have received red performance indicators for Students with Disabilities, while twenty-eight schools show red indicators for various student subgroups, indicating the need to provide tools and strategies for educators that support these students.<br><br>The 2024–25 CA Dashboard highlights a clear need for strengthened Response to Intervention (RTI) practices within DSUSD. Given the necessity of providing both academic and behavioral interventions, the district is allocating resources to support students through a Multi-Tiered System of Supports (MTSS). MTSS teams require a comprehensive tool to assist students across | During the 2025–26 school year, Desert Sands Unified School District (DSUSD) will implement Goalbook districtwide as a tool to support Tier 2 and Tier 3 interventions, as well as Individualized Education Program (IEP) development. The implementation will place an emphasis on addressing the needs of unduplicated students with disabilities, particularly those attending schools identified with red indicators on the 2023 and 2024 California School Dashboards.<br><br>Goalbook will be used by teachers and Multi-Tiered System of Supports (MTSS) teams to assist in identifying student needs, developing standards-aligned goals, applying evidence-based instructional strategies, and tracking student progress. The system is designed to provide a consistent framework for intervention planning and support, especially for students who require more intensive or individualized services.<br><br>By mid-year, participation benchmarks include at least 85% of special education teachers and 60% of MTSS team members actively using Goalbook | Metric 1.3 CAASPP ELA<br>Metric 1.4 CAASPP 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 |
|---|---|---|---|
| | all intervention tiers.<br><br>California Dashboard Academic Indicator for ELA 2023-24:<br>• DSUSD: 39.2 points below standard<br>• EL: 79.5 points below standard<br>• LTEL: 132.6 points below standard<br>• SED: 52.0 points below standard<br>• SWD: 127.7 points below standard<br>• Foster Youth: 84.6 points below standard<br><br>California Dashboard Academic Indicator for Math 2023-24:<br>• DSUSD: 79.7 points below standard<br>• EL: 114.2 points below standard<br>• LTEL: 188.7 points below standard<br>• SED: 92.9 points below standard<br>• SWD: 156.2 points below standard<br>• Foster Youth: 102.1 points below standard<br><br>**Scope:**<br>LEA-wide | with fidelity. Additionally, all schools with red indicators for Students with Disabilities will engage in the development of targeted action plans informed by Goalbook data.<br><br>This action is being implemented districtwide to ensure that all students benefit from consistent use of evidence-based strategies and intentional instructional planning supported by aligned tools and processes across all schools. | |
| **1-6a** | **Action:**<br>School Site Staffing-High School<br><br>**Need:**<br>Both family and teacher input have emphasized the importance of continuing smaller class sizes to better support student success. | Smaller class ratios with staffing support benefit EL, LI, and FY students by providing more attention and allowing teachers to focus on engaging them in AVID strategies. It helps ensure that English Learners receive the required ELD coursework and all students get the A-G requirements to graduate. | Students Sense of Belonging on Panorama Survey<br>Suspension 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 |
|---|---|---|---|
| | Currently, 70% of students in Special Education are identified as English Learners (EL), Low-Income (LI), or Foster Youth (Y). DSUSD is actively working to address this disproportionality while also ensuring that the unique needs of unduplicated students with disabilities are fully supported.<br><br>Data from the CA Dashboard highlights the academic challenges facing these students:<br><br>English Language Arts: Only 6.64% (88 out of 1,325) of unduplicated students with disabilities met or exceeded standards.<br><br>Mathematics: Only 4.36% (58 out of 1,330) met or exceeded standards.<br><br>2022-23 Suspension Rate<br><br>• All Students: 4.5%<br>• EL: 5%<br>• SED: 5%<br>• SWD: 7.7%<br>• Foster Youth: 11.5%<br>• LTEL: 10.6%<br><br>2023-24 Suspension Rate<br><br>• All Students: 3.8%<br>• EL: 4.2%<br>• SED: 4.1%<br>• SWD: 6.4%<br>• Foster Youth: 5.8% | This action benefits all students at the middle school and high school levels, so this action is implemented district-wide. | |

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| | • LTEL: 9.0%<br><br>Smaller class sizes in Special Education settings allow for more personalized instruction, which supports the progress of unduplicated students toward their Individualized Education Plan (IEP) goals. Behaviors improve, and suspension rates for unduplicated students and students with disabilities have improved.<br><br>**Scope:**<br>LEA-wide | | |
| **1-6b** | **Action:**<br>School Site Staffing-Differentiation<br><br>**Need:**<br>Seventy percent of the Special Education student population is EL, LI, or FY. DSUSD is addressing this disproportionality while ensuring that the needs of unduplicated students who qualify as students with disabilities are met.<br><br>The CA Dashboard reflects the needs of the unduplicated students within the students with disabilities group:<br><br>Unduplicated students who are Students with Disabilities:<br><br>ELA: 6.64% Met or Exceeded 88/1325<br><br>Math: 4.36% Met of Exceeded 58/1330 | Smaller student-to-teacher ratios allow for increased instructional time tailored to each student's unique needs, directly supporting the implementation and progress of Individualized Education Programs (IEPs). With fewer students in the classroom, educators can provide more targeted feedback, adapt strategies in real time, and build stronger relationships with students, key factors in academic and social-emotional growth.<br><br>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. | Metric 1.3<br>Metric 1.4 |

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| | The smaller class ratio guarantees that unduplicated students in the particular ed. setting can receive more individualized attention toward the progress of their individualized educational plans.<br><br>Feedback from families and teachers has also supported maintaining a reduced class ratio.<br><br>**Scope:**<br>LEA-wide | This action is being provided district-wide because all students in Special Education classes benefit from a smaller class size. | |
| **1-8a** | **Action:**<br>Site Based Student Achievement Support- Site allocations<br><br>**Need:**<br>CA Dashboard data highlights the need to address opportunity gaps for English learners, low-income students, and foster youth. Twenty-eight schools have red indicators, signaling areas of concern, and the district is receiving differentiated assistance for the Foster Youth, Homeless, and African American student groups. Based on parent feedback, these schools will receive targeted support to help ensure all students reach their full potential.<br><br>The i-Ready winter diagnostics provide a measure of progress by which to monitor the effectiveness of the action and predict growth on the end-of-year state results. | All schools in DSUSD will include a goal for English Learner (EL) performance in both ELA and Math as part of Goal 1 in their School Plan for Student Achievement (SPSA). These goals are supported by LCFF funding, which is allocated based on each school's unduplicated student count, including English Learners, Foster Youth, and Socioeconomically Disadvantaged students.<br><br>School teams use a collaborative needs assessment process—grounded in data and community input—to select evidence-based strategies that directly respond to the needs of unduplicated student groups. These strategies are documented in each site's SPSA, which is reviewed and approved by the DSUSD Board of Education.<br><br>To monitor progress, CAASPP results in ELA and Math for unduplicated student groups will serve as a key metric of effectiveness, informing whether the selected strategies and actions are | 1.10 iReady Winter ELA<br>1.11 iReady Winter Math |

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| | 2024-25 Winter ELA iReady Diagnostic - Difference from Baseline<br><br>Improved<br>K-5<br>• Foster Youth: 16.6%<br>• Homeless: 1.7%<br>• African American: 18.8%<br>6-8<br>• Foster Youth: 1.1%<br>• Homeless: 1.2%<br>9-10<br>• EL: 3%<br>• SWD: 2%<br>• Homeless: 0.5%<br>• African American: 0.6%<br><br>Maintained<br>K-5<br>• All: 0%<br>6-8<br>• SWD: 0%<br>9-10<br>• All: 0%<br><br>Declined<br>K-5<br>• EL: -4%<br>• SWD: -1%<br>• SED: -6%<br><br>6-8<br>• All: -2%<br>• EL: -1%<br>• SED: -6%<br>• African American: -16.4% | contributing to academic improvement. These assessment results will guide ongoing reflection and refinement of site-level goals and interventions.<br><br>In 2025–26, DSUSD will continue its partnership with the Riverside County Office of Education (RCOE) to align school improvement plans with LCAP goals. The Educational Services Team will participate in planning workshops with RCOE to support alignment, and site leaders from schools with red indicators will receive targeted SPSA training.<br><br>Targeted support will be provided to:<br><br>La Quinta Middle School: ELA (SWD), Math (SWD), Chronic Absenteeism (WH), Suspension (SED, EL, SWD, HI)<br><br>Glenn Middle School: ELA (SWD), Math (SWD), Chronic Absenteeism (SED, EL, SWD, HI, WH) | |

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| | 9-10<br>• SED: -6%<br>• Foster Youth: -35.7<br><br>Insufficient Data<br>6-8<br>• LTEL: NA<br>9-10<br>• LTEL: NA<br><br>2024-25 Winter Math iReady Diagnostic - Difference from Baseline<br>Improved<br>6-8<br>• All: 1%<br>• Foster Youth: 4.8%<br><br>9-10<br>• SWD: 2%<br>• African American: 9.7%<br><br>Maintained<br>K-5<br>• All: 0%<br><br>6-8<br>• SWD: 0%<br><br>9-10<br>• EL: 0%<br><br>Declined<br>K-5<br>• EL: -1%<br>• SWD: -3% | | |

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| | • SED: -5%<br>• Foster Youth: -0.7%<br>• Homeless: -2.3%<br>• African American: -3%<br><br>6-8<br>• EL: -1%<br>• SED: -5%<br>• Homeless: -4%<br>• African American: -2%<br><br>9-10<br>• All: -3%<br>• SED: -8%<br>• Foster Youth: -4.8%<br>• Homeless: -8.8%<br><br>Insufficient Data<br>6-8<br>• LTEL: NA<br>9-10<br>• LTEL: NA<br>Scope:<br>LEA-wide<br><br>**Scope:**<br>LEA-wide | | |
| **1-9a** | **Action:**<br>Early Childhood Educational Programs<br><br>**Need:**<br>The preschool program in DSUSD currently serves 352 students, all from socioeconomically disadvantaged | In addition to participating in LETRS training, DSUSD preschool teams will begin implementing the Conscious Discipline program, a social-emotional learning and classroom management framework designed to support early learners in developing self-regulation, emotional awareness, and positive social interactions. The program will | DRDP |

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| | backgrounds, with 56% identified as English Learners. All students in the program are low income. To ensure these unduplicated students have a strong start to their educational journey, there is a clear need to expand essential supports that address both academic development and mental health. By strengthening these services, we can provide our youngest learners with a high-quality early education experience that builds a solid academic foundation and fosters the social-emotional skills necessary to thrive in a school environment.<br><br>DSUSD Early Childhood Education - Desired Results Development Profile (DRDP)<br><br>% of students at or above "Building Middle" performance level - Spring Progress Report<br><br>2023-24 Language and Literacy Development<br>• All 3-5 year olds: 72%<br>• 3 year olds: 46%<br>• 4 year olds: 80%<br>• 5 year olds: 84%<br><br>2023-24 Cognition: Math<br>• All 3-5 year olds: 74%<br>• 3 year olds: 49%<br>• 4 year olds: 81%<br>• 5 year olds: 91%<br><br>% of students at or above "Building English" performance level - Spring Progress Report<br><br>2023-24 English Language Development | be used to address behavioral challenges that may impact learning, particularly for unduplicated students, including English Learners, Foster Youth, and Socioeconomically Disadvantaged children, who may enter preschool with varying levels of exposure to structured learning environments and behavioral supports.<br><br>To further address the social-emotional and mental health needs of young learners, DSUSD will continue its contract with Victor Community Support Services, which provides mental health services to students both in the classroom and through family-based interventions in the home. These services aim to support students' ability to engage in learning by addressing emotional and behavioral challenges that may be barriers to school readiness.<br><br>This multi-tiered approach to early learning integrates academic and behavioral supports to address the needs of young, unduplicated students and is being implemented across preschool settings to create consistent, supportive learning environments. | |

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| | • All 3-5 year olds: 70%<br>• 3 year olds: 40%<br>• 4 year olds: 82%<br>• 5 year olds: 83%<br><br>**Scope:**<br>LEA-wide | | |
| **2-1a** | **Action:**<br>Course Access/Advanced Programs- Exam support<br><br>**Need:**<br>Advanced Placement courses, materials, and college entrance exams represent additional costs for unduplicated students. In the school year 2023-24, 734 SED students participated in AP exams, and 204 SED students participated in IB tests. According to 2024-25 data, this need continues to increase as more students are taking AP/IB exams. To continue to work on increasing access to AP/IB courses, DSUSD funds this action. Participation data (percentage by student group), performance data (AP/IB pass rates disaggregated by student group), and impact data (percentage of students meeting "Prepared" or "Approaching Prepared" by student group) will be monitored.<br><br>Scope:<br>LEA-wide<br><br>2023-24 AP/IB Exam Participation: Student Count | DSUSD is committed to providing equitable educational opportunities for students who are from socio-economically disadvantaged backgrounds (SED), who make up the majority of the district's population. Through this action, the district works to remove financial barriers that might prevent students from enrolling in rigorous college-preparatory courses such as Advanced Placement (AP) and International Baccalaureate (IB). While the SAT is no longer a requirement for admission at all colleges, DSUSD continues to support student participation in the exam as part of its broader effort to prepare them for the academic demands of higher education.<br><br>This action is being provided district-wide because all students benefit from having access to AP courses. | Metric 2.7 |

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| | AP All - 1,214<br>AP SED - 734<br><br>IB All - 314<br>IB SED - 204<br><br>**Scope:**<br>LEA-wide | | |
| **2-1b** | **Action:**<br>Course Access/Advanced Programs-IB<br><br>**Need:**<br>The International Baccalaureate (IB) program offers a rigorous, globally focused curriculum that families may choose for their students. It is particularly beneficial for socioeconomically disadvantaged (SED) and English Learner (EL) students, as it emphasizes critical thinking, hands-on inquiry, and a global perspective across content areas. Enrollment in IB programs by student group has remained steady, with some notable increases at Franklin Elementary. Below is a comparison of SED and EL enrollment percentages from 2022–23 to 2023–24, as well as academic performance data by school.<br><br>La Quinta High School<br>SED: 74.0% (2022–23) to 73.6% (2023–24)<br>EL: 8.5% (2022–23) to 8.4% (2023–24)<br><br>John Glenn Middle School<br>SED: 64.7% (2022–23) to 66.3% (2023–24)<br>EL: 10.6% (2022–23) to 8.8% (2023–24) | The IB program offers various options 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. This method is particularly beneficial for socio-economically disadvantaged (SED) and English Learners, as it emphasizes critical thinking skills and questioning. The High School Diploma program is highly esteemed by universities, offering exceptional preparation for college rigor. This aspect is particularly crucial for SED students, many of whom will be first-generation college students.<br><br>DSUSD supports access to the IB program K-12 by supporting funding district-wide at four schools that offer the Primary Years Program PYP, Middle Year Program, and Diploma Program. | Enrollment data<br>Individual school performance data (Glenn, Earhart, Franklin)<br>Percentage of students passing IB exams<br>IB Diploma |

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| | Earhart Elementary<br>SED: 60.1% (2022–23) to 62.9% (2023–24)<br>EL: 12.3% (2022–23) to 13.3% (2023–24)<br><br>Franklin Elementary<br>SED: 79.2% (2022–23) to 79.9% (2023–24)<br>EL: 16.2% (2022–23) to 13.5% (2023–24)<br><br>2023-24 IB Diploma<br>La Quinta HS<br>All: 9<br>SED: 5 (56%)<br><br>2023-24 IB Exam Pass Rates (Score of 4 or Higher)<br><br>% of Exams w/ Passing Scores - 57.34% (320/558)<br>% of Students Passing Exams - 67.75% (187/276)<br><br>2023-24 CAASPP Met/Exceeded<br><br>ELA:<br><br>Earhart<br>All: 38.51%<br>EL: 6.45%<br>SED: 28.82%<br><br>Franklin<br>All: 37.28%<br>EL: 6.25%<br>SED: 34.36% | | |

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| | Glenn<br>All: 41.16%<br>EL: 3.13%<br>SED: 31.74%<br><br>Math:<br><br>Earhart<br>All: 35.56%<br>EL:9.68%<br>SED: 25.32%<br><br>Franklin<br>All: 25.0%<br>EL: 9.09%<br>SED: 24.23%<br><br>Glenn<br>All: 35.38%<br>EL: 3.13%<br>SED: 27.07%<br><br>**Scope:**<br>Schoolwide | | |
| **2-1d** | **Action:**<br>Course Access/Advanced Programs-GATE<br><br>**Need:**<br>Advanced learners and GATE students within the unduplicated student population should be provided with meaningful opportunities to maximize their academic growth. Instruction should be tailored to their unique learning needs through targeted differentiation and | To ensure that the academic needs of advanced learners among our unduplicated student population (including English Learners, students from low-income families, and foster youth) are met, the district is investing in professional development for teachers. This training focuses on enhancing classroom instruction (Tier 1) by using differentiation, scaffolding, and strategies to increase academic challenge and rigor. These efforts help teachers tailor their lessons to meet | Number of GATE-certified teachers per school site<br>Parent Participation at GATE parent meetings |

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| | support, including access to enriched content, complex tasks, and instructional strategies that foster higher-order thinking, innovation, and problem-solving. These efforts must also account for the linguistic and socioeconomic challenges faced by English Learners and students from low-income backgrounds. There was a slight decrease in the GATE students' scores over the previous year.<br><br>23-24 CAASPP ELA GATE% % Met/Exceed (DSUSD Data Warehouse)<br><br>ALL- 87%<br>SED - 87%<br><br>23-24 CAASPP Math GATE% % Met/Exceed" (DSUSD Data Warehouse)<br><br>ALL- 75%<br>SED- 76%<br><br>**Scope:**<br>LEA-wide | the diverse strengths and needs of gifted and advanced students.<br><br>In addition to teacher training, the district supports enrichment opportunities at every school site through extended day programs. These programs prioritize participation from unduplicated students and offer engaging, hands-on learning experiences that build on their talents and interests.<br><br>Looking ahead to the 2025–26 school year, the district will continue to fund two districtwide events specifically designed for GATE (Gifted and Talented Education) students and families, as well as two districtwide parent meetings. These events offer valuable opportunities for learning, connection, and celebration.<br><br>The district will also launch an online parent portal that will provide resources and tools to help parents support their GATE students at home. This portal will include information about enrichment opportunities, strategies for supporting advanced learners, and ways to stay involved in their child's educational journey.<br><br>This action is provided district-wide because differentiating instruction and providing information to parents benefits all GATE students. | |
| **2-2c** | **Action:**<br>Opportunities Outside of Traditional Program-Ophelia Project | The Ophelia Project will be offered at all traditional high schools and middle schools within DSUSD, ensuring equitable access for female students across the district. This schoolwide action is | GPA of SED students participating in Ophelia Project |

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| | **Need:**<br>CAASPP results from 2023–24 highlight a clear need to increase support for socioeconomically disadvantaged (SED) female students, particularly in mathematics, where only 15% met or exceeded the standard compared to 16.5% of all Grade 11 female students. While ELA performance is relatively stronger, with 54% of SED female students meeting or exceeding standards (compared to 56.48% overall), continued academic and social-emotional support is essential to maintain progress. These outcomes point to the need for increased access to targeted mentoring programs that connect SED female students with adult role models, provide academic guidance, and build confidence in core subjects.<br><br>To address these gaps, there is a continued need to enhance mentorship programs like the Ophelia Project. Ophelia Project will continue to be offered at traditional high schools and middle schools in DSUSD. This valuable program is tailored to empower all female students, including our SED female students, by connecting them with role models, strengthening coping mechanisms, and fostering a greater sense of belonging and self-efficacy in their academic journey. The GPA average of SED students participating in the Ophelia Program will be tracked as evidence of academic success.<br><br>23-24 CAASPP Results | essential for creating a supportive environment that encourages greater student engagement, self-efficacy, and resilience. By fostering mentorship relationships with role models and reinforcing coping strategies, the program directly supports the academic and emotional needs of SED female students while promoting a sense of belonging. | |

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| | 23-24 ELA Grade 11 Female CAASPP Met/Exceed<br>All- 56.48%<br>SED- 54% (DSUSD Data Warehouse)<br><br>23-24 Math Grade 11 Female CAASPP Met/Exceed<br>All- 16.50%<br>SED- 15% (DSUSD Data Warehouse)<br><br>School Year 24-25 GPA Comparison<br><br>High School Female SED students 2.90 GPA<br>High School Female SED students in the Ophelia program 3.35 GPA<br><br>Middle School Female SED students 2.45 GPA<br>Middle School Female SED students in the Ophelia program 3.04<br><br>**Scope:**<br>LEA-wide | | |
| **2-2d** | **Action:**<br>Opportunities Outside of Traditional Program-Gents Alliance<br><br>**Need:**<br>Data shows that while there has been a slight increase in academic performance (CAASPP scores) for 11th-grade male students in ELA | The Gents Alliance program provides vital support for unduplicated male students by offering a comprehensive range of services including mentoring, academic support, college and career counseling, internships, scholarships, financial aid assistance, and workshops on leadership and financial planning. The program is designed to reduce barriers to college access and completion, | Number of students who participate in the program<br>11th grade CAASPP ELA scores<br>11th grade CAASPP Math scores |

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| | and Math, particularly for SED students, there are still gaps when compared to district goals:<br><br>ELA CAASPP for 11th-grade males:<br>2022-23: SED 44%, All 45.13%<br>2023-24: SED 49%, All 46.52%<br><br>Math CAASPP for 11th-grade males:<br>2022-23: SED 19%, All 19.4%<br>2023-24: SED 22%, All 22.11%<br><br>Despite progress in improving academic performance among socioeconomically disadvantaged (SED) male students, there is still a gap in college and career readiness. While the Gents Alliance program has been effective in supporting male students' transition into college and career paths, continued support is necessary to ensure that SED male students, particularly those in high school, have equitable access to resources that will help them succeed beyond graduation.<br><br>2023-24: 96 students participated in the Gent's Alliance.<br>70 SED, 7 ELs, 7 SWD, 1 Homeless<br><br>**Scope:**<br>LEA-wide | particularly for socioeconomically disadvantaged male students. By fostering mentorship and providing structured support, the program helps students build the skills, confidence, and resilience necessary to succeed in higher education and their careers.<br><br>This action will continue to be implemented schoolwide at high schools, ensuring that all male students - particularly those from unduplicated groups such as SED, Foster Youth, and English Learners - have the support they need to pursue and complete higher education. | |
| **2-3a** | **Action:**<br>Career Technical Education-Director<br><br>**Need:** | DSUSD has a robust Career and Technical Education (CTE) Program that offers 44 certifications. CTE offers unduplicated students optional pathways to becoming "prepared" as | Metric 2.14 CCI |

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| | The CA Dashboard CCI indicator reflects a wide gap between the all student group and the unduplicated students. In 23-24 there were 2,296 students enrolled in CTE programs. It's critical that the CTE programs be leveraged to increase the percentage of unduplicated students who qualify as "prepared".<br><br>Percentage of graduates reported as meeting CCI "prepared" measure:<br><br>All-44.8%<br>EL-13.7%<br>SED- 41.4%<br>Foster Youth- 10%<br><br>**Scope:**<br>LEA-wide | measured by the CA Dashboard. DSUSD funds the position of Director of College and Career Readiness to provide instructional leadership in growing and expanding the opportunities within the CTE program to achieve higher levels of preparedness in the unduplicated student's achievement.<br><br>This action is provided district-wide because CTE provides programs that benefit all district students. | |
| **2-3b** | **Action:**<br>Career Technical Education-Military Sci.<br><br>**Need:**<br>DSUSD is committed to expanding access to high-quality educational programs for unduplicated students. Of the 2,711 students currently enrolled in Career Technical Education (CTE) programs, Military Science stands out as a popular option, engaging 203 high school and 58 middle school students across the district. Notably, 78.5% of these students—205 in total—are unduplicated. This presents a valuable opportunity to leverage student interest in Military Science to increase course completion rates among unduplicated | Military Science provides unduplicated students with opportunities to explore their career potential. A key experience for these students is attending the California Cadet Corps training camp in San Luis Obispo.<br><br>At the training camp, students engage in academic and technical instruction 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. | Number of students who participate and complete the program. |

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| | students, thereby strengthening their College and Career Indicator (CCI) outcomes and long-term success.<br><br>**Scope:**<br>LEA-wide | This initiative is offered districtwide, ensuring all students have access to additional pathways for achieving their college and career goals. | |
| **2-3c** | **Action:**<br>Career Technical Education- APs<br><br>**Need:**<br>Career Technical Education provides an alternative pathway for unduplicated students to become college and career-ready. With the ever-expanding certification programs at school sites and an increasing number of unduplicated students who seek the CTE pathways, there is a need for a dedicated position in each high school to support and oversee the implementation of CTE at the school site and ensure the success of unduplicated students within the CTE pathway.<br><br>To ensure success for the unduplicated students, there is a need to close the gap between the English Learner and Foster Youth groups in comparison to the all-student group.<br><br>23-24 CA Dashboard percentage of graduates reported as meeting CCI "prepared" measure:<br><br>All-48.7%<br>EL-15.8% SED- 45.1%<br>Foster Youth- 20.7% | CTE Assistant Principals play a key role in supporting Career Technical Education (CTE) programs and in recruiting and enrolling unduplicated students at each school site. Their efforts have contributed to increased participation among these student groups.<br><br>In the 25-26 school year, CTE Assistant Principals will continue to prioritize expanding unduplicated student enrollment, improving College/Career Indicator (CCI) outcomes, and increasing CTE pathway completion. Special focus will be taken to also target any additional student groups with red indicators on the 2023 CA Dashboard. (See below)<br><br>This action also supports schools with red indicators in CCI on the 2023 Dashboard:<br>Summit<br>Amistad<br><br>The following student groups are su<br>SED<br>EL<br>SWD<br>Hispanic | Metric 2.14 CCI |

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| | **Scope:**<br>LEA-wide | This action is implemented districtwide, as all students benefit from strengthened site-level oversight and support of CTE programs. | |
| **2-3f** | **Action:**<br>Career Technical Education-Pathways<br><br>**Need:**<br><br>The 23-24 data reflects the need for the unduplicated CTE students to have more exposure and increased opportunities in CTE courses:<br><br>23-24 DSUSD CTE Participation by subgroup:<br>SED: 1,559 (1354+205)<br>SWD: 225 (176+49)<br>ELL: 205 (168+37)<br>Homeless: 27 (23+4)<br>Foster: 4 (3+1)<br><br>23-24 DSUSD CTE Completers are considered Prepared on the California Dashboard<br>Total: 259<br>SED: 216<br>SWD: 6<br>Foster: 1<br>Homeless: 8<br>ELL: 9<br><br>**Scope:** | DSUSD supports Career and Technical Education (CTE) pathways that give unduplicated students hands-on, real-world learning experiences designed to foster critical thinking skills. This practical approach is especially impactful for English Learners, providing equitable access to both technical and essential workplace skills. This initiative is funded schoolwide at the following campuses:**<br><br>Indio High: Agriscience, Engineering, Health Science, IMPACT (Digital Media), Networking<br><br>Palm Desert High: Environmental Engineering, Film, Audio & Broadcasting, Health Careers, Professional Dance, Professional Music, Professional Theatre<br><br>Summit High: Cosmetology, Early Childhood Education, Welding<br><br>Shadow Hills High: Computer Science, Public Service – Dispatch, Education, Emergency Management, Technology Landscape Management<br><br>La Quinta High: Culinary, Digital Media Production, Medical Health, Networking, Public Service | CTE Participation<br>CTE completers who are 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 |
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| | Schoolwide | Amistad High: Automotive Technology, Building and Construction Trades, HVAC, Logistics (beginning 2025–26)<br><br>Colonel Mitchell Paige: Digital Media, Career Exploration<br><br>Desert Ridge Academy: Emergency Management<br><br>Indio Middle: Patient Care, Digital Media<br><br>Thomas Jefferson: Digital Media | |
| **2-4c** | **Action:**<br>College-Going Culture/Broad Course of Study-PD for Counselors<br><br>**Need:**<br>An analysis of the number of students meeting A-G requirements during the 23-24 school year indicated that Foster Youth (34.5%), English learners (21.2%), and SED (47.6%) student groups had a lower A-G completion rate than the overall rate (52%) on the California Dashboard.<br><br>Unduplicated students often lack the information or resources needed to explore post-high school options. A needs assessment revealed that high school counselors require additional training to better support these students.<br><br>The number of unduplicated student graduates who meet A-G requirements must increase. | To improve the number of graduates meeting A-G requirements, DSUSD has partnered with the Riverside County Office of Education (RCOE) to provide targeted support.<br><br>RCOE delivers valuable professional development to school counselors through monthly presentations at counseling meetings and regular site visits. These trainings enhance counselors' capacity to validate grades, facilitate monthly student meetings, provide on-site support, and tailor services to meet the needs of each campus. As a result, counselors are better prepared to guide unduplicated students in completing A-G requirements and progressing through CTE pathways.<br><br>This initiative is implemented districtwide, as all students benefit from the enhanced skills and knowledge that counselors gain through ongoing professional development. | Metric 2.5 UC/CSU A-G Entrance Requirements 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 |
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| | **Scope:**<br>LEA-wide | | |
| **2-4d** | **Action:**<br>College-Going Culture/Broad Course of Study-AVID Training<br><br>**Need:**<br>DSUSD will continue to support schools with AVID (Advancement Via Individual Determination) training to promote student engagement, academic success, and college readiness among unduplicated students. AVID is a research-based framework that provides 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.<br><br>AVID strategies are specifically designed to close opportunity gaps by fostering a rigorous academic mindset and by building the skills necessary for post-secondary success. For English Learners, AVID emphasizes language-rich instruction and collaborative learning, which promote academic discourse and literacy development. For SED and Foster Youth students, AVID provides a consistent system of support, mentorship, and high expectations—key factors in navigating | AVID training will support schools identified with red indicators on the 2023 CA Dashboard in English Language Arts (ELA) and the English Learner Progress Indicator (ELPI) (see pages 7-18). The training will emphasize academic vocabulary development to strengthen background knowledge and increase access for English Learners. WICOR strategies—Writing, Inquiry, Collaboration, Organization, and Reading—will be integrated across all content areas, along with collaborative group techniques that promote speaking, listening, reading, and writing. Additionally, middle and high schools will receive training in AVID Emerge, which includes supplemental resources specifically designed to support English Language Development (ELD).<br><br>To address red indicators in Math, the DSUSD AVID team will provide professional development in Math Discourse—a metacognitive strategy that guides students to ask questions, clarify points of confusion, and explore multiple approaches to solving math problems. | 2.14 CCI |

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| | 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.<br><br>2024-25 estimation, the A-G completion rate for all students is 43.4%. For SED students, it is 43.8%. There is a need to close the gap for English Learners and Foster Youth within this performance indicator.<br><br>• EL: 8.8%<br>• Foster Youth: 0%<br><br>There is a wider achievement gap between the "All" student group and the unduplicated students in DSUSD in the College and Career Indicator.<br>23-24 CA Dashboard percentage of graduates reported as meeting CCI "prepared" measure:<br><br>All-48.7%<br>EL-15.8%<br>SED- 45.1%<br><br>**Scope:**<br>LEA-wide | | |
| **2-4e** | **Action:**<br>College-Going Culture/Broad Course of Study-AVID Project Facilitators | Two AVID project facilitators lead and support ongoing training for school teams in implementing AVID strategies that benefit unduplicated students. | Metric 2.14 |

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| | **Need:**<br>At present, 27 of the district's 31 schools are implementing the AVID program to support unduplicated students. Low-income students, English Learners, and Foster Youth participating in AVID at their respective schools demonstrate better attendance, gain increased academic assistance, and benefit from a strong sense of peer collaboration and community.<br><br>To maintain and enhance the effectiveness of this initiative, Project Facilitators are essential in delivering continuous support to AVID schools.<br><br>**Scope:**<br>LEA-wide | During the 25-26 school year, facilitators will train educators to enhance support for unduplicated students in English Language Arts (ELA) by emphasizing academic vocabulary to build background knowledge and increase accessibility. WICOR strategies—Writing, Inquiry, Collaboration, Organization, and Reading—will be integrated across all subject areas, along with collaborative group strategies that promote speaking, listening, reading, and writing skills, especially for English Learners. Middle and high schools will also receive training in AVID Emerge, which provides additional resources to support English Language Development (ELD).<br><br>To strengthen math instruction, the AVID team will offer training in Math Discourse, a metacognitive strategy that helps students engage with math problems by asking clarifying questions, addressing misunderstandings, and considering multiple problem-solving approaches.<br><br>This action is implemented districtwide, as all students benefit from the instructional strategies and professional development provided by the AVID project facilitators. | |
| **2-4g** | **Action:**<br>College-Going Culture/Broad Course of Study-APEX/Edgenuity<br><br>**Need:**<br>English learners require learning opportunities that are supported by their native language and at their own pace. Low-income students need additional resources integrated into the | APEX and Edgenuity will be used in DSUSD high schools as part of the comprehensive MTSS plan to address the needs of unduplicated students who need additional time to complete coursework, due to attendance or personal circumstances. The online platforms allow for flexibility by providing an individualized approach that has learning scaffolds for embedded supports and accommodations, enhanced supports for English Learners, | 75% completion rate for students who use the programs<br>Metric 2.1 |

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| | curriculum to ensure they have various ways to access the content and meet A-G requirements.<br><br>DSUSD is in Year 2 of Differentiated Assistance in ELA and Math for the Foster Youth and Homeless student groups. Foster Youth and Homeless students need support with building foundational literacy skills and mathematical concepts as a result of interrupted schooling.<br><br>Edgenuity mostly serves the two alternative high schools<br><br>• 456 Students started 1,222 Edgenuity courses with an 81% completion rate in the Fall.<br>• 423 Students started 934 Edgenuity courses with 61% completion in the Spring.<br><br>APEX is used primarily for credit recovery. During the 24-25 school year to date, including 2024 Summer School, 1080 students logged into APEX to complete 2332 courses.<br><br>**Scope:**<br>LEA-wide | struggling readers or students with disabilities, with reduced reading load and added contextual and comprehension supports to increase retention and deeper understanding. The individualized instruction helps bridge gaps for the foster youth, the homeless, and the low-income students.<br><br>This action is being provided districtwide to support all students in meeting A-G requirements. | |
| **2-4h** | **Action:**<br>College-Going Culture/Broad Course of Study-Waivers<br><br>**Need:** | Desert Sands Unified School District (DSUSD) provides fee waivers to 100% of unduplicated students to eliminate financial barriers associated with high school graduation-related costs. These waivers cover expenses such as cap and gown | Number of waivers provided |

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| | The Waivers for Graduation Costs action directly addresses a key barrier faced by low-income students: the often significant financial burden associated with graduating from high school. These costs, which can include transcripts, college applications, caps, gowns, senior activities, and other graduation-related fees, can potentially create a substantial hardship for many families.<br><br>By offering fee waivers to qualifying low-income students, DSUSD ensures that financial constraints do not prevent students from participating fully in end-of-year celebrations or from pursuing postsecondary opportunities. This support is especially critical in maintaining a college-going culture and ensuring equitable access to the full high school experience for all students.<br><br>**Scope:**<br>Schoolwide | rentals, senior activities, and graduation ceremony participation fees.<br><br>This action is specifically designed to support unduplicated students, including English Learners, Foster Youth, and Socioeconomically Disadvantaged students, who may face financial hardships that could otherwise prevent them from fully participating in graduation experiences. By removing these costs, DSUSD seeks to promote equitable access to important end-of-year milestones and ensure that all students are able to celebrate the successful completion of their K–12 education alongside their peers.<br><br>This support also aligns with broader district efforts to increase graduation rates and postsecondary readiness among unduplicated student groups by fostering a sense of inclusion, dignity, and recognition at the culmination of their educational journey. It is provided district-wide because all students benefit from the relief of receiving support with graduation costs. | |
| **3-1a** | **Action:**<br>Improve School Attendance-Coordinator<br><br>**Need:**<br>The 23-24 CA Dashboard shows that chronic absenteeism decreased by 5.7 % in the district. This is important because if unduplicated students have good attendance, they can have access to initiatives and services that are designed to support their learning. By the rates of chronic absenteeism listed below, there is still a need to decrease | In 2025–26, DSUSD will implement targeted actions to reduce chronic absenteeism, prioritizing unduplicated students, schools, and student groups with red indicators on the CA Dashboard<br><br>At schools with red chronic absenteeism indicators, the district will collaborate with site teams to set measurable goals and implement focused strategies to improve attendance among unduplicated student groups. | Metric 3.5 |

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| | chronic absenteeism with English Learners, LTELs, SED, and Foster Youth.<br><br>The district is in Year 2 of Differentiated Assistance for the Homeless student group. While there has been much improvement overall, significant challenges remain: The results listed below reflect the gap that exists between "All" students and the EL, LTEL, SED, and Foster Youth groups.<br><br>The district continues to closely monitor the homeless student group, which has the highest percentage of chronic absenteeism in the district and was a red indicator for the district in 2023 and is still red on the 2024 CA Dashboard with a rate of 55.9% chronic absenteeism.<br><br>All K-8 Students: 29.2%<br>• EL: 30.7%<br>• LTEL: 34.1%<br>• SED: 32.3%<br>• Foster Youth: 40.5%<br><br>**Scope:**<br>LEA-wide | Schools with red indicators on the 2023 CA Dashboard:<br>Glenn, Paige<br><br>25-26 Priority Sites based on 2024 CA Dashboard:<br>Amistad, Summit, Horizon, JFK Elementary, Indio Middle, Roosevelt, Paige, Jefferson Middle, Lincoln, Madison.<br><br>Priority Student Groups based on the 2023 and 2024 CA Dashboard:<br>English Learners<br>LTELS<br>SED<br>Student with Disabilities<br>White<br>Mulitple Races<br>Asian<br>Filipino<br>Hispanic<br><br>For the Homeless Student Group, which had a red status on the 2023 and 2024 CA Dashboard:<br><br>To support a decrease in chronic absenteeism, a staff member working under the direction of Child Welfare and Attendance will develop and maintain a caseload of students identified as homeless and who were chronically absent the prior school year and/or found to be chronically absent in the current school year during mid-year checkpoints. The staff member will meet with these students to complete an individualized needs assessment targeting needs related to student engagement and attendance, and develop a specific plan based on identified needs. The staff member will also | |

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| | | monitor the grades, attendance, and behavior of their caseload.<br><br>Schools will be provided a bi-weekly report of students identified as homeless who are experiencing chronic absenteeism. MTSS teams will receive training on effective practices to address chronic absenteeism for students experiencing homelessness.<br><br>While focusing on priority sites and student groups, these attendance supports and interventions will be provided districtwide to benefit all students. | |
| **3-1b** | **Action:**<br>Improve School Attendance-Red Indicators<br><br>**Need:**<br>The DSUSD CA Dashboard reflects a decrease of 5.7 % However, significant challenges remain: 55.9% of homeless students were chronically absent. Additionally, Paige Middle School, Jefferson Middle School, and Horizon School had red indicators for chronic absenteeism.<br><br>In the Annual Performance section of our LCAP, we have listed schools that have student groups that had red indicators on the 2023 CA Dashboard that we will continue to monitor, as well as new red indicators on the 2024 CA Dashboard.<br><br>**Scope:** | The steps listed in this action outline are steps that DSUSD will implement to improve school attendance. Increased services below will be provided to support students/schools in the most need of support to reduce chronic absenteeism.<br><br>Schools and student groups with a Red Indicator in Chronic Absenteeism on the 2023 and 2024 CA Dashboard:<br><br>To support maintaining a decline in chronic absenteeism, the district will work with each school site with red performance indicators in the area of chronic absenteeism to develop specific and measurable goals and actions related to decreasing chronic absenteeism.<br><br>For the Homeless Student group, which has a red indicator on the 2023 and 2024 CA Dashboard: | Metric 3.5 |

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| | LEA-wide | To support a decrease in chronic absenteeism, a staff member working under the direction of Child Welfare and Attendance will develop and maintain a caseload of students identified as homeless and who were chronically absent the prior school year and/or found to be chronically absent in the current school year during mid-year checkpoints. The staff member will meet with these students to complete an individualized needs assessment targeting needs related to student engagement and attendance, and develop a specific plan based on identified needs. The staff member will also monitor the grades, attendance, and behavior of their caseload.<br><br>Schools will be provided a bi-weekly report of students identified as homeless who are experiencing chronic absenteeism. MTSS teams will receive training on effective practices to address chronic absenteeism for students experiencing homelessness.<br><br>Though this action includes students experiencing homelessness as a focus student group, the action is being provided districtwide because all students benefit from efforts made to improve attendance. | |
| **3-1c** | **Action:**<br>Improve School Attendance-SAL<br><br>**Need:**<br>DSUSD is continuing efforts to improve school attendance for unduplicated students. In the 2023-24 school year, chronic absenteeism decreased by 5.7%, but there is still a need at school sites to support unduplicated students | Site Attendance Leads (SALs) will work with the Child Welfare and Attendance Office to develop and implement attendance intervention strategies for unduplicated students at each school. They will collaborate with their MTSS teams to create and follow up on interventions for unduplicated students and monitoring plans for them. | Metric 3.5 |

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| | and their families with information and intervention plans around attendance.<br><br>The 23-24 CA Dashboard reflected the following chronic absentee rates:<br><br>• All K-8 Students: 29.2%<br>• EL: 30.7%<br>• SED: 32.3%<br>• Foster Youth: 40.5%<br><br>• All 9-12 Students: 33.1%<br>• EL: 45.9%<br>• SED: 36.5%<br>• Foster Youth: 60.3%<br><br>**Scope:**<br>LEA-wide | Child Welfare and Attendance will work closely with school sites with a red indicator in chronic absenteeism for all students and/or individual student groups. Each site will develop a specific goal of reducing chronic absenteeism for the student group with a red indicator. Actions to support this goal will be reflected in the school's Attendance Improvement Plan (AIP)<br><br>This action is being provided districtwide because all students benefit from having a tiered system of supports to improve attendance at their schools. | |
| **3-1e** | **Action:**<br>Improve School Attendance-Health Clerks<br><br>**Need:**<br>The Chronic Absentee rate for unduplicated students demonstrates the need to have designated administrative support staff at the school sites to monitor attendance for unduplicated students.<br><br>2023-24 Chronic Absenteeism<br><br>• All K-8 Students: 29.2%<br>• EL: 30.7%<br>• SED: 32.3%<br>• Foster Youth: 40.5% | Chronic absence rates are significantly higher among unduplicated students, especially students who are in foster care or experiencing homelessness, compared to the overall student population. To address this, full-time health/attendance clerks will be placed at every elementary school—an increase from the previous half-day staffing model. These clerks will enhance attendance tracking and reporting, help identify foster and homeless students in need of support, and serve as vital links between schools and families. By providing timely data and communication, they will contribute to a more responsive and coordinated approach to addressing attendance issues. Their efforts will support Multi-Tiered System of Supports (MTSS) | Metric 3.5 |

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| | • All 9-12 Students: 33.1%<br>• EL: 45.9%<br>• SED: 36.5%<br>• Foster Youth: 60.3%<br><br>**Scope:**<br>LEA-wide | teams and Site Attendance Leads (SALs) in delivering targeted interventions, ultimately aiming to reduce chronic absenteeism among these vulnerable student groups.<br><br>This action is being implemented district-wide because all students benefit from increased student attendance. | |
| **3-1f** | **Action:**<br>Improve School Attendance-RAWEE<br><br>**Need:**<br>DSUSD uses effective technology to provide a systematic approach towards improving Chronic Absenteeism for unduplicated students.<br>The CA Dashboard reflects the need to continue to work on improving Chronic Absenteeism for unduplicated students and student groups with red indicators:<br><br>2023-24 Chronic Absenteeism<br><br>• All K-8 Students: 29.2%<br>• EL: 30.7%<br>• LTEL: 34.1%<br>• SED: 32.3%<br>• SWD: 37.1%<br>• Foster Youth: 40.5%<br>• Homeless: 55.9%<br>• African American: 30.8%<br>• Hispanic: 30.8%<br>• White: 21.1% | Chronic absence rates for students identified as unduplicated students are significantly higher than the all-student rate. This software will assist school sites and district support staff in identifying individuals within these student groups who need attendance support. It will also notify staff when a provided intervention did not result in improved attendance, triggering the staff to re-address the concern. An increase in tracking and notification will allow for closer monitoring of unduplicated student attendance and quicker response to attendance concerns, resulting in a decrease in chronic absence rates among students who are identified as foster youth or experiencing homelessness. The RaaWee K-12 program is an efficient tool in supporting individual attendance for unduplicated students because it provides automatic notification to school staff about which students need attendance interventions, monitors post-intervention attendance, and makes recommendations for which students require continued assistance. The software features provide significant savings in staff time and effort in identifying unduplicated students in need of support. The software also helps ensure that students needing ongoing assistance are not | Metric 3.5 |

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| | • Two or More Races: 27.8%<br><br>• All 9-12 Students: 33.1%<br>• EL: 45.9%<br>• SED: 36.5%<br>• SWD: 44.7%<br>• Foster Youth: 60.3%<br>• Homeless: 61.5%<br>• African American: 31.2%<br>• Hispanic: 35.1%<br>• White: 26.7%<br>• Two or More Races: 27.6%<br>• LTEL: 45.2% Estimation DataSource Synergy & DW<br><br>**Scope:**<br>LEA-wide | overlooked. The use of this software assists schools in decreasing chronic absenteeism for unduplicated students at school sites.<br><br>This action is being provided district-wide because all students can benefit from monitoring attendance and intervention efforts. | |
| **3-3a** | **Action:**<br>Counseling Support and Behavioral Health-SAP<br><br>**Need:**<br>SAP Counselors focus on building support for unduplicated students dealing with non-academic barriers to learning, including behavioral health, family and relationship issues, and other life needs.<br>SAP counselors provide a continuum of student support services that include counseling interventions for students and families regarding social-emotional concerns, including recent loss, the appearance of | SAP Counselors connect families of unduplicated students and students with school and community resources, provide counseling, support PBIS systems, and deliver prevention services for bullying, violence, and substance abuse. They lead 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 counselors. They also promote family engagement through mental health awareness programs.<br><br>In 25-26 school year all foster youth will be assigned a Student Assistance Program (SAP) | Metric 3.6 |

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| | depression, behavior, bullying, displaying signs of possible substance use or abuse, inconsistent school attendance, sudden drop in grades, family conflict or turmoil, etc.<br><br>Although there are improvements from the 2024/25 survey results compared to the 2023/24 results, there is still a need to continue to support the students and strive to increase the sense of belonging in the school community.<br><br>2024-25 Sense of Belonging Survey:<br><br>• Grades 3-5: 63% (of 4,724 responses)<br>• EL: 63% (of 1,001 responses)<br>• SED: 62% (of 3,701 responses)<br>• SWD: 62% (of 455 responses)<br>• Foster Youth: 56% (of 22 responses)<br><br>• Grades 6-8: 36% (of 4,812 responses)<br>• EL: 38% (of 704 responses)<br>• SED: 35% (of 3,705 responses)<br>• SWD: 43% (of 486 responses)<br>• Foster Youth: 29% (of 26 responses)<br><br>• Grades 9-12: 33% (of 5,074 responses)<br>• EL: 34% (of 514 responses)<br>• SED: 32% (of 3,810 responses)<br>• SWD: 35% (of 514 responses)<br>• Foster Youth: 36% (of 11 responses) | counselor for weekly meetings and activities directed by Student Support Services. (see action 3-9a)<br><br>This action is being provided district-wide because counseling services benefit all students. | |

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| | **Scope:**<br>LEA-wide | | |
| **3-3b** | **Action:**<br>Counseling Support and Behavioral Health-Counselors<br><br>**Need:**<br>Counselors are an important component of the DSUSD MTSS implementation. Counselors are needed to provide critical social-emotional and academic support to unduplicated students.<br><br>Although there are improvements from the 2024/25 survey results compared to the 2023/24 results, there is still a need to continue to support unduplicated students and strive to increase the sense of belonging in the school community so that students can achieve at higher levels.<br><br>2024-25 Sense of Belonging Survey:<br><br>• Grades 3-5: 63% (of 4,724 responses)<br>• EL: 63% (of 1,001 responses)<br>• SED: 62% (of 3,701 responses)<br>• SWD: 62% (of 455 responses)<br>• Foster Youth: 56% (of 22 responses)<br><br>• Grades 6-8: 36% (of 4,812 responses)<br>• EL: 38% (of 704 responses)<br>• SED: 35% (of 3,705 responses) | This action funds counselors at school sites. Counselors provide critical social-emotional and academic support to unduplicated students. Unduplicated students are supported in creating healthy goals, mindsets, and behaviors. Counselors assist Low Income, English Learners and Foster Youth in developing effective collaboration and cooperation skills, practicing perseverance, developing time management and study skills, and learning self-motivation and self-direction habits.<br><br>As part of a comprehensive school site MTSS plan, counselors will:<br><br>1. Align Counseling Program with MTSS:<br>-Sustain a referral process that integrates with the MTSS framework.<br>-Ensure the counseling program addresses academic, social-emotional, and behavioral needs.<br>-Collaborate with Tier 2 team to identify student needs<br>-Monitor student progress and adjust interventions accordingly.<br>2. Support Tier 1 Interventions:<br>-Classroom Instruction:<br>-Provide classroom lessons focusing on social-emotional learning (SEL).<br>-Promote schoolwide initiatives and programs that enhance SEL such as an anti-bullying campaign<br>Schoolwide Programming: | Metric 3.6 |

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| | • SWD: 43% (of 486 responses)<br>• Foster Youth: 29% (of 26 responses)<br><br>• Grades 9-12: 33% (of 5,074 responses)<br>• EL: 34% (of 514 responses)<br>• SED: 32% (of 3,810 responses)<br>• SWD: 35% (of 514 responses)<br>• Foster Youth: 36% (of 11 responses)<br><br>**Scope:**<br>LEA-wide | -Develop and support programs that foster a positive school climate and culture.<br>3. Support Tier 2 Interventions:<br>Small Group Counseling:<br>-Conduct small group sessions targeting specific issues (e.g., anxiety, social skills, conflict resolution).<br>-Individual Counseling:<br>-Provide one-on-one counseling for students needing more personalized support.<br>Consultation and Collaboration:<br>-Work with families, teachers, administrators, and community partners.<br>-Address and eliminate barriers to student success.<br>4. Tier 3 Interventions:<br>Student Support Services:<br>-Facilitate referrals to external agencies and services for intensive support.<br>-Case manage referrals and ensure students receive the necessary help.<br><br>By implementing these actions, counselors can effectively support students at all levels of need, ensuring a holistic approach to student well-being and success.<br><br>This action is provided districtwide to promote equity and access for all students. | |
| **3-3d** | **Action:**<br>Counseling Support and Behavioral Health-Mental Health<br><br>**Need:** | Desert Sands Unified School District (DSUSD) provides School-Based Mental Health Therapists at every school site to ensure equitable access to essential mental health services for unduplicated students, including English Learners, Foster Youth, and Socioeconomically Disadvantaged | Metric 3.6 Sense of Belonging Survey |

| 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 |
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| | A sense of belonging is critically important for unduplicated student because it directly impacts their engagement, achievement, and overall well-being in school.<br>Data from Panorama Surveys shows that Elementary schools are meeting their goal for sense of belonging, but not in middle school and high school. Mental health Therapists will conduct a root cause analysis with school teams and provide culture and climate workshops to support schools with resources and activities that will increase the percentage favorable for a sense of belonging. In 25-26, additional funding will support the reduction of chronic absenteeism for students who have home hospital instruction and students who are going through the Student Attendance Review Board for attendance.<br><br>Sense of Belonging Survey: Student Favorable Response<br><br>• Grades 3-5: 63% (of 4,724 responses)<br>• EL: 63% (of 1,001 responses)<br>• SED: 62% (of 3,701 responses)<br>• SWD: 62% (of 455 responses)<br>• Foster Youth: 56% (of 22 responses)<br><br>• Grades 6-8: 36% (of 4,812 responses)<br>• EL: 38% (of 704 responses)<br>• SED: 35% (of 3,705 responses)<br>• SWD: 43% (of 486 responses)<br>• Foster Youth: 29% (of 26 responses) | students. This LEA-wide strategy addresses student mental health challenges such as anxiety, depression, trauma, and behavioral concerns that affect academic performance, attendance, and well-being across diverse school communities.<br><br>Having mental health therapists on site allows unduplicated students to receive timely intervention and support without barriers related to transportation, wait times, or limited external 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.<br><br>This approach supports consistent mental health services districtwide, promoting access for unduplicated students across all schools. The impact of this action is monitored through metrics such as student-reported sense of belonging on the Panorama Survey. | |

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| | • Grades 9-12: 33% (of 5,074 responses)<br>• EL: 34% (of 514 responses)<br>• SED: 32% (of 3,810 responses)<br>• SWD: 35% (of 514 responses)<br>• Foster Youth: 36% (of 11 responses)<br><br>**Scope:**<br>LEA-wide | | |
| **3-3e** | **Action:**<br>Counseling Support and Behavioral Health-PIPs<br><br>**Need:**<br>While suspension rates have improved overall, continued efforts are necessary to support Long-Term English Learners (LTELs), who currently have the highest suspension rate among unduplicated student groups.<br><br>2023-24 Suspension Rate<br><br>• All Students: 3.8% (Green)<br>• EL: 4.2% (Green)<br>• LTEL: 9.0% (Orange)<br>• SED: 4.1% (Green)<br>• Foster Youth: 5.8% (Yellow)<br><br>**Scope:**<br>LEA-wide | In the 2025–26 school year, DSUSD will continue to implement a districtwide behavioral health and counseling support system, including Preventive Intervention Psychologists (PIPs), Board-Certified Behavior Analysts (BCBAs), and behavioral assistants, to reduce suspension rates for unduplicated students, particularly at schools with red indicators. These specialists will provide direct student support, conduct behavioral assessments, develop intervention plans, and train school staff in therapeutic, non-punitive behavior strategies. Targeted support will be provided to high-need schools, including Amistad HS, Paige MS, Hoover ES, Indio HS, La Quinta HS, La Quinta MS, and Shadow Hills HS. By mid-year, each of these schools will have accessed behavioral consultation and training services, and 80% of administrators at red-indicator sites will report increased capacity to implement alternatives to suspension. Overall, this action will contribute to a reduction in suspension rates among English Learners, low-income students, foster youth, homeless students, Hispanic students, and Students with Disabilities by addressing mental and behavioral health needs through a proactive, equity-focused approach. | Metric 3.3 |

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| | | Each school can access resources from the Prevention and Intervention School Psychologists and Board Certified Behavior Analysts by providing this comprehensive behavioral intervention and support district-wide. | |
| **3-3f** | **Action:**<br>Counseling Support and Behavioral Health-Tier 2<br><br>**Need:**<br>In the aftermath of the pandemic, schools in DSUSD are still facing significant challenges related to student behavior and mental health issues experienced by unduplicated students that affect the learning atmosphere. In particular, there has been an increase in social and emotional issues, including students experiencing mental health crises that require psychiatric hospitalization, as well as students showing insufficient school readiness and underdeveloped social skills.<br><br>Sense of Belonging Survey: Student Favorable Response<br><br>• Grades 3-5: 63% (of 4,724 responses)<br>• EL: 63% (of 1,001 responses)<br>• SED: 62% (of 3,701 responses)<br>• SWD: 62% (of 455 responses)<br>• Foster Youth: 56% (of 22 responses) | School-Based Mental Health (SBMH) Therapists serve as the primary mental health resource for unduplicated students—including English Learners, Foster Youth, and Socioeconomically Disadvantaged students—at every secondary school campus in Desert Sands Unified.<br><br>These therapists provide targeted mental health support that addresses challenges commonly experienced by unduplicated student groups, such as increased exposure to trauma, stress, or instability resulting from housing insecurity, economic hardship, or cultural and linguistic barriers. These factors may influence a student's ability to feel connected and engaged at school.<br><br>SBMH Therapists deliver Tier II services through focused, short-term, group-based interventions designed to meet specific student needs. Supports include assistance with emotional regulation, anxiety, trauma, grief, social skills development, conflict resolution, and relationship building—factors that contribute to a student's ability to form positive peer and adult connections at school.<br><br>All services are provided by licensed mental health professionals, ensuring high-quality, developmentally appropriate care in a familiar, school-based environment. | Metric 3.6 Sense of Belonging |

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| | • Grades 6-8: 36% (of 4,812 responses)<br>• EL: 38% (of 704 responses)<br>• SED: 35% (of 3,705 responses)<br>• SWD: 43% (of 486 responses)<br>• Foster Youth: 29% (of 26 responses)<br><br>• Grades 9-12: 33% (of 5,074 responses)<br>• EL: 34% (of 514 responses)<br>• SED: 32% (of 3,810 responses)<br>• SWD: 35% (of 514 responses)<br>• Foster Youth: 36% (of 11 responses)<br><br>**Scope:**<br>LEA-wide | By increasing access to timely mental health support, this action may support conditions that are associated with higher levels of student engagement and a greater sense of belonging, particularly for unduplicated students who may face barriers to accessing services outside of school.<br><br>Implementation across all secondary campuses ensures consistent access to these services districtwide, with specific attention to equity in access for student groups experiencing the greatest needs. | |
| **3-4a** | **Action:**<br>Health and Wellness for Students-Transport<br><br>**Need:**<br>Student engagement among unduplicated students is essential in all educational settings, but it is especially vital in continuation schools. Many unduplicated students enrolled in these programs struggle to maintain a strong connection to school, which often contributes to high rates of chronic absenteeism.<br><br>For low-income students and foster youth, limited access to transportation can prevent them from participating in extracurricular activities, such as attending athletic competitions off campus, further impacting | One of the ways that continuation schools promote engagement and connection with their unduplicated student population is by encouraging students to participate in extra-curricular sports. Unduplicated students at continuation schools participate on co-ed school teams that play against other continuation schools. Examples of the sports that are offered are Volleyball, basketball, baseball, and soccer.<br><br>To ensure participation in extra-curricular activities, DSUSD provides transportation to athletic events to support engagement and the health and well-being of the high school athletes. | Participation rosters for athletic events<br>Favorable responses on Metric 3.6 |

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| | their sense of belonging and school involvement.<br>To promote connectedness, DSUSD funds transportation to athletic events, which supports the Low-Income student athletes who otherwise would not have a way to attend the competitions. All students in these high schools benefit from having district-sponsored transportation.<br><br>Amistad<br>SED Athletes 37/43 = 86.0%<br><br>Summit<br>SED Athletes 49/58= 84.5%<br><br>**Scope:**<br>Schoolwide | This action is implemented schoolwide at the continuation schools in the district to promote student engagement. | |
| **3-4b** | **Action:**<br>Health and Wellness for Students-Nurses<br><br>**Need:**<br>Nurses are needed as part of the Tier 2 and Tier 3 MTSS supports for unduplicated students in DSUSD.<br><br>When unduplicated students are experiencing difficulty in the classroom it is important to rule out any health concerns such as vision and hearing impairment to name a few examples. The LVNs play a critical role in assessing | LVNs have provided on-site health-related prevention and intervention for unduplicated students at all DSUSD school sites, providing care in general education and unique education settings. Nurses provide ongoing PD to school site staff regarding health-related topics affecting unduplicated students.<br><br>This action is being provided district-wide because all students benefit from the tiered level of support provided by district nurses. | Number of Hearing and Vision screenings<br>Number of specialized medical procedures |

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| | unduplicated students and making referrals for further medical intervention if needed.<br><br>**Scope:**<br>LEA-wide | | |
| **3-4c** | **Action:**<br>Health and Wellness-MHNurses<br><br>**Need:**<br>In response to the rise in unduplicated student psychiatric hospitalizations and Home Hospital Instruction requests related to mental health symptoms, the Mental Health Nurse offers case management services to support unduplicated student educational progress by:<br><br>-Connecting the student and family with follow-up psychiatric appointments<br>-Educating parents about mental health symptoms and psychotropic medications<br>-Consulting with school and wellness staff to facilitate the re-entry process and develop wellness safety plans<br>-There were 269 Risk Assessments conducted on 24-25.<br>-In 24-25 there were the Lead Nurse reported 0 recidivism. Students who were hospitalized for psychiatric care with follow-up from the mental health nurse did not return to the hospital.<br><br>**Scope:** | The Mental Health Nurse supports unduplicated students—including English Learners, Foster Youth, and Socioeconomically Disadvantaged students—by providing intensive, Tier 3 mental health services as part of DSUSD's MTSS framework. This includes collaboration with School-Based Mental Health Therapists (SBMHTs) to provide case management, co-facilitate brief interventions, support students re-entering from psychiatric care, and develop individualized safety and wellness plans.<br><br>Additional responsibilities include working alongside substance misuse counselors to deliver mental health education, promote treatment adherence, and address symptoms that may interfere with students' ability to engage in their education. These services are designed to respond to the complex needs of unduplicated students who may face barriers to external care and are at higher risk of educational disruption due to untreated or intensive mental health conditions.<br><br>To monitor and evaluate the impact of this action, the district will track:<br><br>-Recidivism data (e.g., repeat psychiatric hospitalizations or multiple re-entries to intensive support) | Recidivism numbers<br>Case management interventions<br>Risk Assessments |

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| | LEA-wide | -Case management documentation (frequency, type, and outcomes of services)<br><br>-Risk assessment outcomes (change in severity levels or identified protective factors)<br><br>These measures will provide insight into the effectiveness of interventions in helping students stabilize symptoms and remain engaged in school.<br><br>This action is implemented districtwide to ensure equitable access to intensive mental health support across all schools, with a focus on removing access barriers and destigmatizing mental health care for unduplicated students. | |
| **3-5e** | **Action:**<br>Positive and Safe Environment-APs<br><br>**Need:**<br>Assistant Principals play a vital role in fostering a safe, inclusive, and supportive environment for unduplicated students—English Learners (EL), Foster Youth, and Low-Income students—many of whom face trauma, emotional challenges, and barriers related to language and culture. These students require targeted support in developing personal, social, and emotional skills.<br><br>Current CA Dashboard suspension data highlights the ongoing need for enhanced training in PBIS and Social-Emotional Learning (SEL) strategies, particularly for Assistant Principals. Notably, Long-Term | In the 2025–26 school year, Assistant Principals (APs) will continue to play a pivotal role in fostering safe, inclusive, and supportive environments by strengthening mental health interventions and enhancing the implementation of Positive Behavioral Interventions and Supports (PBIS) and Social-Emotional Learning (SEL) across all school sites.<br><br>APs will lead the integration of key PBIS and SEL practices within the Multi-Tiered System of Supports (MTSS). They will ensure that school-wide expectations are clearly communicated and explicitly taught, acknowledgment systems are effectively implemented, and behavior management practices are consistent and equitable. APs will collaborate with counseling teams to address the specific SEL needs of unduplicated students—English Learners, Foster | Metric 3.3 |

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| | English Learners (9.0%), Foster Youth (5.8%), and Students with Disabilities (6.4%) reflect elevated suspension rates. Continued investment in Assistant Principal leadership and professional development is essential to reduce suspensions and better support our most vulnerable student populations.<br><br>**Scope:**<br>LEA-wide | Youth, and Low-Income students—while using Panorama data and other sources to guide targeted interventions.<br><br>To support schools with red indicators on the 2023 and 2024 CA Dashboard (see pages 8-19) in suspension and to build capacity with APs, DSUSD will continue to provide professional development, including training provided by RCOE on progressive discipline, restorative practices, and positive behavior interventions. Through data-driven decision-making and a focus on relationship-building and equity, APs will contribute to reducing suspension rates, particularly among student groups currently identified with elevated rates on the CA Dashboard, especially the Long Term English Learners.<br><br>This action is being provided districtwide because all students benefit from extra support given by assistant principals towards PBIS and SEL at the school sites. | |
| **3-5h** | **Action:**<br>Positive and Safe Environment-Site Monitors<br><br>**Need:**<br>This action is needed to promote a safe, clean, and orderly campus environment. School site monitors play a vital role in supporting student safety, particularly during arrival and dismissal times. They contribute to a positive school climate by ensuring a secure setting for all students, with special attention to the needs of our unduplicated student population. In | School site monitors maintain the health and safety of unduplicated students in the lunch areas and playground, and they support an orderly and clean environment. School site monitors also ensure the safety of unduplicated students by providing supervision during ingress and egress and helping maintain a safe flow of traffic.<br><br>English Learners, Foster Youth, and Low-Income students frequently cope with trauma and need assistance with developing personal and social skills. The school site monitors receive training on | Metric 3.7 |

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| | addition, site monitors assist with student medical needs on the playground and during students' recess breaks, further strengthening the overall support system on campus. Their presence is an essential part of maintaining a welcoming and protected school environment. Educational partner feedback and survey data show that school site monitors continue to be a valuable contributor to the overall sense of safety perceived by students at school sites.<br><br>The responses for the School Safety survey question show that there was an increase in the sense of safety over the previous year among the students in grades 6-12 and a decrease of 4 pts in grades 3-5.<br><br>2024-25 School Safety Survey<br><br>• Grades 3-5: 56% (of 4,724 responses)<br>• EL: 63% (of 1,001 responses)<br>• SED: 62% (of 3,701 responses)<br>• Foster Youth: 56% (of 22 responses)<br><br>• Grades 6-8: 50% (of 4,812 responses)<br>• EL: 47% (of 704 responses)<br>• SED: 50% (of 3,705 responses)<br>• Foster Youth: 39% (of 26 responses)<br><br>• Grades 9-12: 54% (of 5,074 responses)<br>• EL: 53% (of 514 responses)<br>• SED: 54% (of 3,810 responses) | trauma-informed practices and de-escalation techniques, which benefit unduplicated students when site monitors respond to conflict situations involving unduplicated students on the playground.<br><br>This action is provided districtwide at elementary and middle schools because all students benefit from an increased sense of safety. | |

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| | • Foster Youth: 70% (of 11 responses)<br><br>**Scope:**<br>LEA-wide | | |
| **3-5i** | **Action:**<br>Positive and Safe Environment- MS and HS Orientation<br><br>**Need:**<br>DSUSD cares about the affective needs of its unduplicated student population. Every measure is taken to ensure that the transition to middle school and high school is smooth for unduplicated students to make them successful in the process.<br><br>DSUSD provides an orientation visit to middle school and high school because it helps unduplicated students transition smoothly from one educational environment to the next. It allows the unduplicated student population to adjust to a new academic environment by providing students with information about the school - including the physical layout of the campus, available courses, and support services. This eases anxieties in the unduplicated student population and builds confidence as students prepare to transition to high school.<br><br>Feedback from educational partners shows a favorable response to the opportunity of participating and learning about middle school | Unduplicated students visit the middle school and high school. They will attend and receive a presentation by the school staff with information relevant to attendance, course work, and extra-curricular activities with a focus on college and career preparation, which is the goal for unduplicated students. Unduplicated students get an opportunity to walk through the school, which helps prepare them for a successful first week of classes and a seamless transition to their new school.<br><br>By providing this action districtwide, all students can participate in an essential preparation for their transitions to middle and high school. | Number of students who participate in school visits |

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| | and high school when students are transitioning in these grade-level spans.<br><br>**Scope:**<br>LEA-wide | | |
| **3-6b** | **Action:**<br>Additional staff to support clean schools- Extra Custodial Staffing<br><br>**Need:**<br>Expanded after-school and Saturday programming for unduplicated students has created a continued need for additional personnel to ensure access to essential campus facilities.<br><br>To ensure a clean and safe environment students responded to a question regarding school cleanliness On the 23-24 Panorama survey. There has been notable improvement over the previous year's results across the district especially at the high school level. Educational partner feedback shows that this is an areat in which the community would like to continue to see improvement<br><br>2024-25 School Cleanliness<br><br>• Grades 3-5: 49% (of 4,724 responses)<br>• EL: 50% (of 1,001 responses)<br>• SED: 49% (of 3,701 responses)<br>• Foster Youth: 51% (of 22 responses) | Providing additional staff will ensure that unduplicated students have access to campus engagement opportunities, including clubs and tutoring, and clean restroom facilities.<br><br>This action is being provided district wide because all students benefit from having clean facilities at all times. | Metric 3.8 |

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| | • Grades 6-8: 41% (of 4,812 responses)<br>• EL: 41% (of 704 responses)<br>• SED: 42% (of 3,705 responses)<br>• Foster Youth: 41% (of 26 responses)<br><br>• Grades 9-12: 46% (of 5,074 responses)<br>• EL: 47% (of 514 responses)<br>• SED: 47% (of 3,810 responses)<br>• Foster Youth: 59% (of 11 responses)<br><br>**Scope:**<br>LEA-wide | | |
| **3-7d** | **Action:**<br>Communication, Equity and Accountability-TE Survey<br><br>**Need:**<br>DSUSD values and is encouraged by the strong level of community engagement received through ThoughtExchange and Panorama surveys. The district remains deeply committed to involving unduplicated students and their families 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.<br><br>To ensure a wide range of voices are heard—especially those representing unduplicated students—DSUSD continues to use both in-person meetings and accessible online tools. | To gather input from the unduplicated student population and their families, DSUSD employs Thought Exchange, an online platform enabling participants to express favorability toward local indicators. Users can share their input, view others' responses, rate them, and prioritize what is essential.<br><br>The Thought Exchange Survey is administered three times a year to gather input from educational partners on the DSUSD LCAP, which serves the needs of unduplicated students and improves student outcomes.<br><br>Actions in this LCAP that were influenced by educational feedback can be found on pp. 21-22.<br><br>The Panorama Survey is administered to students, staff, and families. It provides social-emotional data for Metrics 3.6, 3.7,3.8 in Goal 3. | The number of community members who participate in surveys. |

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| | Surveys provide a convenient and effective channel for collecting meaningful input from families who may face barriers to attending traditional meetings, ensuring that their needs and experiences help guide district priorities.<br><br>**Scope:**<br>LEA-wide | In 2025-2026, the Thought Exchange Survey will change from three separate surveys to one survey to encourage greater participation.<br><br>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. | |

## *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.

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| **1-7a** | **Action:**<br>Parent Engagement-PIQE<br><br>**Need:**<br>CA Dashboard data underscores the importance of closing opportunity gaps for English Learners. There are 23 schools on the 2024 CA Dashboard that have red indicators for ELs or LTELs. In 2023, there were 20 schools with red indicators for ELs. There is a clear need to support EL students and their families so they can achieve at higher levels. | PIQE is an organization that provides an evidence-based eight-week program to engage, empower, and transform families by providing the knowledge and skills to ensure their children achieve their full potential. The goal is to have at least 95% of parents complete the program and graduate.<br><br>24-25 100% of parents graduated from the PIQE program | Parent completion rate |

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| | **Scope:**<br>Limited to Unduplicated Student Group(s) | | |
| **1-10a** | **Action:**<br>English Learner Supports-DLI<br><br>**Need:**<br>Approximately 54.7% of English Learners and 49.6% LTELs districtwide are not making progress on their ELPI. Dual Language Immersion (DLI) programs play a key role in helping English Learner students close the achievement gap and improve their English language proficiency. Dual Immersion in Spanish helps English learners develop their native language while supporting their English acquisition.<br><br>2024-25 ELPI - Internal Calculation<br><br>Jackson<br>DLI: 43.1%<br>Non DLI: 45.5%<br><br>Reagan<br>DLI: 68.0%<br>Non DLI: 55.4%<br><br>Difference from Baseline<br><br>Jackson<br>DLI: -7.4%<br>Non DLI: 8.5% | After six years of implementation and high demand, DSUSD will expand into a middle school to continue the DLI pathway for students seeking to continue with biliteracy.<br><br>Jackson Elementary and Desert Ridge Academy will receive extra support for their red indicators. See pages 19-21 of this plan. | ELPI Data for individual DLI schools |

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| | Reagan<br>DLI: 24.8%<br>Non DLI: 26.8%<br><br>**Scope:**<br>Limited to Unduplicated Student Group(s) | | |
| **1-10b** | **Action:**<br>English Learner Supports- PD<br><br>**Need:**<br>The goal for English Learners is to achieve English language proficiency and reclassification. However, as DSUSD English Learners advance through grade levels, it becomes increasingly challenging to reach proficiency. In 2023, DSUSD had red indicators for English Learners in ELA and Math.<br><br>According to the 2024 CA Dashboard, English Learners and LTELS have a red status in ELA and they declined 6.1 pts over the previous years. In Math, English Learners and LTELS also have red status in Math with a decline of 3.5 pts over the previous year. The English Learner Progress Indicator (ELPI) reflects an orange status.<br><br>**Scope:** | To support these student groups and schools with red indicators for English Learners on both the 2023 and 2024 CA Dashboards, the following professional development has been planned for the school year 25-26 districtwide:<br><br>A project facilitator will work with an assigned school team to provide additional coaching and modeling in the areas of instruction needed with an EL lens.<br><br>As part of the MTSS implementation, school teams can request additional follow-up training and coaching individualized to their specific needs as part of the Tier 1 plans.<br><br>Schools will receive individualized support from the State and Federal Program Office in the following:<br><br>• Personalized support from ELD coaches at the site<br>• After-school academies targeting LTELs<br>• Collaboration with counselors to monitor ELD course assignments | Metric 1.5 |

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| | Limited to Unduplicated Student Group(s) | For Long-Term English Learners:<br>-Training Secondary ELD teachers in AVID strategies<br>-Tailored resources, including technology tools for accelerating learning<br>-Use of ELLevation for developing student support plans<br>-After-school academies targeting LTELs<br>-Collaboration with counselors to monitor ELD course assignments<br><br>Priority Sites:<br>Indio High, Horizon, Kennedy, Madison, Truman, Carreon | |
| **1-10d** | **Action:**<br>English Learner Supports- HIgh School ELD Support<br><br>**Need:**<br>The goal for English Learners is to achieve English language proficiency and reclassification. However, as DSUSD English Learners advance through grade levels, it becomes increasingly challenging to reach proficiency.<br><br>2023-24 Reclassification by Grade Level<br>Grades 6-8<br>EL: 20.3%<br>LTEL: 23.1%<br><br>Grades 9-12 | These actions fund positions that will support ELD instruction at the secondary level. | Metric 1.6 |

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| | EL: 11.8%<br>LTEL: 13.3%<br><br>**Scope:**<br>Limited to Unduplicated Student Group(s) | | |
| **1-10e** | **Action:**<br>English Learner Supports- ELD-ITC<br><br>**Need:**<br>Educational partner feedback indicates the need for more support to our English Learners.<br><br>In Elementary schools, English Learners had declines on CAASPP in both ELA and Math.<br><br>CAASPP Met/Exceeded<br>ELA<br>• 22-23 Grade 3-5 ELs: 11.6%<br>• 23-24 Grades 3-5 ELs: 9.8%<br>Math<br>• 22-23 Grades 3-5 ELs: 10.3%<br>• 23-24 Grades 3-5 ELs: 10.2%<br><br>**Scope:**<br>Limited to Unduplicated Student Group(s) | The 2025–26 plan for English Learners builds on the foundation laid in the previous year, continuing the same key actions and supports. However, the primary focus this year will shift toward measuring the effectiveness and fidelity of implementation to ensure that strategies are being carried out as intended and producing the desired outcomes for students.<br><br>In addition, the ELD Instructional Teacher Coaches will receive training on AVID strategies to support their schools with integrated ELD. | Metric 1.5 |
| **1-10f** | **Action:**<br>English Learner Supports-Coordinator<br><br>**Need:** | In the 2025–26 school year, the Coordinator of Multilingual Learner (MLL) Programs will continue to lead a comprehensive support system for Multilingual Learners at both the district and school-site levels. This role will ensure the | Metric 1.5<br>Parent participation in meetings |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | From 2022–23 to 2023–24, the percentage of all English Learners making progress toward English proficiency declined from 48.5% to 45.3%, indicating a need for stronger early language development supports. In contrast, Long-Term English Learners (LTELs) showed improvement, increasing from 44.4% to 50.4%, suggesting that targeted interventions for this group are having a positive impact.<br><br>There continues to be a need to close the achievement gap for all English Learners and Long-Term English Learners and to educate district leaders, teachers, and parents on the unique challenges and needs of LTELs. The MLL Coordinator plays a critical role in leading this work by aligning services, guiding instructional practices, building staff capacity, and strengthening family engagement to ensure that all multilingual learners thrive.<br><br>**Scope:**<br>Limited to Unduplicated Student Group(s) | effective implementation, delivery, and monitoring of services that promote academic achievement and language development. The MLL Coordinator will guide administrators, teachers, and staff in executing programs that support the linguistic and academic progress of Multilingual Learners, while also supervising team members and working closely with the Director of State and Federal Programs to align districtwide efforts.<br><br>To foster an inclusive learning environment, the MLL Coordinator will support the integration of Multi-Tiered System of Supports (MTSS) best practices, focusing on Tier I and Tier II designated and integrated English Language Development (ELD). The Coordinator will also organize parent workshops to help families of English Learners navigate the educational system, share updates on new state requirements for Long-Term English Learners, and collaborate with high school counselors to monitor ELD course placements. | |
| **3-1g** | **Action:**<br>Improve School Attendance-Bilingual Techs<br><br>**Need:**<br>There is a documented need for bilingual district personnel to support attendance intervention efforts among the 19,612 families enrolled in the district, a significant portion of whom speak Spanish as their primary language. Currently, 91.7% of students identified as English Learners (ELs) come from | In the 2025–26 school year, the CWA department will continue to strengthen its support for English Learner families by maintaining a team of five bilingual Community Technicians serving as Family Engagement Specialists (FES). These specialists will remain focused on assisting families of unduplicated students experiencing the most significant challenges to consistent school attendance. | Metric 3.5 Chronic Absenteeism |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | homes where Spanish is the primary language, indicating a large population that may require linguistically accessible communication to fully understand and engage with attendance policies and supports.<br><br>Chronic absenteeism data shows:<br><br>All K–8 Students: 29.2%<br><br>English Learners: 30.7%<br><br>Long-Term English Learners (LTELs): 34.1%<br><br>While the gap between ELs and the "All" student group has narrowed in some areas, the LTEL group continues to demonstrate a higher rate of chronic absenteeism, indicating a need for focused, culturally and linguistically responsive outreach. Bilingual personnel may play a key role in initiating meaningful communication and support with Spanish-speaking families as part of attendance improvement strategies.<br><br>**Scope:**<br>Limited to Unduplicated Student Group(s) | Each family referred to the School Attendance Review Board (SARB) will be assigned an FES for ongoing case management. The FES will continue to provide targeted, hands-on support to connect families with both district and community-based resources. Beyond the SARB process, school sites will also have the option to refer families directly for short-term, intensive support.<br><br>The FES team will continue offering key services, including:<br><br>-Relational home visits to build trust and engagement<br>-Distribution of essential instructional supplies<br>-Support with initiating Home/Hospital Instruction as needed<br><br>This continued investment ensures that families facing barriers receive personalized support to re-engage with their child's education and promote regular attendance. | |
| **3-8e** | **Action:**<br>Parent Engagement-Stipends<br><br>**Need:**<br>It's important to have front office staff who can communicate effectively with parents, especially since 76% of the DSUSD | This action is designed to strengthen communication between the school and families by ensuring that information is clear, accessible, and responsive to their needs. By improving how we connect with families—especially those who may face language or cultural barriers—we can | Favorable response on Parent Survey |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | community identifies as Hispanic and speaks Spanish. This effort is particularly aimed at supporting our Spanish-speaking English Learner families.<br><br>Educational partners shared that they really appreciate receiving a warm and friendly welcome when they visit the school office—it helps them feel comfortable and respected<br><br>**Scope:**<br>Limited to Unduplicated Student Group(s) | foster greater trust, engagement, and collaboration in support of student success. | |

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.

n/a

## 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:

Prevention/Intervention Psychologists: Four additional psychologists were hired to support students' mental health and social-emotional well-being through both preventive and responsive services. (Goal 3, Action 3)

English Language Development (ELD) Teachers: Investment in additional staffing will support English Language Development at both the Elementary and Secondary School Levels.  Elementary ELD teachers provide direct language development instruction to English Learners.

At the secondary level, ELD teachers not only provide instruction but also support master scheduling by creating additional ELD course sections, helping to reduce conflicts and ensure English Learners can access appropriate language support. (Goal 1, Actions 6a and 10d)

| **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 |

# 2025-26 Total 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 | $255,969,147 | 82,496,743 | 32.229% | 0.000% | 32.229% |

| Totals | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Total Personnel | Total Non-personnel |
|---|---|---|---|---|---|---|---|
| Totals | $151,362,260.00 | $50,606,732.00 | $13,328,885.00 | $14,735,568.00 | $230,033,445.00 | $187,225,287.00 | $42,808,158.00 |

| 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 | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | 3 years | $16,119,329.00 | $177,044.00 | $16,296,373.00 | $0.00 | $0.00 | $0.00 | $16,296,373.00 | |
| 1 | 1-1b | Highly Qualified Staff-PAR/Induction | All | No | | | All Schools | 3 years | $726,792.00 | $238,125.00 | $964,917.00 | $0.00 | $0.00 | $0.00 | $964,917.00 | |
| 1 | 1-1c | Highly Qualified Staff-Director | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | 3 years | $270,940.00 | $0.00 | $270,940.00 | $0.00 | $0.00 | $0.00 | $270,940.00 | |
| 1 | 1-1d | Highly Qualified Staff-Office Specialist | All | No | | | All Schools | 3 years | $101,571.00 | $0.00 | $101,571.00 | $0.00 | $0.00 | $0.00 | $101,571.00 | |
| 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 | $12,449.00 | $138,101.00 | $150,550.00 | $0.00 | $0.00 | $0.00 | $150,550.00 | |
| 1 | 1-1f | Highly Qualified Staff-Employee Evaluation | All | No | | | All Schools | 3 years | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | |
| 1 | 1-2a | Professional Development | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | 1 year | $114,034.00 | $110,966.00 | $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 | $99,999.00 | $1.00 | $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 | $1,303,412.00 | $0.00 | $0.00 | $1,303,412.00 | $0.00 | $0.00 | $1,303,412.00 | |
| 1 | 1-3a | Instructional Materials/Assessments-SS/SCI | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth | All Schools | 3 years | $149,187.00 | $4,360,796.00 | $2,365,905.00 | $2,144,078.00 | $0.00 | $0.00 | $4,509,983.00 | |

| 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 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | Low Income | | | | | | | | | | |
| 1 | 1-3b | Instructional Materials/Assessments-Consumables | All | No | | | All Schools | 3 years | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | |
| 1 | 1-3c | Instructional Materials/Assessments-Don Johnson Toolkit | All | No | | | All Schools | 3 years | $0.00 | $59,000.00 | $0.00 | $59,000.00 | $0.00 | $0.00 | $59,000.00 | |
| 1 | 1-3d | Instructional Materials/Assessments | All | No | | | All Schools | 3 years | $90,302.00 | $0.00 | $90,302.00 | $0.00 | $0.00 | $0.00 | $90,302.00 | |
| 1 | 1-4a | Technology-Chromebooks | All | No | | | All Schools | 3 years | $4,475,223.00 | $5,556,821.00 | $9,110,972.00 | $721,072.00 | $200,000.00 | $0.00 | $10,032,044.00 | |
| 1 | 1-4b | Technology- Blended Learning | All | No | | | All Schools | 3 years | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | |
| 1 | 1-4c | Technology-Coding | All | No | | | All Schools | 3years | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | |
| 1 | 1-4d | Technology-Digital Tools | All | No | | | All Schools | 3 years | $408,145.00 | $0.00 | $408,145.00 | $0.00 | $0.00 | $0.00 | $408,145.00 | |
| 1 | 1-4e | Technology- Chief Innovation Officer | All | No | | | All Schools | 3 years | $210,361.00 | $0.00 | $210,361.00 | $0.00 | $0.00 | $0.00 | $210,361.00 | |
| 1 | 1-4f | Technology-IT Specialist | All | No | | | All Schools | 3 years | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | |
| 1 | 1-4g | Technology-Data Warehouse | 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 | $346,560.00 | $0.00 | $346,560.00 | $0.00 | $0.00 | $0.00 | $346,560.00 | |
| 1 | 1-5b | Interventions-Reading Diagnostics and Strategies | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | Escuelas primarias | 1 year | $38,000.00 | $832,155.00 | $120,000.00 | $750,155.00 | $0.00 | $0.00 | $870,155.00 | |
| 1 | 1-5c | Interventions-Summer School | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | Preparatorias (High Schools) | 3 years | $1,664,610.00 | $134,215.00 | $900,000.00 | $898,825.00 | $0.00 | $0.00 | $1,798,825.00 | |
| 1 | 1-5d | Interventions-Middle School | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | Preparatoria - High School | 3 years | $0.00 | $66,000.00 | $66,000.00 | $0.00 | $0.00 | $0.00 | $66,000.00 | |
| 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 | |

| 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 | 1-6a | School Site Staffing-High School | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | Escuela secundaria y preparatoria | 3 years | $9,207,827.00 | $0.00 | $9,207,827.00 | $0.00 | $0.00 | $0.00 | $9,207,827.00 | |
| 1 | 1-6b | School Site Staffing-Differentiation | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | 3 years | $1,974,731.00 | $0.00 | $1,974,731.00 | $0.00 | $0.00 | $0.00 | $1,974,731.00 | |
| 1 | 1-6c | School Site Staffing- Spec. Ed. Staffing | Students with Disabilities | No | | | All Schools | 3 years | $44,095,901.00 | $238,177.00 | $3,018,883.00 | $31,354,749.00 | $0.00 | $9,960,446.00 | $44,334,078.00 | |
| 1 | 1-6d | School Site Staffing-Classified | All | No | | | All Schools | 3 years | $145,066.00 | $0.00 | $145,066.00 | $0.00 | $0.00 | $0.00 | $145,066.00 | |
| 1 | 1-6e | School Site Staffing-SLP assistants | Students with Disabilities | No | | | All Schools | 3 years | $206,046.00 | $0.00 | $206,046.00 | $0.00 | $0.00 | $0.00 | $206,046.00 | |
| 1 | 1-7a | Parent Engagement-PIQE | English Learners | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | 3 years | $261,548.00 | $90,005.00 | $14,400.00 | $0.00 | $0.00 | $337,153.00 | $351,553.00 | |
| 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 | $6,974,006.00 | $2,647,720.00 | $6,001,533.00 | $3,620,193.00 | $0.00 | $0.00 | $9,621,726.00 | |
| 1 | 1-9a | Early Childhood Educational Programs | English Learners Low Income | Yes | LEA-wide | English Learners Low Income | Specific Schools: Centros del Desarrollo Infantil, Adams, Eisenhower, Hoover, Jackson, Johnson, Lincoln, Summerfield, Van Buren Preescolar | 3 years | $506,061.00 | $0.00 | $258,219.00 | $0.00 | $0.00 | $247,842.00 | $506,061.00 | |
| 1 | 1-9b | Early Childhood Educational Programs-Early Childhood Center | Students with Disabilities | No | | | All Schools pre-school | 3 years | $4,183,640.00 | $116,207.00 | $631,536.00 | $3,668,311.00 | $0.00 | $0.00 | $4,299,847.00 | |
| 1 | 1-10a | English Learner Supports-DLI | English Learners | Yes | Limited to Unduplicated Student Group(s) | English Learners | Specific Schools: Reagan, Jackson, Desert | 1 year | $622,650.00 | $350,979.00 | $973,629.00 | $0.00 | $0.00 | $0.00 | $973,629.00 | |

| 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 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | Ridge Academy Grado 6 en Desert Ridge Academy | | | | | | | | | |
| 1 | 1-10b | English Learner Supports-PD | English Learners | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | 1 year | $11,208,542.00 | $183,652.00 | $6,821,121.00 | $598,996.00 | $0.00 | $3,972,077.00 | $11,392,194.00 | |
| 1 | 1-10c | English Learner Supports | All | No | | | All Schools | 1 year | $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 Group(s) | English Learners | Specific Schools: Escuelas secundarias y preparatorias | 1 year | $2,689,685.00 | $0.00 | $2,689,685.00 | $0.00 | $0.00 | $0.00 | $2,689,685.00 | |
| 1 | 1-10e | English Learner Supports-ELD-ITC | English Learners | Yes | Limited to Unduplicated Student Group(s) | English Learners | Escuelas primarias | 1 year | $1,677,238.00 | $0.00 | $1,677,238.00 | $0.00 | $0.00 | $0.00 | $1,677,238.00 | |
| 1 | 1-10f | English Learner Supports-Coordinator | English Learners | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | 1 year | $240,804.00 | $0.00 | $240,804.00 | $0.00 | $0.00 | $0.00 | $240,804.00 | |
| 1 | 1-10g | English Learner Supports-Bilingual Office Specialist | All | No | | | All Schools | 3 years | $107,318.00 | $0.00 | $107,318.00 | $0.00 | $0.00 | $0.00 | $107,318.00 | |
| 2 | 2-1a | Course Access/Advanced Programs- Exam support | Low Income | Yes | LEA-wide | Low Income | All Schools | 3 years | $8,296.00 | $409,882.00 | $340,503.00 | $77,675.00 | $0.00 | $0.00 | $418,178.00 | |
| 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 | $706,792.00 | $218,005.00 | $924,797.00 | $0.00 | $0.00 | $0.00 | $924,797.00 | |
| 2 | 2-1c | Course Access/Advanced Programs | All | No | | | All Schools | 3 years | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | |
| 2 | 2-1d | Course Access/Advanced Programs-GATE | English Learners Low Income | Yes | LEA-wide | English Learners Low Income | All Schools | 3 years | $64,954.00 | $12,546.00 | $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 | $72,597.00 | $81,310.00 | $153,907.00 | $0.00 | $0.00 | $0.00 | $153,907.00 | |
| 2 | 2-1f | Course Access/Advanced Programs-ELD Sched. | All | No | | | All Schools | 3 years | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | |

| 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 | 2-2a | Opportunities Outside of Traditional Program-Horizon School | All | No | | | Specific Schools: Horizon | 3 years | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | |
| 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 | Escuelas secundarias y preparatorias | 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 | Preparatoria - High School | 3 years | $24,647.00 | $25,353.00 | $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 | Preparatoria - High school | 3 years | $264,963.00 | $0.00 | $264,963.00 | $0.00 | $0.00 | $0.00 | $264,963.00 | |
| 2 | 2-3b | Career Technical Education-Military Sci. | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | Preparatoria - High School | 3 years | $0.00 | $5,000.00 | $5,000.00 | $0.00 | $0.00 | $0.00 | $5,000.00 | |
| 2 | 2-3c | Career Technical Education- APs | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | Preparatoria - High School | 3 years | $973,600.00 | $0.00 | $973,600.00 | $0.00 | $0.00 | $0.00 | $973,600.00 | |
| 2 | 2-3d | Career Technical Education-Office Tech | All | No | | | All Schools | 3 years | $321,078.00 | $0.00 | $321,078.00 | $0.00 | $0.00 | $0.00 | $321,078.00 | |
| 2 | 2-3e | Career Technical Education- K-12 | All | No | | | All Schools | 3 years | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | |
| 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 | $451,471.00 | $1,392,355.00 | $332,179.00 | $1,293,597.00 | $0.00 | $218,050.00 | $1,843,826.00 | |

| 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 | 2-3g | 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 | 2-4a | College-Going Culture/Broad Course of Study | All | No | | | All Schools | 3 years | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | |
| 2 | 2-4b | College-Going Culture/Broad Course of Study- A-G Guidance | All | No | | | All Schools | 3 years | $292,257.00 | $0.00 | $0.00 | $292,257.00 | $0.00 | $0.00 | $292,257.00 | |
| 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 | Preparatorias - High Schools | 3 years | $208,882.00 | $31,342.00 | $20,000.00 | $220,224.00 | $0.00 | $0.00 | $240,224.00 | |
| 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 | $486,261.00 | $495,702.00 | $981,963.00 | $0.00 | $0.00 | $0.00 | $981,963.00 | |
| 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 | $385,860.00 | $0.00 | $385,860.00 | $0.00 | $0.00 | $0.00 | $385,860.00 | |
| 2 | 2-4f | College-Going Culture/Broad Course of Study- Elementary Schools | All | No | | | All Schools | 3 years | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | |
| 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 | Preparatorias - High Schools | 3 years | $0.00 | $303,766.00 | $303,766.00 | $0.00 | $0.00 | $0.00 | $303,766.00 | |
| 2 | 2-4h | College-Going Culture/Broad Course of Study-Waivers | English Learners Foster Youth Low Income | Yes | Schoolwide | English Learners Foster Youth Low Income | All Schools Preparatoria - High School | 3 years | $0.00 | $75,000.00 | $75,000.00 | $0.00 | $0.00 | $0.00 | $75,000.00 | |
| 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 | |
| 2 | 2-4j | College-Going Culture/Broad Course of Study- Exit Surveys for Seniors | All | No | | | All Schools High School | 3 years | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | |
| 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 | $299,814.00 | $6,500.00 | $306,314.00 | $0.00 | $0.00 | $0.00 | $306,314.00 | |
| 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 | 1 year | $0.00 | $6,500.00 | $6,500.00 | $0.00 | $0.00 | $0.00 | $6,500.00 | |

| 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 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | Middle School, | | | | | | | | | |
| 3 | 3-1c | Improve School Attendance-SAL | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | 3 years | $175,857.00 | $4,142.00 | $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-Health Clerks | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | 3 years | $1,668,428.00 | $0.00 | $1,668,428.00 | $0.00 | $0.00 | $0.00 | $1,668,428.00 | |
| 3 | 3-1f | Improve School Attendance-RAWEE | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | 3 years | $0.00 | $53,000.00 | $53,000.00 | $0.00 | $0.00 | $0.00 | $53,000.00 | |
| 3 | 3-1g | Improve School Attendance-Bilingual Techs | English Learners | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | 3 years | $431,840.00 | $0.00 | $431,840.00 | $0.00 | $0.00 | $0.00 | $431,840.00 | |
| 3 | 3-2a | Site Based Positive Behavior Support Programs | All | No | | | All Schools | 1 year | $0.00 | $76,143.00 | $0.00 | $76,143.00 | $0.00 | $0.00 | $76,143.00 | |
| 3 | 3-2b | Site Based Positive Behavior Support Programs | 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-SAP | Foster Youth Low Income | Yes | LEA-wide | Foster Youth Low Income | All Schools | 3 years | $854,321.00 | $56,461.00 | $910,782.00 | $0.00 | $0.00 | $0.00 | $910,782.00 | |
| 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 | $11,855,883.00 | $17,500.00 | $11,873,383.00 | $0.00 | $0.00 | $0.00 | $11,873,383.00 | |
| 3 | 3-3c | Counseling Support and Behavioral Health | All | No | | | All Schools | 3 years | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | |
| 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 | $4,574,565.00 | $111,543.00 | $2,568,022.00 | $2,118,086.00 | $0.00 | $0.00 | $4,686,108.00 | |
| 3 | 3-3e | Counseling Support and Behavioral Health-PIPs | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | 3 years | $3,183,606.00 | $67,500.00 | $3,251,106.00 | $0.00 | $0.00 | $0.00 | $3,251,106.00 | |
| 3 | 3-3f | Counseling Support and Behavioral Health- Tier 2 | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | 3 years | $1,558,283.00 | $0.00 | $1,558,283.00 | $0.00 | $0.00 | $0.00 | $1,558,283.00 | |

| 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 | 3-4a | Health and Wellness for Students-Transport | Foster Youth Low Income | Yes | Schoolwide | Foster Youth Low Income | Specific Schools: Amistad High School y Summit High School | 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 | English Learners Foster Youth | Yes | LEA-wide | English Learners Foster Youth | All Schools | 3 years | $180,132.00 | $0.00 | $180,132.00 | $0.00 | $0.00 | $0.00 | $180,132.00 | |
| 3 | 3-4c | Health and Wellness-MHNurses | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | 3 years | $125,022.00 | $0.00 | $125,022.00 | $0.00 | $0.00 | $0.00 | $125,022.00 | |
| 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 | 3-5b | Positive and Safe Environment- Safety Plan | 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 | All | No | | | All Schools | 3 years | $0.00 | $1,411,011.00 | $1,411,011.00 | $0.00 | $0.00 | $0.00 | $1,411,011.00 | |
| 3 | 3-5d | Positive and Safe Environment- Security Staff | All | No | | | All Schools | 3 years | $7,150,535.00 | $199,068.00 | $7,349,603.00 | $0.00 | $0.00 | $0.00 | $7,349,603.00 | |
| 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 | $4,123,925.00 | $0.00 | $4,123,925.00 | $0.00 | $0.00 | $0.00 | $4,123,925.00 | |
| 3 | 3-5f | Positive and Safe Environment - Bus Routes | All | No | | | All Schools | 3 years | $9,690,818.00 | $1,373,986.00 | $11,064,804.00 | $0.00 | $0.00 | $0.00 | $11,064,804.00 | |
| 3 | 3-5g | Positive and Safe Environment-Lanyards | All | No | | | All Schools | 3 years | $0.00 | $54,169.00 | $54,169.00 | $0.00 | $0.00 | $0.00 | $54,169.00 | |
| 3 | 3-5h | Positive and Safe Environment-Site Monitors | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | Escuelas primarias y secundarias | 3 years | $2,062,811.00 | $0.00 | $2,062,811.00 | $0.00 | $0.00 | $0.00 | $2,062,811.00 | |
| 3 | 3-5i | Positive and Safe Environment- MS and HS Orientation | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | Las escuelas secundarias y preparatorias | 3 years | $0.00 | $3,000.00 | $3,000.00 | $0.00 | $0.00 | $0.00 | $3,000.00 | |
| 3 | 3-6a | Clean and Efficient Environment-Custodians | All | No | | | All Schools | 3 years | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | |
| 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 | $14,895,899.00 | $13,645,351.00 | $28,541,250.00 | $0.00 | $0.00 | $0.00 | $28,541,250.00 | |

| 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 | 3-6c | Clean and Efficient Environment- Maintenance | All | No | | | All Schools | 3 years | $7,570,636.00 | $6,368,529.00 | $810,280.00 | $0.00 | $13,128,885.00 | $0.00 | $13,939,165.00 | |
| 3 | 3-6d | Clean and Efficient Environment - Custodial Supervisor | All | No | | | All Schools | 3 years | $171,760.00 | $0.00 | $171,760.00 | $0.00 | $0.00 | $0.00 | $171,760.00 | |
| 3 | 3-7a | Communication, Equity and Accountability | All | No | | | All Schools | 3 years | $0.00 | $274,441.00 | $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 | $279,182.00 | $0.00 | $279,182.00 | $0.00 | $0.00 | $0.00 | $279,182.00 | |
| 3 | 3-7c | Communication, Equity and Accountability- Bilingual Admin. Assistant | All | No | | | All Schools | 3 years | $113,927.00 | $0.00 | $113,927.00 | $0.00 | $0.00 | $0.00 | $113,927.00 | |
| 3 | 3-7d | Communication, Equity and Accountability-TE Survey | 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 | $240,804.00 | $0.00 | $240,804.00 | $0.00 | $0.00 | $0.00 | $240,804.00 | |
| 3 | 3-7f | Communication, Equity and Accountability - LCAP Fiscal Tech | All | No | | | All Schools | 3 years | $145,975.00 | $0.00 | $145,975.00 | $0.00 | $0.00 | $0.00 | $145,975.00 | |
| 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 | 3-8b | Parent Engagement- Parent Notification System | All | No | | | All Schools | 3 years | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | |
| 3 | 3-8c | Parent Engagement- SAP Support | All | No | | | All Schools | 3 years | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | |
| 3 | 3-8d | Parent Engagement-Parent classes | 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-Stipends | English Learners | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | 3 years | $55,722.00 | $0.00 | $55,722.00 | $0.00 | $0.00 | $0.00 | $55,722.00 | |
| 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 | Data Analysis / Tier 1 Support | All | No | | | All Schools Specific Schools: Summit, Horizon, Amistad | 1 year | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | |
| 4 | 4-2a | SEL/Mental Health Support | All | No | | | All Schools Specific | 1 year | $480,812.00 | $0.00 | $0.00 | $480,812.00 | $0.00 | $0.00 | $480,812.00 | |

| 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 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | Schools: Amistad, Horizon and Summit | | | | | | | | | |
| **4** | **4-3a** | Parent Engagement | All | No | | | All Schools Specific Schools: Amistad, Horizon and Summit | 1 year | $188,783.00 | $0.00 | $0.00 | $188,783.00 | $0.00 | $0.00 | $188,783.00 | |
| **5** | **5-1a** | Dual Enrollment/CTE | All | No | | | Specific Schools: Amistad, Horizon, Summit | 1 year | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | |
| **5** | **5-1b** | Instructional Materials and Enrichment | All | No | | | All Schools Specific Schools: Amistad, Horizon, Summit | 1 year | $0.00 | $23,558.00 | $0.00 | $23,558.00 | $0.00 | $0.00 | $23,558.00 | |
| **5** | **5-1c** | Credit Recovery | All | No | | | All Schools Specific Schools: Amistad, Horizon, Summit | 1 year | $133,206.00 | $0.00 | $0.00 | $133,206.00 | $0.00 | $0.00 | $133,206.00 | |
| **5** | **5-2a** | Parent Engagement / Counseling Services | All | No | | | All Schools Specific Schools: Amistad, Horizon and Summit | 1 year | $70,078.00 | $47,834.00 | $0.00 | $117,912.00 | $0.00 | $0.00 | $117,912.00 | |
| **5** | **5-3a** | Professional Development | All | No | | | Specific Schools: Amistad, Summit, Horizon | 1 year | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | |
| **5** | **5-4a** | Academic and Leadership Enrichment | All | No | | | All Schools Amistad, Summit, Horizon | 1 year | $0.00 | $15,000.00 | $0.00 | $15,000.00 | $0.00 | $0.00 | $15,000.00 | |
| **6** | **6-1a** | Data Analysis/ Tier 1 Support | All | No | | | Specific Schools: Madison | 1 year | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | |
| **6** | **6-2a** | Instructional Materials | All | No | | | Specific Schools: | 1 year | $0.00 | $1,660.00 | $0.00 | $1,660.00 | $0.00 | $0.00 | $1,660.00 | |

| 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 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | Madison | | | | | | | | | |
| **6** | **6-3a** | SEL | All | No | | | Specific Schools: Madison | 1 year | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | |
| **6** | **6-4a** | Parent Engagement | All | No | | | Specific Schools: Madison | 1 year | $248,418.00 | $0.00 | $0.00 | $248,418.00 | $0.00 | $0.00 | $248,418.00 | |
| **6** | **6-5a** | Instruction Support | All | No | | | Specific Schools: Madison | 1 year | $200,610.00 | $0.00 | $0.00 | $200,610.00 | $0.00 | $0.00 | $200,610.00 | |

# 2025-26 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 |
|---|---|---|---|---|---|---|---|---|---|
| $255,969,147 | 82,496,743 | 32.229% | 0.000% | 32.229% | $113,529,642.00 | 0.000% | 44.353 % | **Total:** | $113,529,642.00 |
| | | | | | | | | **LEA-wide Total:** | $99,277,571.00 |
| | | | | | | | | **Limited Total:** | $12,904,439.00 |
| | | | | | | | | **Schoolwide Total:** | $1,347,632.00 |

| 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 | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $16,296,373.00 | |
| **1** | **1-1c** | Highly Qualified Staff-Director | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $270,940.00 | |
| **1** | **1-1e** | Highly Qualified Staff-DSLA | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $150,550.00 | |
| **1** | **1-2a** | Professional Development | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $225,000.00 | |
| **1** | **1-2b** | Professional Development-After-School Academies | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $100,000.00 | |
| **1** | **1-3a** | Instructional Materials/Assessments-SS/SCI | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $2,365,905.00 | |

| 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 Warehouse | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $208,000.00 | |
| 1 | 1-5b | Interventions-Reading Diagnostics and Strategies | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | Escuelas primarias | $120,000.00 | |
| 1 | 1-5c | Interventions-Summer School | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | Preparatorias (High Schools) | $900,000.00 | |
| 1 | 1-5d | Interventions-Middle School | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | Preparatoria - High School | $66,000.00 | |
| 1 | 1-5f | Interventions-Goalbook | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $143,381.00 | |
| 1 | 1-6a | School Site Staffing-High School | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | Escuela secundaria y preparatoria | $9,207,827.00 | |
| 1 | 1-6b | School Site Staffing-Differentiation | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $1,974,731.00 | |
| 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<br>Foster Youth<br>Low Income | All Schools | $6,001,533.00 | |
| 1 | 1-9a | Early Childhood Educational Programs | Yes | LEA-wide | English Learners<br>Low Income | Specific Schools: Centros del Desarrollo Infantil, Adams, Eisenhower, Hoover, Jackson, Johnson, Lincoln, Summerfield, Van Buren Preescolar | $258,219.00 | |

| 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 | 1-10a | English Learner Supports-DLI | Yes | Limited to Unduplicated Student Group(s) | English Learners | Specific Schools: Reagan, Jackson, Desert Ridge Academy<br>Grado 6 en Desert Ridge Academy | $973,629.00 | |
| 1 | 1-10b | English Learner Supports-PD | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | $6,821,121.00 | |
| 1 | 1-10d | English Learner Supports-HIgh School ELD Support | Yes | Limited to Unduplicated Student Group(s) | English Learners | Specific Schools: Escuelas secundarias y preparatorias | $2,689,685.00 | |
| 1 | 1-10e | English Learner Supports-ELD-ITC | Yes | Limited to Unduplicated Student Group(s) | English Learners | Escuelas primarias | $1,677,238.00 | |
| 1 | 1-10f | English Learner Supports-Coordinator | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | $240,804.00 | |
| 2 | 2-1a | Course Access/Advanced Programs- Exam support | Yes | LEA-wide | Low Income | All Schools | $340,503.00 | |
| 2 | 2-1b | Course Access/Advanced Programs-IB | Yes | Schoolwide | English Learners<br>Foster Youth<br>Low Income | Specific Schools: LQHS, JGMS, Franklin Elementary, Earhart Elementary | $924,797.00 | |
| 2 | 2-1d | Course Access/Advanced Programs-GATE | Yes | LEA-wide | English Learners<br>Low Income | All Schools | $77,500.00 | |
| 2 | 2-2c | Opportunities Outside of Traditional Program-Ophelia Project | Yes | LEA-wide | Low Income | Escuelas secundarias y preparatorias | $53,000.00 | |
| 2 | 2-2d | Opportunities Outside of Traditional Program-Gents Alliance | Yes | LEA-wide | Low Income | Preparatoria - High School | $50,000.00 | |
| 2 | 2-3a | Career Technical Education-Director | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | Preparatoria - High school | $264,963.00 | |

| 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 | 2-3b | Career Technical Education-Military Sci. | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | Preparatoria - High School | $5,000.00 | |
| 2 | 2-3c | Career Technical Education- APs | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | Preparatoria - High School | $973,600.00 | |
| 2 | 2-3f | Career Technical Education-Pathways | Yes | Schoolwide | English Learners<br>Foster Youth<br>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<br>Foster Youth<br>Low Income | Preparatorias - High Schools | $20,000.00 | |
| 2 | 2-4d | College-Going Culture/Broad Course of Study-AVID Training | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $981,963.00 | |
| 2 | 2-4e | College-Going Culture/Broad Course of Study-AVID Project Facilitators | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $385,860.00 | |
| 2 | 2-4g | College-Going Culture/Broad Course of Study-APEX/Edgenuity | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | Preparatorias - High Schools | $303,766.00 | |
| 2 | 2-4h | College-Going Culture/Broad Course of Study-Waivers | Yes | Schoolwide | English Learners<br>Foster Youth<br>Low Income | All Schools<br>Preparatoria - High School | $75,000.00 | |
| 3 | 3-1a | Improve School Attendance-Coordinator | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $306,314.00 | |
| 3 | 3-1b | Improve School Attendance-Red Indicators | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | Specific Schools: Paige Middle School, Glenn | $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 (%) |
|---|---|---|---|---|---|---|---|---|
| | | | | | | Middle School, La Quinta Middle School, | | |
| 3 | 3-1c | Improve School Attendance-SAL | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $179,999.00 | |
| 3 | 3-1e | Improve School Attendance-Health Clerks | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $1,668,428.00 | |
| 3 | 3-1f | Improve School Attendance-RAWEE | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $53,000.00 | |
| 3 | 3-1g | Improve School Attendance-Bilingual Techs | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | $431,840.00 | |
| 3 | 3-3a | Counseling Support and Behavioral Health-SAP | Yes | LEA-wide | Foster Youth<br>Low Income | All Schools | $910,782.00 | |
| 3 | 3-3b | Counseling Support and Behavioral Health-Counselors | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $11,873,383.00 | |
| 3 | 3-3d | Counseling Support and Behavioral Health-Mental Health | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $2,568,022.00 | |
| 3 | 3-3e | Counseling Support and Behavioral Health-PIPs | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $3,251,106.00 | |
| 3 | 3-3f | Counseling Support and Behavioral Health- Tier 2 | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $1,558,283.00 | |
| 3 | 3-4a | Health and Wellness for Students-Transport | Yes | Schoolwide | Foster Youth<br>Low Income | Specific Schools: Amistad High School y Summit High School | $15,656.00 | |
| 3 | 3-4b | Health and Wellness for Students-Nurses | Yes | LEA-wide | English Learners<br>Foster Youth | All Schools | $180,132.00 | |
| 3 | 3-4c | Health and Wellness-MHNurses | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $125,022.00 | |

| 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 (%) |
|---|---|---|---|---|---|---|---|---|
| 3 | 3-5e | Positive and Safe Environment-APs | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $4,123,925.00 | |
| 3 | 3-5h | Positive and Safe Environment-Site Monitors | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | Escuelas primarias y secundarias | $2,062,811.00 | |
| 3 | 3-5i | Positive and Safe Environment- MS and HS Orientation | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | Las escuelas secundarias y preparatorias | $3,000.00 | |
| 3 | 3-6b | Additional staff to support clean schools- Extra Custodial Staffing | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $28,541,250.00 | |
| 3 | 3-7d | Communication, Equity and Accountability-TE Survey | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $121,000.00 | |
| 3 | 3-8e | Parent Engagement-Stipends | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | $55,722.00 | |

# 2024-25 Annual Update Table

| Totals | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Expenditures (Total Funds) |
|---|---|---|
| **Totals** | $217,776,725.00 | $217,141,100.00 |

| 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 | Yes | $15,917,066.00 | $16,466,598.00 |
| **1** | **1-1b** | Highly Qualified Staff-PAR/Induction | No | $964,917.00 | $898,685.00 |
| **1** | **1-1c** | Highly Qualified Staff-Director | Yes | $268,408.00 | $271,804.00 |
| **1** | **1-1d** | Highly Qualified Staff | No | $97,151.00 | $97,519.00 |
| **1** | **1-1e** | Highly Qualified Staff-DSLA | Yes | $275,550.00 | $269,310.00 |
| **1** | **1-1f** | Highly Qualified Staff | No | $53,900.00 | $51,951.00 |
| **1** | **1-2a** | Professional Development | Yes | $240,000.00 | $222,742.00 |
| **1** | **1-2b** | Professional Development-After-School Academies | Yes | $150,000.00 | $133,931.00 |
| **1** | **1-2c** | Professional Development | No | $0.00 | $0.00 |
| **1** | **1-2d** | Professional Development | No | $5,000.00 | $17,377.00 |

| 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 | 1-3a | Instructional Materials/Assessments-SS/SCI | Yes | $2,875,995.00 | $5,970,514.00 |
| 1 | 1-3b | Instructional Materials/Assessments-Consumables | Yes | $20,835.00 | $2,392.00 |
| 1 | 1-3c | Instructional Materials/Assessments | No | $0.00 | $0.00 |
| 1 | 1-3d | Instructional Materials/Assessments | No | $90,454.00 | $94,899.00 |
| 1 | 1-4a | Technology | No | $10,586,132.00 | $9,659,342.00 |
| 1 | 1-4b | Technology | No | $0.00 | $0.00 |
| 1 | 1-4c | Technology | No | $0.00 | $0.00 |
| 1 | 1-4d | Technology | No | $404,356.00 | $410,332.00 |
| 1 | 1-4e | Technology | No | $209,882.00 | $211,997.00 |
| 1 | 1-4f | Technology | No | $0.00 | $0.00 |
| 1 | 1-4g | Technology-Data Warehouse | Yes | $195,000.00 | $182,638.00 |
| 1 | 1-5a | Interventions | No | $339,477.00 | $343,918.00 |
| 1 | 1-5b | Interventions-Reading Diagnostics | Yes | $130,000.00 | $43,835.00 |

| 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 | 1-5c | Interventions-Summer School | Yes | $900,000.00 | $900,000.00 |
| 1 | 1-5d | Interventions-HS | Yes | $60,000.00 | $61,400.00 |
| 1 | 1-5e | Interventions | No | $12,500.00 | $2,622.00 |
| 1 | 1-5f | Interventions-Goalbook | Yes | $143,381.00 | $164,368.00 |
| 1 | 1-6a | School Site Staffing-High School | Yes | $16,156,456.00 | $16,298,815.00 |
| 1 | 1-6b | School Site Staffing-Differentiation | Yes | $1,937,136.00 | $2,025,223.00 |
| 1 | 1-6c | School Site Staffing | No | $41,593,553.00 | $42,170,291.00 |
| 1 | 1-6d | School Site Staffing | No | $143,784.00 | $133,706.00 |
| 1 | 1-6e | School Site Staffing | No | $210,243.00 | $201,848.00 |
| 1 | 1-7a | Parent Engagement-PIQE | Yes | $391,807.00 | $338,713.00 |
| 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 | Yes | $4,909,281.00 | $4,329,313.00 |

| 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 | 1-9a | Early Childhood Educational Programs | Yes | $498,410.00 | $492,675.00 |
| 1 | 1-9b | Early Childhood Educational Programs | No | $3,380,692.00 | $3,444,157.00 |
| 1 | 1-10a | English Learner Supports-DLI | Yes | $943,323.00 | $839,075.00 |
| 1 | 1-10b | English Learner Supports- PD | Yes | $11,285,968.00 | $11,292,134.00 |
| 1 | 1-10c | English Learner Supports | No | $0.00 | $0.00 |
| 1 | 1-10d | English Learner Supports-ELD Support | Yes | $2,584,103.00 | $2,577,355.00 |
| 1 | 1-10e | English Learner Supports- ELD-ITC | Yes | $1,464,498.00 | $1,644,815.00 |
| 1 | 1-10f | English Learner Supports-Coordinator | Yes | $238,559.00 | $241,675.00 |
| 1 | 1-10g | English Learner Supports | No | $99,362.00 | $72,930.00 |
| 2 | 2-1a | Course Access/Advanced Programs | Yes | $412,928.00 | $306,209.00 |
| 2 | 2-1b | Course Access/Advanced Programs-IB | Yes | $779,165.00 | $800,304.00 |
| 2 | 2-1c | Course Access/Advanced Programs | No | $0.00 | $0.00 |
| 2 | 2-1d | Course Access/Advanced Programs-GATE | Yes | $77,500.00 | $52,358.00 |

| 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 | 2-1e | Course Access/Advanced Programs | No | $160,061.00 | $140,586.00 |
| 2 | 2-1f | Course Access/Advanced Programs-ELD Sched. | Yes | $97,500.00 | $0.00 |
| 2 | 2-2a | Opportunities Outside of Traditional Program | No | $0.00 | $0.00 |
| 2 | 2-2b | Opportunities Outside of Traditional Program | No | $80,000.00 | $36,932.00 |
| 2 | 2-2c | Opportunities Outside of Traditional Program-Ophelia | Yes | $53,000.00 | $43,135.00 |
| 2 | 2-2d | Opportunities Outside of Traditional Program-Gents Alliance | Yes | $55,000.00 | $17,559.00 |
| 2 | 2-3a | Career Technical Education-Director | Yes | $262,432.00 | $266,516.00 |
| 2 | 2-3b | Career Technical Education-Military Sci. | Yes | $20,000.00 | $0.00 |
| 2 | 2-3c | Career Technical Education- APs | Yes | $981,641.00 | $986,843.00 |
| 2 | 2-3d | Career Technical Education | No | $327,226.00 | $324,003.00 |
| 2 | 2-3e | Career Technical Education | No | $10,000.00 | $0.00 |
| 2 | 2-3f | Career Technical Education-PLTW | Yes | $2,009,431.00 | $2,451,509.00 |
| 2 | 2-3g | Career Technical Education | No | $45,000.00 | $23,741.00 |

| 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 | 2-4a | College-Going Culture/Broad Course of Study | No | $0.00 | $0.00 |
| 2 | 2-4b | College-Going Culture/Broad Course of Study | No | $0.00 | $0.00 |
| 2 | 2-4c | College-Going Culture/Broad Course of Study- PD for Counselors | Yes | $743,507.00 | $624,899.00 |
| 2 | 2-4d | College-Going Culture/Broad Course of Study-AVID | Yes | $1,083,455.00 | $903,071.00 |
| 2 | 2-4e | College-Going Culture/Broad Course of Study-AVID | Yes | $420,778.00 | $384,377.00 |
| 2 | 2-4f | College-Going Culture/Broad Course of Study | No | $0.00 | $0.00 |
| 2 | 2-4g | College-Going Culture/Broad Course of Study-APEX/Edg. | Yes | $306,034.00 | $314,813.00 |
| 2 | 2-4h | College-Going Culture/Broad Course of Study-Waivers | Yes | $75,000.00 | $97,780.00 |
| 2 | 2-4i | College-Going Culture/Broad Course of Study | No | $5,000.00 | $0.00 |
| 2 | 2-4j | College-Going Culture/Broad Course of Study | No | $0.00 | $0.00 |
| 3 | 3-1a | Improve School Attendance-Coordinator | Yes | $298,761.00 | $300,970.00 |
| 3 | 3-1b | Improve School Attendance-Red Indicators | Yes | $6,500.00 | $6,500.00 |
| 3 | 3-1c | Improve School Attendance-SAL | Yes | $134,340.00 | $62,614.00 |

| 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 | 3-1d | Improve School Attendance | No | $0.00 | $0.00 |
| 3 | 3-1e | Improve School Attendance-Health Clerks | Yes | $1,629,761.00 | $1,662,268.00 |
| 3 | 3-1f | Improve School Attendance-RAWEE | Yes | $53,000.00 | $45,073.00 |
| 3 | 3-1g | Improve School Attendance-Bilingual Techs | Yes | $437,176.00 | $382,947.00 |
| 3 | 3-2a | Site Based Positive Behavior Support Programs | No | $0.00 | $0.00 |
| 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 | $830,991.00 |
| 3 | 3-3b | Counseling Support and Behavioral Health-Counselors | Yes | $11,617,346.00 | $11,487,350.00 |
| 3 | 3-3c | Counseling Support and Behavioral Health | No | $0.00 | $0.00 |
| 3 | 3-3d | Counseling Support and Behavioral Health-Mental Health | Yes | $4,319,770.00 | $4,397,100.00 |
| 3 | 3-3e | Counseling Support and Behavioral Health-PIPs | Yes | $3,161,170.00 | $3,185,366.00 |
| 3 | 3-3f | Counseling Support and Behavioral Health- Tier 2 | Yes | $1,475,581.00 | $1,504,472.00 |
| 3 | 3-4a | Health and Wellness for Students-Transport | Yes | $15,656.00 | $15,656.00 |

| 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 | 3-4b | Health and Wellness for Students-Nurses | Yes | $180,818.00 | $183,841.00 |
| 3 | 3-4c | Health and Wellness-MHNurses | Yes | $117,748.00 | $98,089.00 |
| 3 | 3-5a | Positive and Safe Environment | No | $0.00 | $0.00 |
| 3 | 3-5b | Positive and Safe Environment | No | $0.00 | $0.00 |
| 3 | 3-5c | Positive and Safe Environment | No | $1,191,011.00 | $818,553.00 |
| 3 | 3-5d | Positive and Safe Environment | No | $6,921,506.00 | $7,314,961.00 |
| 3 | 3-5e | Positive and Safe Environment-APs | Yes | $4,167,601.00 | $3,950,411.00 |
| 3 | 3-5f | Positive and Safe Environment | No | $11,035,151.00 | $10,305,281.00 |
| 3 | 3-5g | Positive and Safe Environment | No | $35,485.00 | $30,122.00 |
| 3 | 3-5h. | Positive and Safe Environment-Site Monitors | Yes | $2,046,042.00 | $2,076,125.00 |
| 3 | 3-5i | Positive and Safe Environment | Yes | $3,000.00 | $3,635.00 |
| 3 | 3-6a | Clean and Efficient Environment | No | $0.00 | $0.00 |
| 3 | 3-6b | Additional staff to support clean schools | Yes | $25,724,524.00 | $24,126,952.00 |

| 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 | No | $12,660,224.00 | $11,801,565.00 |
| **3** | **3-6d** | Clean and Efficient Environment | No | $163,358.00 | $165,775.00 |
| **3** | **3-7a** | Communication, Equity and Accountability | No | $290,635.00 | $261,298.00 |
| **3** | **3-7b** | Communication, Equity and Accountability | No | $277,713.00 | $239,682.00 |
| **3** | **3-7c** | Communication, Equity and Accountability | No | $132,974.00 | $114,071.00 |
| **3** | **3-7d** | Communication, Equity and Accountability-TE Survey | Yes | $121,000.00 | $107,040.00 |
| **3** | **3-7e** | Communication, Equity and Accountability | No | $238,559.00 | $241,675.00 |
| **3** | **3-7f** | Communication, Equity and Accountability | No | $173,443.00 | $82,176.00 |
| **3** | **3-7g** | Communication, Equity and Accountability | No | $0.00 | $0.00 |
| **3** | **3-8a** | Parent Engagement | No | $0.00 | $0.00 |
| **3** | **3-8b** | Parent Engagement | No | $0.00 | $0.00 |
| **3** | **3-8c** | Parent Engagement | No | $0.00 | $0.00 |
| **3** | **3-8d** | Parent Engagement-Parent classes | Yes | $15,100.00 | $6,570.00 |

| 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** | **3-8e** | Parent Engagement-Stipends | Yes | $54,939.00 | $19,913.00 |
| **3** | **3.9a** | Foster Youth Support | Yes | $4,500.00 | $2,836.00 |
| **4** | **4-1a** | Data Analysis / Tier 1 Support | No | $0.00 | $0.00 |
| **4** | **4-2a** | SEL/Mental Health Support | No | $182,975.00 | $343,246.00 |
| **4** | **4-3a** | Parent Engagement | No | $92,450.00 | $118,883.00 |
| **5** | **5-1a** | CCI Prepared | No | $0.00 | $0.00 |
| **5** | **5-1b** | CCI Prepared | No | $10,000.00 | $10,835.00 |
| **5** | **5-1c** | CCI prepared | No | $0.00 | $193,084.00 |
| **5** | **5-2a** | Parent Engagement | No | $0.00 | $264.00 |
| **6** | **6-1a** | Data Analysis/ Tier 1 Support | No | $0.00 | $13,118.00 |
| **6** | **6-2a** | Instructional Materials | No | $5,000.00 | $185,685.00 |
| **6** | **6-3a** | SEL | No | $0.00 | $0.00 |
| **6** | **6-4a** | Parent Engagement | No | $89,289.00 | $88,573.00 |

# 2024-25 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) |
|---|---|---|---|---|---|---|
| $81,538,477 | $113,415,523.00 | $110,703,727.00 | $2,711,796.00 | 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 | Yes | $15,917,066.00 | $16,466,598.00 | | |
| 1 | 1-1c | Highly Qualified Staff-Director | Yes | $268,408.00 | $271,804.00 | | |
| 1 | 1-1e | Highly Qualified Staff-DSLA | Yes | $275,550.00 | $269,310.00 | | |
| 1 | 1-2a | Professional Development | Yes | $240,000.00 | $222,742.00 | | |
| 1 | 1-2b | Professional Development-After-School Academies | Yes | $150,000.00 | $133,931.00 | | |
| 1 | 1-3a | Instructional Materials/Assessments-SS/SCI | Yes | $219,187.00 | $84,268.00 | | |
| 1 | 1-3b | Instructional Materials/Assessments-Consumables | Yes | $20,835.00 | $2,392.00 | | |
| 1 | 1-4g | Technology-Data Warehouse | Yes | $195,000.00 | $182,638.00 | | |
| 1 | 1-5b | Interventions-Reading Diagnostics | Yes | $130,000.00 | $43,835.00 | | |
| 1 | 1-5c | Interventions-Summer School | Yes | $900,000.00 | $900,000.00 | | |
| 1 | 1-5d | Interventions-HS | Yes | $60,000.00 | $61,400.00 | | |
| 1 | 1-5f | Interventions-Goalbook | Yes | $143,381.00 | $164,368.00 | | |

| 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 | $16,156,456.00 | $16,298,815.00 | | |
| 1 | 1-6b | School Site Staffing-Differentiation | Yes | $1,937,136.00 | $2,025,223.00 | | |
| 1 | 1-7a | Parent Engagement-PIQE | Yes | $21,400.00 | $21,400.00 | | |
| 1 | 1-8a | Site Based Student Achievement Support | Yes | $4,909,281.00 | $4,329,313.00 | | |
| 1 | 1-9a | Early Childhood Educational Programs | Yes | $253,068.00 | $248,183.00 | | |
| 1 | 1-10a | English Learner Supports-DLI | Yes | $943,323.00 | $839,075.00 | | |
| 1 | 1-10b | English Learner Supports- PD | Yes | $6,764,908.00 | $6,775,810.00 | | |
| 1 | 1-10d | English Learner Supports-ELD Support | Yes | $2,584,103.00 | $2,577,355.00 | | |
| 1 | 1-10e | English Learner Supports-ELD-ITC | Yes | $1,464,498.00 | $1,644,815.00 | | |
| 1 | 1-10f | English Learner Supports-Coordinator | Yes | $238,559.00 | $241,675.00 | | |
| 2 | 2-1a | Course Access/Advanced Programs | Yes | $340,503.00 | $234,077.00 | | |
| 2 | 2-1b | Course Access/Advanced Programs-IB | Yes | $779,165.00 | $800,304.00 | | |
| 2 | 2-1d | Course Access/Advanced Programs-GATE | Yes | $77,500.00 | $52,358.00 | | |
| 2 | 2-1f | Course Access/Advanced Programs-ELD Sched. | Yes | $97,500.00 | $0.00 | | |
| 2 | 2-2c | Opportunities Outside of Traditional Program-Ophelia | Yes | $53,000.00 | $43,135.00 | | |
| 2 | 2-2d | Opportunities Outside of Traditional Program-Gents Alliance | Yes | $55,000.00 | $17,559.00 | | |
| 2 | 2-3a | Career Technical Education-Director | Yes | $262,432.00 | $266,516.00 | | |

| 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 | $20,000.00 | $0.00 | | |
| 2 | 2-3c | Career Technical Education-APs | Yes | $981,641.00 | $986,843.00 | | |
| 2 | 2-3f | Career Technical Education-PLTW | Yes | $369,179.00 | $239,581.00 | | |
| 2 | 2-4c | College-Going Culture/Broad Course of Study- PD for Counselors | Yes | $35,000.00 | $0.00 | | |
| 2 | 2-4d | College-Going Culture/Broad Course of Study-AVID | Yes | $1,083,455.00 | $903,071.00 | | |
| 2 | 2-4e | College-Going Culture/Broad Course of Study-AVID | Yes | $420,778.00 | $384,377.00 | | |
| 2 | 2-4g | College-Going Culture/Broad Course of Study-APEX/Edg. | Yes | $306,034.00 | $314,813.00 | | |
| 2 | 2-4h | College-Going Culture/Broad Course of Study-Waivers | Yes | $75,000.00 | $97,780.00 | | |
| 3 | 3-1a | Improve School Attendance-Coordinator | Yes | $298,761.00 | $300,970.00 | | |
| 3 | 3-1b | Improve School Attendance-Red Indicators | Yes | $6,500.00 | $6,500.00 | | |
| 3 | 3-1c | Improve School Attendance-SAL | Yes | $134,340.00 | $62,614.00 | | |
| 3 | 3-1e | Improve School Attendance-Health Clerks | Yes | $1,629,761.00 | $1,662,268.00 | | |
| 3 | 3-1f | Improve School Attendance-RAWEE | Yes | $53,000.00 | $45,073.00 | | |
| 3 | 3-1g | Improve School Attendance-Bilingual Techs | Yes | $437,176.00 | $382,947.00 | | |
| 3 | 3-3a | Counseling Support and Behavioral Health-SAP | Yes | $910,782.00 | $830,991.00 | | |
| 3 | 3-3b | Counseling Support and Behavioral Health-Counselors | Yes | $11,617,346.00 | $11,487,350.00 | | |
| 3 | 3-3d | Counseling Support and Behavioral Health-Mental Health | Yes | $2,491,832.00 | $2,498,744.00 | | |

| 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 | 3-3e | Counseling Support and Behavioral Health-PIPs | Yes | $3,161,170.00 | $3,185,366.00 | | |
| 3 | 3-3f | Counseling Support and Behavioral Health- Tier 2 | Yes | $1,475,581.00 | $1,504,472.00 | | |
| 3 | 3-4a | Health and Wellness for Students-Transport | Yes | $15,656.00 | $15,656.00 | | |
| 3 | 3-4b | Health and Wellness for Students-Nurses | Yes | $180,818.00 | $183,841.00 | | |
| 3 | 3-4c | Health and Wellness-MHNurses | Yes | $117,748.00 | $98,089.00 | | |
| 3 | 3-5e | Positive and Safe Environment-APs | Yes | $4,167,601.00 | $3,950,411.00 | | |
| 3 | 3-5h. | Positive and Safe Environment-Site Monitors | Yes | $2,046,042.00 | $2,076,125.00 | | |
| 3 | 3-5i | Positive and Safe Environment | Yes | $3,000.00 | $3,635.00 | | |
| 3 | 3-6b | Additional staff to support clean schools | Yes | $25,724,524.00 | $24,126,952.00 | | |
| 3 | 3-7d | Communication, Equity and Accountability-TE Survey | Yes | $121,000.00 | $107,040.00 | | |
| 3 | 3-8d | Parent Engagement-Parent classes | Yes | $15,100.00 | $6,570.00 | | |
| 3 | 3-8e | Parent Engagement-Stipends | Yes | $54,939.00 | $19,913.00 | | |
| 3 | 3.9a | Foster Youth Support | Yes | $4,500.00 | $2,836.00 | | |

# 2024-25 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) |
|---|---|---|---|---|---|---|---|---|
| $255,539,666 | $81,538,477 | 0.00 | 31.908% | $110,703,727.00 | 0.000% | 43.322% | $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 2025-26, 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 2025-26, 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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