



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Desert Sands Unified School District

CDS Code: 33670580000000

School Year: 2024-25

LEA contact information:

Kelly May-Vollmar, Ed.D

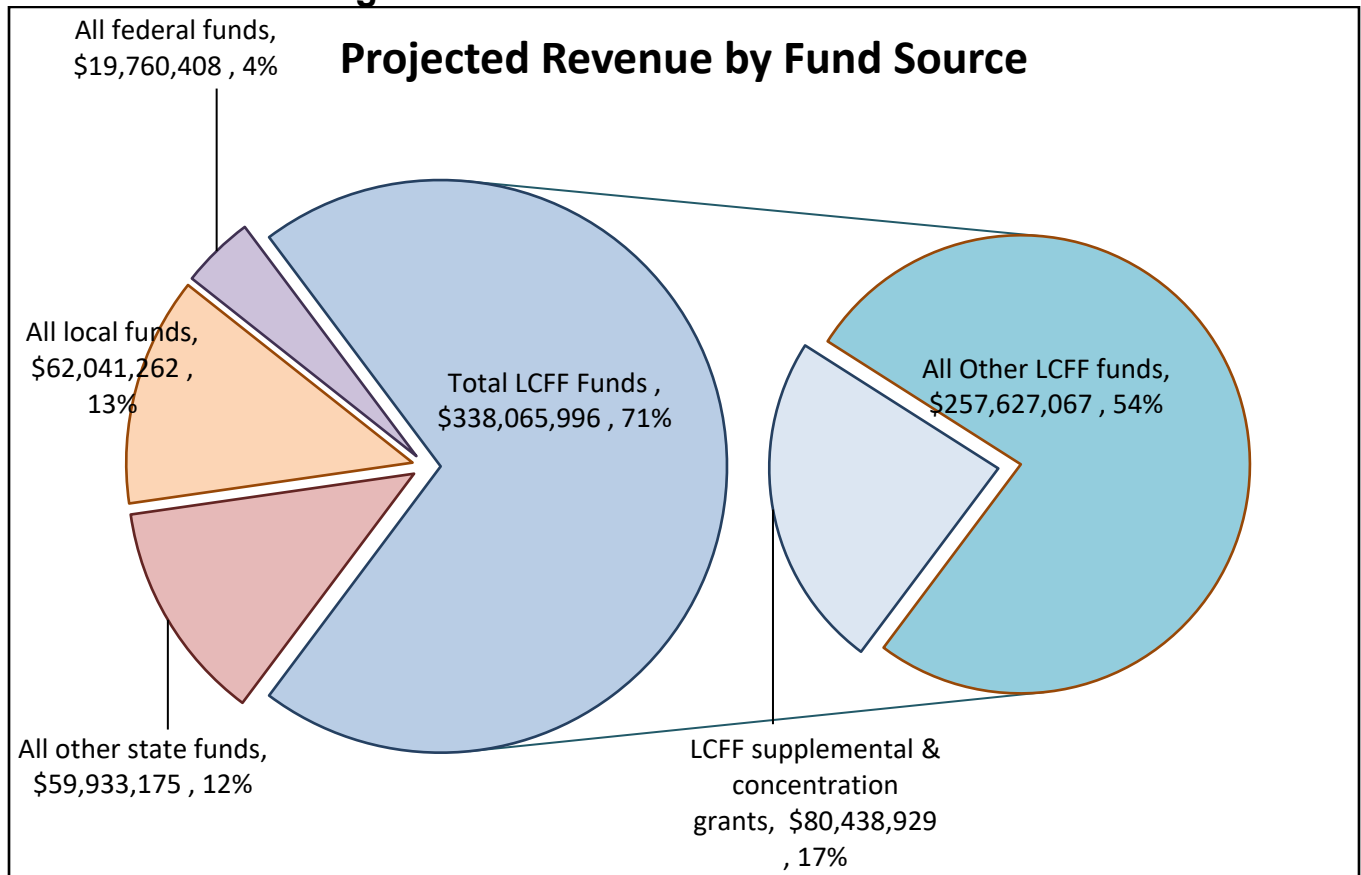
Superintendent

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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 2024-25 School Year

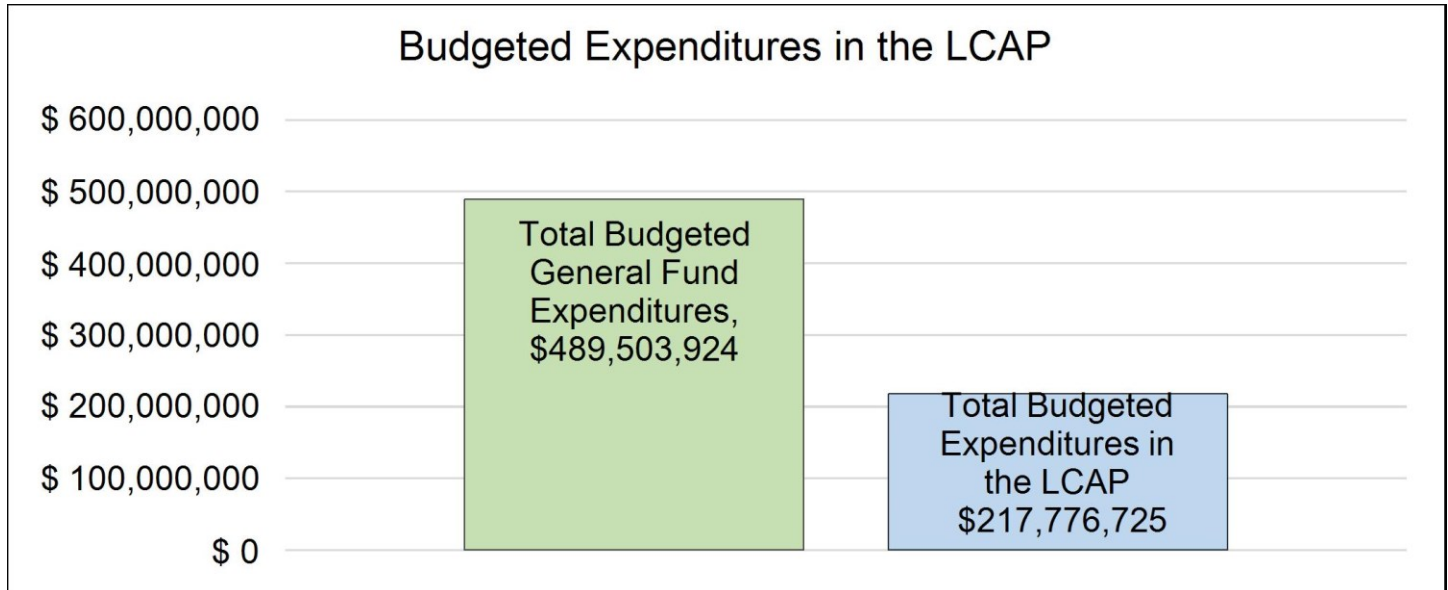


This chart shows the total general purpose revenue Desert Sands Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Desert Sands Unified School District is \$479,800,841, of which \$338,065,996 is Local Control Funding Formula (LCFF), \$59,933,175 is other state funds, \$62,041,262 is local funds, and \$19,760,408 is federal funds. Of the \$338,065,996 in LCFF Funds, \$80,438,929 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Desert Sands Unified School District plans to spend for 2024-25. 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 \$489,503,924 for the 2024-25 school year. Of that amount, \$217,776,725 is tied to actions/services in the LCAP and \$271,727,199 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

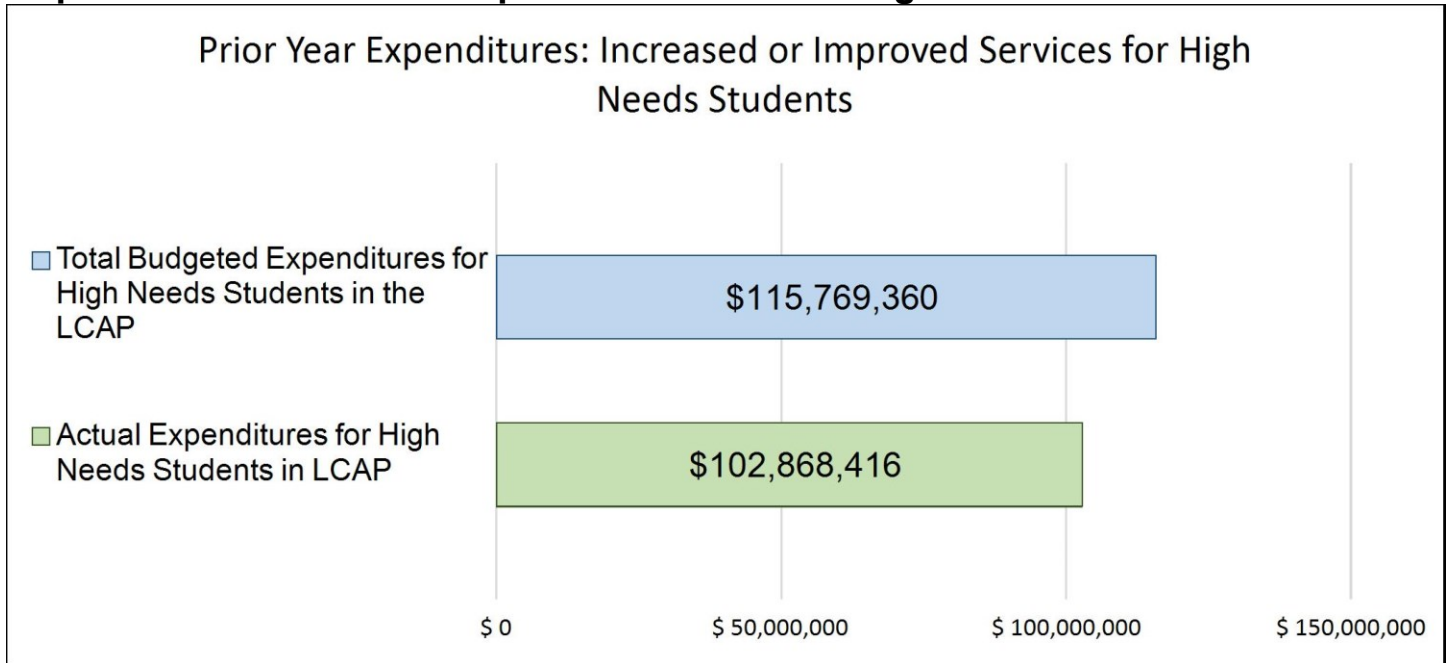
General Fund Budget Expenditures not included in the LCAP are: Teachers serving to meet the minimum required pupil-to-teacher ratios, STRS On-Behalf, copier and lease payments, capital equipment purchases, school administration, district administration, centralized data processing, utilities, special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

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Desert Sands Unified School District is projecting it will receive \$80,438,929 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 \$113,415,523 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 2023-24



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 2023-24, Desert Sands Unified School District's LCAP budgeted \$115,769,360 for planned actions to increase or improve services for high needs students. Desert Sands Unified School District actually spent \$102,868,416 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of \$-12,900,944 had the following impact on Desert Sands Unified School District's ability to increase or improve services for high needs students:

Due to ongoing staffing shortages this year, the district was unable to fill all available positions promptly, with some remaining vacant until later in the year. Additionally, a higher-than-usual number of retirements led to more mid-year openings, contributing to decreased expenditures. While these staffing issues do affect education, the commitment to providing high-quality education and services remained steadfast and the district believes the overall increased or improved services for high needs students was not significantly impacted. DSUSD students continued to receive quality education, essential support and interventions, and staffing ratios were not negatively impacted. The district also took steps to plan for ongoing needs to retain staff hired with one-time covid relief funds to be paid beginning in 24/25 from ongoing funding sources.



2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

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

Goals and Actions

Goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1-A All district core classroom teachers are appropriately assigned and fully credentialed.	Annual Williams/SARC Report: 100% of all district core classroom teachers are appropriately assigned and fully credentialed.	Annual Williams/SARC Report: - Q4 Jul. 2021: 100% - Q1 Oct. 2021: 100% - Q2 Jan. 2022: 100% - Q3 Apr. 2022: 100%	Annual Williams/SARC Report: - Q4 Jul. 2022: 100% - Q1 Oct. 2022: 100% - Q2 Jan. 2023: 100% - Q3 Apr. 2023: 100%	Annual Williams/SARC Report: - Q4 Apr. - Jun. 2023: 100% - Q1 Jul. - Sept. 2023: 100% - Q2 Oct. - Dec. 2023: 100% - Q3 Jan. - Mar. 2024: TBD% due 4/19/24	100% of district core classroom teachers are appropriately assigned and fully credentialed.
1-B All district pupils have access to the standards-aligned instructional materials.	Annual Williams/SARC Report: 100% of all district students have access to textbooks and	Annual Williams/SARC Report: - Q4 Jul 2021: 100% - Q1 Oct. 2021: 100% - Q2 Jan. 2022: 100%	Annual Williams/SARC Report: - Q4 Jul. 2022: 100% - Q1 Oct. 2022: 100% - Q2 Jan. 2023: 100%	Annual Williams/SARC Report: - Q4 Apr. - Jun. 2023: 100% - Q1 Jul. - Sept. 2023: 100%	100% of district students have access to the standards-aligned instructional materials.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	instructional materials.	Q3 Apr. 2022: 100%	Q3 Apr. 2023: 100%	Q2 Oct. - Dec. 2023: 100% Q3 Jan. - Mar. 2024: TBD% due 4/19/24	
1-C Each year all students and student groups will increase their ELA academic achievement by 3 distance from standard points, as measured by the California School Dashboard.	2018-19 California Dashboard Academic Indicator for ELA: - All students: 13.2 points below standard - EL: 45 points below standard - SED: 29 points below standard *SWD metric adjusted and moved to Goal 4 (4A)	Due to the COVID-19 pandemic, state law has suspended the reporting of state indicators on the 2021 California Dashboard.	2021-22 California Dashboard Academic Indicator for ELA: - All Students: 35 points below standard - EL: 69 points below standard - SED: 46.7 points below standard	2022-2023 California Dashboard Academic Indicator for ELA: - ALL: 35.8 points below standard - EL: 73.4 points below standard - SED: 49.1 points below standard - SWD: 123 points below standard	California Dashboard Academic Indicator for ELA: - All students: 4.2 points below standard - EL: 36 points below standard - SED: 20 points below standard *SWD metric adjusted and moved to Goal 4 (4A)
1-D Each year all students and student groups will increase their mathematics academic achievement by 3 distance from standard points, as measured by the	2018-19 California Dashboard Academic Indicator for mathematics: All students: 51 points below standard	Due to the COVID-19 pandemic, state law has suspended the reporting of state indicators on the 2021 California Dashboard.	2021-22 California Dashboard Academic Indicator for Mathematics: All Students: 81.5 points below standard	- All: 78.8 points below standard - EL: 110.6 points below standard	California Dashboard Academic Indicator for mathematics: All students: 42 points below standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
California School Dashboard.	- EL: 74 points below standard - SED: 66.8 points below standard *SWD metric adjusted and moved to Goal 4 (4B)		- EL: 110.2 points below standard - SED: 93.5 points below standard	- SED: 92.7 points below standard - SWD: 152.7 points below standard	- EL: 65 points below standard - SED: 57.8 points below standard *SWD metric adjusted and moved to Goal 4 (4B)
1-E English learners will make 2.5% annual progress towards English language proficiency or maintain the highest level.	2018-19 California School Dashboard ELPI indicator: Status 47.5%	Due to the COVID-19 pandemic, state law has suspended the reporting of state indicators on the 2021 California Dashboard.	2021-22 California Dashboard ELPI Indicator: Status 50.4%	2022-2023 California Dashboard ELPI Indicator: English Learners making progress towards English Language Proficiency: 2022-23 48.5%	55% percent of English learners will demonstrate annual progress in English Language Proficiency or maintain the highest level.
1-F Each year English learners will be reclassified at an increase of 2.3% annually.	2019-20 DataQuest EL Reclassification Rate: 10.7% - adjusted to 5.1% *changed due to new state reporting	DataQuest 2020-2021 EL Reclassification Rate: 8.6%	2021-22 EL Reclassification Rate: Local Estimation: 12.04% (825/6850) Official data not reported by CDE this year.	2022-23 Reclassification Rate Estimation: 11.08%	English learners will be at a reclassification rate of 12% or higher.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	certification deadlines				
1-G 100% of district teachers are implementing California State Standards	2021 DSUSD Administrator Survey: 100%	2022 DSUSD Administrator Survey: 100%	2023 DSUSD Administrator Survey: 100%	2024 DSUSD Administrator Survey: 100%	100% of district teachers are implementing California State Standards.
1-H 100% of district English learner students have access to California State Standards including ELD.	2021 DSUSD Administrator Survey: 100%	2022 DSUSD Administrator Survey: 100%	2023 DSUSD Administrator Survey: 100%	2024 DSUSD Administrator Survey: 100%	100% of district English learner students have access to California State Standards including ELD.
1-I Parent engagement, will be measured annually by the Local Indicator Self-Reflection Tool.	2020-21 Local Indicator Self-Reflection Tool, Priority 3 average: 3.75	2021-22 Local Indicator Self-Reflection Tool, Priority 3 average: 3	2022-23 Local Indicator Self-Reflection Tool, Priority 3 average: 3.55	Local Indicator Self-Reflection Tool, Priority 3 average: 3.68	Local Indicator Self-Reflection Tool, Priority 3 average: 5.0
1-J Each year the percentage of students scoring on or above grade level will increase K-8 by 5% 9-10 by 5%	2022 Winter ELA i-Ready Diagnostic K-8: 35% 9-10: 26% *new metric, therefore both the Baseline and Year 1 Outcome will	2022 Winter ELA i-Ready Diagnostic K-8: 35% 9-10: 26% *new metric, therefore both the Baseline and Year 1 Outcome will	2023 Winter ELA i-Ready Diagnostic K-8: 37% 9-10: 24%	2023-24 Winter ELA iReady Diagnostic K-8: 38% - EL: 15% - SWD: 11% - SED: 38%	The percentage of students scoring on or above grade level will be K-8: 45% 9-10: 36 %

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
as measured by the Winter ELA i-Ready Diagnostic	reflect the same numbers	reflect the same numbers		9-10: 28% • EL: 4% • SWD: 4% • SED: 28%	as measured by the Winter ELA i-Ready Diagnostic
1-K Each year the percentage of students scoring on or above grade level will increase K-8 by 5% 9-10 by 5% as measured by the Winter Math i-Ready Diagnostic	2022 Winter Math i-Ready Diagnostic K-8: 24% 9-10: 22% *new metric, therefore both the Baseline and Year 1 Outcome will reflect the same numbers	2022 Winter Math i-Ready Diagnostic K-8: 24% 9-10: 22% *new metric, therefore both the Baseline and Year 1 Outcome will reflect the same numbers	2023 Winter Math i-Ready Diagnostic K-8: 25% 9-10: 20%	2023-24 Winter Math iReady Diagnostic K-8: 25% • EL: 8% • SWD: 8% • SED: 25% 9-10: 27% • EL: 8% • SWD: 5% • SED: 27%	The percentage of students scoring on or above grade level will be K-8: 34% 9-10: 32% as measured by the Winter Math i-Ready Diagnostic

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Implementing actions to enhance growth in federal, state, and district assessments for all students, especially our unduplicated student population (English Learners, Low Income, Foster Youth), is crucial. Federal, state, and local assessments offer standardized measures of student academic performance that help to inform DSUSD's Multi-tiered System of Supports, providing the district with valuable data to inform instruction and provide timely interventions. The strategies outlined in Goal 1 were executed as planned. As part of the work in Goal 1, each school site developed its use of the LCAP allocation (Site Based Student Achievement Support) by involving their School Site

Councils in creating their School Plan for Student Achievement (SPSA). Schools utilized the resources provided to address site-specific needs identified through needs assessments conducted at the school sites, with input from educational partners.

1.1 Highly Qualified Staff

DSUSD believes that highly qualified staff has a direct positive impact on student learning outcomes. For this reason, DSUSD is committed to the retention and preparation of teacher and leader candidates as well as recruiting highly quality educators. DSUSD recruits at multiple job fairs locally and nationwide. The goal of recruitment is to have 0 vacancies. Recruitment efforts in the 23-24 resulted in 41 letters of intent.

The DSUSD Peer Assistance Programs included New Teacher Induction, CTE Induction, Intern Site Coaching, and Peer Assistance and Review (PAR). Teacher induction is designed to provide support and mentoring to new teachers. The goal of the induction program is to have 100% completion. Many former inductees return to become induction coaches. Overall retention of teachers in DSUSD has remained steady between 95-96%, which is considered high relative to local levels. Over the past three years, the number of credential candidates has increased. In 2020-21, the Peer Assistance Program served 79 candidates. In 2023-24, that number increased to 104.

With both a preventive and supportive approach, Peer Assistance supported “pre-induction” interns with individualized site coaching. Teachers classified as “interns” generally are completing university coursework. This support included teachers from the CTE program. This school year, (6) credential candidates were assigned CTE coaches who had similar CTE pathways, or content experience. The support was well-received by both the candidates and coaches alike. In the current school year, approximately (275) certificated employees have engaged in Peer Assistance either as coaches, credential candidates, or participating teachers. The effect of the district’s 1:1 model is producing a multiplier effect of coaching capacity among the certificated employees, engendering a culture where teamwork and peer assistance are celebrated.

Two subactions in 1.1 were not completed this year. There were challenges in setting up the Desert Sands Leadership Academy as a result of leadership transitions in both Desert Sands and the National Center for Education and the Economy which provides the training. Staffing changes also presented a challenge in providing a second planned workshop to guest teachers.

1.2 Professional Development

At Desert Sands Unified School District (DSUSD), the focus for the 2023-2024 school year was training on Coaching Cycles to enhance educational practices. The purpose of this training was to bolster the collective ability to structure and utilize instructional coaching cycles effectively within the district. This approach underscored the importance of collaborative efforts between coaches and teachers to design, implement, and evaluate student learning experiences. The coaching cycle process began with a demonstration, progressing through co-planning and co-teaching sessions, and concluding with observation and reflection sessions. The learning objectives for this year included enhancing coaching capacity to better support teacher development. Coaches received workshops led by experts in the field like Jill Jackson, Diane Sweeney, and Jim Knight, as well as action learning through on-site coaching cycles. Additionally, there was a focus on developing a standardized Coaching Cycle tool to be utilized district-wide and ensure clear communication of the coach's role with all educational partners. Through these efforts, DSUSD created a collaborative and supportive environment that maximized student learning and growth.

The State and Federal Programs staff provided professional development sessions to address the targeted areas of need for English Learners. ELPAC workshops which included classroom teachers, Multilingual Learner Leads, instructional coaches, principals, counselors, and English Language Development Teachers/Coaches. Benchmark Advance training, offered to K-5 teachers, focused on the use of data to inform designated ELD instruction, such as how to interpret data and how to differentiate instruction based on student needs. The professional development addressed the program's structure, components, and instructional routines, including how to use the program's materials, assessments, technology resources, strategies and tools for differentiating instruction based on students' language proficiency level and learning style. In addition, Benchmark Advance Overview training was held for K-5 principals. Designated ELD teacher support by project facilitators was offered through coaching cycles and lesson studies.

Professional development sessions were offered on EL strategies aligned to the ELPAC focused on the strategies and activities that promote language development in each domain: listening, speaking, reading and writing. Strategies and activities that address the specific needs of the various typologies (e.g. newcomers, LTELs) were highlighted. Integrated ELD professional development was conducted by SFPO Project Facilitators in the secondary Tier I ELA professional learning session. In addition, new teacher orientation sessions included designated and integrated ELD and English learner profiles.

Four Technology Project Facilitators provided direct support to school sites in the implementation of and planning for technology usage in the classroom. Additionally, they provided Professional Development, both in person and virtually, to teachers and students. The offerings in professional development covered various tools and platforms such as Google Classroom, Synergy Assessment, EdPuzzle, WeVideo, Classroom Tools (Breakout EDU & Ozobots), Google Workspace, Seesaw, Class VR, and more. Training topics included getting started with specific tools, advanced features, level-up sessions, back-to-basics sessions, and reviews. Sessions were led by individual Technology project facilitators or in teams which included our Chief of Technology and Information Officer. The professional development schedule also included events like Computer Science Day which is the first time that middle and high Computer Science teachers were brought together to collaborate. On day 1 they did team building, shared resources, and looked at standards. The focus for day 2 was developing content for Middle School courses. Participant feedback showed that teachers want to have more of these opportunities.

1.3 Instructional Materials/Assessments and 1.5 Interventions

There has also been successful implementation of interventions. At the elementary level, funding was provided to hire a seven-hour intervention support person for each site. Additionally, a universal tool called Phonics for Reading was introduced to support students in grades 3-5 who are struggling with foundational skills in English language arts. For students in grades K-2, we have the mClass intervention program, which includes the DIBELS assessment and a Dyslexia screener. The mClass online platform then prescribes the appropriate intervention area needed for each student. DSUSD showcased this implementation with the Riverside Literacy Network.

FEV Tutoring is another support available to all students in grades 3-5. This online platform is aligned with the i-Ready platform, allowing real-time identification of areas of need using instructional grouping reports. Interventions can be conducted in small groups in the classroom, after school, or at home.

In grades K-5, the mCLAss intervention is successfully supporting the reading foundational skills in the early grades. The iReady platform which provides diagnostic assessments and individualized practice for students is a tool that school teams are using successfully to inform Tier 1 instruction and Tier 2 interventions. A challenge in the implementation has been to increase and sustain student usage.

1.7 Parent Engagement

DSUSD had well-attended sessions for parents. Two of the most successful types of meetings are the Joint Parent Committees where there was an average of 31 parents in attendance based on sign-in rosters and the EL parent workshops with a similar attendance average of 30 people per session. What makes the parent meetings successful is that they happen in the evening when working parents can attend. Dinner and child care are always provided and translation is available.

The LCAP goals were reviewed at each of the joint parent meetings. Feedback on the LCAP was provided through parent surveys, joint parent meetings, and ThoughtExchange. Feedback in the form of “thoughts” captured how the district can better support academics for all students, how the district can better support college and career readiness, and how schools can continue to meet the culture and climate needs of students. A challenge that came up was on finding a way to differentiate the input provided by the Joint Parent Committee from the rest survey input.

1.8 Site-Based Student Achievement Support

DSUSD provides a site allocation to each school to support the school site's goals. Schools reflect their goals for improvement in the Single Plan for Student Achievement (SPSA). This year the State and Federal Departments coordinated collaborative sessions with RCOE that supported a review of the development and required policies of the SPSA. School teams participated in a day-long training. School principals and district leaders participated in a year-long training delivered through four sessions. The goal of this work is to align school goals with LCAP goals. The Educational Services Team members supported a cohort of schools. One of the challenges that came up for many of the schools in the first year of this work was unbundling the actions.

1.9 Early Childhood Education Programs

Adams ECLC met with families of students transitioning to TK/K to discuss their child's progress and determine the best placement. For TK-eligible children, staff reviewed goals and the Desired Results Development Profile (DRDP) to decide if moving to TK or another year in preschool is more beneficial. Families of students moving to TK/K received an assessment plan for record reviews, observations, and academic testing, with additional assessments for delays in motor skills if needed. The IEP team reviewed all assessment results with families, adjusted IEP goals and services, and invited the receiving team to participate in transition discussions, sharing information about their school and programs and addressing any questions from families.

This year all transition plans were completed by the end of the school year which is always the goal, with receiving teams present at the meetings to meet families and share their programs. Another goal was to bridge the relationship with the receiving school. The biggest challenge continues to be to reassure parents that their child will receive the same level of care at the elementary level as they did at Adams. This is why Adams also serves a resource for Tk/K teams who may have questions on how to service their students at their new site.

There were two subactions in 1.1 that were not completed this year. There were challenges in setting up the Desert Sands Leadership Academy as a result of leadership transitions in both Desert Sands and the National Center for Education and the Economy which provides the training. Staffing changes also presented a challenge in providing a second planned workshop to guest teachers. Besides these actions, there were no other substantive differences in the implementation of Goal 1 actions.

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.

1-1 Highly Qualified Staff

The actual estimates were less than the budgeted expenditures because positions that were planned for LCFF funding were paid from one-time restricted funds. In addition, the Desert Sands Leadership Academy (DSLA) was on hiatus once again in 2023-2024 partly due to transitions in leadership.

1.3 Instructional Materials

Instructional materials were greater than estimated actuals due to an increase in cost with the replacement of consumable materials.

1-4 The Data Warehouse serves as the district's data and management system, housing both demographic and academic student data. DSUSD received a credit from the company during the 2023-2024 school year; consequently, the originally budgeted allocation was not utilized.

1-5.1 Professional development for Full Day Kindergarten saw lower-than-budgeted expenditures because Kindergarten teachers were integrated with all elementary teachers and did not receive specific training due to a shortage of guest teachers. In addition, the 2024 summer school program will be paid by one-time restricted funds.

1.6 School Site Staffing

This year the district increased salaries for Certificated and Classified positions. Additional funds were used to support staffing needs, resulting in actual expenditures being greater than the budget.

1.8 Site-Based Student Achievement Support

The estimated actual expenditures were less than budgeted. School sites receive LCFF funding to support school improvement goals in their Single Plan for Student Achievement. Schools received ESSER allocations and there were challenges during the pandemic which prevented school sites from using all of the ESSER funding which resulted in large carryover amounts that schools are working on spending this year.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

1.1 Highly Qualified Staff

Recruitment efforts were productive this year as reflected in the 41 letters of intent. Over the past five years, Desert Sands' New Teacher Induction has experienced a 24% increase in participation largely due to increasing demand for teachers. In 2021, (74) credential candidates participated in induction. In 2023-2024 a high water mark was reached with the enrollment of (116) new teachers. The peer assistance program model of 1:1 coaching produces a multiplier effect of professional capacity among the certificated employees, engendering a culture where teamwork and peer assistance are celebrated.

1-2 Professional Development

The professional development conducted with teachers has a direct impact on student learning. The data from i-Ready showcases a promising outlook for grades K-8, indicating a slight increase in ELA proficiency from 37% to 38%, while Math proficiency remained steady at 25%. Within ELA, notable improvements were observed among English Learners (ELs), whose proficiency rose from 14% to 15%. Similarly, students with disabilities (SWD) demonstrated growth, with their ELA proficiency increasing from 10% to 11%, and socioeconomically disadvantaged (SED) students also showed improvement, increasing from 37% to 38%. In Math, SWD students also displayed progress, with their proficiency increasing from 7% to 8%. This improvement indicates that efforts with professional development are heading in the right direction and will be strengthened to provide further gains.

The 2023 CA School Dashboard shows that 48.5% of English learners sustained progress in their language acquisition journey. This reflects a commitment to addressing their academic and linguistic requirements which DSUSD attributes to the ELD and ELPAC training it has continued to offer. In the 2022-2023 academic year, 11.7% of English Learners were reclassified, totaling 707 students. Additionally, 12.2% of Long-Term English Learners (LTEL) were reclassified, amounting to 206 students. While acknowledging the ongoing challenges, these outcomes signify positive strides for the LEA in supporting English learners. There is more work to do but DSUSD is capitalizing on this growth to continue to build capacity with educators TK-12.

1.3 Instructional Materials/Assessments

This action successfully supported student materials for science instruction in elementary. In secondary, students used online platforms that provide simulations that help increase student engagement and deepen conceptual understanding of Next Generation Science Standards. There is an encouraging trend in the DSUSD results on the California Science Achievement Test (CAST), attributed to supporting the TK-5 science program by purchasing consumable science materials to provide hands-on experiences for the students and the online platform DBQ that supports science inquiry at the secondary level. In the 2021-22 school year, DSUSD had an overall score of 21.87% on the CAST, while the California average was 29.45%. In the 2022-23 school year, DSUSD saw a growth of 3.56 points, which is significantly higher than the statewide average growth of 0.73 points.

1.4 Technology

As technology advances rapidly, it is crucial to provide a cutting-edge and dynamic learning environment for both staff and students. Investing in state-of-the-art student devices for the district's sustainability plan and comprehensive technology training for teachers is making significant strides toward the goal of fostering an innovative educational experience. These efforts enhance the quality of education and equip students and educators with the necessary tools and skills to thrive in an increasingly digital world. Integrating advanced technology is

transforming the learning landscape by ensuring the district remains at the forefront of educational excellence. In addition to devices and training, the district's network infrastructure continues to operate at a high level with minimal downtime or connectivity issues.

1.5 Interventions

A board priority in DSUSD has been Early Childhood. Ensuring that students are reading by third grade is a priority as well as ensuring that students in fourth and fifth grade receive reading interventions that will support their success in middle school and beyond. Results from kindergarten through second-grade students' assessments highlight notable success in literacy development. Kinder students demonstrated significant growth of 5 points in phonemic awareness from the beginning of the year to their mid-year assessment, indicating effective instruction and learning. First-grade students exhibited growth of two points in reading accuracy and an impressive six points in reading fluency, showcasing substantial progress in their reading skills. Similarly, second graders made significant gains, with nine nine-point growth in reading accuracy and 1 point in reading fluency. These achievements underscore the effectiveness of teachers in implementing phonemic awareness routines and phonics strategies outlined in the planners. Activities focused on Phoneme Segmentation Fluency, onset and rime identification, blending, segmenting, as well as oral exercises to manipulate sounds, have contributed to the students' enhanced phonological awareness and decoding skills. Additionally, the use of phonics routines like Phoneme Grapheme Mapping has further solidified students' understanding of sound-symbol correspondence, reflecting a comprehensive approach to literacy instruction that fosters meaningful progress.

There were areas in the early literacy implementation that could see improvement. Specifically, there is a need to improve literacy instruction by addressing inconsistencies in Benchmark Advance Sound Spelling Cards' implementation and alignment with weekly skills. Also noted from the walkthrough data was the need to enhance explicit instructional routines for teaching word reading, both single and multisyllabic words. Improve student engagement in the Foundations block by exploring more engaging methods. Lastly, enhance the use of decodable books to reinforce phonics skills and support emergent readers. This will create a more cohesive and effective literacy program. Overall this action is effective.

1.6 School Site Staffing

The inclusion of additional staffing has significantly enhanced support for English Learners, providing ELs with more focused and individualized attention. This increase in staff has facilitated better access to academic assistance and enabled the creation of smaller class sizes in the master schedule. Smaller class sizes allow for more personalized instruction, addressing the unique needs of each English Learner more effectively.

During the 2023-24 school year, a targeted analysis of student transcripts across all secondary schools was conducted. This study, part of the Measuring Learning Project and Magnify the Middle initiative, aims to evaluate the extent to which students are benefiting from the increased staffing and support. The findings have provided valuable insights, confirming that this continues to be an area of growth for DSUSD to ensure A-G access and ELD access. Within the sub-actions, additional support specific to supporting ELD has shown greater reclassification rates and student success in academics.

1.7 Parent Engagement

There was enthusiasm about PIQE classes this year, which were provided at Kennedy, Jefferson, Colonel Paige, Franklin, Carreon, La Quinta Middle, Indio HS, and Shadow Hills HS. There was a 100% completion rate for PIQE participants. Joint parent committees and EL

parent workshops also saw an increase in participation with an average of 30-31 parents in their sessions which is an improvement over other years and supports the progress of goal one. The actions in this area are effective, however, efforts to increase parent participation and engagement will continue at a district-global level as well as support each school site.

1.8 Site-Based Student Achievement Support

100% of schools have implemented the new SPSA template and are following the new guidelines in developing their school improvement plans. This action was effective.

1.9 Early Childhood Educational Programs

This action is effective in supporting three hundred fifty-two students who participated in our Head Start and State preschool this year. In addition, eighty students transitioned from Adams Early Childhood Center to TK/K. It continues to be a priority for DSUSD to offer a preschool through 12th-grade program where young students are prepared for success. It's important to note that Fifty-six percent of all preschool students are English Learners. Providing them with opportunities to begin learning English.

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

The following changes have been made to the planned goals as a result of reflecting on this year's implementation.

1.2 Professional Development

Next year professional development will remain a cornerstone in driving the DSUSD's mission to deliver top-tier instruction and equal educational chances for all students. The specific focus and approach change each year to respond to the needs of the LEA. The professional development plan for the year has been created in collaboration with different departments to address the needs of all students but in particular student groups with red indicators. Specific details to support the schools that have red indicators can be found on pages 9-10 and Comprehensive Support and Improvement is detailed on p. 11.

In the school year 24-25, the professional development agenda will prioritize enhancing both instructional methods and the social-emotional welfare of our low-income, English learners, students with disabilities, and other student cohorts exhibiting academic, attendance, or behavioral gaps as reflected in the CA Dashboard. Offerings will encompass Early Literacy, LETRS, AVID, and subject-specific curriculum training. Utilizing our MTSS structures, school teams will be supported to analyze data and pinpoint areas of need at their school sites. These opportunities, extended to school teams in all grade level spans with tailored sessions will also be provided at individual school sites to target specific student needs and promote equitable outcomes. Moreover, training and coaching with project facilitators will ensure a timely and culturally responsive approach to the diverse needs of our student population. A walkthrough protocol will be developed to measure the implementation and effectiveness of MTSS components at school sites.

To support LTEL students, DSUSD will offer workshops on effective instructional strategies covering language development, academic literacy, differentiation, and culturally responsive teaching. Facilitators, ELD ITCs, and teachers will co-present at Professional Learning

Communities, sharing resources and discussing effective practices. Teachers will have access to tailored resources and curriculum, including bilingual materials and technology tools. PD sessions will focus on navigating ELLevation and Student Support Plans. Intervention ELD and instructional coaches will provide personalized support to refine teaching practices. Additional professional development days and after-school academies will target LTELs. Collaboration with counselors will ensure the monitoring of ELD course assignments. District funds and state/federal programs like Title III will be allocated for these initiatives.

In 24-25, the Dual Language Immersion (DLI) program at Reagan and Jackson schools will require additional support and resources to effectively serve DLI teachers and students as it continues to expand. Key needs include implementing a shared DLI interventionist to provide targeted support across both schools. Additionally, a substitute teacher will be needed to cover classrooms while teachers administer speaking assessments for kindergarten and first-grade students, ensuring individualized support during testing. Furthermore, enhancing professional development for DLI education leaders is essential, with participation in professional conferences to provide valuable insights, strategies, and networking opportunities for bilingual education instruction.

Additional professional development training in the DLI program will continue with DLI CABE coaching which provides teachers with ongoing support and guidance in implementing bilingual education best practices. Professional development opportunities for the Estrellita intervention, focusing on early literacy development in Spanish, are crucial to equip DLI teachers with effective tools and strategies for teaching literacy to Spanish-speaking students. Additionally, participation in GLAD training in Spanish will enhance teachers' ability to provide language-rich instruction and scaffold learning for Multilingual Language Learners within the DLI program.

1.4 Technology

Due to a lack of feasible tablet replacement, TK-1st grade will be transitioned to use Chromebooks for classroom use. This goal will be adjusted to reflect that change.

1.5 Interventions

In Early Literacy, the focus in 24-25 will be to add third-grade students to the work on foundational skills and to continue to strengthen the use of Benchmark sound spelling cards in the classroom. Schools will be supported to enhance explicit instructional routines for teaching word reading, both single and multisyllabic words, and to improve student engagement in the foundations' block by exploring more collaborative strategies. DSUSD will work with early literacy school teams to encourage decodable books to reinforce phonics skills and support emergent readers. This will create a more cohesive and effective literacy program.

1.6 School Site Staffing

This year a transcript analysis of all students was helpful to evaluate how ready students are for high school, college, and career. Next year the transcript analysis will be targeting English Learners, Homeless, Foster Youth, and students with disabilities.

1.7 Translation services will be expanded to include Arabic to promote better communication between schools and Arabic families.

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.

Goals and Actions

Goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
2-A Combined four-year and five-year cohort graduation rate will increase by 1.2% annually.	2020 California School Dashboard Graduation Rate: Cohort Graduation Rate: - All students: 91.3% - EL: 81.4% - SED: 90.6% *SWD metric adjusted and moved to Goal 4 (4-E)	2021 California School Dashboard Graduation Rate: Cohort Graduation Rate: - All students: 93.9% - EL: 86.6% - SED: 92.9% *SWD metric adjusted and moved to Goal 4 (4-E)	2022 California School Dashboard Graduation Rate: Cohort Graduation Rate: - All students: 94.4% - EL: 87.7% - SED: 94.2%	2023 California School Dashboard Graduation Rate: Cohort Graduation Rate: - All students: 93.8% - EL: 87.9% - SED: 93.3% - SWD: 81.0%	Dashboard graduation rate will increase and reach: - All students: 95%. - EL: 85% - SED: 94.2% *SWD metric adjusted and moved to Goal 4 (4-E)
2-B High School dropout rates will decrease 1.3% annually.	2019-20 High School Data Quest Four Year Adjusted Cohort Outcome Report: HS: 5.2%	2020-21 High School Data Quest Four Year Adjusted Cohort Outcome Report: HS: 3.4%	2021-22 High School DataQuest Four Year Adjusted Cohort Outcome Report: HS: 3.1%	2022-23 High School Data Quest Four Year Adjusted Cohort Outcome Report: HS: 2.3%	High School dropout rates will be 1% or less.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
2-C The number of Middle School dropouts will remain under 5 per year.	2019-20 Middle School CALPADS: MS: 7 students	2020-21 Middle School CALPADS: MS: 2 students	2021-22 Middle School CALPADS: MS: 6 students	2022-23 Middle School CALPADS: MS: 7 students	The number of Middle School dropouts will remain under 5 per year.
2-D The percentage of CTE Completers will increase by 2% (adjusted from 6%) annually. *reporting source and methodology change from CALPADS to California School Dashboard for 2019-20 due to AB130, therefore adjusted numbers are being reported	2019-20 CALPADS CTE Completers: - All students: 43% - EL: 3% - SED: 70% - SWD: 7% Adjusted to: 2019-20 California Dashboard CTE Completers: - All Students: 16.9% (176/1041) - EL: 18.6% (8/43) - SED: 70% - 19.4% (135/701) - SWD: - 35.3% (6/17) *reporting	2020-21 California Dashboard CTE Completers: - All Students: 18.5% (414/2240) - EL: 9.8% (30/306) - SED: 18.7% (317/1699) - SWD: 11.4% (29/254) *reporting source and methodology change from CALPADS to California School Dashboard for 2019-20 due to AB130, therefore adjusted numbers are being reported	2021-22 California Dashboard CTE Completers: - All Students: 16.75% (387/2310) - EL: 7.86% (25/318) - SED: 17.04% (316/1854) - SWD: 6.42% (18/280)	2022-23 California Dashboard CTE Completers: - All Students: 17.5% (396/2269) - EL: 7.8% (30/387) - SED: 17.4% (337/1937) - SWD: 8.4% (23/273)	The percentage of CTE Completers will increase and reach: All students: 61% - adjusted to 22.9% - EL: 21% - adjusted to 24.6% - SED: 88% - adjusted to 25.4% - SWD: 25% - adjusted to 41.3% *reporting source and methodology change from CALPADS to California School Dashboard for 2019-20 due to AB130, therefore adjusted numbers are being reported

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	source/methodology change from CALPADS to California School Dashboard				
2-E Increase the percent of high school graduates meeting UC/CSU A-G requirements by 3% annually.	2019-20 Four-year in DataQuest UC/CSU Requirement: - All students: 58.2% - EL: 25.6% - SED: 52.8% *SWD metric adjusted and moved to Goal 4 (4-F)	2020-21 Four-year in DataQuest UC/CSU Requirement: - All Students: 53.4% - EL: 17.8% - SED: 46.4% *SWD metric adjusted and moved to Goal 4 (4-F)	2021-22 Four-year in DataQuest UC/CSU Requirement: - All Students: 51.3% - EL: 17.1% - SED: 45.1%	2022-23 Four-year in DataQuest UC/CSU Requirement: - All Students: 54.7% - EL: 29.8% - SED: 50.9% - SWD: 18.5%	The percentage of high school students meeting UC/CSU A-G requirements will be: - All students: 67.2% - EL: 34.6% - SED: 61.8% *miscalculation was reported in the 2021-2022 LCAP *SWD metric adjusted and moved to Goal 4 (4-F)
2F Increase CTE Completers meeting UC/CSU A-G requirements by 3% annually.	CALPADS 2019-20: CTE Completers meeting UC/CSU A-G Requirements: - All students: 63% - EL: 1%	2020-21 California Dashboard: CTE Completers meeting UC/CSU A-G Requirements:	2021-22 California Dashboard CTE Completers meeting UC/CSU A-G Requirements:	2022-23 California Dashboard CTE Completers meeting UC/CSU A-G Requirements:	The percentage of CTE Completers meeting UC/CSU A-G requirements will be: All students: 72% -

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
*reporting source and methodology change from CALPADS to California School Dashboard	• SED: 79% • SWD: 2%	• All Students: 68.59% (284/414) • EL: 40% (12/30) • SED: 65.29% (207/317) • SWD: 20.68% (6/29) *reporting source and methodology change from CALPADS to California School Dashboard **SWD percentage corrected from a previous error from 2.06% to 20.68%	• All Students: 68.21% (264/387) • EL: 40% (10/25) • SED: 64.87% (205/316) • SWD: 33.33% (6/18) *denominator reflects CTE completers, not CTE participants	• All Students: 76.52% (303/396) • EL: 60.00% (18/30) • SED: 74.48% (251/337) • SWD: 39.13% (9/23) • Foster Youth: 100.00% (1/1)	adjusted to 74.59% EL: 10%- adjusted to 46% SED: 88% - adjusted to 71.29% SWD: 11% -adjusted to 26.68% *reporting source and methodology change from CALPADS to California School Dashboard for 2019-20 due to AB130, therefore adjusted numbers are being reported **due to a computation error in year one outcome data for SWD, the desired outcome column was also incorrect and should have been 26.68% for SWD.
2-G Increase student AP exam scores of 3 or higher on Advanced Placement (AP)	2019-20 College Board and CALPADS:	2020-21 College Board and CALPADS: • All Students: 50%	2021-22 College Board and CALPADS: • All Students: 62%	2022-23 College Board and CALPADS: • All Students: 62.4% • EL: 55.5%	The percentage of student AP exam scores of 3 or higher will be:

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
exams will increase by 2% annually.	- All Students: 61% (754/1236) - EL: 1.19% - adjusted to 90% (9/10) - SED: 50.8% - adjusted to 58% (378/653) - SWD: 0.40% - adjusted to 60% (3/5) *student group denominator adjusted to reflect total student group count rather than all student count	- EL: 43% - SED: 45% - SWD: 38%	- EL: 56% - SED: 54% - SWD: 50%	- SED: 55.4% - SWD: 38.5%	- All Students: 67% - no adjustments - EL: 7.19% - adjusted to 96% - SED: 56.8% - adjusted to 64% - SWD: 6.40% - adjusted to 66% *student group denominator adjusted to reflect total student group count rather than all student count
2-H Students in grade 11 reported as "College Ready or Ready-Conditional" on the English Language Arts Early Assessment Program (EAP) will increase by 3% annually.	2018-19 DataQuest: - All students: 52.28% - EL: 9.14% - SED: 43.05% *SWD metric adjusted and moved to Goal 4 (4-G)	2020-21 DataQuest: - All Students: 56.84% - EL: 11.4% - SED: 47.73% *SWD metric adjusted and moved to Goal 4 Due to factors surrounding the novel coronavirus (COVID-	2021-22 DataQuest - All Students: 44.61% - ELs: 5.62% - SED: 37.92%	2022-23 DataQuest All Students: 50.6% ELs: 3.7% SED: 44.8% SWD: 9.8%	Students in grade 11 reported as "College Ready or Ready-Conditional" on the English Language Arts Early Assessment Program (EAP) will be: - All Students: 61.28% - EL: 18.14% - SED: 52.05%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		19) pandemic, testing participation in 2020–21 varied. (4-G)			*SWD metric adjusted and moved to Goal 4 (4-G)
2-I Students in grade 11 reported as "College Ready or Ready-Conditional" on the Mathematics Early Assessment Program (EAP) will increase by 4% annually.	2018-19 DataQuest: - All Students: 21.77% - EL: 1.83% - SED: 13.38% *SWD metric adjusted and moved to Goal 4 (4-H)	2020-21 DataQuest: - All students: 28.77% - EL: 3.33% - SED: 20.79% *SWD metric adjusted and moved to Goal 4 (4-H) Due to factors surrounding the novel coronavirus (COVID-19) pandemic, testing participation in 2020–21 varied.	2021-22 DataQuest: - All Students: 17.23% - ELs: 0% - SED: 13.15%	2022-23 DataQuest All Students: 18% ELs: 0.7% SED: 13.6% SWD: 1.3%	Students in grade 11 reported as "College Ready or Ready-Conditional" on the Mathematics Early Assessment Program (EAP) will be: - All students: 33.77% - EL: 13.83% - SED: 25.38% *SWD metric adjusted and moved to Goal 4 (4-H)
2-J Grade 12 Free Application for Federal Student Aid (FAFSA) submissions will increase 2.3% annually.	2020-21 Webgrants: Free Application for Federal Student Aid (FAFSA) submission All Grade 12 students: 65.79% *adjusted source to Webgrants	2021-22 Webgrants: Free Application for Federal Student Aid (FAFSA) submission All Grade 12 students: 76.75% *adjusted source to Webgrants	2022-23 Webgrants: Free Application for Federal Student Aid (FAFSA) submission All Grade 12 students: 81.7%	TBD	The percentage of Grade 12 Free Application for Federal Student Aid (FAFSA) submissions will be 80%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
2-K Schools will increase their AVID retention rate by 3% annually.	2020-21 AVID Course Enrollments/Synergy - AVID grades 7-8 students enrolled in second year of AVID: 64% (489/760) - EL: 80% (145/182) - SED: 68% (54/80) - SWD: 61% (19/31) - AVID grades 9-12 students enrolled in third year of AVID: 63% (524/834) - EL: 38% (34/90) - SED: 57% (51/90) - SWD: 44% (8/18) *adjusted source from CALPADS to Synergy Reporting Services	2021-22 AVID Course Enrollments/Synergy - AVID grades 7-8 students enrolled in second year of AVID: 58% (474/817) - EL: 46% (136/295) - SED: 55% (375/679) - SWD: 39% (19/49) - AVID grades 9-12 students enrolled in third year of AVID: 59% (408/689) - EL: 51% (26/51) - SED: 61% (339/554) - SWD: 27% (4/15) *adjusted source from CALPADS to Synergy Reporting Services	2022-23 AVID Course Enrollments/Synergy - AVID grades 7-8 students enrolled in second year of AVID: 47% (413/870) - EL: 43% (124/287) - SED: 47% (347/734) - SWD: 21% (15/70) - AVID grades 9-12 students enrolled in third year of AVID: 48% (430/904) - EL: 36% (44/121) - SED: 48% (352/736) - SWD: 28% (12/43)	AVID grades 7-8 students enrolled in second year of AVID: 55% (483/883) EL: 49% (123/250) SED: 56% (409/736) SWD: 39% (26/66) AVID grades 9-12 students enrolled in third year of AVID: 34% (391/1136) EL: 21% (26/125) SED: 35% (312/899) SWD: 14% (8/59) *New for 2023-24 SY - Amistad Schoolwide AVID	The percentage of AVID programs participants will be: AVID grades 7-8 students enrolled in second year of AVID: 73% EL: 89% - SED: 77% - SWD: 70% AVID grades 9-12 students enrolled in third year of AVID: 72% - EL: 47% - SED: 66% - SWD: 53%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
2-L High School AVID students enrolling in AP/IB will increase by 3% annually.	2020-21 AVID Course Enrollments/Synergy: AVID students enrolled in AP/IB courses: 31% *adjusted source to Synergy Reporting Services	2021-22 AVID Course Enrollments/Synergy: AVID students enrolled in AP/IB courses: 27% *adjusted source to Synergy Reporting Services	2022-23 AVID Course Enrollments/Synergy: AVID students enrolled in AP/IB courses: 26%	2023-24 AVID Course Enrollments AVID students enrolled in AP/IB courses: 21% (237/1136) EL: 4% (5/135) SED: 20% (182/905) SWD: 2% (1/58) *New for 2023-24 SY - Amistad Schoolwide AVID	AVID students enrolled in AP/IB courses will be at 40%
2-M Graduates reported as "Prepared" on the College and Career Indicator (CCI) will increase by 3.1% annually.	2020 California School Dashboard: College/Career Readiness Grad. Cohort CCI Prepared: - All students: 45.7% - EL: 14% - SED: 40.4 *SWD metrics were adjusted and moved to Goal 4 (4-I)	California School Dashboard: College/Career Readiness "Prepared" not calculated for 2021 due to AB130	California School Dashboard: College/Career Readiness "Prepared" not calculated for 2022 due to AB13	California School Dashboard: College/Career Readiness 2022-23 Grad. Cohort CCI Prepared - All Students: 44.8% (2262/1014) - EL: 13.7% (53/386) - SED: 41.4% (799/1931) - SWD: 11.9% (32/270)	Graduates reported as "Prepared" on the College and Career Indicator (CCI) will be: - All students: 55%. - EL: 23.3% - SED: 49.7% *SWD metrics were adjusted and moved to Goal 4 (4-I)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
2-N Increase the student completed A-G requirements and at least one CTE Pathway by 3% annually	2021 CDE College/Career Measures: - All : 12.7% - EL: 3.9% - SED: 12.2% - SWD: 2.4% - FY: 9.1% - HY: 9.7% *new metric, therefore both the Baseline and Year 1 Outcome will reflect the same numbers	2021 CDE College/Career Measures: - All : 12.7% - EL: 3.9% - SED: 12.2% - SWD: 2.4% - FY: 9.1% - HY: 9.7% *new metric, therefore both the Baseline and Year 1 Outcome will reflect the same numbers	2022 CDE College/Career Measures: - All Students: 11.4% - EL: 3.1% - SED: 11.1% - SWD: 2.1% - FY: 0.0% - HY: 7.8%	2023 CDE College/Career Measures: All Students: 13.4% (303/2269) EL: 4.7% (18/387) SED: 13.0% (251/1937) SWD: 3.3% (9/273) Foster Youth: 3.3% (1/30) Homeless: 9.9% (14/142)	The student completed A-G requirements and at least one CTE Pathway will be: - All: 18.7% - EL: 9.9% - SED: 18.2% - SWD: 8.4% - FY: 15.1% - HY: 15.7% * percentage for FY edited to be 15.1% as the desired outcome based on a previous calculation error; percentage for HY was edited to by 15.7% as the desired outcome based on a previous calculation error
2-O High School students enrolling in AP/IB will increase by 3% annually.	2021-22 AP/IB Course Enrollments/Synergy: - All: 31% (2029/8683) - EL: 3% (62/2029) - SED: 64% (1302/2029)	2021-22 AP/IB Course Enrollments/Synergy: - All: 31% (2029/8683) - EL: 3% (62/2029) - SED: 64% (1302/2029)	2022-23 AP/IB Course Enrollments/Synergy: - All: 22% (2014/9030) - EL: 4% (77/2014) - SED: 66% (1334/2014)	2023-24 AP/IB Course Enrollments/Synergy: All students enrolled in AP/IB courses: 27% (2397/8803) EL: 4% (91/1224) SED: 68% (1630/2397)	High School students enrolled in AP/IB courses will be: - All: 37% - EL: 9% - SED: 70% - SWD: 6.4% - FY: 6.2%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	- SWD: 0.4% (9/2029) - FY: 0.2% (5/2029) - HY: 3% (55/2029) *new metric, therefore both the Baseline and Year 1 Outcome will reflect the same numbers	- SWD: 0.4% (9/2029) - FY: 0.2% (5/2029) - HY: 3% (55/2029) *new metric, therefore both the Baseline and Year 1 Outcome will reflect the same numbers	- SWD: 1% (18/2014) - FY: 1% (1/2014) - HY: 1% (19/2014)	SWD: 2% (52/2397) FY: 0% (2/2397) HL: 1% (20/2397)	HY: 9%

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

DSUSD's commitment to graduating all students prepared for a successful transition was reflected in the actions of Goal 2. All actions in Goal 2 were implemented. Some positive outcomes on the CA dashboard included:

- An increase of 5.99 points in the number of 11th-grade students reported as "College Ready or Ready Condition" in English Language Arts on the Early Assessment Program (EAP).
- A slight increase of 0.77 points in the number of 11th-grade students reported as "College Ready or Ready Condition" in Math on the EAP.
- An increase of 3.4 points in the number of high school graduates meeting A-G requirements.

2.1 Course Access/Advance Programs

Advanced Placement (AP) Program

DSUSD offers a comprehensive Advanced Placement (AP) program. In the 2023-24 school year, funding was allocated to develop a new AP course, enhance existing courses, access Pre-AP materials, provide substitute coverage, attend AP conferences, and cover extra duty compensation for teachers involved in AP work.

International Baccalaureate (IB) Program

The district prioritizes a robust International Baccalaureate (IB) experience at La Quinta High School (LQHS), John Glenn Middle School (JGMS), Franklin Elementary, and Earhart Elementary. Adequate staffing, training, and curriculum updates are ensured, with IB programming fees covered to eliminate financial barriers. Professional development for IB teachers, largely funded through ESSER, included training for 18 teachers at LQHS, 10 at JGMS, 9 at Franklin, and 3 at Earhart during the 2023-24 school year. LCFF funds supported substitute coverage and materials and funded a full-time world language teacher at JGMS and a split position between Earhart and Franklin elementary schools.

Dual/Concurrent Enrollment

Dual/concurrent courses offer high school students the chance to engage with college-level material while still in high school, challenging them academically and preparing them for college coursework. These courses help students develop skills and habits necessary for success in higher education and enable them to make more informed decisions about their future academic and career paths.

Support for Musical Programs

DSUSD supports musical programs at middle and high schools. Funds were used to support programming at Indio, La Quinta, Palm Desert, and Shadow Hills high schools, as well as Desert Ridge, John Glenn, Indio, Jefferson, and Paige middle schools. These funds were also used for the repair and maintenance of instruments and the purchase of new instruments.

Cardonex Implementation for English Learners

The implementation of Cardonex for English learners involved leveraging technology to effectively prioritize student needs. The process began with data analysis to identify students' language proficiency levels and academic requirements. The Cardonex platform was used to customize master schedules, allocating time for language development and support services. Schedules created using this technology accommodated the diverse needs of English learners, ensuring they had access to the ELD courses they needed.

2.2 Opportunities Outside of the Traditional Program

Dual Language Immersion

The Desert Sands Unified School District's Spanish Dual Language Immersion Program implements a 90-10 model, starting with 90% Spanish instruction in the early years and transitioning to a 50-50 model as students advance. This immersive approach promotes bilingualism and biliteracy, starting in kindergarten to encourage natural language acquisition similar to first-language learning. The curriculum ensures balanced instruction in both English and Spanish, promoting proficiency and comprehension in both languages by program completion. Cultural appreciation is a key component, with students engaging in activities highlighting Spanish-speaking countries' traditions. Guided by the seven principles of Dual Language Education, the program emphasizes early immersion, gradual language integration, culturally enriched curriculum, parental involvement, teacher training, progress monitoring, and equitable access to language learning for all students.

An initiative was launched to establish a Seal of Biliteracy Task Team, aimed at facilitating the implementation and recognition of biliteracy achievements within the educational framework. This task force was assembled to navigate through the intricacies of the Seal of Biliteracy program, ensuring alignment with its requirements and standards. Moreover, informational sessions were conducted to equip counselors with the necessary knowledge about the Seal of Biliteracy criteria. These sessions delved into various facets of the program, covering eligibility

criteria. Through these concerted efforts, the Seal of Biliteracy Task Team sought to foster a deeper understanding and appreciation for bilingual proficiency, while empowering students to showcase their linguistic competencies and cultural fluency on a broader platform.

Ophelia Project and Gents Alliance

DSUSD is dedicated to ensuring that first-generation students are college and career-ready. To support this mission, DSUSD partners with the Ophelia Project and Gents Alliance. The Ophelia Project is a long-standing mentoring program for female students at Indio, La Quinta, Palm Desert, and Shadow Hills high schools, as well as John Glenn, Colonel Mitchell Paige, Desert Ridge Academy, Indio, and Thomas Jefferson middle schools. During the 2023-24 school year, the Ophelia Project engaged 147 high school students and 86 middle school students in its mentoring program. The Ophelia Project's mission is to empower young women, enhance their self-worth, and maximize their potential contributions to society. This locally-run initiative not only fosters academic excellence but also cultivates essential life skills such as time management, communication, and problem-solving. Gents Alliance, an initiative within OneFuture Coachella Valley created in 2015, serves as a mentoring program for male high school students in the Coachella Valley, offering workshops, scholarship opportunities, mentors, and comprehensive support. During the 2022-23 school year, 102 male students from all seven DSUSD high schools participated in Gents Alliance.

2.3 Career Technical Education

Implementation of support for Career Technical Education (CTE) programs and military science at DSUSD involves various initiatives. Military science programs received LCFF funding for transportation to training camps and guest teachers to cover classes, along with supplies. However, challenges arose with increasing student participation leading to higher transportation costs for military events. 2-3.3 Each traditional high school campus has an assistant principal dedicated to CTE, with Amistad having an additional .5 assistant principal. Summit now hosts two CTE pathways, necessitating a .5 CTE assistant principal, though this role also encompasses other campus needs like Special Education and attendance, posing challenges to CTE focus. Furthermore, each traditional high school campus has an Office Tech 2-3.4 supporting the CTE Assistant Principal, with responsibilities expanding from 6 to 8 hours, including data collection, budget tracking, CTSO support, professional development coordination, field trip assistance, and administrative tasks like contract processing.

2-4 College going Cultural/Broad Course of Study

To support college and career readiness, the AVID program is currently implemented in all high and middle schools, as well as 14 elementary schools in the district. This support entails professional development for teachers and supplies for students. However, with the program expanding district-wide, additional support is needed to address the needs of all school sites. Key challenges include hiring and retaining college tutors, maintaining consistency in AVID staff, and increasing professional development. Despite these challenges, the AVID program has proven successful in helping students achieve their academic goals. While six elementary schools have not yet adopted AVID, three more schools are scheduled to begin implementation in the 2024-2025 school year.

This year there was professional development for paraeducators. Districtwide there was active recruitment of students from foster, homeless, ELL, and low socio-economic backgrounds to enroll in secondary electives, and a push to support student-athletes in need of academic assistance. AVID agendas for all sites, including high schools and Amistad, are being refined to serve both the academic and personal organizational needs of students. AVID support is also provided to all school site coordinators to enhance their capacity, including creating slide presentations for their school staff. Furthermore, the AVID Pathway program, aimed at students achieving IGETC from College of the Desert, is in its second year, with dual enrollment options available for AVID elective students who choose this path, enabling them to earn

college or IB credit.

Desert Sands recognizes that some students require additional financial support to access programs. This goal supports student access by providing fee waivers associated with graduation. Funds were used during the 2023-24 school year to provide graduates with caps and gowns, transcripts, and activities. These funds ensure that Low-Income students have access to an equitable, high-quality educational experience.

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.

2.1 Course Access/Advanced Program

The estimated actual expenditures were less than budgeted due to the use of ESSER funding that covered the cost of a Foreign Language Teacher, AP low-income exam fees, as well as dual enrollment, and AP textbooks.

2.2 Opportunities Outside of Traditional Program

The estimated actual expenditures were less than budgeted because there was a position that went unfilled for most of the school year. Also, One Future Coachella Valley has absorbed the majority of the costs of the Gents Alliance program through their own funding this year.

2.3 Career Technical Education

The actual expenditures were more than budgeted because of the increase in student participation in military science programs which resulted in higher travel and support expenses. CTEIG is expiring. This funding line for CTE supports needs for programs not supported by current grant funding including the support of middle school-aligned programs to existing high school CTE academies and pathways.

2.4 College-Going Culture/ Broad Course of Study

The estimated actual expenditures were more than budgeted because AVID continues to expand district-wide and with it comes support in the form of professional development, student agendas and binders, and other material expenses.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

2.1 Course Access/Advanced Program

Various indicators point to the success of the Course Access/Advanced Programs. Enrollment in Advanced Placement (AP), International Baccalaureate (IB) Diploma programs, and dual enrollment courses has increased over the past year, a trend we expect to continue. This year, 2,397 students, representing 27% of high school students, were enrolled in AP/IB courses. The total number of students enrolled in

AP/IB and college courses was 36%. To provide a comprehensive view of our students' interest and preparation for advanced coursework, DSUSD will begin tracking the combined enrollment of AP/IB and college courses.

2.2 Opportunities Outside of Traditional Program

The Ophelia Project was successful in engaging 147 students. A total of 25 scholarships were granted, amounting to \$20,250 in aid. Specifically, these scholarships were distributed as follows: 9 scholarships totaling \$9,000 for Indio, 5 scholarships totaling \$2,500 for La Quinta, 5 scholarships totaling \$3,250 for Palm Desert, and 6 scholarships totaling \$5,500 for Shadow Hills. Additionally, two exceptional Ophelia students were awarded prestigious four-year, full scholarships covering tuition, room, and board, one to UC Santa Barbara and the other to Stanford University.

During the 2023-24 school year, 103 male students from all high schools in the district participated in Gents Alliance. This included 19 students from Amistad, 2 from Horizon, 38 from Indio, 14 from La Quinta, 16 from Palm Desert, 13 from Shadow Hills, and 1 from Summit. These students attended regular meetings, field trips, sessions with local motivational speakers, and the OneFuture Gents Alliance Male Student Leadership Summit at UCR Palm Desert. These opportunities provided valuable academic support, college and career exploration, and the chance to develop soft skills for the future workplace.

2.3 Career Technical Education

The cumulative effect of the actions in Career Technical Education (CTE) effectively served 2,296 students. In the 2022-23 school year, the number of CTE completers increased to 17.5%, a 10% rise from the previous year. Community input was favorable, indicating a strong desire to continue growing the program.

2.4 College-Going Culture/ Broad Course of Study

Data shows that students who use AVID strategies for organization and college readiness experience success. Students of teachers who use AVID strategies are better prepared for school success and to take the next steps in their education. Unduplicated students who attend AVID schools have better attendance, receive increased support for their academic growth, and benefit from a team and community-building peer support system.

The purpose of using AVID strategies is to help increase the number of students considered “prepared” by being a-g ready on the California Dashboard College and Career Readiness Indicator. Another positive impact of AVID strategies is the level of engagement for students. Attendance of AVID Seniors in the 22-23 school year was 93.23% compared with non-AVID seniors at 91.89%. Other data that highlights the benefits for students is reflected in the senior class of AVID students in 22-23:

- 89% completed 4-year college entrance requirements
- 100% graduated on time
- 91% took the SAT exam
- 56% took an AP or IB exam
- 81% applied to a 4-year college
- 76% were accepted into a 4-year college
- 98% completed the FAFSA

Some next steps for the AVID program in DSUSD are to continue to increase the number of schools that use the strategies and continue to offer ongoing professional development.

This will be achieved by increasing the number of schools using the AVID strategies, consistent and ongoing professional development for AVID and core academic teachers, and providing an AVID Summer Institute locally this summer to increase admin and teacher participation.

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

2.1 Course Access/Advance

The budget allocated for SAT exams is being reduced, reflecting the decreased demand as fewer students are taking the exams. This adjustment is in response to the University of California and state colleges no longer requiring SAT scores. The budget reduction for the 2024-2025 fiscal year is attributed to anticipated lower expenses. This reduction previously provided partial support for high school music programs, while visual and performing arts will now be funded by Proposition 28.

DSUSD plans an addition of an AP African American Studies which is set to begin in the 24-25 school year.

2.2 Opportunities Outside of Traditional Program

There is a need in the DLI program to invest in Estrellita curriculum resources for the 2024-2025 school year, including consumable student booklets. These materials will support targeted instruction and intervention efforts to address the diverse needs of DLI students. In the 24-25 LCAP draft, DLI will be moved to Goal 1 as part of the group of actions that are meant to support English Learners.

2.4 College-Going Culture/Broad Course of Study

The AVID program is well-established in the district. We want to continue to increase the number of students who are A-G ready on the CA dashboard. This will be achieved by increasing the number of schools using the AVID strategies, consistent and ongoing professional development for AVID and core academic teachers, and providing an AVID Summer Institute locally in the summer of 2024 to increase administrator and teacher participation.

APEX and Edgenuity online programs that help students with credit recovery will be reduced due to decreased demand following COVID-19.

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.

Goals and Actions

Goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
3-A The district will maintain the “good repair” standard for safe, clean, and functional school facilities.	Williams Case Settlement Report: 100% of schools are in good repair status	Williams Case Settlement Report: - Q4 Jul 2021: 100% - Q1 Oct. 2021: 100% - Q2 Jan. 2022: 100% - Q3 Apr. 2022: 100%	2022-23 Annual Williams/SARC Report: - Q4 Jul. 2022: 100% - Q1 Oct. 2022: 100% - Q2 Jan. 2023: 100% - Q3 Apr. 2023: 100%	2023-24 Annual Williams/SARC Report: - Q4 Apr. - Jun. 2023: 100% - Q1 Jul. - Sept. 2023: 100% - Q2 Oct. - Dec. 2023: 100%	The district will meet the “good repair” standard for safe, clean, and functional school facilities.
3-B The district will maintain an attendance percentage rate at or above 95%. *ADA is a fiscal calculation, attendance	2019-20 District Wide Cumulative Attendance Report: 95.03%	2021-22 District Wide Cumulative Attendance Report: 89.55%	2022-23 District Wide Cumulative Attendance Report: 90.69%	2023-24 District Wide Cumulative Attendance Report : 91.95%	The district will maintain a minimum of a 95% attendance percentage rate. *ADA is a fiscal calculation, attendance percentage rate is

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
percentage rate is more applicable to education.					more applicable to education.
3-C District-wide suspension rate will decrease by .73% annually.	2018-19 California School Dashboard Suspension Rate Indicator: 4.7%	2020-21 Suspension Rate in DataQuest 0.1% *source was adjusted to DataQuest	2021-22 CA School Dashboard Suspension Rate Indicator: 3.5% *source was adjusted back to CA Dashboard	2022-23 Suspension Rate in DataQuest: All Students: 4.5%	District-wide suspension rate will attain a percentage of 2.51% or lower.
3-D District-wide expulsion rate will decrease by .02% annually.	2018-19 Expulsion Rate in DataQuest: 0.11%	2020-21 Expulsion Rate in DataQuest: 0.0%	2021-22 Expulsion Rate in DataQuest: 0.1%	2022-23 Expulsion Rate in DataQuest: All Students: 0.0%	District-wide suspension rate will show a percentage of .05% or lower.
3-E District-wide rate of students who are chronically absent will decrease by 1% annually.	2018-19 California School Dashboard Chronic Absenteeism Indicator: Chronic Absentee Rate: - Districtwide 12.9% - EL: 11.6%	2020-21 Chronic Absenteeism rate in DataQuest: Chronic Absentee Rate: - All Students: 20.2% - EL: 23.6% - SED: 24.2%	2021-22 CA School Dashboard Chronic Absenteeism Indicator: Chronic Absentee Rate: Districtwide: 41.8% EL: 42.6% SED: 45.3% Foster Youth: 54.9%	2022-23 DataQuest Chronic Absenteeism: All Students: 34.8% EL: 36% SED: 38.1% SWD: 43.8% Foster Youth: 44.3	Districtwide rate of students who are chronically absent will be less than 10%. - Districtwide 9.9% - EL: 10.6% - SED: 13.8% - Foster Youth 28.1%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	- SED: 14.8% - Foster Youth 29.1% *SWD metrics were adjusted and moved to Goal 4	Foster Youth: 42.8% *source was adjusted to DataQuest and SWD metrics were adjusted and moved to Goal 4	*source was adjusted back to CA Dashboard		*SWD metrics were adjusted and moved to Goal 4
3-F Increase the “Percent Favorable” responses for the Sense of Belonging (School Connectedness) area of the Panorama Survey to 90% annually.	Panorama Education: 2020-2021 Sense of Belonging (School Connectedness) Survey: - Grades 3-5: 83% - Grades 6-8: 85% - Grades 9-12: 82% - Staff/Teachers : 88% - Parents: 93% (unduplicated parent % respondents: EL: 12%, SWD: 7%, SED (FRLP): 37%)	Panorama Education: 2021-22 Sense of Belonging (School Connectedness) Survey: - Grades 3-5: 66% - Grades 6-12: 35% - Staff: 66% - Teachers: 58% - Parents: Data not collected for this topic.	Panorama Education: Sense of Belonging (School Connectedness) Survey: - Grades 3-5: 66% - Grades 6-12: 32% - Staff: 66% - Teachers: 59% - Parents: Data not collected for this topic.	2023-24 Panorama Education: Sense of Belonging (School Connectedness) Survey: - Grades 3-5: 64% (of 4,513 responses) - Grades 6-12: 31% (of 8,880 responses) - Staff: 64% (of 408 responses) - Teachers: 59% (of 614 responses) - Parents: Data not collected for this topic.	The “Percent Favorable” responses for the Sense of Belonging (School Connectedness) area of the Panorama Survey will be at or greater than 90%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
3-G Increase the “Percent Favorable” responses for the Sense of Safety area of the Panorama Survey to 90% annually.	Panorama Education: 2020-2021 Sense of Safety Survey: - Grade 3-5: 73% - Grades 6-8: 77% - Grades 9-12: 82% - Staff/Teachers: 84% - Parents: 95% (unduplicated parent % respondents: EL: 12%, SWD: 7%, SED (FRLP): 37%)	Panorama Education: 2021-22 Sense of Safety Survey: - Grades 3-5: 56% - Grades 6-12: 55% - Staff/Teacher: Data not collected for this topic. - Parents: 74% (unduplicated parent % respondents: 2022 parent survey anonymous, student group data not collected)	Panorama Education: 2022-23 Sense of Safety Survey: Grades 3-5: 57% Grades 6-12: 51% Staff/Teacher: Data not collected for this topic. Parents: 71% (unduplicated parent % respondents: 2023 parent survey anonymous, student group data not collected)	2023-24 Panorama Education: Sense of Safety (School Connectedness) Survey: - Grades 3-5: 60% (of 4,513 responses) - Grades 6-12: 49% (of 8,880 responses) - Staff/Teacher: Data not collected for this topic. - Parents: 70% (of 1,282 responses) unduplicated parent % respondents: 2023 parent survey anonymous, student group data not	The “Percent Favorable” responses for the Sense of Safety area of the Panorama Survey will be at or greater than 90%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				collected	

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

To address the social-emotional wellness, physical wellness, and safety of our students, we prioritized creating safe, clean, and orderly environments. This focus was a direct response to the needs expressed by students and the community, and it was essential to establish a goal that addressed these concerns. The actions planned to achieve this goal were successfully implemented. Communication and collaboration between Student Services, Educational Services, Fiscal, and other district departments have been crucial in accomplishing this objective.

3.1 Improve School Attendance

Though rates declined from the prior school year, chronic absenteeism continued to be a priority concern for Desert Sands Unified School District throughout the 23-24 school year. DSUSD increased support to school sites by providing a full-time health/attendance clerk position at each elementary school (previously these positions were provided half-day to each elementary). Schools were also provided regular data reports, tools for Tier I attendance messaging, districtwide attendance intervention software, and direct support and training for school staff to assist in developing site-level intervention activities for improved attendance. In addition, both the district and school sites collaborated closely with government and community agencies dedicated to serving the needs of families to increase student engagement and school attendance. Some school sites initiated Saturday Academy programs, though programs were limited as most sites were selected to fund weekend activities through the Extended Learning Opportunity Program (ELOP).

Site Attendance Leads (SALs) collaborated with the Child Welfare and Attendance Office to develop and implement attendance interventions at each school. This year, SALs were divided into two cohorts. Cohort 1 included sites with new SAL staff or incomplete prior tasks, engaging in monthly training, and specific tasks to enhance campus attendance. Cohort 2 comprised sites continuing prior SAL duties and- integrating previous efforts with MTSS teams to enhance outcomes. Through SAL efforts in both cohorts, schools improved early intervention and attendance at Tiers 1 and 2, facilitating more referrals for Tier 3 intervention.

In the 23/24 school year, five bilingual Community Technicians joined the CEA department as Family Engagement Specialists (FES). The FES team supported families with significant attendance challenges, providing ongoing case management for those referred to the School Attendance Review Board. They offered intensive assistance, connecting families with district and community resources. School sites could also make direct referrals for short-term, intensive support.

3.2 Site-based Positive Behavior Support Programs

This action funded consultation with Effective Youth Solutions and provided extra duty coverage for our MTSS Site Liaisons, allowing them to meet monthly with our district team for ongoing professional development. Site-based Positive Behavior Support Programs EYS provided five trainings, in person, for all of our 20 school sites in year two of Tier II implementation and two in-person trainings. There were two on-site coaching sessions with our 11 school sites in year three of implementation. The purpose of this training was to build capacity and enhance the implementation and fidelity of MTSS at school sites. The initiative addressed the need for a systematic process to use data for identifying needs (including small group and individual student needs) and aligning progress monitoring interventions accordingly. The goal is to reduce the achievement gap and ensure students receive high-quality initial instruction and targeted academic, social, and behavioral interventions.

3.3 Counseling Support and Behavioral Health

This year, SAP facilitated three parent workshops in the spring which were open to all district parents. The workshops covered topics such as assessing parental burnout, student sleep routines, nutrition, coping skills, mindfulness, and community resources. The final workshop of the year featured a community partner, the John F. Kennedy Memorial Foundation, who presented on TK/PK/Kinder school readiness, routines, sleep, diet, behavior, as well as mindfulness, coping, and community resources.

Full-time School-Based Mental Health Therapists (SBMHTs) at Jefferson and Indio Middle school sites exclusively cater to students struggling with social and emotional needs impacting their educational progress. SBMHTs collaborate with counseling staff, administration, and relevant service providers to offer data-informed interventions, including evidence-based therapeutic techniques like Dialectical Behavioral Therapy and Cognitive Behavioral Therapy. They also facilitate consultations, staff presentations, and referrals to intensive services when necessary. Additionally, SBMHTs support restorative practices, trauma-informed care, and alternative programming for discipline issues. Consistent SBMHT presence throughout the school year promotes predictable, psychologically safe environments, fostering caring relationships with students, and contributing positively to the school's culture and climate.

The Assistant Principals receive monthly training to support their roles at the school. During the year, it was noted that they needed additional training in positive behavior interventions and support. This topic will be added to the training schedule for the next school year.

The mental health support for students and families facing social, emotional, or behavioral challenges, particularly amidst ongoing educational disruptions post-pandemic. School-Based Mental Health Therapists (SBMHTs) are stationed at all Secondary School Sites to collaborate with various educational partners and respond to referrals through the district's Request for Assistance process. SBMHTs facilitate multi-tiered support, offering psychoeducation, targeted group interventions, and crisis intervention as part of the MTSS framework. Trained in assessments and evidence-based interventions, they address the root causes of social and emotional issues impacting student progress. Additionally, SBMHTs lead crisis response efforts in the district and provide psychological assistance and intervention to prevent further trauma during a crisis event. They also play a key role in decision-making for Home Hospital Instruction requests involving mental health concerns, aiming to strengthen school connectedness and academic progress.

The Mental Health Nurse focused on providing targeted healthcare to students who needed mental health services and providing resources to their families. This included educating them on treatment options, such as medication and therapy, and coordinating care. The Mental

Health Nurse collaborated closely with SBMHTs, assisting with case management, brief interventions, and support during transitions from psychiatric facilities. The Mental Health Nurse works with substance misuse counselors to educate families and students on mental health conditions and treatment compliance. Funded by a community grant for the past two years, data shows positive outcomes in reducing recidivism to psychiatric care and substance misuse. Continued funding is crucial to address Tier III social and emotional needs effectively.

3-5. Positive and Safe Environment

The School Resource Officer (SROs) and Campus Security Agent (CSA) services at DSUSD are a comprehensive approach integrating various strategies and resources to address behavioral and mental health needs while fostering a positive school climate. This includes deploying campus security agents (CSAs) at every school site and school resource officers (SROs) at the high school level as part of the safety and security program. CSAs and SROs conduct daily patrols, monitor for potential conflicts or behavioral issues, and intervene effectively using verbal de-escalation techniques and threat assessment. Early interventions focus on providing support alternatives to school discipline, promoting a positive environment. CSAs and SROs also conduct threat analysis to address safety concerns, collaborating with mental health professionals. The District Security Team receives online anonymous tips related to student behavior, enabling proactive interventions to prevent incidents.

3-8. Parent Engagement

To boost parent engagement and attendance, the Child Welfare and Attendance (CWA) department sent truancy notifications to qualifying students and provided chronic absenteeism information during a joint meeting of parent advisory committees. Families of chronically absent students received an Attendance Score Report with tailored attendance data, impact insights, and support resources. CWA facilitated School Attendance Review Team (SART) programs at schools to enhance parent engagement for chronically absent students, offering both individual meetings and group presentations for mild cases.

To ensure parents/guardians of homeless and foster youth receive vital information, the Child Welfare and Attendance Office and Foster/Homeless Liaison oversee protocol implementation and information dissemination. Monthly electronic fliers are sent to registered families via district email and the Homeless Education website is regularly updated with expanded resources. Additionally, in the 23/24 school year, an extra Foster/Homeless Liaison was hired to provide direct services to families and staff training. Liaisons collaborate with community agencies, including the Department of Social Services, SAFE Family Justice Center, local homeless shelters, non-profits, and the District Attorney's Office, to enhance student engagement.

3.9 Supporting the Needs of the Unduplicated Student Population

The Foster/Homeless Liaisons supported foster and homeless students by providing staff training, direct enrollment assistance, and social/emotional support. District-wide training was conducted, and liaisons directly assisted students and families with counseling, basic needs provision, and resource referrals. They also attended professional development sessions and community collaboratives to stay informed and connected with local agencies.

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.

3.2 Site-Based Positive Behavior Support Programs

This action supports MTSS training on tiered support offered by the Effective Youth Solutions consulting firm and the monthly meetings with school representatives. Actual expenditures were greater than what was budgeted.

3-3.Counseling Support and Behavioral Health

This action supports our counseling program district-wide and it was funded by a community grant which resulted in expenditures being less than was budgeted.

3. 4 Health and Wellness

This action was partially funded by a grant which resulted in estimated actuals being less than what was budgeted.

3.5 Positive and Safe Environment

Actual expenditures were greater than the estimated actuals due to salary increases for certificated and classified positions.

3.8 Parent Engagement

The funding in this action was covered by ESSER funds this year which explains the unspent allocation.

3.10 Sanitized, Clean, and Safe Facilities

The actual expenditures were less than budgeted because this action was funded by one-time restricted funds.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

3.1 Improve School Attendance

Chronic absenteeism decreased in the 23/24 school year, despite remaining higher than pre-COVID levels. School sites implemented more attendance improvement actions at Tiers 1 and 2, conducting 3,058 School Attendance Review Team (SART) meetings by March 2023. The addition of Family Engagement Specialists boosted Tier 3 supports, with over 2,100 interventions for students and families with attendance barriers by March 2023. Schools assessed their attendance strengths and needs, using this information to draft multi-tiered improvement plans due by year-end. Hiring a second DSUSD Foster Youth/Homeless Liaison enhanced student support with supplies, enrollment assistance, counseling, and transition planning. All DSUSD high school seniors identified as foster youth completed the FAFSA. Liaisons successfully supported approximately 120 international asylum seeker students, and community collaboration expanded with local shelters, community colleges, and the county office of education to meet foster/homeless student needs.

3.4 Health and Wellness for Students

An array of intramural athletic opportunities was made available through the DSUSD middle school after-school sports program. Sports included Football, Volleyball, Basketball, Track, Soccer, and Softball.

A total of 945 participants across the district participated in the middle school after-school sports program. The following is a breakdown by school: Desert Ridge Academy - 138; Glenn MS - 154; Indio MS - 118; Jefferson - 150, La Quinta MS - 143, Paige MS - 108, and Palm Desert Charter. The high number of students who benefited from this action made it successful.

3.5 Positive and Safe Environments

Under the oversight of the security manager, field security operations have become notably more efficient and effective, evidenced by a tangible increase in service delivery. This enhancement has led to quicker resolution of incidents on school sites, with reduced response times contributing to a safer environment. Additionally, recovery times following security incidents have markedly improved, indicating the LEA's enhanced ability to address and mitigate security concerns. The addition of a security manager and allocation of additional support for school site investigations have resulted in tangible improvements in security services, demonstrating the LEA's commitment to safety. The effectiveness of specific actions, such as the addition of school resource officers (SROs), has been notable in enhancing behavioral and mental health support while reducing suspension and expulsion rates. SROs play a vital role in promptly assessing students in crises, contributing to the overall progress toward the goal of ensuring student safety and well-being.

Amistad and Summit High Schools offer students enrolled in our continuation high schools access to four sports teams - Volleyball, Basketball, Soccer, and Softball, fielding both boys and girls teams.

Offering athletics at our continuation schools allows our at-risk students an opportunity to become involved in their schools in a way that they may not be at a traditional high school. It affords them a true high school experience - cultivating a sense of belonging and connection with the school and with their teammates. Athletics at our continuation schools provides students with an additional outlet from stress and contributes to overall mental and physical health. The district's support of covering the costs of transportation to and from athletic events ensures that these traditionally underserved students can compete against local continuation schools.

During the 2023-24 school year, a total of 183 continuation school students (98 Amistad students, 85 Summit students) participated on these teams and were able to access transportation for athletic competitions at other continuation high schools in the county. Of the \$15,656 allocated in the LCAP, \$5,175 has been expensed. Some athletic contests were canceled (weather, schedule conflicts, availability of officials) and, as a result, transportation was not required. Both Amistad and Summit expect full schedules and team rosters next school year and anticipate fully expensing these important funds.

3.6 Clean and Efficient Environment

According to Panorama data in the area of school connectedness and sense of belonging, students, teachers, and staff did not meet the goal of 90% for favorable responses in this area. The most recent report indicates the following: Grades 3-5: 64%; grades 6-12: 31%; staff: 64%; teachers: 59%; and parents: 68%. While School-Based Mental Health Teams (SBMHTs) positively contribute to the school climate and culture by fostering understanding, respect, support, and a sense of belonging through relationships, services, and responses to challenging emotions, the data does not undermine the effectiveness of the training and interventions provided by SBMHTs. SBMHTs are particularly effective with students experiencing mental health symptoms, helping them remain in the school setting and access services without disrupting their academic progress. A different metric will be considered for this action in the future.

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

3.1 Improve School Attendance

With the continued decrease in chronic absenteeism across many school sites, the district will adjust its attendance support approach in 24-25. Schools showing improvement will integrate attendance actions into the MTSS framework with support from the Site Attendance Lead. Those still facing challenges will receive intensified support, including tailored activities, site-specific data analysis, and increased meetings. District-wide professional development and student group data will be shared with schools to address any ongoing attendance concerns for groups with persistent challenges.

3.3 Counseling Support and Behavioral Health

Combine funding for 3-3.4 and 3-3.6 that will include SBMHTs at all secondary schools and shared SBMHTs to serve the social-emotional needs at the elementary sites.

Consider adding a metric for this action area that targets the direct impact of a designated SBMHT such as using Panorama data on “Supportive Relationships” in the Wellbeing Survey

3.5 Positive and Safe Environment

The district's goal for the upcoming year is to enhance the anonymous online reporting process to improve incident prevention and resolution. This involves increasing utilization of the system by students, staff, and community members, aiming for more effective incident prevention and resolution through timely and accurate information gathering. To achieve this, Security Services will introduce a two-way anonymous reporting system, enhancing investigations by allowing additional information to be provided. Training will be provided to SROs, campus security, and school administrators on utilizing the system effectively and integrating it into existing protocols. Promotion and awareness campaigns will also be conducted to encourage participation and understanding of the system's importance.

3-8 Parent Engagement

Root cause analysis of chronic absenteeism was conducted with students, parents, and district staff at different workshops and parent meetings during the spring of 2024. Further analysis will continue into the 24-25 school year with school teams to address chronic absenteeism among various student groups and schools with a red indicator to create school action plans to improve attendance. At-risk students will be assigned to a Family Engagement Specialist to help address the barriers to regular attendance.

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.

Goals and Actions

Goal

Goal #	Description
4	STUDENTS WITH DISABILITIES WILL ACCESS AND PARTICIPATE IN THEIR EDUCATIONAL JOURNEY RESULTING IN GRADUATES THAT ARE PREPARED TO MAKE A SUCCESSFUL TRANSITION TO COLLEGE, CAREER, AND LIFE.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
4-A Each year students with disabilities will increase their ELA academic achievement, by 3 distance from standard points, as measured by the California School Dashboard.	2018-19 California Dashboard Academic Indicator for ELA: SWD: 102.5 points below standard	Due to the COVID-19 pandemic, state law has suspended the reporting of state indicators on the 2021 California Dashboard.	California Dashboard Academic Indicator for ELA 2021-22: SWD: 117 points below standard	California Dashboard Academic Indicator for ELA 2022-23: SWD: 123 points below standard	California Dashboard Academic Indicator for ELA: SWD: 93.5 points below standard
4-B Each year students with disabilities will increase their mathematics academic achievement, by 3 distance from standard points, as measured by the	2018-19 California Dashboard Academic Indicator for mathematics: SWD: 134.9 points below standard	Due to the COVID-19 pandemic, state law has suspended the reporting of state indicators on the 2021 California Dashboard.	California Dashboard Academic Indicator for Math 2021-22: SWD: 154.4 points below standard	California Dashboard Academic Indicator for Math 2022-23: SWD: 152.7 points below standard	California Dashboard Academic Indicator for mathematics: SWD: 125.9 points below standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
California School Dashboard.					
4-C Each year the percentage of students scoring on or above grade level will increase K-8 by 5% 9-10 by 5% as measured by the Winter ELA i-Ready Diagnostic *9-10 percent increase added as 5% due to a previous omission of the percentage	2022 Winter ELA i-Ready Diagnostic K-8: 9% 9-10: 4% *new metric, therefore both the Baseline and Year 1 Outcome will reflect the same numbers	2022 Winter ELA i-Ready Diagnostic K-8: 9% 9-10: 4% *new metric, therefore both the Baseline and Year 1 Outcome will reflect the same numbers	2023 Winter ELA i-Ready Diagnostic K-8: 10% 9-10: 3%	2023-24 Winter ELA iReady Diagnostic K-8 • SWD: 11% 9-10 • SWD: 4%	The percentage of students scoring on or above grade level will be K-8: 19% 9-10: 14% as measured by the Winter ELA i-Ready Diagnostic
4-D Each year the percentage of students scoring on or above grade level will increase K-8 by 5% 9-10 by	2022 Winter Math i-Ready Diagnostic K-8: 7% 9-10: 2% *new metric, therefore both the Baseline and Year 1 Outcome will	2022 Winter Math i-Ready Diagnostic K-8: 7% 9-10: 2% *new metric, therefore both the Baseline and Year 1 Outcome will	2023 Winter Math i-Ready Diagnostic K-8: 7% 9-10: 2%	2023-24 Winter Math iReady Diagnostic K-8 • SWD: 8% 9-10 • SWD: 5%	The percentage of students scoring on or above grade level will be K-8: 17% 9-10: 12%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
as measured by the Winter Math i-Ready Diagnostic *9-10 percent increase added as 5% due to a previous omission of the percentage	reflect the same numbers	reflect the same numbers			as measured by the Winter Math i-Ready Diagnostic *9-10 percentage edited to be 12% as the desired outcome based on a previous calculation error
4-E Combined four-year and five-year cohort graduation rate will increase by 3% annually.	2020 California School Dashboard Graduation Rate: Cohort Graduation Rate: • SWD: 79.5%	2021 California School Dashboard Graduation Rate: Cohort Graduation Rate: • SWD: 87.0%	2022 California School Dashboard Graduation Rate: Cohort Graduation Rate: • SWD: 82.5%	2023 California School Dashboard Graduation Rate: Cohort Graduation Rate: • SWD: 81.0%	Dashboard graduation rate will increase and reach 88.5%
4-F Increase the percent of high school graduates meeting UC/CSU A-G requirements by 3% annually.	2019-20 Four-year in DataQuest UC/CSU Requirement: • SWD: 21.3%	2020-21 Four-year in DataQuest UC/CSU Requirement: • SWD: 16.3%	2021-22 Four-year in DataQuest UC/CSU Requirement: • SWD: 15.5%	2022-23 Four-year in DataQuest UC/CSU Requirement: • SWD: 18.5%	The percentage of high school students meeting UC/CSU A-G requirements will be: • SWD: 30.3%
4-G Students with disabilities in grade 11 reported as "College Ready or Ready-	2018-19 DataQuest: • SWD: 10.71%	2020-21 DataQuest: • SWD: 9.61% Due to factors	2021-22 DataQuest • SWD: 7.43%	2022-23 DataQuest SWD: 9.8%	Students with disabilities in grade 11 reported as "College Ready or Ready-Conditional" on the

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Conditional” on the English Language Arts Early Assessment Program (EAP) will increase by 3% annually.		surrounding the novel coronavirus (COVID-19) pandemic, testing participation in 2020–21 varied.			English Language Arts Early Assessment Program (EAP) will be: SWD: 19.71%
4-H Students with disabilities in grade 11 reported as "College Ready or Ready-Conditional" on the Mathematics Early Assessment Program (EAP) will increase by 4% annually.	2018-19 DataQuest: SWD: 0.00%	2020-21 DataQuest: SWD: 0.90% Due to factors surrounding the novel coronavirus (COVID-19) pandemic, testing participation in 2020–21 varied.	2021-22 DataQuest SWD: 2.45%	2022-23 DataQuest SWD: 1.3%	Students with disabilities in grade 11 reported as "College Ready or Ready-Conditional" on the Mathematics Early Assessment Program (EAP) will be: SWD: 12%
4-I Graduates reported as "Prepared" on the College and Career Indicator (CCI) will increase by 3.1% annually.	2020 California School Dashboard: College/Career Readiness Grad. Cohort CCI Prepared: SWD: 6.8%	California School Dashboard: College/Career Readiness "Prepared" not calculated for 2021 due to AB130	California School Dashboard: College/Career Readiness "Prepared" not calculated for 2022 due to AB130	California School Dashboard: College/Career Readiness 2022-23 Grad. Cohort CCI Prepared SWD: 11.9% (32/270)	Graduates reported as "Prepared" on the College and Career Indicator (CCI) will be at 16.1%
4-J	2018-19 California School Dashboard	2020-21 Chronic Absenteeism Indicator	2021-22 CA School Dashboard Chronic	2022-23 Data Quest Chronic Absenteeism:	Districtwide rate of students with

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
District-wide rate of students with disabilities who are chronically absent will decrease by 2% annually.	Chronic Absenteeism Indicator: Chronic Absentee Rate: SWD: 21.2%	in DataQuest: Chronic Absentee Rate: SWD: 24.6% *source was adjusted to DataQuest	Absenteeism Indicator: Chronic Absentee Rate: SWD: 50% *source was adjusted back to CA Dashboard	SWD: 43.8%	disabilities who are chronically absent will be less than 15.2%
4-K Parent engagement for students with disabilities, will be measured by SEPAC attendance reports and will increase by 2% annually.	2022-21 SEPAC attendance average: 20	2021-22 SEPAC attendance average: 2	2022-23 SEPAC attendance average: 26	2023-24 SEPAC attendance average: 50	SEPAC attendance average will increase and reach 35 participants.

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Addressing the academic and social-emotional needs of students with disabilities was a direct response to district data as well as community input from teachers and parents. Ensuring that the Students with Disabilities group can access and participate in their learning experience with positive outcomes that result in graduates who can transition and thrive in college, career, and life was the goal of the services and strategies implemented in this goal. Implementation of the actions in this goal was fulfilled as planned. Communication and collaboration between the Student Services department, Educational Services, and other departments in the LEA were essential in carrying out this goal.

4.1 Professional Development

Professional development and parent engagement have been two important components in the work of supporting Students with Disabilities in DSUSD. Professional development included targeted training on using Universal Design for Learning (UDL) strategies and adapting curriculum for students requiring extra support. Additionally, classroom coaching covered best practices, behavior management, interventions, and strategies for addressing the academic and mental health needs of students. One notable change was the increased emphasis on providing individual coaching for new staff. Due to significant turnover in key positions at DSUSD, it became crucial to offer more intensive support to new teachers, ensuring students received the necessary assistance for success.

With a focus on UDL strategies, DSUSD educators continued with training on the Don Johnston Toolkit. The Don Johnson toolkit supports educational accessibility for diverse learners. This is the second year of implementation. The toolkit includes tools like Snap & Read, Co; Write, and OrbitNote, which were chosen to address the varied needs of our student population and to foster an inclusive learning environment.

In this second year of implementation, most schools have now been trained on two out of the three Don Johnston tools (Co: Writer and Snap & Read). The biggest impact has been on students with disabilities and English learners, including newcomers, who face unique challenges. Snap & Read's text-to-speech feature has been particularly beneficial for these student groups, enabling them to access content alongside their peers. Co: Writer's word prediction and speech recognition capabilities have improved writing fluency and confidence among students with writing challenges. These tools collectively contribute to providing opportunities for students to access grade-level materials, especially for our English learners and those with disabilities.

Communication with the company has been a barrier during the 2023-24 school year. The last Care Review was held on December 4, 2023. Don Johnston and Texthelp are in the middle of a merger, which is likely impacting the communication breakdown. According to information provided during a webinar, Texthelp is adding Don Johnston's tools to its product suite. Another barrier that was encountered is that the district was not given administrative rights to pull data, which makes it difficult to monitor usage across the district.

4.2 Strategic Alignment

Middle School and High School participated in the Inclusion Roadmap Survey. The elementary schools will take the survey next year. A significant observation is that certain roadmap steps were recognized as two or even three-year processes. As a result, the Inclusion Roadmap will now continue as an ongoing initiative and be integrated into the walkthrough protocols.

4.3 Interventions and Supports

Implementation of the Don Johnson UDL kit received positive feedback from both teachers and students. Some teachers reported that the Don Johnston Toolkit streamlined the differentiation process, allowing them to cater to individual student needs more effectively. Students appreciated the tools' user-friendly features, which made learning more accessible. (See Action 4.1) Another positive lift was training instructional coaches. With coaches trained, teachers and students have easy access to support at their school. This will help maintain and increase usage as sites look to continue their implementation of inclusive practices as well as meet the individual needs of their diverse learners.

The most impactful barrier in implementation is the transfer of use from training to daily classroom practice. The general education teachers have a misconception that the use of these tools is cheating and they don't promote the use in their classrooms. Special Education teachers have had varied levels of implementation past initial training with a project facilitator. They struggle to support student use ongoing.

4.4 Engagement

Parent engagement was strong this year allowing DSUSD to meet its goal of parent participation. Some of the topics shared with parents were Student Wellbeing, Effective Parent Strategies, and IEP Tool kit.

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.

4.1 Professional Development

The focus in goal 4 actions is related to professional development and many of the offerings were provided in-house by DSUSD staff which reflects as actual expenditures being less than what was budgeted. Other expenditures related to this action were paid with other funding sources.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

4.1 & 4.3 The implementation of the Don Johnson UDL kit is in its second year and is tied together as both part of the professional development that took place this year and the strategies utilized in the classroom. The Johnston Toolkit has garnered positive feedback from both teachers and students. Numerous teachers observed that the Don Johnston Toolkit streamlined the differentiation process, allowing them to more effectively meet individual student needs. Students appreciated the tools' user-friendly features, which improved learning accessibility. Teacher surveys indicated that they want to continue to have more of this training.

4.4 Three well-attended Parent Engagement Training that took place this year highlighted post-secondary opportunities and career pathways. There were five meetings held this year finishing with a culminating event where students were recognized. The average participation this year was 50 parents which is has been the highest that it's been in the last three years. This participation rate exceeded the goal that had been set as the three-year outcome.

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

Goal 4 actions to support students with disabilities will be added under Goals 1-3 next year to strengthen the comprehensive support and services for all our students.

4.1 Looking ahead, we intend to leverage the merger between Don Johnston and Texthelp as a chance to deepen our understanding of Texthelp and further extend the utilization of accessibility tools to reinforce inclusivity. Our approach involves integrating these tools into our professional development initiatives and embedding them within our training modules. We will adapt our support strategies based on the specific requirements of our audience, with the overarching goal of supporting all learners. Training sessions are scheduled for August during Certificated Employee Orientation (CEO) as well as district-directed Structured Academic Support Time (SAST). Additionally, we will refine our implementation process by incorporating feedback and insights gained from the past two years of experience. As needs emerge, we will maintain ongoing on-demand support for sites.

4.2 The inclusion Roadmap is a great reflection tool for schools. Discussion around the use of the Inclusion roadmap favors that it be integrated next year into walk-through protocols to inform regarding the level of access for Students With Disabilities within the general ed. classroom.

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.

Instructions

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.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

Timeline for completing the “Measuring and Reporting Results” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

A description of any substantive differences in planned actions and actual implementation of these actions.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This 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.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired 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, desired 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.

California Department of Education
November 2023



Local Control and Accountability Plan

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

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

Plan Summary [2024-25]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

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 \$479,800,841. As of census day 2023, the district's enrollment for students (inclusive of two charter schools) in TK-12 was 25,898 of which 75.7% are of Hispanic/Latino descent, 15.2 % are white, 1.4% are Black/African American, 2.2 % Asian, and 5.5% other ethnicity. The diversity among the population is evidenced by the 49 different home languages reported with Spanish being the home language of 91.7 % of the district's 4687 English learners. The district has an unduplicated pupil percentage of 77.99; 25.32 % (5113) are English language learners (EL), 97.53 (19699) are from low-income (LI) families eligible for free or reduced-priced meals, including 0.80% (162) foster youth (FY) and 1.76 (356)

homeless students. Students with disabilities make up 12.3% of the student body, and over 70% 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 our DSUSD schools.

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 is 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.

This year 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.

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 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 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 population of students showing a status level of “Medium” on CCI. Graduation rate was maintained for DSUSD students at 93.8% with the African American student group showing an

increase of 8.4 pts. 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 American.

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 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.

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 that will support classroom teachers. Special Education teachers and project facilitators will receive training on Goalbook toolkit as part of the system of tiered strategies available to schools for supporting students with disabilities but also to support in 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.

Paige Middle School was identified for Comprehensive Support and Improvement.

Support for Identified Schools

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

Desert Sands Unified School District is committed to supporting Paige Middle School, identified for Comprehensive Support and Improvement (CSI). The district has assigned CSI Leads (Director of State and Federal Programs, the Senior Director of Secondary Education, and the Director of Professional Development and Teacher Support) to assist with the oversight of the CSI plan.

DSUSD employs the Continuous Improvement Framework Cycle, utilizing Improvement Science tools for needs assessment, root cause analysis, and evidence-based strategy selection. Comprehensive needs assessments were conducted at district and site levels, including Dashboard data review and social-emotional surveys. Site leadership teams continuously improve through SPSA and MTSS plan implementation, incorporating local data analysis and comparison to long-term stated goals.

The needs assessment process at Paige also revealed the following targeted areas of needs:

Professional development is needed in the PLC process for school-wide vertical alignment of standards and strategies that will add coherence and consistency to instruction in the classroom. Tier 1 training will ensure rigorous academic and social-emotional instruction, incorporating data protocols and data analysis training for continued monitoring and evaluation. The PLC training will give department teams the skills to design lessons that include scaffolding and differentiation strategies to support the diverse needs of the Paige student population. Integration of Standards for Mathematical Practice (SMP) will enhance student engagement and mastery in mathematics. Implementation of Newcomer curriculum and strengthening Tier I ELD implementation will support EL and LTEL student achievement. Paige team will work on addressing low performance in listening, speaking, reading, and writing domains on ELPAC to support overall improvement for English Learners and LTELs.

Paige Middle School has identified several areas of need to enhance student preparation for graduation and successful transition to higher education and/or career opportunities. There is a need to increase College and Career Awareness for all groups of students especially SED, English Learners, and Foster Youth by providing students with ongoing exposure to post-secondary options. Implementing CTE Pathways and a Career Exploration class at the middle school level will introduce students to potential career paths and necessary skills. Full implementation of CCGI lessons school-wide will help students navigate college and career planning. Conducting PSAT Score Reviews with A-G Guidelines and providing PSAT practice for 8th-grade students will help them understand their academic readiness for college.

DSUSD supports the CSI school with the identification and selection of evidence-based interventions to address the targeted areas of need by assisting with the data and professional development and ensuring collaboration time and resources. DSUSD also assists the school site

with the identification of resource inequities, comparing services at schools to areas of need and determining if the caliber is sufficient. The CSI plan was developed through several planning sessions which included school leadership and district office leadership. LEA Directors assisted in their areas of expertise.

Monitoring and Evaluating Effectiveness

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

Desert Sands Unified School District will support the CSI school through a collaborative effort. During the Tier 1 training days, Educational Services, along with the leadership team at the site, will review their SPSA and specific data associated with intervention support. The effectiveness of actions and strategies embedded in the CSI plan will be monitored.

DSUSD will monitor and evaluate the implementation and effectiveness of the CSI plans to support student and school improvement by: Paige Middle School will use an Evaluation and Monitoring Tool to track progress toward their goals. The monitoring tool captures strengths and needs and will enable the School Site Council to make recommendations to adopt, adapt, abandon, or continue CSI actions. LEA CSI leads will provide consultation with Paige leadership team before and after School Site Council meetings to ensure educational partners are monitoring and evaluating CSI evidence-based interventions and related expenditures. District CSI leads discuss the progress of the CSI plan, including evidence-based interventions, at the Directors' meetings and provide feedback to CSI site leadership. LEA CSI leads collaborate with the principal to discuss strengths, needs, results/impact, and provide guidance throughout the CSI plan implementation process.

Through the continued use of the DSUSD Data Warehouse, the district will monitor students' progress toward goals. This platform will provide data on daily attendance, participation in the summer academy, and credit attainment. Finally, the Ellevation online EL data platform will assist with the consistent linguistic and academic progress monitoring of all English learners.

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. There were three Thought Exchange Surveys offered during the following windows: Goal 1 12/4 – 12/21 Goal 2/4 1/8- 1/26. Goal 3 2/3- 2/22 Panorama SEL Survey was offered Spring of 2024, March 1- 22.
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 four times. November. 2, 2023- The committee received an overview of the process, their role and an introduction into the current LCAP. December 5, 2023- The meeting focused on the actions and services of Goal 1. Members received an update on our Early Literacy initiative and our ELD implementation. The committee reviewed data and gave input on the current progress towards our goal. January 7, 2024- The meeting provided an in-depth review of Goal 2 and 4. The committee received updates on CTE, AVID and Student

	Support Services. Members of the committee analyzed data from Goal 2 metrics and provided feedback. February 13, 2024- During the last meeting of our LCAP process the advisory committee received an update on our MTSS implementation, Attendance and Mental Health supports in our district. Members engaged in root cause analysis of chronic absenteeism in DSUSD.
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 23-24 school year. December 6, 2023- 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. January 18, 2024- Committee members received a presentation of DSUSD Dashboard Data and reviewed actions and services for Goal 2 and 4. Parents were able to interact with CA Dashboard to look at their student's school's data. Participants engaged in LCAP Thought Exchange survey. February 15, 2024- Child Welfare and Attendance offered a presentation on attendance and chronic absenteeism. Parent engaged in root cause analysis and discussion on chronic absenteeism in DSUSD. The meeting ended with parents completing the LCAP Thought Exchange Survey.
Youth Leadership	Middle and High School Student representatives attended 2 all-day workshops to learn and give input on educational programs and topics of interest at DSUSD: January 22, 2024 SEL activity AI presentation and discussion on best uses in school. LCAP presentation and feedback from students on what is helping them learn the most this year. March 18, 2024 Next steps in technology innovation at DSUSD Portrait of a Graduate and its application in the workforce

	Attendance presentation from CWA and brainstorming solutions from students Diversity and Equity Student Panel
The African American Parent Advisory Committee (AAPAC)	April 9, 2024- The African American Parent Advisory Committee reviewed Panorama data on Sense of Belonging and School Safety. Suspension Data for African American Students was shared and parents provided input.
Principal Group	Principals participated in a Principal Thought Exchange Survey during Principal Meetings on the following days: December 13, 2023 January 22, 2024 February 8, 2024
SELPA Consultation	Desert Sands has a close working relationship with the county SELPA on addressing the continuous needs of special education students. The District SELPA representative participated in different meetings throughout the school year providing feedback as needed. On April 26, 2024 the SELPA representative met with District leaders to provide consultation on the integration of LCAP actions designed for Students with Disabilities into LCAP goals.
LCAP Design and Development Committee	Design and Development Committee met four times during the 23-24 school year. Monitored progress toward meeting goals on a regular basis. Provided information on progress through an online monitoring tool. As a result of the committee work monitoring the expenditures to date at multiple times throughout the year, budget reductions or needed increases to sustain services or programs were determined. In each goal, committee members had the opportunity to discuss, connect to, or clarify each action and how it supports the success of each goal, provide feedback on the actions and services directly related to their field of expertise, and analyze the success of each goal in alignment with the metrics, actions, and services.

LCAP Oversight Committee	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	Mid-Year Report was presented to the Governing Board at a regularly scheduled meeting on February 6, 2024.
Governing Board Community Members	The 2024-2025 LCAP draft will be posted publicly on the district website on June 7, 2024 The 2024-2025 LCAP draft will be presented at a regularly scheduled Board of Education meeting on June 4, 2024, for the Public Hearing.
Governing Board Community Members	The 2024-2025 LCAP will be adopted at a regularly Board of Education meeting on June 18, 2024. As part of the LCAP process, revisions were made to the LCAP and it was approved by the board at a regular meeting on August 13, 2024.
Amistad High School - Equity Multiplier School School Site Council (SSC) English Learner Advisory Committee (ELAC) and School Staff	Each of the following educational partner groups was consulted at separate meetings on the dates listed. SSC Meeting: January 24, 2024 Audience: Parents, students, teachers, Principal Topics discussed: Progress monitoring, Equity Multiplier general information, areas of need Needs: Enhance the look and feel of the school with things that other schools don't have i.e. full yoga and weight room, grass for playing fields, possibly contract a yoga instructor. Bring driver's education back for our students, buy a simulator, and hire an instructor. The parents indicated that a school that provides excellent facilities is more likely to keep students engaged. Part of this is the aesthetics and conditions of the grounds. They noticed that schools with healthy grass tend to be more liked by students and increase school culture. They asked why only parts of the school have green grass and we mentioned that it is the only grass the school can afford. They said the entire school, including baseball and softball fields, should have the safety and aesthetics of the rest of the campus. They also applauded the efforts of school personnel in providing spaces for fitness but wanted to see more equipment and purpose for the spaces.

	Staff meeting: March 13, 2024 Audience: Classified and certificated staff Topics Discussed: Impact of equity multiplier grant Needs: Daily transportation to school. Student closet for basic necessities for students who are experiencing hardships, and homelessness. Items like toiletries, basic clothes (socks, undergarments, and donations for shirts and other items). Extra time for the counseling team to gather information on incoming students. SSC Meeting: March 20, 2024 Audience: Parents, students, teachers, Principal Topics discussed: Impact of Equity Grant on SPSA and student programs, progress monitoring Needs: Daily transportation to and from school, hiring a full-time social worker, increasing hours for nurse on-site, full-time intervention specialist ELAC Meeting: March 20, 2024 Audience: English Learner Parents Topics Discussed: Parents need to engage more with the school. Needs: Hire a full-time community liaison to engage parents. PIQE program for parents.
Madison Elementary -Equity Multiplier School School Site Council (SSC) English Learner Advisory Committee (ELAC) Madison Elementary Staff	Each of the following educational partner groups was consulted at separate meetings on the dates listed. Staff Meeting: March 27th, 2024 Audience: Madison Staff Topics Discussed: Equity Multiplier Grant, CAASPP testing Needs: Conversation regarding a community liaison and a calming corner to support MTSS implementation SSC: April 16th, 2024 Audience: SSC Team Members (Principal, Teachers, Parents) Topics Discussed: Title 1 and Supplemental Concentration funding for the 2024-2025 academic school year Needs: Conversation of having support with a Community Liaison to

	bridge the Galilee Center, District, and Madison to support the influx of refugees; a schoolwide SEL program to support all students. ELAC Meeting: April 17th, 2024 Audience: ELAC Team Members (Project Teacher, ELD Coach, Parents) Topics Discussed: SEL curriculum Needs: Parents feel that all students at Madison could benefit from an SEL instruction schoolwide program.
Horizon School and Summit High School share the same campus, administration, and classified staff. School Site Council (SSC) Horizon and Summit English Learner Advisory Committee (ELAC) Classified Staff (Horizon and Summit) Horizon Certificated Staff Summit Certificated Staff	Each of the following educational partner groups was consulted at separate meetings on the dates listed. Horizon School SSC: April 18, 2024 Audience: Parents, teachers, students, administration, classified staff Topics Discussed: Equity Multiplier Grant general information, areas of need Needs: Additional SEL support for elementary and middle school virtual groups/ in-person activities; access to industry partners (guest presenters, field trips to colleges, technical school) Horizon Staff Meeting: April 10, 2024 Audience: Teachers, counselors, classified staff Topics Discussed: Equity Multiplier Grant, areas of need Needs: Additional opportunities for credit recovery, remediation in a virtual setting, access to College of the Desert courses (synchronous and asynchronous), CTE programs, community resources ELAC Meeting: April 18, 2024 Audience: Parents, administration Topics Discussed: Equity Multiplier Grant, areas of need Needs: Additional SEL support, counseling, and therapy for students with depression and anxiety. More opportunities for in-person events. Parent engagement and training on Parent Vue, help with the use of technology.

	Summit High School and Horizon Classified Staff Meeting: April 17, 2024 Audience: Office staff, security staff, administration Topics Discussed: Equity Multiplier Grant general information, areas of need Needs: Additional clerical staff to help collect data and outreach to parents, implement/support new and existing CTE programs to help with the Career Readiness indicator Summit High School Summit Staff Meeting: April 10, 2024 Audience: Teachers, counselors Topics Discussed: Equity Multiplier Grant, areas of need Needs: Provide 0 and 6th periods to offer additional opportunities for credit recovery/ remediation, CTE programs (purchase additional materials and supplies for Welding, Cosmetology and Child Development, and Education); Liaison for community resources (connection to local and county agencies for therapy and medical) SSC: April 18, 2024 Audience: Parents, teachers, students, administration, classified staff Topics Discussed: Equity Multiplier Grant general information, areas of need Needs: Additional SEL support to address attendance concerns; purchase vans to transport students; provide access to industry partners (field trips, college visits, technical schools, career fairs, college events, and activities such as Gents Alliance and ASB) ELAC Meeting: April 18, 2024 Audience: Parents, students, administration, classified staff Topics Discussed: Equity Multiplier Grant, areas of need Needs: Additional SEL support, access to industry partners (field trips, college trips, technical school
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A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

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 is 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 more safe 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:

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 4-3a

Madison ELAC – Students would benefit from SEL instruction.

Purchase Tier 1 SEL curriculum for Madison. Action 4-1a

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 Teacher Vacancy or Misassignment	100% of all district core classroom teachers are appropriately assigned and fully credentialed.			All district core classroom teachers are appropriately assigned and fully credentialed.	

	All district core classroom teachers are appropriately assigned and fully credentialed.					
1.2	Williams Textbook/Materials Compliance Quarterly Report	Williams Textbook/Materials Compliance Quarterly Report 100% of all district students have access to textbooks and instructional materials.			All district pupils have access to the standards-aligned instructional materials.	
1.3	California School Dashboard Academic Indicator for English Language Arts - Distance from Standard	California Dashboard Academic Indicator for ELA 2022-23: • DSUSD: 35.8 points below standard • EL: 73.4 points below standard • SED: 49.1 points below standard • SWD: 123 points below standard • Foster Youth: 94.8 points below standard • Homeless: 109.2 points below standard			Each year all students and student groups will increase their ELA academic achievement, by 3 distance points from standard. California Dashboard Academic Indicator for ELA: • DSUSD: 26.8 points below standard • EL: 64.4 points below standard • SED: 40.1 points	

		- African American: 79.3 points below standard - Hispanic: 45.9 points below standard CAASPP Met/Exceeded: 2022-23 - DSUSD: 40.07% - EL: 7.57% - SED: 33.54% - Foster Youth: 26.19%			below standard - SWD: 114 points below standard - Foster Youth: 85.8 points below standard - Homeless: 100.2 points below standard - African American: 70.3 points below standard - Hispanic: 46.9 points below standard	
1.4	California School Dashboard Academic Indicator for Mathematics - Distance from Standard	California Dashboard Academic Indicator for Math 2022-23: - DSUSD: 78.8 points below standard - EL: 110.6 points below standard			Each year all students and student groups will increase their math academic achievement, by 3 distance points from standard. California	

		• SED: 92.7 points below standard • SWD: 152.7 points below standard • Foster Youth: 130.5 points below standard • Homeless: 142.9 points below standard • African American: 100.9 points below standard • Hispanic: 90.6 points below standard CAASPP Met/Exceeded: 2022-23 • DSUSD: 26.02% • EL: 5.44% • SED: 19.89% • Foster Youth: 7.14%			Dashboard Academic Indicator for Mathematics: • DSUSD: 69.8 points below standard • EL: 101.6 points below standard • SED: 83.7 points below standard • SWD: 143.7 points below standard • Foster Youth: 121.5 points below standard • Homeless: 133.9 points below standard • African American: 91.9 points below standard • Hispanic: 81.6	
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					points below standard	
1.5	California School Dashboard English Learner Progress Indicator (ELPI)	California Dashboard ELPI Indicator: English Learners making progress towards English Language Proficiency: 2022-23 48.5%			English learners will make 2% annual progress toward English proficiency to maintain or increase performance level. ELPI: 54.5%	
1.6	Reclassification Rate English Learner Redesignated Fluent English Proficient (RFEP) Long Term English Learners (LTEL) Redesignated Fluent English Proficient (RFEP)	Each year our English Learners will be reclassified at an increase of 5% annually. 2022-23 Reclassification Rate Estimation - All EL: 11.7% (707/6033) - LTEL: 14.3% (329/2301) DataSources: DSUSD Data Warehouse - ELL Reclassification CA Dashboard DataQuest EL Reclassification Rate: Official data not yet reported by CDE Rpts.			Each year our English Learners will be reclassified at an increase of 5% annually. Reclassification Rate will be at or above: - All EL: 26.7% - LTEL: 29.3%	

1.7	DSUSD Administrator Survey Teachers Implementing California State Standards	2024 DSUSD Administrator Survey: 100%			100% of district teachers are implementing California State Standards.	
1.8	DSUSD Administrator Survey English Learner students have access to California State Standards including ELD	2024 DSUSD Administrator Survey: 100%			100% of district English learner students have access to California State Standards including ELD.	
1.9	Local Indicator Self-Reflection Tool, Priority 3 average:	2020-21 Local Indicator Self-Reflection Tool, Priority 3 average: • 3.68			Local Indicator Self-Reflection Tool, Priority 3 average: 5.0	
1.10	Winter iReady Diagnostic English Language Arts - On Or Above Grade Level	2023-24 Winter ELA iReady Diagnostic K-5: 41% • EL: 20% • SWD: 14% • SED: 41% • Foster Youth: 22.4% • Homeless: 13.3% • Afri. Am.: 38.2% 6-8: 34%			Each year the percentage of student scoring on or above grade level will increase by 3% in each grade level span as measured by the Winter ELA iReady Diagnostic The percentage of student scoring on or above grade level will be	

		• EL: 4% • SWD: 5% • SED: 33% • Foster Youth: 6.9% • Homeless: 13.8% • Afri. Am.: 38.4%			K-5: 50% • EL: 29% • SWD: 23% • SED: 50% • Foster Youth: 31.4% • Homeless: 22.3% • African American: 47.2% 6-8: 43% • EL: 13% • SWD: 14% • SED: 42% • Foster Youth: 15.9% • Homeless: 22.8% • African American: 47.4% 9-10: 37% • EL: 13% • SWD: 13% • SED: 37% • Foster Youth: 44.7% • Homeless: 21.5%	
		9-10: 28% • EL: 4% • SWD: 4% • SED: 28% • Foster Youth: 35.7% • Homeless: 12.5% • Afri. Am.: 18.4%				

					African American: 27.4%	
1.11	Winter iReady Diagnostic Mathematics - On Or Above Grade Level	2023-24 Winter Math iReady Diagnostic K-5: 26% - EL: 11% - SWD: 10% - SED: 26% - Foster Youth: 11.7% - Homeless: 10.3% - Afri. Am.: 25% 6-8: 22% - EL: 2% - SWD: 4% - SED: 22% - Foster Youth: 3.2% - Homeless: 9.0% - Afri. Am.: 16% 9-10: 27% - EL: 8% - SWD: 5% - SED: 27% - Foster Youth: 18.8% - Homeless: 25.8% - Afri. Am.: 21.3%			The percentage of students scoring on or above grade level will increase by 3% annually for each grade level span, as measured by the Winter Math iReady Diagnostic The percentage of student scoring on or above grade level will be at or above: K-5: 35% - EL: 20% - SWD: 19% - SED: 35% - Foster Youth: 20.7% - Homeless: 19.3% - Afri. Am.: 34% 6-8: 31% - EL: 11% - SWD: 13% - SED: 31%	

					• Foster Youth: 12.2% • Homeless: 18.0% • Afri. Am.: 24% 9-10: 39% • EL: 17% • SWD: 14% • SED: 36% • Foster Youth: 27.8% • Homeless: 34.8% • Afri. Am.: 30.3%	
1.12	California School Dashboard Graduation Rate Indicator	2023 California School Dashboard Graduation Rate: Cohort Graduation Rate: • All students 93.8% • EL: 87.9% • SED: 93.3% • SWD: 81.0% • Foster Youth: 83.3% • Homeless: 84.5% • African American: 94.1%			Combined four-year and five-year cohort graduation rate will increase by 2.5% annually. CA Dashboard Graduation Rate will be at or above: • All students 100% • EL: 95.4% • SED: 100% • SWD: 88.8%	

		Hispanic: 93.1%			- Foster Youth: 90.8% - Homeless: 92% - African American: 100% - Hispanic: 100%	
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Goal Analysis [2023-24]

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.

Not Applicable

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.

Not Applicable

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

Not Applicable

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.

Not Applicable

Actions

Action #	Title	Description	Total Funds	Contributing
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1-1a	Highly Qualified Staff	1-1a Continue to increase efforts to recruit, select, and maintain highly qualified staff that are 100% CLAD/BCLAD certified.	\$15,917,066.00	Yes
1-1b	Highly Qualified Staff- PAR/Induction	1-1b Continue the Peer Assistance Review/Induction program.	\$964,917.00	No
1-1c	Highly Qualified Staff-Director	1-1c Continue with the position of Director of Personnel for Leadership Development.	\$268,408.00	Yes
1-1d	Highly Qualified Staff	1-1d Continue with the office specialist position to support the Director of Personnel for Leadership Development.	\$97,151.00	No
1-1e	Highly Qualified Staff-DSLA	1.1e Reestablish the Desert Sands Leadership Academy (DSLA) for school leaders. Maintain conducting cohorts to increase the capacity for instructional leadership from within the district.	\$275,550.00	Yes
1-1f	Highly Qualified Staff	1.1f Maintain the online employee evaluation system to more efficiently conduct reviews, provide feedback to support educator improvement and effectiveness.	\$53,900.00	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. To address red performance indicators, professional development will include: • Provide training and resources for deep analysis in the Professional Learning Community (PLC) model	\$240,000.00	Yes

		Customize school site training based on areas of need and specific student groups		
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.	\$150,000.00	Yes
1-2c	Professional Development	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	1.2d Provide professional development for guest teachers on common core standards, curriculum, technology, instructional strategies, and effective classroom strategies.	\$5,000.00	No
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.	\$2,875,995.00	Yes
1-3b	Instructional Materials/Assessments-Consumables	1-3b Support grades TK-5 for the Next Generation Science Standards program that includes consumables for TK-5.	\$20,835.00	Yes
1-3c	Instructional Materials/Assessments	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.	\$0.00	No

1-3d	Instructional Materials/Assessments	1-3d Support the position of Assistant Warehouse Driver.	\$90,454.00	No
1-4a	Technology	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.	\$10,586,132.00	No
1-4b	Technology	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	1-4c. Support computer science coding programs to incorporate the K-12 STEM curriculum.	\$0.00	No
1-4d	Technology	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.	\$404,356.00	No
1-4e	Technology	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.	\$209,882.00	No
1-4f	Technology	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.	\$195,000.00	Yes
1-5a	Interventions	1-5a Continue to provide full-day kindergarten at all elementary sites maintaining a ratio of 24:1.	\$339,477.00	No
1-5b	Interventions-Reading Diagnostics	1-5b Continue to evaluate K-2 student assessment data and provide intervention support to increase reading readiness based on core curriculum assessments, i-Ready, DIBELS, and ESGI data.	\$130,000.00	Yes
1-5c	Interventions-Summer School	1-5c. Continue to provide summer school programs: • 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. • Summer Bridge Program: Focus on incoming 9th graders in mathematics (districtwide) • Middle School: Focus on ELA and mathematics for at-risk students (districtwide) • Elementary School: Focus on ELA and mathematics for at-risk students and English learners (site-based) • Migrant Education Summer School- K-8 • Provide a Newcomer Language Academy	\$900,000.00	Yes
1-5d	Interventions-HS	1-5d. Support high school academic intervention programs in alignment with MTSS.	\$60,000.00	Yes
1-5e	Interventions	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.	\$12,500.00	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.	\$16,156,456.00	Yes
1-6b	School Site Staffing-Differentiation	1-6b. Maintain reduced class size in special education settings.	\$1,937,136.00	Yes
1-6c	School Site Staffing	1-6c. Maintain special education paraeducators at 6.5 hours per day.	\$41,593,553.00	No
1-6d	School Site Staffing	1-6d. Classified salaries beyond the formula to support student learning.	\$143,784.00	No
1-6e	School Site Staffing	1-6e. Provide two Speech/Language Pathologist Assistants to provide speech and language services to students.	\$210,243.00	No
1-7a	Parent Engagement-PIQE	1-7a. Continue to provide Parent Institute for Quality Education (PIQE): A parent academy for parents of English learners.	\$391,807.00	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	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.	\$4,909,281.00	Yes
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.	\$498,410.00	Yes
1-9b	Early Childhood Educational Programs	1-9b. Maintain Adams Early Childhood Learning Center (ECLC) and investigate expanding ECLC based on need.	\$3,380,692.00	No
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.	\$943,323.00	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.	\$11,285,968.00	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. • Designated and Integrated ELD PD • Newcome curriculum PD for teachers and principals • PD for English Learner leads at schools	\$0.00	No

		• Training on ELLevation for the development of individualized student plans • After-school academies for targeting LTELs		
1-10d	English Learner Supports-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 increase reclassification rates.	\$2,584,103.00	Yes
1-10e	English Learner Supports- ELD-ITC	1-10e. Elementary Classroom Teachers (10) to provide additional ELD intervention support for elementary schools.	\$1,464,498.00	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.	\$238,559.00	Yes
1-10g	English Learner Supports	1-10g. Provide bilingual office support for the Coordinator of Multilingual Learner programs and the Coordinator of Diversity, Equity and Parent and Family Engagement.	\$99,362.00	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 1: Basic (Conditions of Learning)
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 Graduation Rate Indicator	2023 California School Dashboard Graduation Rate: Cohort Graduation Rate:			Combined four-year and five-year cohort graduation rate will increase by 2.5% annually.	

		• All students 93.8% • EL: 87.9% • SED: 93.3% • SWD: 81.0% • Foster Youth: 83.3% • Homeless: 84.5% • African Am.: 94.1% • Hispanic: 93.1%			CA Dashboard Graduation Rate will be at or above: • All students 100% • EL: 95.4% • SED: 100% • SWD: 88.8% • Foster Youth: 90.8% • Homeless: 92% • African American: 100% • Hispanic: 100% Note: 7.5% overall growth results over 100% for All Students, SED and African American, therefore desired outcome capped at 100%.	
2.2	High School 4-Year Adjusted Cohort Dropout Rate Percentage of students in the Adjusted 4-year Graduation Cohort reported as dropouts	2022-23 High School Data Quest Four Year Adjusted Cohort Outcome Report: • HS: 2.3% • EL: 6.5% • SED: 2.5%			Maintain a drop out rate of less than 3.0% for all students and less than 5% for all student groups.	

		• SWD: 4.1% • Foster Youth: 6.7% • Homeless: 6.4% • African Am.: 3.0%				
2.3	Middle School Dropout Rate Count of middle school students reported as dropouts	2022-23 Middle School Dropouts - CALPADS: • MS: 7 students			The number of Middle School dropouts will remain under 5 per year.	
2.4	Career Technical Education (CTE) Program Completion Rate Percentage of CTE program students completing all pathway required coursework with a grade of C+ or better in each course.	2022-23 California Dashboard CTE Completers: • All Students: 17.5% (396/2269) • EL: 7.8% (30/387) • SED: 17.4% (337/1937) • SWD: 8.4% (23/273) • Foster Youth: 3.3% (1/30) • Homeless: 15.5% (22/142) • Afr. Am.: 14.7% (5/34)			The percentage of CTE Completers will increase by 3% annually. California Dashboard CTE Completers will be at or above: • All Students: 26.5% • EL: 16.8% • SED: 26.4% • SWD: 17.4% • Foster Youth: 12.3% • Homeless: 24.5%	

					African American: 23.7%	
2.5	UC/CSU A-G Entrance Requirements Completion Rate Percentage of Graduates Meeting or Exceeding UC/CSU Entrance Requirements (A-G Criteria)	2022-23 DataQuest Four-year UC/CSU Requirement: - All Students: 54.7% - EL: 29.8% - SED: 50.9% - SWD: 18.5% - Foster Youth: 28% - Homeless: 38.1% - Afr. Am.: 64.5%			Increase the percent of high school graduates meeting UC/CSU A-G requirements by 2% annually DataQuest - Four-year UC/CSU Requirement will be at or above: - All Students: 60.7% - EL: 35.8% - SED: 56.9% - SWD: 24.5% - Foster Youth: 34% - Homeless: 44.1% - African American: 70.5%	
2.6	Career Technical Education (CTE) Completers meeting UC/CSU A-G Entrance Requirement Completion Rate	2022-23 California Dashboard CTE Completers meeting UC/CSU A-G Requirements:			Increase the percent of CTE Completers meeting UC/CSU A-G Entrance Requirements by 2% annually	

	Percentage of CTE program completers (completed all pathway required coursework with a grade of C+ or better in each course) meeting UC/CSU A-G entrance requirements	• AllStudents: 13.4% (303/2269) • EL: 4.7% (18/387) • SED: 13.0% (251/1937) • SWD: 3.3% (9/273) • Foster Youth: 3.3% (1/30) • Homeless: 9.9% (14/142) • Afri. Am.: 14.7% (5/34)			California Dashboard CTE Completers meeting UC/CSU A-G Requirements will be at or above: • AllStudents: 19.4% • EL: 10.7% • SED: 19.0% • SWD: 9.3% • Foster Youth: 9.3% • Homeless: 15.9% • African American: 20.7%	
2.7	Advanced Placement (AP) exam scores of 3 or higher or International Baccalaureate (IB) exam scores of 4 or Higher Increase Percent of student exam scores; AP score of 3 or higher, IB score of 4 or higher	College Board and International Baccalaureate Program 2022-23 AP score of 3 or higher, IB score of 4 or higher: • All Students: 63.6% (822/1292) • EL: 50% (11/22) • SED: 57.5% (463/805)			Increase percent of student AP exam scores of 3 or higher/IB exam scores of 4 or higher by 2% annually. The percentage of student AP exam scores of 3 or higher/IB exam scores of 4 or higher will be at or above:	

		• SWD: 35.7% (5/14) • Foster: 0% • Homeless: 42.9% (3/7)			• All Students: 69.6% • EL: 56.0% • SED: 63.5% • SWD: 41.7% • Foster: 6% • Homeless: 48.9%	
2.8	Early Assessment Program (EAP) for English Language Arts (ELA) Results Percentage of 11th graders reported as College "Ready" or "Conditionally Ready" from SBAC ELA results	2022-23 11th graders "Ready" or "Conditionally Ready" • All Students: 50.6% • ELs: 3.7% • SED: 44.8% • SWD: 9.8% • Foster Youth: * • Homeless: 21.63% • Afri. Am.: * *In order to protect student privacy, data is suppressed because fewer than 11 students tested.			Increase percent of 11th grade students reported as "Ready" or "Conditionally Ready" by 3% annually as measured by the SBAC ELA results 11th graders "Ready" or "Conditionally Ready" will be at or above: • All Students: 59.6% • EL: 12.7% • SED: 53.8% • SWD: 18.8%	

					• Foster Youth: *+9% • Homeless: 30.6% • African American: *+9% *Less than 11 students - data not displayed for privacy	
2.9	Early Assessment Program (EAP) for Mathematics Results Percentage of 11th graders reported as College "Ready" or "Conditionally Ready" from SBAC Mathematics results	2022-23 11th graders "Ready" or "Conditionally Ready" • All Students: 18% • EL: 0.7% • SED: 13.6% • SWD: 1.3% • Foster Youth: * • Homeless: 18.42% • African American: * *Less than 11 students - data not displayed for privacy			Increase percent of 11th grade students reported as "Ready" or "Conditionally Ready" by 3% annually as measured by the SBAC Mathematics results 11th graders "Ready" or "Conditionally Ready" will be at or above: • All Students: 27% • EL: 9.7% • SED: 22.6%	

					• SWD: 10.3% • Foster Youth: *+9% • Homeless: 27.4% • African American: *+9% *Less than 11 students - data not displayed for privacy	
2.10	Free Application for Federal Student Aid (FAFSA) submission Percent of High School Seniors submitting a Federal Student Aid application.	2022-23 Grade 12 Free Application for Federal Student Aid (FAFSA) submission • All Students: 81.7% (1714/2098) • ELs: 66.8% (175/262) • SED: 80.5% (1278/1587) • SWD: 76.1% (124/163) • Foster Youth: 100% (6/6) • Homeless: 56.3% (18/32) Note: 2023-24 Data available June 2024			The percentage of Grade 12 Free Application for Federal Student Aid (FAFSA) submissions will be 95% or greater.	

2.11	Middle School AVID Program Retention Rate Percent of middle school students enrolled in their second year of AVID	2023-24 AVID Program Course Enrollments Students in grades 7-8 students enrolled in second year of AVID • MS AVID: 55% (483/883) • EL: 49% (123/250) • SED: 56% (409/736) • SWD: 39% (26/66) • Foster Youth: 33% (1/3) • Homeless: 54% (7/13)			Increase AVID retention rate by 3% annually. The percentage of AVID programs participants will be at or above: Students in grades 7-8 students enrolled in second year of AVID • MS AVID: 64% • EL: 58% • SED: 65% • SWD: 48% • Foster Youth: 42% • Homeless: 63%	
2.12	High School AVID Program Retention Rate Percent of high school students enrolled in their third year of AVID	2023-24 AVID Program Course Enrollments Students in grades 9-12 students enrolled in third year of AVID • HS AVID: 34% (391/1136) • EL: 21% (26/125) • SED: 35% (312/899) • SWD: 14% (8/59)			Increase AVID retention rate by 3% annually. The percentage of AVID programs participants will be at or above: Students in grades 9-12 students enrolled in third year of AVID	

		• Foster Youth: 25% (1/4) • Homeless: 20% (5/25) *New for 2023-24 SY - Amistad Schoolwide AVID			• HS AVID: 43% • EL: 30% • SED: 44% • SWD: 23% • Foster Youth: 34% • Homeless: 29%	
2.13	High School AVID students enrolling in AP/IB/College Courses	2023-24 AVID Course Enrollments HS AVID students enrolled in AP/IB/CC courses: • HS AVID: 23% (260/1136) • EL: 4% (5/135) • SED: 22% (202/905) • SWD: 2% (1/58) • Foster Youth: 0% (0/5) • Homeless: 8% (2/25) *New for 2023-24 SY - Amistad Schoolwide AVID			Increase High School AVID students enrolling in AP/IB courses by 3% annually. HS AVID students enrolled in AP/IB/CC courses will be at or above: • HS AVID: 32% • EL: 13% • SED: 31% • SWD: 11% • Foster Youth: 9% • Homeless: 17%	
2.14	California School Dashboard	California School Dashboard: College/Career			Increase the percent of Graduates	

	College/Career Indicator (CCI) Percentage of Graduates reported as meeting CCI "Prepared" measures	Readiness 2022-23 Grad. Cohort CCI Prepared • All Students: 44.8% (1014/2262) • EL: 13.7% (53/386) • SED: 41.4% (799/1931) • SWD: 11.9% (32/270) • Foster Youth: 10% (3/30) • Homeless: 3.7% (38/141) • Afri. Am.: 1.3% (13/33) Hispanic: 40.4% (691/1710)			reported as "Prepared" on the College and Career Indicator (CCI) by 2% annually Graduates reported as "Prepared" on the CCI will be at or above: • All Students: 50.8% • EL: 19.7% • SED: 47.4% • SWD: 17.9% • Foster Youth: 16% • Homeless: 9.7% • African American: 7.3% • Hispanic: 46.4%	
2.15	High school students enrolling in AP/IB/College Courses	2023-24 AP/IB/College Course Enrollments: • HS students enrolled in AP/IB/CC:			Increase the percent of High school students enrolling in AP/IB/College Courses by 3% annually	

		36% (3146/8803) • EL: 14% (177/1224) • SED: 33% (2205/6643) • SWD: 9% (95/1076) • Foster Youth: 9% (3/34) • Homeless: 24% (30/124)			2023-24 AP/IB/College Course Enrollments/Synergy: • HS students enrolled in AP/IB/CC : 45% • EL: 23% • SED: 42% • SWD: 18% • Foster Youth: 18% • Homeless: 33%	
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Goal Analysis [2023-24]

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.

Not Applicable

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.

Not Applicable

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

Not Applicable

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.

Not Applicable

Actions

Action #	Title	Description	Total Funds	Contributing
2-1a	Course Access/Advanced Programs	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.	\$412,928.00	Yes
2-1b	Course Access/Advanced Programs-IB	2-1b Support the International Baccalaureate Programs in DSUSD • Continue to provide training for International Baccalaureate (IB) teachers. • Continue to fund annual IB fees. • Continue to provide support staff at LQHS, JGMS, Franklin, and Earhart (.5) IB Facilitator. • Continue to provide a World Language teacher (Spanish) at Franklin/Earhart and additional staff at John Glenn Middle School. • Continue to provide current textbooks and supporting materials for IB courses. • Continue to provide for the cost of IB exam fee waivers for eligible LI students.	\$779,165.00	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, 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.	\$160,061.00	No
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.	\$97,500.00	Yes
2-2a	Opportunities Outside of Traditional Program	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	2-2b. Innovative Projects: Continue to support action research projects and current or new innovative initiatives at the school or district level.	\$80,000.00	No
2-2c	Opportunities Outside of Traditional Program-Ophelia	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.	\$55,000.00	Yes

2-3a	Career Technical Education-Director	2-3a. Continue to fund Director of College and Career Readiness.	\$262,432.00	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.	\$20,000.00	Yes
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.	\$981,641.00	Yes
2-3d	Career Technical Education	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.	\$327,226.00	No
2-3e	Career Technical Education	2-3e. Continue to implement and support career-based learning activities for each grade span.	\$10,000.00	No
2-3f	Career Technical Education-PLTW	2-3f. Continue to fund participation costs, training, and materials for Project Lead the Way.	\$2,009,431.00	Yes
2-3g	Career Technical Education	2-3g. Provide training and support for digital storytelling across the curriculum.	\$45,000.00	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 Course of Study	2-4b Continue to support middle and high school students by providing guidance in monitoring their academic journey, exploring college and career options, and completing lessons/modules on a dedicated exploration platform. This includes ongoing training for counselors to effectively utilize the platform.	\$0.00	No
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.	\$743,507.00	Yes
2-4d	College-Going Culture/Broad Course of Study- AVID	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 Indicator. This funding provides: • Professional development for teachers • classroom supplies for organization • College tutors • Retention of AVID staff • Enhancing AVID electives with college visits • Tutorial fidelity	\$1,083,455.00	Yes
2-4e	College-Going Culture/Broad Course of Study- AVID	2-4e. Provide two district project facilitators to support the district wide AVID implementation, programming and supports for CTE and GATE.	\$420,778.00	Yes

2-4f	College-Going Culture/Broad Course of Study	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/Edg.	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.	\$306,034.00	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	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	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 The district will maintain the "good repair" standard for safe, clean and functional school facilities.	2023-24 Quarterly Report on Williams Uniform Complaints: Q4 Apr. - Jun. 2023: 100% Q1 Jul. - Sept. 2023: 100%			The district will meet the "good repair" standard for safe, clean, and functional school facilities.	

		Q2 Oct. - Dec. 2023: 100% Q3 Jan. - Mar. 2024: 100%				
3.2	Districtwide Cumulative Attendance Rate	District-Wide Cumulative Attendance Report 2023-24 District-Wide Cumulative Attendance: 91.95%			The district will maintain District Wide Cumulative Attendance at or above 95%.	
3.3	California School Dashboard Suspension Rate Indicator	2022-23 Suspension Rate • All Students: 4.5% • EL: 5% • SED: 5% • SWD: 7.7% • Foster Youth: 11.5% • Homeless: 7% • African American: 9.7% • Hispanic: 4.7% • White: 3.5%			Decrease the District-wide suspension rate by .3% annually. District-wide Suspension Rate will be at or below: • All Students: 3.6% • EL: 4.1% • SED: 4.1% • SWD: 6.8% • Foster Youth: 10.6% • Homeless: 6.1% • African American: 8.8%	

					- Hispanic: 3.8% - White: 2.6%	
3.4	Data Quest District-wide Expulsion Rate	2022-23 Expulsion Rate in DataQuest: All Students: 0.0%			District-wide Expulsion Rate will decrease by .02% annually. Expulsion Rate in DataQuest: All Students: 0.0%	
3.5	Data Quest Chronic Absenteeism Indicator	2022-23 Chronic Absenteeism - All K-8 Students: 34.8% - EL: 36% - SED: 38.1% - SWD: 43.8% - Foster Youth: 44.3% - Homeless: 51.3% - African American: 30.1% - Hispanic: 36.7% - White: 25.8% - Two or More Races: 29.8%			District-wide rate of students who are chronically absent will decrease by 4% annually. - All K-8 Students: 22.8% - EL: 24% - SED: 26.1% - SWD: 31.8% - Foster Youth: 32.3% - Homeless: 39.3% - African American: 18.1%	

		• All 9-12 Students: 37.8% • EL: 48.8% • SED: 41.2% • SWD: 50.9% • Foster Youth: 60.5% • Homeless: 63.5% • African American: 33.3% • Hispanic: 39.4% • White: 32.5% • Two or More Races: 38.9%			• Hispanic: 24.7% • White: 13.8% • Two or More Races: 17.8% • All 9-12 Students: 25.8% • EL: 36.8% • SED: 29.2% • SWD: 38.9% • Foster Youth: 48.5% • Homeless: 51.5% • African American: 21.3% • Hispanic: 27.4% • White: 20.5% • Two or More Races: 26.9%	
3.6	Student Perception of School Connectedness via School Climate Survey	2023-24 Panorama Education: Sense of Belonging			The "Percent Favorable" responses for the Sense of	

	Percentage of students reporting favorably regarding School Connectedness (Sense of Belonging)	Survey: • Grades 3-5: 64% (of 4,513 responses) • EL: 63% • SED: 63% • SWD: 62% • Foster Youth: 62% • Grades 6-8: 33% (of 4,448 responses) • EL: 34% • SED: 33% • SWD: 38% • Foster Youth: 28% • Grades 9-12: 29% (of 3,457 responses) • EL: 29% • SED: 28% • SWD: 32% • Foster Youth: NA • Staff: 64% (of 408 responses) • Teachers: 59% (of 614 responses)			Belonging (School Connectedness) area of the Panorama Survey will be at or greater than 75%	
3.7	Student Perception of School Safety via School Climate Survey	School Safety Survey: • Grades 3-5: 60% (of 4,513 responses) • EL: 54%			The "Percent Favorable" responses for the Sense of Safety area of the Panorama Survey	

	Percentage of students reporting favorably regarding School Safety	• SED: 58% • SWD: 54% • Foster Youth: 70% • Grades 6-8: 47% (of 4,448 responses) • EL: 46% • SED: 47% • SWD: 45% • Foster Youth: 39% • Grades 9-12: 50% (of 3,457 of responses) • EL: 49% • SED: 50% • SWD: 47% • Foster Youth: NA • Parents: 70% (of 1,282 responses)			will be at or greater than 75%	
3.8	Panorama Education Student Perception of School Cleanliness via School Climate Survey Percentage of students reporting favorably regarding School Cleanliness	2023-24 Panorama Education: School Cleanliness Survey: • Grades 3-5: 48% (of 4,513 responses) • EL: 47% • SED: 47% • SWD: 50% • Foster Youth: 59%			The "Percent Favorable" responses for the Sense of Safety area of the Panorama Survey will be at or greater than 75%	

		• Grades 6-8: 38% (of 4,448 responses) • EL: 37% • SED: 38% • SWD: 40% • Foster Youth: 34% • Grades 9-12: 42% (of 3,730 of responses) • EL: 41% • SED: 42% • SWD: 38% • Foster Youth: NA				
3.9	Parent engagement for Students With Disabilities Special Education Parent Advisory Committee (SEPAC) attendance	2023-24 SEPAC attendance average: Average Attendance: 50 count average			Increase the percent of Special Education Parent Advisory Committee (SEPAC) attendance by 2% annually. SEPAC attendance will be at or above: 50	

Goal Analysis [2023-24]

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.

Not Applicable

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.

Not Applicable

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

Not Applicable

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.

Not Applicable

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 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. • 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. • 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.). • Reestablish the Saturday Academy Program with schools offering Saturday school attendance opportunities either at the	\$298,761.00	Yes

		student's school of residence or at a partner school.		
3-1b	Improve School Attendance-Red Indicators	3-1b Continue to support school sites in working with parents/guardians of students of students experiencing continued absenteeism through group and individual meetings and presentations.	\$6,500.00	Yes
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: • Raise awareness of the effects and impact of chronic absenteeism for unduplicated students. • Identify and respond to grade level or pupil subgroup patterns of chronic absenteeism. • Identify factors contributing to chronic absenteeism including suspension and expulsion for unduplicated students. • Identify unduplicated students experiencing absenteeism and provide early intervention. • 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.	\$134,340.00	Yes
3-1d	Improve School Attendance	3-1d DSUSD will provide ongoing professional development to support the work of school sites in creating school-wide, attendance improvement and awareness activities, chronic absence intervention systems and supports, systems for attendance data review, and progress monitoring.	\$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.	\$1,629,761.00	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 students/high absenteeism by providing intensive support to students and families.	\$437,176.00	Yes
3-2a	Site Based Positive Behavior Support Programs	3-2a Continue to provide professional development opportunities to support schools with MTSS implementation. These schools will receive targeted "Tier 1" Reboot Professional Development sessions with Effective Youth Solutions consulting group to address red indicators: Franklin Elementary Ford Elementary Lincoln Elementary Truman Elementary Desert Ridge Academy Indio Middle School Paige Middle School During the 24-25 school year, all school team will have access to MindSet training. MindSet training promotes effective communication strategies and supports a positive learning environment, especially for Students with Disabilities. This will especially support the schools that have red indicators for Students with Disabilities in the area of Suspension. These schools are Indio High School, Shadow Hills, Paige Middle School and La Quinta Middle School and La Quinta High School.	\$0.00	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

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: • Elementary schools - 1 FTE counselor • Middle school counselors - maintain the ratio at 400:1. Once half the ratio is met, continue to split funds with the site until fully funded by the district. • High school counselors - maintain ratio at 400:1 • Continuation counselor and alternative education counselors - beyond the formula	\$11,617,346.00	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.	\$4,319,770.00	Yes
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.	\$3,161,170.00	Yes

3-3f	Counseling Support and Behavioral Health- Tier 2	3-3f Continue to provide Tier II social emotional support for sites as part of a tiered intervention system.	\$1,475,581.00	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.	\$180,818.00	Yes
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.	\$117,748.00	Yes
3-5a	Positive and Safe Environment	3-5a Maintain site and district safety committees.	\$0.00	No
3-5b	Positive and Safe Environment	3-5b Sites will continue to annually review and revise the Comprehensive School Safety Plan.	\$0.00	No
3-5c	Positive and Safe Environment	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.	\$1,191,011.00	No
3-5d	Positive and Safe Environment	3-5d Maintain security staffing formula to ensure a sense of safety.	\$6,921,506.00	No
3-5e	Positive and Safe Environment-APs	3-5e The following staff is provided to improve the school climate beyond the base formula: • 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.	\$4,167,601.00	Yes

		• Provide a second assistant principal to middle schools at or above 1000, or provide additional certificated support to sites with less than 1000. • Support assistant principals (2) at Summit/Horizon to improve school climate beyond the formula. • Maintain (.5) assistant principal at Amistad to improve school climate beyond the formula. • Provide (1) assistant principal at Amistad to support the school's expansion of services provided at Eisenhower Community Education Center.		
3-5f	Positive and Safe Environment	3-5f Maintain transportation routes beyond approved current walking distance to ensure student safety. Routes include: • Fred Young Farm Labor Camp to Jefferson Middle School • Indio Hills to Shadow Hills High School • Continue to offer transportation for homeless youth. • Continue to maintain routes for special education students	\$11,035,151.00	No
3-5g	Positive and Safe Environment	3-5g Continue to provide student lanyards for school safety.	\$35,485.00	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.	\$2,046,042.00	Yes
3-5i	Positive and Safe Environment	3-5i Provide transportation to middle school and high school orientation events.	\$3,000.00	Yes
3-6a	Clean and Efficient Environment	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	3-6b Additional staff to support clean schools during after school and Saturday student activities. As a result of providing additional enrichment activities to English Learners, Low Income and Foster Youth after school and on Saturday, additional staff (22 custodians) is needed to ensure students participating in activities have access to all necessary facilities, including restrooms.	\$25,724,524.00	Yes
3-6c	Clean and Efficient Environment	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.	\$12,660,224.00	No
3-6d	Clean and Efficient Environment	3-6d Support the position of Custodial Supervisor.	\$163,358.00	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.	\$290,635.00	No
3-7b	Communication, Equity and Accountability	3-7b Support the position of Resolution and Compliance Officer to help ensure strong relationships between district staff, community, parents, and students	\$277,713.00	No
3-7c	Communication, Equity and Accountability	3-7c Support the bilingual administrative assistant to provide administrative support to the district's Resolution and Compliance Officer.	\$132,974.00	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	3-7e Continue to provide funding for the LCAP Coordinator.	\$238,559.00	No
3-7f	Communication, Equity and Accountability	3-7f Continue to provide funding for the LCAP Fiscal Technician and additional fiscal support.	\$173,443.00	No
3-7g	Communication, Equity and Accountability	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 students by funding the position of Coordinator of Diversity, Equity, Parent and Family Engagement. • Support the African American Advisory Committee • Support the Native American Parent Committee	\$0.00	No
3-8a	Parent Engagement	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	3-8b Maintain the system to track district-wide parent notification of truancy and chronic absence.	\$0.00	No
3-8c	Parent Engagement	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.	\$15,100.00	Yes
3-8e	Parent Engagement- Stipends	3-8e Bilingual Stipends for School sites to increase communication with parents.	\$54,939.00	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.	\$4,500.00	Yes

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

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 yellow status on the CA Dashboard. Amistad, Horizon, and Summit were designated Equity Multiplier Schools in the 22-23 school year.

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 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.

Amistad and Summit, both continuation schools, have some credentialing misassignments, particularly with teachers who hold multiple subjects credentials instead of single-subject math credentials. Both schools have around a 10% 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 36% 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.

Each of the schools conducted meetings with their community. See the Section on Engaging Educational Partners, p. 13-19.

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 Academic Indicator for English Language Arts - Distance from Standard	California Dashboard Academic Indicator for ELA 2022-23: • Amistad: 144.1 points below standard • EL: 171.2 points below standard • SED: 145.3 points below standard • Hispanic: 139.6 points below standard • Horizon: 14.2 points below standard • EL: 33.6 points below standard			Each year all students and student groups will increase their ELA academic achievement, by 3 distance points from standard. California Dashboard Academic Indicator for ELA: • Amistad: 135.1 points below standard • EL: 162.2 points below standard	

		• SED: 16.9 points below standard • Hispanic: 22 points below standard • Summit: 81.7 points below standard • EL: 105.1 points below standard • SED: 96.8 points below standard • Hispanic: 92.2 points below standard			• SED: 136.3 points below standard • Hispanic: 130.6 points below standard • Horizon: 5.2 points below standard • EL: 24.6 points below standard • SED: 7.9 points below standard • Hispanic: 13 points below standard • Summit: 72.7 points below standard • EL: 96.1 points below standard • SED: 87.8 points	
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					below standard Hispanic: 83.2 points below standard	
4.2	California School Dashboard Academic Indicator for Mathematics - Distance from Standard	California Dashboard Academic Indicator for Math 2022-23: - Amistad: 231.9 points below standard - EL: 228.8 points below standard - SED: 233.7 points below standard - Hispanic: 231.5 points below standard - Horizon: 78.5 points below standard - EL: 118.6 points below standard - SED: 83.8 points below standard - Hispanic: 86.5 points below standard			Each year all students and student groups will increase their math academic achievement, by 3 distance points from standard. California Dashboard Academic Indicator for Mathematics: - Amistad: 222.9 points below standard - EL: 219.8 points below standard - SED: 224.7 points below standard - Hispanic: 222.5 points	

		- Summit: 152.8 points below standard - EL: 168.7 points below standard - SED: 161.1 points below standard - Hispanic: 149.2 points below standard			below standard - Horizon: 69.5 points below standard - EL: 109.6 points below standard - SED: 74.8 points below standard - Hispanic: 77.5 points below standard - Summit: 143.8 points below standard - EL: 159.7 points below standard - SED: 152.1 points below standard - Hispanic: 140.2 points	
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					below standard	
4.3	California School Dashboard English Learner Progress Indicator (ELPI)	California Dashboard ELPI Indicator: 2022-23 English Learners making progress towards English Language Proficiency: • Amistad: 47.5% • Horizon: 61.2% • Summit: 35.7%			English learners will make 2% annual progress toward English proficiency to maintain or increase performance level. ELPI • Amistad: 53.5% • Horizon: 67.2% • Summit: 41.7%	
4.4	Reclassification Rate English Learner Redesignated Fluent English Proficient (RFEP) Long Term English Learners (LTEL) Redesignated Fluent English Proficient (RFEP)	2022-23 Reclassification Rate Estimation • Amistad EL: 0.9% (1/108) • Amistad LTEL: 1% (1/103) • Horizon EL: 4.4% (3/68) • Horizon LTEL: 0% (0/49) • Summit EL: 6.3% (32) • Summit LTEL: 8% (2/25)			Each year our English Learners will be reclassified at an increase of 5% annually. Reclassification Rate will be at or above: • Amistad EL: 15.9% • Amistad LTEL: 16%	

					• Horizon EL: 19.4% • Horizon LTEL: 15% • Summit EL: 21.3% • Summit LTEL: 23%	
4.5	California School Dashboard Graduation Rate Indicator	2023 California School Dashboard Graduation Rate: Cohort Graduation Rate: • Amistad: 88.1% • EL: 87.8% • SED: 88% • Hispanic: 87.9% • Horizon: 90.3% • EL: * • SED: 90.6% • Hispanic: 87.8% • Summit: 88.4% • EL: 69.2% • SED: 88% • Hispanic: 86.7% *Less than 11 students			Horizon combined four-year and five-year cohort graduation rate will increase by 1% annually. Amistad and Summit combined four-year and five-year cohort graduation rate will maintain at 88% or higher. CA Dashboard Graduation Rate will be at or above: • Amistad: 88% • EL: 88% • SED: 88% • Hispanic: 88%	

		- data not displayed for privacy			• Horizon: 93.3% • EL: *+3% • SED: 93.6% • Hispanic: 90.8% • Summit: 88% • EL: 88% • SED: 88% • Hispanic: 88%	
4.6	High School 4-Year Adjusted Cohort Dropout Rate Percentage of students in the Adjusted 4-year Graduation Cohort reported as dropouts	2022-23 High School Data Quest Four Year Adjusted Cohort Outcome Report: • Amistad: 4.2% • EL: 8.2% • SED: 4.3% • Hispanic: 3.8% • Horizon: 3.4% • EL: * • SED: 2.0% • Hispanic: 5.1% • Summit: 5.3% • EL: 15.4% • SED: 5.4% • Hispanic: 5.3% *Less than 11 students - data not displayed for privacy			Maintain a drop out rate of less than 3.0% for all students and less than 5% for all student groups.	

4.7	California School Dashboard Suspension Rate Indicator	2022-23 Suspension Rate - Amistad: 10.2% - EL: 11.7% - SED: 10.3% - Hispanic: 9.9% - Horizon: 0.3% - EL: 1.1% - SED: 0.4% - Hispanic: 0.4% - Summit: 4.9% - EL: 2.4% - SED: 4.1% - Hispanic: 5.1%			Decrease the District-wide suspension rate by .3% annually. District-wide Suspension Rate will be at or below: - Amistad: 9.3% - EL: 10.8% - SED: 9.4% - Hispanic: 9.0% - Horizon: 0% - EL: 0.2% - SED: 0% - Hispanic: 0% - Summit: 4.0% - EL: 1.5% - SED: 3.2% - Hispanic: 4.2%	
4.8	Winter iReady Diagnostic English Language Arts - On Or Above Grade Level	2023-24 Winter ELA iReady Diagnostic Horizon K-5: 50% - EL: 33% - SED: 48% - Hispanic: 50%			Each year the percentage of student scoring on or above grade level will increase by 3% in each grade level span	

					as measured by the Winter ELA iReady Diagnostic	
					The percentage of student scoring on or above grade level will be	
					Horizon K-5: 59% • EL: 42% • SED: 57%	

Goal Analysis [2023-24]

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.

Not Applicable

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.

Not Applicable

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

Not Applicable

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.

Not Applicable

Actions

Action #	Title	Description	Total Funds	Contributing
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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. 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 Amistad- Extra duty time for the counseling team to meet two days before school to create a plan of support for students. Horizon and Summit- .5 FTE Tier II Counselor to remain on site.	\$182,975.00	No
4-3a	Parent Engagement	4-3a Parent engagement • DSUSD will fund a Community Liaison at Amistad to support families and students with community resources • Provide PIQE Institute for Amistad Parents • .5 Community Tech Bilingual Horizon • .5 Community Tech Bilingual Summit	\$92,450.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Amistad, Summit and Horizon Schools will increase the number of students who meet the criteria for CCI prepared by 2% annually as measured by the 2024 CA Dashboard.	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.
Amistad, Horizon, and Summit were designated Equity Multiplier Schools in 23-24 for their instability rates in the school year 22-23.
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

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.

Each of the schools conducted meetings with their community. See the Section on Engaging Educational Partners. (p. 13-19)

Actions in Goal 5 were influenced by the following 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 College/Career Indicator (CCI) Percentage of Graduates reported as meeting CCI "Prepared" measures.	California School Dashboard: College/Career Readiness 2022-23 Grad. Cohort CCI Prepared Amistad: 2.1% - EL: 0% - SED: 2.1% - Hispanic: 2.3% • Horizon: 25.4% - EL: *			Increase the percent of Graduates reported as "Prepared" on the College and Career Indicator (CCI) by 2% annually Graduates reported as "Prepared" on the CCI will be at or	

		• SED: 21.6% • Hispanic: 20.5% • Summit: 7.4% • EL: 0% • SED: 7.6% • Hispanic: 6.7%			above: • Amistad: 8.1% • EL: 6.0% • SED: 8.1% • Hispanic: 8.3% • Horizon: 31.4% • EL: *+6% • SED: 27.6% • Hispanic: 26.5% • Summit: 13.4% • EL: 6.1% • SED: 13.6% • Hispanic: 12.7%	
5.2	Winter iReady Diagnostic English Language Arts - On Or Above Grade Level	2023-24 Winter ELA iReady Diagnostic Horizon K-5: 50% • EL: 33% • SED: 48% • Hispanic: 50%			Each year the percentage of student scoring on or above grade level will increase by 3% in each grade level span as measured by the Winter ELA iReady Diagnostic The percentage of student scoring on	

					or above grade level will be Madison K-5: 33% • EL: 20% • SED: 32% • Hispanic: 33.3%	
5.3	Winter iReady Diagnostic Mathematics - On Or Above Grade Level	2023-24 Winter Math iReady Diagnostic Horizon K-5: 38% • EL: 60% • SED: 32% • Hispanic: 33%			Each year the percentage of student scoring on or above grade level will increase by 3% in each grade level span as measured by the Winter Math iReady Diagnostic The percentage of student scoring on or above grade level will be at or above Horizon K-5: 47% • EL: 69% • SED: 41%	

Goal Analysis [2023-24]

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.

Not Applicable

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.

Not Applicable

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

Not Applicable

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.

Not Applicable

Actions

Action #	Title	Description	Total Funds	Contributing
5-1a	CCI Prepared	5-1a Increase the number of students in dual enrollment classes.	\$0.00	No
5-1b	CCI Prepared	5-1b Allocate funds to cover the associated costs (textbooks, other necessary materials) for students enrolling in college credit courses.	\$10,000.00	No
5-1c	CCI prepared	5-1c Increase the number of students who complete CTE courses.	\$0.00	No
5-2a	Parent Engagement	5-2a Conduct informational sessions for students and families to raise awareness about the benefits and availability of college credit courses a minimum of twice a year.	\$0.00	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 2024 CA dashboard.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

James Madison Elementary 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 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. Madison had a non-stability rate of 27.5% in the 22-23 school year.

Each of the Equity Multiplier schools conducted meetings with their community. See the Section on Engaging Educational Partners. (p. 13-19)

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 Academic Indicator for English Language Arts - Distance from Standard	Madison: 68.4 points below standard • EL: 74.2 points below standard • SED: 71.8 points below standard • Hispanic: 67.7 points below standard			Madison: 59.4 points below standard • EL: 65.2 points below standard • SED: 62.8 points below standard • Hispanic: 58.7 points below standard	
6.2	California School Dashboard Academic Indicator for Mathematics - Distance from Standard	Madison: 92.9 points below standard • EL: 91.4 points below standard • SED: 96.4 points below standard • SWD:			Madison: 83.9 points below standard • EL: 82.4 points below standard • SED: 87.4 points	

		Hispanic: 93.8 points below standard			below standard - SWD: - Hispanic: 84.8 points below standard	
6.3	California School Dashboard English Learner Progress Indicator (ELPI)	California Dashboard ELPI Indicator: 2022-23 English Learners making progress towards English Language Proficiency: ELPI Madison: 51.7%			English learners will make 2% annual progress toward English proficiency to maintain or increase performance level. ELPI Madison: 57.7%	
6.4	Reclassification Rate English Learner Reclassified Fluent English Proficient (RFEP) Long-Term English Learners (LTEL) Reclassified Fluent English Proficient (RFEP)	2022-23 Reclassification Rate Estimation - Madison EL: 9.6% (13/135) - Madison LTEL: NA			Each year our English Learners will be reclassified at an increase of 5% annually. Reclassification Rate will be at or above: - Madison EL: 24.6% - Madison LTEL: NA	

6.5	Winter iReady Diagnostic English Language Arts - On Or Above Grade Level	2023-24 Winter ELA iReady Diagnostic Madison K-5: 24% • EL: 11% • SED: 23% • Hispanic: 24.3%			Each year the percentage of student scoring on or above grade level will increase by 3% in each grade level span as measured by the Winter ELA iReady Diagnostic The percentage of student scoring on or above grade level will be Madison K-5: 33% • EL: 20% • SED: 32% • Hispanic: 33.3%	
6.6	Winter iReady Diagnostic Mathematics - On Or Above Grade Level	2023-24 Winter Math iReady Diagnostic Madison K-5: 15% • EL: 4% • SED: 14% • Hispanic: 14.5%			Each year the percentage of student scoring on or above grade level will increase by 3% in each grade level span as measured by the Winter Math iReady Diagnostic The percentage of student scoring on or above grade level will be at or above:	

					Madison K-5: 24% • EL: 13% • SED: 23% • Hispanic: 23.5% Horizon K-5: 47% • EL: 69% • SED: 41% • Hispanic: 42%	
6.7	California School Dashboard Suspension Rate Indicator	2022-23 Suspension Rate • Madison: 1.5% • EL: 0.7% • SED: 1.7% • Hispanic: 1.9%			Decrease the District-wide suspension rate by .3% annually. District-wide Suspension Rate will be at or below: • Madison: 0.6% • EL: 0% • SED: 0.8% • Hispanic: 1.0%	

Goal Analysis [2023-24]

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.

Not Applicable

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.

Not Applicable

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

Not Applicable

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.

Not Applicable

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. 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.	\$5,000.00	No
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.	\$89,289.00	No

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Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$\$80,438,929	\$\$9,282,147

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
31.555%	0.000%	\$\$0.00	31.555%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1-1a	Action: Highly Qualified Staff Need: The continued staffing shortage requires recruitment to fill positions that support student learning. The CA dashboard reflects the following challenges:	DSUSD recruits 100% CLAD/BCLAD certified staff to meet the needs of English Learners. DSUSD must hire highly qualified staff with certification to meet the diverse needs of DSUSD English Learners. CLAD/BCLAD certification provides training for teachers in differentiating instruction that helps students acquire language.	100% CLAD/BCLAD certified teachers

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
	ELA All- 35.8 pts. below standard EL- 73.4 pts. below standard SED- 49.1 pts. below standard FY- 94.8 pts. below standard Math All- 78.8 below standard EL- 110.6 pts. below standard SED- 92.7 pts. below standard FY- 130.05 pts. below standard DSUSD data reflects the need for highly qualified staff to improve outcomes for unduplicated students. Scope: LEA-wide	To maintain highly qualified staff, DSUSD will provide Structured Academic Support (SAST) time to enhance the professional learning community model, monitor data in literacy and content standards, plan differentiated instruction and appropriate interventions with a focus on underperforming unduplicated students to ensure all reach their full potential. This action will be implemented districtwide as all students can benefit from a highly qualified staff with CLAD/BCLAD certification. In addition, staff will benefit from having on-the-clock time to collaborate.	
1-1c	Action: Highly Qualified Staff-Director Need: 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. The 22-23 CAASPP results reflect the need to continue to build capacity with district leaders in order to achieve more positive outcomes for students.	The Director of Personnel recruits teachers and administrators. The Director of Personnel also leads training for the Assistant Principals. In 2024-2025, the Assistant Principals will get training through RCOE designed to address the high suspension rates for unduplicated students, African American students, and the Homeless student group. This position also coordinates Desert Sands Leadership Academy (DSLAs), which uses the NISL curriculum to train its leaders. The NISL curriculum is a rigorous and research-based approach to school improvement. The curriculum	100% completion rate for DSLA participants Assistant Principal 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
	ELA Percent Met/Exceeds All- 40.07% EL- 7.57% RFEP-56.17% SED-33.54% FY-26.19% Math Percent Met/Exceeds All- 26.02 % EL-5.44% RFEP-30.01% SED-19.89% FY-7.14% Suspension All- 4.5% EL- 5% SED-5% FY- 11. 5% Scope: LEA-wide	embeds equity topics, which will better equip district leaders to address the district's achievement gaps. This action is being provided district-wide because all students benefit from district leadership that is trained to use evidence-based strategies to support their learning.	
1-1e	Action: Highly Qualified Staff-DSLA Need: DSUSD remains dedicated to enhancing organizational capacity, fostering continuous improvement efforts through robust leadership in its schools. In this post-pandemic phase its critical that district leaders are equipped to support in their roles in raising student achievement with an equity lens approach.	The Desert Sands Leadership Academy (DSLA) will be reinstated in 24-25. The goal is to cultivate the leadership skills of current and prospective leaders through the comprehensive curriculum of the National Center for Education and Economy's NISL program. Participants will delve into research and policy studies drawn from top global education models. They will conduct action-based research that supports and expands their organizational role, directly benefiting DSUSD students. Equity	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
	Current reality of the district shows that there is a wide achievement gap that needs to be addressed between the "All" student group and the English Learner, Low Income and Foster Youth student groups in both ELA and Math. ELA- percent proficient: All 40.07% EL 7.57% RFEP 56.17% SED 33.54% FY 26.19% Math- percent proficient: All 26.02% EL 5.44% RFEP 30.01% SED 19.84% FY 7.14% Scope: LEA-wide	topics will be woven throughout the curriculum and class discussions. This action will benefit all students and is provided district-wide.	
1-2a	Action: Professional Development Need: The CA Dashboard and educational partner feedback reflect the need to provide professional development focused on data analysis and robust Tier 1 instruction. The district and multiple schools have red indicators on the CA Dashboard (see pp. 4-8).	Professional development aims to empower teachers with the skills and knowledge necessary to support unduplicated students. Project facilitators will be assigned to schools to provide professional development support, prioritizing the most at-risk schools. Additional PD is supplied for most at-risk schools, targeting particular student groups. Schools in ATSI will continue to be provided with PD support around	Metric 1.3 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
	In addition, educational partners requested that multicultural and diversity training be provided to educators. Scope: LEA-wide	PLCs and Tier 1 instructional practices. (See pages 8-11) During the school year 24-25, multicultural and diversity training will be a part of district professional development to promote equitable outcomes, especially for the African American, Hispanic, English Learners, and Multi-Race student groups with red indicators. It's anticipated that this training will help to decrease suspension rates for these student groups. This action is being implemented districtwide to address red indicators and to support all students with the full implementation of evidence-based practices to support their academic achievement.	
1-2b	Action: Professional Development-After-School Academies Need: The CA Dashboard and educational partner feedback reflect the need to provide professional development focused on data analysis and robust Tier 1 instruction. The district and multiple schools have red indicators on the CA Dashboard (see pp. 4-8). Additional time beyond the instructional day is needed to train teachers on strategies and practices that benefit English Learners, Low Income and Foster Youth. Scope:	Project facilitators will focus on the PLC process, especially supporting schools with red indicators. See pages 4-8. By implementing targeted professional development after school, teachers gain opportunities to hone their skills in strategies that support EL, LI, and FY students without missing critical instructional time during the day. After-school academies will be provided on location to help schools with red indicators. This action is being offered districtwide to support all student groups and schools with red indicators.	Metric 1.3 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
	LEA-wide		
1-3a	Action: Instructional Materials/Assessments-SS/SCI Need: Anecdotal and walkthrough data indicates that learner engagement continues to be an area of need in DSUSD. Students need support in academic vocabulary to participate in class discussion as well as support in inferential skills for reading complex and technical text. Scope: LEA-wide	DSUSD funds the following programs to support the varied needs of students in the Social Science and Science area: Gizmos is a supplemental science program in DSUSD that is integrated into the middle and high school science curriculum. This interactive platform uses virtual simulations and dynamic visualizations to help students explore complex concepts, enhancing engagement and personalized learning. It also offers assessments to aid teachers in guiding their instruction. Gizmos is used in high school chemistry and biology. Pivot Interactives is an innovative platform offering a vast library of virtual, real-world science experiments across physics, chemistry, biology, and environmental science. It promotes active exploration by allowing students to manipulate variables, make observations, collect data, and analyze results in real-time, simulating traditional lab experiments. Pivot Interactives is used in AP Physics, AP Biology, IB Biology, IB Environmental, and IB Science courses. DBQ Project resources are used in 4th-12th grade social studies, offering standards-based lessons aligned with the CA History and Social Science Framework. These lessons feature curated documents presenting various perspectives, fostering critical thinking through analysis, debate, and culminating in a written essay. District usage reports indicate that middle school classrooms use the curriculum most frequently. DBQ lessons are	Program usage reports

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
		also included in the district's newly approved Ethnic Studies course curriculum. This action is being implemented district-wide as all students can benefit from engagement strategies and technology tools that support their learning.	
1-3b	Action: Instructional Materials/Assessments-Consumables Need: DSUSD fifth and eighth-grade students achieved 25.53% Met or exceeded on the California Science Test (CAST). This is below the CA state average of 30.18%. English Learners achieve 2.20% met or exceeded and Low Income students 18.93%. Educational partners have shown favorable responses towards continuing the use of hands-on instructional materials. It's specially important that English Learners and Low Income students have access to these materials. Scope: LEA-wide	Science materials are purchased in support of the science curriculum in TK-5. Students have higher levels of engagement when they participate in hands-on experiments and use learning models. This action benefits all students and is provided district-wide.	CAST performance
1-4g	Action: Technology-Data Warehouse Need:	The data warehouse system supports data reports that inform the progress of all students but specifically supports the LEA with tracking learning growth for unduplicated students which also helps to measure the effectiveness of district and	LCAP Metrics for Goals 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
	Comparison data between the unduplicated students and all student populations helps DSUSD track the opportunity gaps across all content areas and the state dashboard indicators to help improve outcomes for English Learners, Low Income, and Foster Youth students ELA- percent proficient All 40.07% EL 7.57% RFEP 56.17% SED 33.54% FY 26.19% Math- percent proficient All 26.02% EL 5.44% RFEP 30.01% SED 19.84% FY 7.14% Scope: LEA-wide	schoolwide actions and services for these students. In 24-25, professional development with district leaders and teachers will focus on the analysis of data and the PLC process. Timely and easy access to data is critical for this endeavor. (see action 1-2a.) This action provides a way to monitor the progress of unduplicated students but is provided districtwide as all students benefit from progress monitoring.	
1-5b	Action: Interventions-Reading Diagnostics Need: Based on CAASPP and DIBELS data, more than 50% of elementary school students in DSUSD do not read at grade level. The 22-23 CA Dashboard reflects that DSUSD students are 35.8 pts below standard, English Learners	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. IReady, DIBELS and ESGI (Educational Software for Guiding Instruction) are platforms that provide	Data from i-Ready, DIBELS and ESGI.

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
	are 73.4 pts. below standard, and Foster Youth are 94.8 pts below standard. The DSUSD School Board has established a priority on early literacy skills. Parents and teachers also requested more interventions that support reading. Scope: LEA-wide	data on student progress with reading proficiency. These platforms provide support to interventions. Students through the personalized pathway with IReady and the MClass interventions with DIBELS also group students by skill needs and provide intervention lessons for small group instruction. This action is provided districtwide because all student benefit from evidence-based practices that support their academic achievement.	
1-5c	Action: Interventions-Summer School Need: Summer school is a critical time to support students with accelerated learning strategies as well as enrichment. There is a need to leverage summer school classes to increase the rate of graduation for the unduplicated students. Graduation Rate: All - 93.8% EL- 87.9% SED-93.3% FY- 83.3% Scope: LEA-wide	High School students attend summer school for credit recovery. DSUSD holds a graduation for the students who meet the criteria for summer graduation. This action is provided districtwide to support all student groups in meeting graduation requirements.	Metric 1.12
1-5d	Action: Interventions-HS	ST Math is a visual program that supports the conceptual understanding of Math, it is especially	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
	Need: CAASPP data shows that 11th-grade students are 49.41% at or near standard in the Mathematics domain of concepts and procedures. 22-23 CAASPP Math Results: All- 69.8 below standard EL- 101.6 below standard SED- 83.7 below standard FY- 121.5 below standard These results show that unduplicated students can use more practice in conceptual understanding to advance successfully to higher levels of math. Scope: LEA-wide	supportive of English Learners. It identifies areas of need and prioritizes where students need more support. Students gain more confidence in their mathematical ability as they work in the program. This action provides support in Math for unduplicated students in high school but is being provided district wide to all high school students because they can benefit from access to this tool.	Walkthrough observation tool
1-5f	Action: Interventions-Goalbook Need: There are 18 schools with red indicators for Students with Disabilities. There are twenty-eight schools with red indicators reflected in different student groups. The need for Response to Intervention (RTI) in DSUSD is evident on the 22-23 CA Dashboard. Recognizing that there is a need for both academic and behavioral support,	Goalbook is a tool that supports teachers in making Tier 2 and Tier 3 goals along with providing strategies based on the needs of the students. Goalbook supports teachers and MTSS teams in identifying areas of need for particular students. It also aids teams in developing strategies for intervention, progress monitoring, and goal identification and achievement. This helps teachers determine when a student can be exited from the referral process to the next tier. Additionally, this action will support the schools	Tier 2 team feedback

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
	DSUSD is investing resources in addressing the needs of students through MTSS. MTSS teams need a resource to support students who are in the different tiers of the intervention process. Scope: LEA-wide	that have the student with disabilities group as a red indicator on their dashboard. This action is being implemented district-wide as all students can benefit from the full implementation of evidence-based strategies to support them with academics as well as behavior.	
1-6a	Action: School Site Staffing-High School Need: Teachers and parents continue to emphasize prioritizing the reduction of classroom size especially at the high school level. This action funds the addition of staff beyond the base formula and maintaining the 31:1 ratio in high school. There is a need to add additional class sections to ensure that English Learners have ELD. This helps to reduce class sizes to support classroom activities like discussions, group projects, and the implementation of AVID strategies. Low-income students and Foster Youth also benefit by having increased opportunities to form connections and this creates supportive learning environments in classrooms. Scope: LEA-wide	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. This action benefits all students at the middle school and high school levels, so this action is implemented district-wide.	Metric 1.5 Metric 1.12

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1-6b	Action: School Site Staffing-Differentiation Need: Seventy percent of the Special Education student population is EL, LI, or Y. DSUSD is addressing this disproportionality while ensuring that the needs of unduplicated students who qualify as students with disabilities are met. The CA Dashboard reflects the needs of the unduplicated students within the students with disabilities group: Unduplicated students who are Students with Disabilities: ELA: 6.64% Met or Exceeded 88/1325 Math: 4.36% Met of Exceeded 58/1330 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. Feedback from families and teachers has also supported maintaining a reduced class ratio. Scope: LEA-wide	Maintaining a reduced class size in special education classrooms is critical to ensure the delivery of individualized, differentiated supports. The smaller class ratio guarantees that unduplicated students in special education settings can receive more individualized attention toward the progress of their individualized educational plans. Smaller classes allow more turn-taking and language practice for each student, contributing to higher engagement and learning. This action is being provided districtwide because all students in Special Education classes benefit from a smaller class size.	Metric 1.3 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
1-8a	Action: Site Based Student Achievement Support Need: CA Dashboard data reflects that opportunity gaps must be addressed for all students, especially for English learners, low-income students, and foster youth. Twenty-eight schools have red indicators, and the district is in differentiated assistance with the Foster Youth, Homeless, and African American student groups. Scope: LEA-wide	Based on their unduplicated student count, schools receive LCFF funds to support unduplicated student achievement. Schools analyze data and go through a needs assessment process with their community. School teams select research and evidence-based strategies to address the needs of their unduplicated student groups. School goals and actions are recorded in the Single Plan for Student Achievement that is presented and approved by the DSUSD Board of Education. • In 24-25 DSUSD will continue to collaborate with RCOE to align school improvement plans with LCAP goals. • The Educational Services Team will participate in workshops with RCOE to build capacity with district leaders. • DSUSD will collaborate with RCOE to provide SPSA training on the Single Plan for Student Achievement for the following schools with red indicators: La Quinta Middle School ELA: SWD Math: SWD CA: WH SUS: SED, EL, SWD, HI Glen Middle School ELA: SWD Math: SWD CA: SED, EL, SWD, HI, WH This action is provided districtwide because school	Metric 1.3 Metric 1.4 Metric 1.5 Metric 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
		site decision-making based on individual school needs benefits all students.	
1-9a	Action: Early Childhood Educational Programs Need: The preschool program in DSUSD has an enrollment of 352 students from socioeconomically disadvantaged backgrounds. Fifty-six percent of the students are English Learners. The 2022-2023 DSUSD California Dashboard reveals that socioeconomically disadvantaged (SED) students in DSUSD scored 49.1 points below standard in English Language Arts (ELA) and 92.7 points below in Math. Additionally, only 48.5% of DSUSD English Learners demonstrated progress toward English proficiency. These results underscore the importance of providing low-income students and English Learners with an early start in their education. The need is evident when unduplicated students enter the preschool program needing self-regulation skills and vocabulary in English. Scope: LEA-wide	DSUSD aims to bridge the achievement gap for unduplicated students in ELA and Math by providing a solid foundation in literacy and basic number sense for future academic success through its preschool programs. Preschool staff work with unduplicated students in small groups focusing on hands-on and language-rich activities. The preschool staff in DSUSD received professional development on the implementation of the new Scholastic curriculum which integrates ELA, Math, science, and social-emotional development. Students gain knowledge about language and literacy, which prepares them for future reading. To foster a love for reading, the students receive books to read at home. Additionally, children explore the world through experiments, making observations that lay the groundwork for math and science skills. This action is provided district-wide because all students benefit from pre-school.	Observation protocols and county and state reports. Head Start Program Review (RCOE) State Pre-School Program Self- Evaluation Department of Social Services Community Care Licensing
2-1a	Action: Course Access/Advanced Programs Need:	DSUSD is dedicated to ensuring all students, particularly those who are socio-economically disadvantaged—representing the majority of its student body—have access to a wide range of	Metric 2.7

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
	Advance Placement courses, materials, and college entrance exams represent additional costs to students. In the school year 2022-2023, 821 SED students participated in AP exams and 183 SED students participated in IB tests. To continue to work on increasing access to AP courses, DSUSD funds this action. Scope: LEA-wide	courses. By funding this initiative, DSUSD aims to eliminate financial obstacles for students pursuing college preparation through AP and IB courses. Although not all colleges mandate the SAT exam, DSUSD is committed to supporting this effort as a means to prepare students for the academic challenges of college. This action is being provided district-wide because all students benefit from having access to AP courses.	
2-1b	Action: Course Access/Advanced Programs-IB Need: The IB program is an educational program that parents can select for their students. It especially supports the SED and English Learner population with an emphasis on critical thinking skills, hands-on inquiry projects, and promoting a global view of content. La Quinta High School 74% SED 10.6% EL John Glenn Middle School 64.7% SED 8.5% EL Earhardt Elementary 60.1% SED 12.5% EL	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 benefits all students, particularly our 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. 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.	Individual school data and High School student participation in IB testing.

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	Franklin Elementary 79.2% SED 16.2% EL Scope: LEA-wide Schoolwide		
2-1d	Action: Course Access/Advanced Programs-GATE Need: Unduplicated students have unique needs. Unduplicated students who are advanced learners and/or GATE students need opportunities to reach their full academic potential. They need differentiation and scaffolding that is specific to their needs such as advanced materials, strategies and tasks that require the use of higher-order thinking skills, creativity and problem solving while considering the language challenges and circumstances of English Learners and Low Income students. 22-23 CAASPP ELA GATE % Met/Exceed ALL- 89% SED -85% EL -82% 22-23 CAASPP Math GATE % Met/Exceed ALL-78% SED- 73%	This action provides GATE professional development to teachers on evidence-based strategies to support the unique needs of unduplicated GATE students. This action ensures that the needs of unduplicated students who are advanced learners are met by providing professional development to teachers that focuses on differentiation, scaffolding, and increasing rigor in Tier 1 instruction. The district also supports enrichment projects at each school site through the extended day program that prioritizes unduplicated students. In 24-25 the district will fund 2 districtwide events in Math and Science and a summer school session to support unduplicated GATE students. This action will also fund efforts to increase parent involvement for unduplicated GATE students by promoting site-level and district parent meetings. In 24-25 sites, parent meetings will be increased from 1 to 2 sessions. District GATE parent meetings will be increased from 1 to 3.	Number of GATE-certified teachers per school site Parent Participation at GATE parent meetings

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	EL-69% Feedback from parents reflects that unduplicated families would like more information on how to support their GATE students. To continue to meet the diverse needs of unduplicated GATE students, teachers need to receive specialized training. Scope: LEA-wide	This action is provided districtwide because differentiating instruction and providing information to parents benefits all GATE students.	
2-1f	Action: Course Access/Advanced Programs-ELD Sched. Need: To ensure that English Learners, Low-Income and Foster Youth as well as students with disabilities have access to A-G courses there is a need to ensure a master schedule that prioritizes criteria for reclassification, A-G requirements, and meeting instructional minutes goals. Scope: LEA-wide	Through the implementation of master scheduling and staffing software, English Learners, Students with Disabilities, Homeless, and Foster youth experience increased access to rigorous coursework, interventions, and college and career opportunities while maximizing staffing. The software considers several factors, including student preferences, graduation requirements, and career goals, to generate personalized schedules ensuring that students have access to a broad range of subjects and pathways that are of interest and connect with future ambitions. This includes, but is not limited to, enrollment in AP/IB, dual enrollment, AVID, and CTE pathways. This action is being provided district wide because all students benefit from having access to course work that will support their college and career preparation.	Metric 2.1 Metric 2.14 Metric 2.15

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
2-2c	Action: Opportunities Outside of Traditional Program-Ophelia Need: The pandemic took an especially harsh toll on Low Income female student's mental health, including anxiety and depression. Mental health and low self-esteem have a negative impact on student learning and reflect in high chronic absentee rates. Academic performance data is also lower for Low Income females than the overall female group. Chronic Absentee rates for Female Students 9-12 All- 38.80% SED- 42.40% ELA CAASPP Female Students Grade 11 All-55.89% SED- 51% Math CAASPP Female Students Grade 11 All-16.53% SED- 14% To engage female students in grades 9-12, it's essential to pair them with mentors who can provide examples of college and career opportunities and SEL coping strategies to help them build resilience. Scope:	The Ophelia Project supports Low-Income female students with mentoring opportunities. Girls learn strategies such as journaling, positive affirmations, and breathing exercises, which support their social-emotional well-being. The Ophelia Project also offers a supportive network at school and promotes a college and career focus through mentoring and scholarships. This action is being provided district wide because all girls benefit from having a mentoring program that supports their social-emotional needs as well as college and career aspirations.	Number of students who participate in the program.

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	LEA-wide		
2-2d	Action: Opportunities Outside of Traditional Program-Gents Alliance Need: There is a need for unduplicated male students who will be first generation college students to have role models and mentors to guide them on their college journey. There is a gap between the all student male group and the Low Income male group on academic performance data. 22-23 ELA Male CAASPP Met/Exceed ALL-45.13% SED - 39% 22-23 Math Male CAASPP Met/Exceed All- 15% SED-19.40% As reflected in the performance data, Low Income students need more support in getting prepared for college entrance, which includes helping them raise their academic achievement. Scope: LEA-wide	The Gents Alliance program is funded to support unduplicated male students in gaining college access and completing their degrees. The organization was established by One Future Coachella Valley, and it partners with DSUSD and College of the Desert, providing a supportive transition into the college experience for unduplicated students. Unduplicated male students receive one-on-one counseling, mentoring, tutoring, financial aid, scholarships, internships, employment, and workshops about topics such as leadership and financial planning. This action is provided districtwide because all male students benefit from a mentorship program that provides college and career guidance and support.	Number of students who participate in the program.

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2-3a	Action: Career Technical Education-Director Need: 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". Percentage of graduates reported as meeting CCI "prepared" measure: All-44.8% EL-13.7% SED- 41.4% Foster Youth- 10% Scope: LEA-wide	DSUSD has a robust Career and Technical Education (CTE) Program that offers 44 certifications. CTE offers unduplicated students optional pathways to becoming "prepared" as 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. This action is provided district-wide because CTE are programs that benefit all district students.	Metric 2.14
2-3b	Action: Career Technical Education-Military Sci. Need: DSUSD is committed to offering a variety of educational programs and pathways for the 2296 students who participate in CTE. Military Science is one of the offerings that attracts 324 students districtwide of which 82% (265) are unduplicated students. In 23-24 68.88% of unduplicated students enrolled in this course earned credit towards graduation. The need is	Military Science engages unduplicated students by giving them opportunities to explore their career potential. A highlight for unduplicated students enrolled in Military Science is attending the California Cadet Corps training camp in San Luis Obispo. At the Cadet Corps training camp, unduplicated students engage in academic and technical instruction that focuses on awareness, exploration, and skill preparation in the various Public Safety and Law Enforcement career fields. Knowledge	Number of students who participate and complete the program.

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
	to leverage interest in this course to increase the number of unduplicated students who complete the course thereby increasing their CCI. Scope: LEA-wide	and skills are learned and applied through classroom, field training, and project-based instruction. This action is provided district-wide because all students benefit from having additional pathways for reaching their college and career goals.	
2-3c	Action: Career Technical Education- APs Need: Career Technical Education provides an alternative pathway for unduplicated students to become college and career ready. With the ever-expanding certifications 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. To ensure success for the unduplicated students, there is a need to close the gap between the English Learner and Foster Youth group in comparison to the all student group. The Low Income student group results are closer to the all student group. 22-23 CA Dashboard percentage of graduates reported as meeting CCI "prepared" measure: All-44.8%	The CTE Assistant Principals support various CTE programs and the recruitment and enrollment of unduplicated students on campus. Their support has led to increased unduplicated student participation. In 24-25, the CTE assistant principals will continue to focus on increasing unduplicated students' participation and CCI performance and CTE completion for unduplicated students. This action is being provided districtwide because all students benefit from having more oversight and support of the CTE offerings at the site level.	Metric 2.14

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	EL-13.7% SED- 41.4% Foster Youth- 10% Scope: LEA-wide		
2-3f	Action: Career Technical Education-PLTW Need: The 22-23 California Science Test results reflect the need for the unduplicated students to have more exposure and increased opportunities in STEM activities: DSUSD 22-23 California Science Test Met or Exceeded: DSUSD All- 25.53% EL- 2.31% SED-19.76% Foster-0% Scope: Schoolwide	DSUSD funds "Project Lead the Way" which is a STEM program that provides unduplicated students with hands-on real-world problems for them to practice critical thinking. The hands-on approach especially benefits English Learners who gain access to science concepts without the language barrier. This action is funded school-wide at the following schools: Truman Elementary- Launch preK -5 La Quinta Middle School- Gateway 6-8 Indio Middle School - Gateway 6-8 Palm Desert High School- Engineering and Biomedical Indio High School- Engineering and Biomedical	CAST scores
2-4c	Action: College-Going Culture/Broad Course of Study-PD for Counselors Need: An analysis of the number of students not meeting A-G requirements during the 2022-2023 school year indicated that the Foster	To address the need to increase the number of graduates who meet A-G requirements, DSUSD enlisted support from RCOE. RCOE offers essential support to school counselors through professional development. They present monthly at counseling meetings and conduct site visits. With RCOE's training,	Metric 2.5

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	Youth (28%), English learners (29.8%), and low-income (50.9%) student groups had a lower A-G completion rate than the overall rate (54%). 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. The number of unduplicated student graduates who meet A-G requirements must increase. Scope: LEA-wide	counselors are better equipped to provide grade validation, hold monthly meetings, offer on-site assistance, and deliver site-specific aid to enhance college readiness for unduplicated students. The counselors aim to support unduplicated students in completing A-G requirements and fulfilling CTE pathways. This action is provided districtwide because all students benefit from the professional development that counselors receive.	
2-4d	Action: College-Going Culture/Broad Course of Study-AVID Need: DSUSD will continue to support schools with AVID training to promote engagement and college readiness. AVID strategies primarily target Low-Income students and English Learners. Currently, the A-G completion rate for all students is 54.7%. For SED students it is 50.9%. There is a need to close the gap for English Learners and Foster Youth within this performance indicator.	AVID training will support schools with red indicators in ELA and ELPI. (See page 6-8) There will be a focus on academic vocabulary to strengthen background knowledge and provide access for English Learners. 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 schools with red indicators in 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	Metric 2. 5 Metric 2.14

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	- EL: 29.8% - Foster Youth: 28% There is a wider achievement gap between the "All" student group and the unduplicated students in DSUSD in the College and Career Indicator. Based on the California School Dashboard: - All Students: 44.8% - EL: 13.7% - SED: 41.4% - Foster Youth: 10% Scope: LEA-wide	points of confusion and arriving at different ways to solve the problem. Providing access to ELA and Math will help to increase A-G completion and CCI. In addition, this action will support the schools and student groups who received the lowest performance level in College and Career Readiness: Students with disabilities at Shadow Hills and Indio High School. This action is provided district-wide because all students benefit from the academic and engagement strategies that are part of the AVID program.	
2-4e	Action: College-Going Culture/Broad Course of Study-AVID Need: Currently, 26 out of 31 district schools are using the AVID program to assist unduplicated students. Low-income English Learners and Foster Youth students enrolled in the AVID program at their school experience improved attendance, receive enhanced academic support, and benefit from a team and community-building peer support system. Project Facilitators are needed to provide ongoing support to AVID schools.	Two AVID project facilitators plan and support the ongoing training for school teams on AVID strategies that support unduplicated students. In the 2024-2025 school year, AVID project facilitators will train educators to support unduplicated students in ELA by focusing on academic vocabulary to enhance background knowledge and accessibility. WICOR strategies will be implemented across all subjects, along with collaborative group techniques that promote speaking, listening, reading, and writing skills that support English Learners. Middle and high schools will also receive AVID Emerge training, which includes additional resources for English Language Development (ELD). To support Math instruction, the DSUSD AVID team will provide	Metric 2.14

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	training in the Math Discourse strategy, a metacognitive approach that helps unduplicated students tackle math problems by asking questions, resolving confusion, and exploring multiple solutions. This action is being provided district-wide because all students benefit from the AVID training that the facilitators provide.	
2-4g	Action: College-Going Culture/Broad Course of Study-APEX/Edg. Need: 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 curriculum to ensure they have various ways to access the content and meet A-G requirements. DSUSD is in 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. At the time of this report there were 543 active licences being used throughout the the district. Edgenuity serves the two alternative high schools.	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 and 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 and struggling readers 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, homeless and low income students. This action is being provided districtwide to support all students in meeting A-G requirements.	75% completion rate for students who use the programs Metric 2.1

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
	• 578 students started 1817 Edgenuity courses with a 78% completion rate in the Fall. • 432 students started 956 Edgenuity courses with a 61% completion rate in the Spring 1355 students logged into APEX to complete course work so far this year. Scope: LEA-wide		
3-1a	Action: Improve School Attendance-Coordinator Need: In the 2022-23 school year, chronic absenteeism decreased by 6.9%. However, significant challenges remain: 51.3% of homeless students and 20.8% of Filipino students were chronically absent. As of this report, all but one school showed a 10% improvement in attendance in the fourth quarter. Despite these gains, the district is in Differentiated Assistance for Chronic Absenteeism with the Homeless student group. Additionally, Paige Middle School and Glenn Middle School of International Studies have red indicators for chronic absenteeism. In the general information section of our LCAP, we have listed schools that have	The steps listed in this action outline steps that DSUSD will implement to improve school attendance. DSUSD is in Differentiated Assistance for the Homeless student group. The district office will work with the Foster /Homeless Liaison to complete a root cause analysis and empathy interviews to determine the underlying causes of absenteeism for students identified as homeless. The discoveries from the analysis will be used to develop targeted interventions that school sites will add to their site-level attendance improvement plans. Schools with a red indicator: To support improvement in school attendance, the district will work with each school site with red performance indicators for all students in the area of chronic absenteeism to complete a root-cause analysis of student absenteeism and amend the site's attendance improvement plan to create	Metric 3.5

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
	student groups that have red indicators on the CA Dashboard. (pp.5-8) Scope: LEA-wide	actions addressing the discoveries from the analysis. For the Filipino group: 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. This action is being provided districtwide because all students benefit from efforts made to improve attendance.	
3-1b	Action: Improve School Attendance-Red Indicators Need: There are ten schools with red indicators for Chronic Absenteeism. This allocation is being provided to support unduplicated students at schools with red indicators. This action will provide Tier 2 and Tier 3 interventions for unduplicated students and families. The district will monitor Chronic Absentee rates and make funds available to other schools that need extra support with interventions for Chronic Absenteeism during the school year. Scope: LEA-wide	This initiative aims to help schools reduce chronic absenteeism rates among English Learners and low-income students, as well as foster youth students in schools with red indicators. This provides additional support to ensure schools can individualize support for their students to meet their goals. The district will monitor Chronic Absentee rates and make funds available to additional schools that need extra support with attendance interventions for unduplicated students. Interventions for unduplicated students can include parent meetings, instructional materials, professional development and training for staff on how to support unduplicated students with attendance and chronic absenteeism. This action is being provided districtwide to schools with red indicators in Chronic Absenteeism.	Metric 3.5

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
3-1c	Action: Improve School Attendance-SAL Need: Post-pandemic, DSUSD is continuing efforts to improve school attendance. In the 2022-23 school year, chronic absenteeism decreased by 6.9% but there is still a need at school sites to support unduplicated students and their families with information and intervention plans around attendance. The 22-23 CA Dashboard reflected the following chronic absentee rates for unduplicated students: All K-8 Students: 34.8% • EL: 36% • SED: 38.1% • Foster Youth: 44.3% • All 9-12 Students: 37.8% • EL: 48.8% • SED: 41.2% • Foster Youth: 60.5% During the fourth quarter of the school year, schools continued to increase school attendance which reflects the positive impact of the SAL team and the need to continue its implementation. 2024/2025 Estimated Figures All K-8 Students: 27.3% • EL: 28.3% • SED: 30.3%	Student Attendance Leads (SALs) work with the Child Welfare and Attendance Office to develop and implement attendance intervention strategies for unduplicated students at each school. They collaborate with their MTSS teams to create and follow up on intervention for unduplicated students and monitoring plans for them. In addition Student Attendance Leads will: • Raise awareness of the effects and impact of chronic absenteeism for unduplicated students. • Identify and respond to grade level or pupil subgroup patterns of chronic absenteeism. • Identify factors contributing to chronic absenteeism including suspension and expulsion for unduplicated students. • Identify unduplicated students experiencing absenteeism and provide early intervention. • 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. This action is being provided districtwide because all students benefit from having a tiered system of supports to improve attendance at their schools.	Metric 3.5 Number of SARB interventions

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: 26.1% - All 9-12 Students: 29.3% - EL: 44.1% - SED: 32.6% - Foster Youth: 40.5% Scope: LEA-wide		
3-1e	Action: Improve School Attendance-Health Clerks Need: 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. 22-23 CA Dashboard Chronic Absentee rates All K-8 Students: 34.8% - EL: 36% - SED: 38.1% - Foster Youth: 44.3% - All 9-12 Students: 37.8% - EL: 48.8% - SED: 41.2% - Foster Youth: 60.5% In 23-24 all schools have decreased their chronic absence rates as compared to the 22/23 school year. All but one school has	Chronic absence rates for students identified as foster youth and experiencing homelessness are significantly higher than the all-student rate. The increased support provided by the health/attendance clerk positions will assist school sites and district staff identify individuals within the fosteryouth and homeless student groups who need attendance support. In addition to providing ongoing and timely attendance recording and reporting, the health/attendance clerk positions will also serve as part of the expanded support team focusing on the needs of students identified as foster youth or experiencing homelessness by providing an additional layer of communication and connection with families. This increase in services, attendance monitoring, and reporting will allow for quicker and more comprehensive responses to attendance concerns, resulting in a decrease in chronic absence rates among students who are identified as foster youth or experiencing homelessness. DSUSD will continue to support unduplicated students at school sites by providing a full-time health/attendance clerk position at each elementary school (previously, these positions were provided half-days to each elementary	Metric 3.5

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
	decreased its chronic absence rate by 10% or more. The average decrease in chronic absence across schools is 10.4%. At the time of this report the Chronic Absentee rate for unduplicated students showed a significant improvement which demonstrates the need to continue to support this action. 23-24 Estimated Chronic Absentee rates: All K-8 Students: 27.3% • EL: 28.3% • SED: 30.3% • Foster Youth: 26.1% • All 9-12 Students: 29.3% • EL: 44.1% • SED: 32.6% • Foster Youth: 40.5% Scope: LEA-wide	school). These positions aim to have additional administrative support staff to monitor attendance for unduplicated students. Data provided by the Health/Attendance clerks is used by MTSS teams at school sites and by Site Attendance Leads (SALs) to provide tiered support to unduplicated students. This action is being implemented district-wide because all students benefit from increased student attendance.	
3-1f	Action: Improve School Attendance-RAWEE Need: DSUSD uses the most updated technology to provide a a systematic approach towards improving Chronic Absenteeism for unduplicated students. The CA Dashboard reflects the need to continue to work on improving Chronic	Chronic absence rates for students identified as foster youth or experiencing homelessness 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	Metric 3.5

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Absenteeism for unduplicated students and student groups with red indicators: All K-8 Students: 34.8% • EL: 36% • SED: 38.1% • SWD: 43.8% • Foster Youth: 44.3% • Homeless: 51.3% • African American: 30.1% • Hispanic: 36.7% • White: 25.8% • Two or More Races: 29.8% • All 9-12 Students: 37.8% • EL: 48.8% • SED: 41.2% • SWD: 50.9% • Foster Youth: 60.5% • Homeless: 63.5% • African American: 33.3% • Hispanic: 39.4% • White: 32.5% • Two or More Races: 38.9% Scope: LEA-wide	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 overlooked. The use of this software assists schools in decreasing chronic absenteeism for unduplicated at school sites. This action is being provided district-wide because all students can benefit from monitoring attendance and intervention efforts.	
3-3a	Action: Counseling Support and Behavioral Health-SAP Need:	Student Assistance Program (SAP) Counselors assist in connecting families and students to school and community resources, provide individual and group counseling, enhance school-wide PBIS systems, provide prevention services for bullying, violence, and substance abuse, and	Metric 3.6

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
	SAP Counselors focus on building support for students dealing with non-academic barriers to learning, including behavioral health, family and relationship issues, and other life needs. 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 depression, behavior, bullying, displaying signs of possible substance use or abuse, inconsistent school attendance, sudden drop in grades, family conflict or turmoil, etc. Data from the 23-24 Panorama Student survey shows that student responses are very similar between student groups. That also reflects that there is a need to continue to support students. Sense of Belonging Survey: • Grades 3-5: 64% (of 4,513 responses) • EL: 63% • SED: 63% • SWD: 62% • Foster Youth: 62% • Grades 6-8: 33% (of 4,448 responses) • EL: 34% • SED: 33% • SWD: 38% • Foster Youth: 28% • Grades 9-12: 29% (of 3,457 responses) • EL: 29%	support families through meetings, support groups, and workshops. SAP counselors also offer professional development and initiative support districtwide on suicide awareness, Sandy Hook Promise, Say Hello Week, anti-bullying campaigns, etc. SAP Counselors share resources with school counselors regarding community-based agencies' information for various needs such as Big Brothers/Sisters, CV Christmas Store, Family Justice Center, Betty Ford Center, Make a Wish Foundation, and many more. SAP Counselors also support family engagement efforts by providing mental health awareness classes and workshops. This action is being provided districtwide because counseling services benefit all students.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	• SED: 28% • SWD: 32% • Foster Youth: NA Scope: LEA-wide		
3-3b	Action: Counseling Support and Behavioral Health-Counselors Need: Counselors are an important component of the DSUSD MTSS implementation. Counselors are needed to provide critical social-emotional and academic support to unduplicated students. The 23-24 Panorama student survey on sense of belonging is a measurement of the connection that students feel to their school. Feeling connected to school is a positive sign of resilience and makes students more successful in their learning. 23-24 Panorama Survey Sense of Belonging Survey: Grades 3-5: 64% (of 4,513 responses) • EL: 63% • SED: 63% • SWD: 62% • Foster Youth: 62%	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. As part of a comprehensive school site MTSS plan, counselors will: 1. Align Counseling Program with MTSS: • Sustain a referral process that integrates with the MTSS framework. • Ensure the counseling program addresses academic, social-emotional, and behavioral needs. • Collaborate with Tier 2 team to identify student needs • Monitor student progress and adjust interventions accordingly. 2. Support Tier 1 Interventions: • Classroom Instruction:	Metric 3.6

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
	• Grades 6-8: 33% (of 4,448 responses) • EL: 34% • SED: 33% • SWD: 38% • Foster Youth: 28% • Grades 9-12: 29% (of 3,457 responses) • EL: 29% • SED: 28% • SWD: 32% • Foster Youth: NA While there are not wide gaps between the responses of the all student group and the unduplicated students in each grade level, its important to note that the level of connectedness needs to improve for unduplicated students to feel secure in schools. Feeling more connected will allow unduplicated student to learn at higher levels. Scope: LEA-wide	• Provide classroom lessons focusing on social-emotional learning (SEL). • Promote schoolwide initiatives and programs that enhance SEL such as an anti-bullying campaign Schoolwide Programming: • Develop and support programs that foster a positive school climate and culture. 3. Support Tier 2 Interventions: Small Group Counseling: • Conduct small group sessions targeting specific issues (e.g., anxiety, social skills, conflict resolution). • Individual Counseling: • Provide one-on-one counseling for students needing more personalized support. Consultation and Collaboration: • Work with families, teachers, administrators, and community partners. • Address and eliminate barriers to student success. 4. Tier 3 Interventions: Student Support Services: • Facilitate referrals to external agencies and services for intensive support. • Case manage referrals and ensure students receive the necessary help. By implementing these actions, counselors can effectively support students at all levels of need, ensuring a holistic approach to student well-being and success. This action is provided districtwide to promote equity and access for all students.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
3-3d	Action: Counseling Support and Behavioral Health-Mental Health Need: The mental Health Therapists are dedicated to the school sites to support the social and emotional needs of unduplicated students that demonstrate a lack of progress in the educational setting. The mental health therapists are a critical component of the comprehensive MTSS implementation in DSUSD. The therapists are part of the Tier 2 and Tier 3 support for Behavior and Mental Health in our district. Scope: LEA-wide	The SBMHTs (School-Based Mental Health Therapists) collaborate with counseling staff, administration, and relevant service providers to offer data-driven interventions for unduplicated students affected by trauma, self-harming behaviors, or social-emotional needs impacting the learning environment. The goal of these supports is to promote educational progress for unduplicated students. SBMHTs utilize their mental health expertise to educate school staff about the mental health needs of the unduplicated students. SBMHTs provide consultations, presentations, and evidence-based therapeutic interventions such as Dialectical Behavioral Therapy, trauma-informed treatment, and Cognitive Behavioral Therapy for unduplicated students who need mental health support. They also make ethical decisions regarding referrals for unduplicated students to more intensive services like Wrap Around Services, intensive outpatient programs, and psychiatric care when needed. Additionally, SBMHTs support programming for restorative practices, trauma-informed care, and alternative approaches to discipline, which are of benefit to unduplicated students. This action benefits the social-emotional needs of all students so that it will be implemented districtwide.	Metric 3.6
3-3e	Action: Counseling Support and Behavioral Health-PIPs	Preventive Intervention Psychologists (PIPs) help to decrease suspension rates for unduplicated students because they are experts in behavioral interventions and assessments tailored for	Metric 3.3

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: This action is designed to respond to increasing mental health and behavior based barriers to unduplicated students accessing their education. These positions support efforts to provide unduplicates students with strategies and provide alternatives to assertive discipline by meeting the needs of the students and providing therapeutic behavior intervention techniques rather than traditional punitive behavior interventions. The 22-23 CA Dashboard reflects a higher rate of suspensions for the unduplicated students than the all student group. • All Students: 4.5% • EL: 5% • SED: 5% • Foster Youth: 11.5% Scope: LEA-wide	unduplicated students whose behaviors are influenced by their disabilities, including Autism. These psychologists utilize research-based behavioral strategies to enhance unduplicated student access to the educational environment, allowing them to remain in general education while receiving Multi-Tiered Supports and Services. By implementing these interventions, we can provide school administrators with alternatives to suspension, addressing behavioral issues through a mental health lens rather than a punitive approach. As a result, unduplicated students will benefit from assessments and behavior intervention plans that help identify their needs, enable teams to teach replacement behaviors and coping strategies, and address the underlying conditions contributing to behavioral issues. This proactive approach can significantly reduce the frequency of behaviors that might otherwise lead to disciplinary actions, such as suspension, thereby offering administrators viable options for managing behavior without resorting to suspension. In addition, during the 24-25 school year, the Board-Certified Behavior Analyst and the four behavior Intervention School Psychologists, along with eight behavior assistants, will provide training and intervention strategies for schools with red indicators in suspension: Amistad High School Paige Middle School Hoover Elementary Indio High School LaQuinta High School La Quinta Middle School	

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
		Shadow Hills High School 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: Counseling Support and Behavioral Health-Tier 2 Need: The pandemic public health emergency has officially ended, but schools in DSUSD continue to grapple with student behavioral and mental health challenges that impact the learning environment. Notably, there is a rise in social and emotional concerns, such as students undergoing mental health crises that lead to psychiatric hospitalizations and students lacking adequate school readiness and social skills Scope: LEA-wide	School-Based Mental Health Therapists are employed to be the dedicated mental health provider for unduplicated students at all Secondary School Sites. SBMH supports unduplicated students' well-being by: 1. Providing Tier II Support: • Implementing targeted, brief, small-group interventions. 2. Addressing Specific Mental Health Symptoms: • Addressing issues such as anxiety, trauma, grief, social skills, emotional regulation, conflict management, and healthy relationships. 3. Interventions by Mental Health Professionals: • Ensuring that interventions are carried out by qualified mental health professionals. This action is provided districtwide because all students benefit from having access to a mental health provider.	“Supportive Relationships” in the Wellbeing Survey.
3-4a	Action: Health and Wellness for Students-Transport	One of the ways that continuation schools promote engagement and connection with their	Participation rosters for athletic events

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	Need: Engagement is a critical component for any school but particularly at continuation schools. DSUSD continuation schools qualified for the Equity Multiplier Grant based on the schools' instability rates. Unduplicated students that participate in these programs have a difficult time staying connected in school. Chronic Absentee rates is one of the results of lack of connection for the unduplicated students. Low Income students and Foster Youth that want to participate on school teams often don't have transportation to athletic games away from school. Chronic Absenteeism rate: Amistad- 76.8% Summit- 59.9% Scope: Schoolwide	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. 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. This action is implemented schoolwide at the continuation schools in the district to promote student engagement.	Favorable responses on Metric 3.6
3-4b	Action: Health and Wellness for Students-Nurses Need: Nurses are needed as part of the Tier 2 and Tier 3 MTSS supports for unduplicated students in DSUSD. When unduplicated students are experiencing difficulty in the classroom it is important to rule	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.	Number of Hearing and Vision screenings Number of specialized medical procedures

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
	out any health concerns such as vision and hearing impairment to name a few examples. The LVNs play a critical role in assessing unduplicated students and making referrals for further medical intervention if needed. Scope: LEA-wide	This action is being provided districtwide because all students benefit from the tiered level of support provided by district nurses.	
3-4c	Action: Health and Wellness-MH Nurses Need: 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: • Connecting the student and family with follow-up psychiatric appointments • Educating parents about mental health symptoms and psychotropic medications • Consulting with school and wellness staff to facilitate the re-entry process and develop wellness safety plans Scope: LEA-wide	The Mental Health Nurse works closely with the SBMHTs to provide case management, co-facilitate brief interventions, support re-entry from a psychiatric facility, and safety/wellness planning for unduplicated students. Additional areas of intervention would include collaboration with substance misuse counselors to provide education about mental health conditions and symptoms and compliance with treatment interventions. Unduplicated students with intensive mental health needs receive support to stabilize their mental health symptoms to improve engagement in their education. This action is provided districtwide as a tier 3 support within DSUSD's MTSS plan. The mental health nurse will meet the intensive needs of unduplicated students with mental health symptoms that interfere with their educational functioning. In addition, the Mental Health Nurse provides access to health interventions to destigmatize mental health and promotes equity for any student with an intensive mental health need.	Recidivism numbers Case management interventions

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
		This action is being provided districtwide because all students benefit from mental health Interventions.	
3-5e	Action: Positive and Safe Environment-APs Need: English Learners, Foster Youth, and Low-Income students frequently cope with trauma and need assistance with developing personal and social skills. Unduplicated students also need support with developing strategies for managing emotional issues. In addition, English Learners often deal with anxiety as they often deal with language barriers and cultural differences. The CA Dashboard Suspension rates reflect a need for additional training with Assistant Principals and school sites on PBIS and SEL strategies to support the unduplicated student population. 22-23 Suspension rates All Students: 4.5% • EL: 5% • SED: 5% • Foster Youth: 11.5% DSUSD shows an orange indicator for suspension on the CA Dashboard with English Learners. Foster Youth, Homeless and African American students have red indicators. Additional student groups that reflect a need	Assistant Principals are needed to assist in the coordination of PBIS and SEL components of MTSS. APs support PBIS by ensuring their sites have integrated the essential components of PBIS and SEL. Positive Behavioral Interventions and Supports (PBIS) Integration of Essential Components: • Ensure that the school has integrated the essential components of PBIS to guarantee a safe environment for unduplicated students. • Clearly articulate and teach school-wide expectations and values Reinforcement and Acknowledgement: • Support unduplicated students by developing and executing a school-wide acknowledgment system to reinforce expectations and values Behavior Management System: • Collaborate with staff to develop and use a behavior management system (e.g., a flowchart) to respond effectively when students are not meeting expectations. • Ensure consistent implementation of this system across the school.	Metric 3.3

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
	for more support on the DSUSD CA dashboard for suspension include Students with Disabilities, Hispanic and students with two or more races, Feedback from both students and parents affirmed the need to continue to provide systematic tiered support for students. The MTSS implementation at school sites is supported by the assistant principals and project teachers, who were added beyond the base formula. Scope: LEA-wide	Social-Emotional Learning (SEL) Collaboration with the Counseling Team: • Work collaboratively with the counseling team to understand and respond to unduplicated students' SEL needs. Data Review and Response: Review Panorama data around unduplicated student skills and competencies with the Principal and staff. • Develop responses to address identified areas of concern for unduplicated students based on the data. By engaging in these activities, APs ensure that the school environment is supportive, inclusive, and conducive to the well-being and academic success of unduplicated students. In the school year 24-25, the Assistant Principals will receive training from RCOE on progressive discipline and be supported in analyzing and tracking unduplicated student data that will help strengthen the PBIS implementation at school sites. Professional development topics that will support PBIS and SEL for unduplicated students include Behavior Theories, equity and inclusion and skill development, conflict resolution, positive behavior interventions, and community and parental involvement. This action is being provided districtwide because all students benefit from the extra support given by assistant principals towards PBIS and SEL at the school sites.	

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
3-5h.	Action: Positive and Safe Environment-Site Monitors Need: School site monitors are a critical component of PBIS (Positive Behavior Intervention and Supports) implementation at school sites. More supervision on playgrounds and lunch areas increases safety for unduplicated students. Data for the unduplicated students on the School Safety Survey shows that it is an area that needs improvement as the district moves forward with its implementation of PBIS. School Safety Survey: • Grades 3-5: 60% (of 4,513 responses) • EL: 54% • SED: 58% • Foster Youth: 70% • Grades 6-8: 47% (of 4,448 responses) • EL: 46% • SED: 47% • Foster Youth: 39% • Grades 9-12: 50% (of 3,457 of responses) • EL: 49% • SED: 50% • Foster Youth: NA Scope:	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. 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 trauma-informed practices and de-escalation techniques, which benefit unduplicated students when site monitors respond to conflict situations involving unduplicated students on the playground. This action is provided districtwide at elementary and middle schools because all students benefit from an increased sense of safety.	Metric 3.7

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
3-5i	Action: Positive and Safe Environment Need: 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. 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. Feedback from educational partners shows a favorable response to the opportunity of participating and learning about middle school and high school when students are transitioning in these grade-level spans. Scope:	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. 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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
3-6b	Action: Additional staff to support clean schools Need: The additional engagement being provided for unduplicated students after school and on Saturdays have resulted in the need to maintain additional staff to ensure students have access to the school facilities that are needed to provide the different opportunities. This includes access to classrooms, libraries and restrooms at times when the school would otherwise not be open. On the 23-24 Panorama survey students responded to a question on school cleanliness. Data shows that this is an area that needs to be improved. Grades 3-5: 48% (of 4,513 responses) • EL: 47% • SED: 47% • Foster Youth: 59% Grades 6-8: 38% (of 4,448 responses) • EL: 37% • SED: 38% • Foster Youth: 34% Grades 9-12: 42% (of 3,730 of responses) • EL: 41% • SED: 42% • Foster Youth: NA	Providing additional staff will ensure that unduplicated students have access to campus engagement opportunities, including clubs and tutoring, and clean restroom facilities. This action is being provided district wide because all students benefit from having clean facilities at all times.	Metric 3.8

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
	Scope: LEA-wide		
3-7d	Action: Communication, Equity and Accountability-TE Survey Need: DSUSD is committed to engaging the unduplicated student community and their families by involving them in the decision-making process. Input from educational partners is integral to the LCAP process, which aims to improve outcomes for unduplicated students. DSUSD needs a channel for capturing as many voices representative of the unduplicated students and their families. Besides in-person interactions at meetings, online surveys are easy and effective ways to gather input. Scope: LEA-wide	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. The Thought Exchange Survey is administered three times a year to gather input from educational partners on the DSUSD LCAP, which services the needs of unduplicated students and improves student outcomes. Actions in this LCAP that were influenced by educational feedback can be found on pp. 21-22. In 23-24, the Thought Exchange surveys had over 6,000 participants. This action is provided districtwide to cast a wide net of educational partners who will provide feedback on the improvement efforts in the district. 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.
3-8d	Action: Parent Engagement-Parent classes Need:	In 23-24, the parent meeting topics covered were assessing parental burnout, student sleep routines, nutrition, coping skills, mindfulness, and community resources. John F. Kennedy Memorial Foundation also presented on TK/PK/Kinder	parent surveys

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
	Post covid, unduplicated students and their families continue to need mental health support and resources. Student Assistance Counselors provide parent meetings to connect families to resources in the community. This action is provided based on educational partner feedback specifically from families who request more help with resources to support their students through mental health challenges. Scope: LEA-wide	school readiness, routines, sleep, diet, and behavior, as well as mindfulness, coping, and other community resources. In 24-25, the SAP counselors will provide similar topics of interest to unduplicated student families based on needs assessment. This action is being provided districtwide because all students and their families benefit from the information and resources provided at these events.	

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1-7a	Action: Parent Engagement-PIQE Need: In DSUSD, parents indicate through surveys done at the school level the need to learn more to ensure their children achieve their full potential. In 24-25, the schools that will receive this support have a red indicator for the English Learner group in ELA:	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 PIQE curriculum includes the following components: SEL and Digital Literacy Navigating the school system	Parent completion rate

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Jackson Elementary Franklin Elementary Scope: Limited to Unduplicated Student Group(s)	Making a college-going plan Online Security Family resources and academic supports	
1-10a	Action: English Learner Supports-DLI Need: Fifty-one percent of English Learners districtwide are not making progress on their ELPI. DLI programs support English Learner students in closing the achievement gap and gaining English language proficiency. Scope: Limited to Unduplicated Student Group(s)	Dual Immersion in Spanish helps English learners develop their native language while supporting their English acquisition.	Metric 1.3 Metric 1.4 Metric 1.10 Metric 1.11
1-10b	Action: English Learner Supports- PD Need: The following elementary schools have red indicators for English Learners in ELA: Lincoln Elementary Jackson Elementary Franklin Elementary Madison Elementary Kennedy Elementary Roosevelt Elementary	The following professional development has been planned for the school year 24-25 districtwide: In ELA: • Integrate Step-up to Writing strategies for EL and SED students with the new Benchmark Advance writing curriculum. • Continue emphasis on Foundational Reading Skills. • Use Hattie's visible learning strategies to maximize instructional effectiveness. In Math:	Metric 1.5

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	The following schools have red indicators for English Learners in Math: Hoover Elementary Kennedy Elementary Earhart School of International Studies has a red indicator in the ELPI performance indicator. Scope: Limited to Unduplicated Student Group(s)	Focus on developing conceptual understanding in Math using problem strings, "count around," and the "I have ... we need" strategy. A project facilitator will work with a school team to provide additional coaching and modeling in the areas of instruction needed with an EL lens. 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. For English Learners and Long Term English Learners: • Tier 1 ELD Professional Development for teachers with workshop topics to include the new accountability requirements • Tailored resources including technology tools • Reviewing the use of ELlevation for developing student support plans • Personalized support from ELD coaches at the site • After-school academies targeting LTELs • Collaboration with counselors to monitor ELD course assignments	
1-10d	Action: English Learner Supports-ELD Support Need: The goal for English Learners is to become proficient and reclassify. As DSUSD English progress through grade levels it becomes	These action funds positions that will support ELD instruction at the secondary level.	Metric 1.6

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	more and more difficult to reach proficiency. Status on the CA Dashboard has maintained in ELA for English Learners but decreased in Math. The reclassification rate for grades 6-8 is 19.8% and for grades 9-12, 8.3%. Scope: Limited to Unduplicated Student Group(s)		
1-10e	Action: English Learner Supports- ELD-ITC Need: Educational partner feedback indicates the need for more support to our English Learners. English Learners in grades 3-5 scored an average of 13.8 % met or exceeded in ELA on CAASPP in 22-23. In Math, English Learners in grades 3-5 scored an average of 14.59%. These results point to the need for additional support for EL students but also for teachers in helping them learn and practice strategies that best support the needs of EL student.. Scope: Limited to Unduplicated Student Group(s)	During the 2024-2025 academic year, Desert Sands Unified School District ELD Intervention Teacher-Coaches will refine their English Language Development (ELD) support skills under the guidance of the Riverside County Office of Education (RCOE). The training will emphasize critical areas, including root cause analysis, data interpretation, and targeted intervention strategies. It will also deepen comprehension of ELD standards to ensure instructional alignment. RCOE coaching staff will enhance the coaching abilities of ELD intervention teacher-coaches, focusing on effective communication and providing meaningful feedback to teachers. They'll explore the "5 ELD Non-Negotiables" and develop language objectives. Through empathy interviews, ELD Intervention Teacher-Coaches will gain valuable insights into the experiences of English language learners, informing differentiated instruction. RCOE specialists will involve ELD intervention teacher-coaches in the Observation Protocol for Teachers of English Learners (OPTTEL). • Tier I ELD professional development for teachers.	Metric 1.5

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		• Newcomer curriculum professional development for teachers • ELLevation professional development for teachers and principals • Professional development for English Learner leads at school sites	
1-10f	Action: English Learner Supports-Coordinator Need: In DSUSD forty-nine percent of English Learners are making progress toward the ELPI on the CA Dashboard. In addition CAASPP data shows that in ELA, 14% of Long-Term English Learners (LTEs) met or exceeded the standard, while 25% came close to meeting it, and 62% did not meet it. In Math, only 4% met or exceeded the standard, 14% nearly met it, and 83% fell below the standard. There is a need to close the achievement gap for all English Learners and to educate district leaders, teachers and parents on the special needs of Long Term English Learners. Scope: Limited to Unduplicated Student Group(s)	The Coordinator of Multilingual Learner (MLL) Programs oversees the comprehensive support system for Multilingual Learners across district and site levels, ensuring effective development, delivery, and monitoring of services. The MLL Coordinator guides school administrators, teachers, and staff in implementing programs that enhance the academic and linguistic progress of Multilingual Learner students. Additionally, they supervise staff and collaborate with the Director of State and Federal Programs to align all Multilingual Learner needs within the Desert Sands Unified School District, fostering an inclusive and supportive learning environment for all students. This position collaborates with educators to assist with implementing MTSS to support Tier I and Tier II best practices related to integrated and designated English language development. The multilingual coordinator also coordinates parent workshops to support EL families in navigating the educational system. In the 24-25 school year the MLL Coordinator will share information about the new state requirements regarding Long Term English Learners. The MLL coordinator will also collaborate closely with high school counselors to monitor ELD course assignments.	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
2-4h	Action: College-Going Culture/Broad Course of Study-Waivers Need: The costs of graduation can range from \$300 to \$2500 or more. High school seniors have to pay for transcripts, college applications, caps, gowns, etc. DSUSD is committed to supporting low-income students with the costs of graduation by providing funding for graduation costs. Scope: Limited to Unduplicated Student Group(s)	DSUSD supports qualifying low income students with the cost of graduation by fee waivers.	Number of students requesting fee waivers
3-1g	Action: Improve School Attendance-Bilingual Techs Need: There are 19,005 Hispanic students enrolled in DSUSD schools. This represents 78.3% of the student population. Within the English Learner population, 92.5% are Hispanic. There is a need for bilingual district personnel to initiate attendance intervention efforts with families. Scope: Limited to Unduplicated Student Group(s)	Five bilingual Community Technicians were added to the CWA department to serve as Family Engagement Specialists (FES). The FES team works closely with families facing the most significant barriers to regular school attendance. Each family referred for a School Attendance Review Board hearing was assigned to an FES for ongoing case management. The FES provided intensive support to ensure that families were connected with the district and community resources offered. In addition to receiving family cases through the SARB process, school sites could submit a direct referral for short-term, intensive support. The FES team also provides the following: Relational Home Visit Provide Instructional supplies Assist with the initiation of Home/Hospital Instruction	Number of logged interactions with families Metric 3.5

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		Follow-up on students dropped from local charter schools	
3-8e	Action: Parent Engagement-Stipends Need: Parents need people in the front office who can communicate easily with them. This action is necessary because seventy-six percent of the DSUSD community is Hispanic and Spanish-speaking. This action primarily supports our Spanish-speaking English Learner families. Scope: Limited to Unduplicated Student Group(s)	The actions is intended to help increase communication with families.	Favorable response on Parent Survey
3.9a	Action: Foster Youth Support Need: Foster Youth and homeless students are two very vulnerable population of students in DSUSD. They are students that can have a high instability rate which means they move in and out of schools or the district because of their circumstances. It's important to have a person in the district who has an understanding of the legal rights of families and foster youth as well as knowing where to access resources in the community. DSUSD has red indicators for Foster Youth in ELA, Math and Suspension.	The foster/homeless youth liaison works closely with schools to determine a multi-tiered support system for individual students. The liaison works with foster parents, guardians, and outside agencies to provide support and resources as needed. The foster/homeless liaison will collaborate with community partners by attending agency meetings, providing professional development to community partners, and participating in relevant community collaboratives. In the 24-25 school year, the foster youth/homeless liaison will collaborate closely with school staff to offer professional development and direct support,	Appointment log Number of student services provided

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Scope: Limited to Unduplicated Student Group(s)	prioritizing the schools that have red indicators for foster youth • Ensure proper identification and immediate enrollment of foster youth and homeless students. • Provide counseling and mentoring services to address foster youth and homeless students' social, emotional, and academic needs.	

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 have an enrollment of unduplicated student groups greater than 55%.
DSUSD used the concentration grant add-on funding to increase the number of staff who will provide direct services to students at the school site and to retain staff so that direct services to students are uninterrupted with:
Prevention/intervention psychologists: 4 additional psychologists to provide prevention and intervention support in the areas of mental health and social and emotional well-being. (Goal 3, Action 3)
English language development teachers at the elementary and secondary schools: 10 elementary and 19 secondary to provide additional support to mitigate the impact of ELD courses on master scheduling for secondary and to provide direct services and support for elementary. (Goal 1, Action 6)
In addition to the above actions, the district has increased custodial services at all school sites in support of maintaining cleanliness. (Goal 3, Action 6b).

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

2024-25 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 %)
	[INPUT]	[INPUT]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]
Totals	254,917,901	\$80,438,929	31.555%	0.000%	31.555%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]
Totals	\$151,250,676.00	\$40,030,469.00	\$12,083,285.00	\$14,412,295.00	\$217,776,725.00	\$180,227,529.00	\$37,549,196.00

Goal #	Action #	Action Title	Student Group(s)		Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
This table was automatically populated from this LCAP.																
1	1-1a	Highly Qualified Staff	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	\$15,917,066.00	\$0.00	\$15,917,066.00	\$0.00	\$0.00	\$0.00	\$15,917,066.00
1	1-1b	Highly Qualified Staff-PAR/Induction	All		No				3 years	\$759,099.00	\$205,818.00	\$964,917.00	\$0.00	\$0.00	\$0.00	\$964,917.00
1	1-1c	Highly Qualified Staff-Director	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	\$268,408.00	\$0.00	\$268,408.00	\$0.00	\$0.00	\$0.00	\$268,408.00
1	1-1d	Highly Qualified Staff	All		No				3 years	\$97,151.00	\$0.00	\$97,151.00	\$0.00	\$0.00	\$0.00	\$97,151.00
1	1-1e	Highly Qualified Staff-DSLA	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	\$12,449.00	\$263,101.00	\$275,550.00	\$0.00	\$0.00	\$0.00	\$275,550.00
1	1-1f	Highly Qualified Staff	All		No				3 years	\$0.00	\$53,900.00	\$53,900.00	\$0.00	\$0.00	\$0.00	\$53,900.00
1	1-2a	Professional Development	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	1 year	\$108,942.00	\$131,058.00	\$240,000.00	\$0.00	\$0.00	\$0.00	\$240,000.00
1	1-2b	Professional Development-After-School Academies	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	1 year	\$150,000.00	\$0.00	\$150,000.00	\$0.00	\$0.00	\$0.00	\$150,000.00

Goal #	Action #	Action Title	Student Group(s)		Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1-2c	Professional Development	All		No				3 years	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1	1-2d	Professional Development	All		No				3 years	\$3,996.00	\$1,004.00	\$5,000.00	\$0.00	\$0.00	\$0.00	\$5,000.00
1	1-3a	Instructional Materials/Assessments-SS/SCI	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	\$149,187.00	\$2,726,808.00	\$219,187.00	\$2,656,808.00	\$0.00	\$0.00	\$2,875,995.00
1	1-3b	Instructional Materials/Assessments-Consumables	English Low	Learners Income	Yes	LEA-wide	English Learners Low Income	All Schools	3 years	\$0.00	\$20,835.00	\$20,835.00	\$0.00	\$0.00	\$0.00	\$20,835.00
1	1-3c	Instructional Materials/Assessments	All		No				3 years	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1	1-3d	Instructional Materials/Assessments	All		No				3 years	\$90,454.00	\$0.00	\$90,454.00	\$0.00	\$0.00	\$0.00	\$90,454.00
1	1-4a	Technology	All		No				3 years	\$4,293,452.00	\$6,292,680.00	\$9,665,060.00	\$721,072.00	\$200,000.00	\$0.00	\$10,586,132.00
1	1-4b	Technology	All		No				3 years	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1	1-4c	Technology	All		No				3years	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1	1-4d	Technology	All		No				3 years	\$404,356.00	\$0.00	\$404,356.00	\$0.00	\$0.00	\$0.00	\$404,356.00
1	1-4e	Technology	All		No				3 years	\$209,882.00	\$0.00	\$209,882.00	\$0.00	\$0.00	\$0.00	\$209,882.00
1	1-4f	Technology	All		No				3 years	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1	1-4g	Technology-Data Warehouse	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	\$0.00	\$195,000.00	\$195,000.00	\$0.00	\$0.00	\$0.00	\$195,000.00
1	1-5a	Interventions	All		No				3 years	\$339,477.00	\$0.00	\$339,477.00	\$0.00	\$0.00	\$0.00	\$339,477.00
1	1-5b	Interventions-Reading Diagnostics	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Elementary schools	1 year	\$38,000.00	\$92,000.00	\$130,000.00	\$0.00	\$0.00	\$0.00	\$130,000.00

Goal #	Action #	Action Title	Student Group(s)		Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1-5c	Interventions-Summer School	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	High Schools	3 years	\$833,144.00	\$66,856.00	\$900,000.00	\$0.00	\$0.00	\$0.00	\$900,000.00
1	1-5d	Interventions-HS	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	High Schools	3 years	\$0.00	\$60,000.00	\$60,000.00	\$0.00	\$0.00	\$0.00	\$60,000.00
1	1-5e	Interventions	All		No				3 years	\$0.00	\$12,500.00	\$12,500.00	\$0.00	\$0.00	\$0.00	\$12,500.00
1	1-5f	Interventions-Goalbook	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	1 years	\$0.00	\$143,381.00	\$143,381.00	\$0.00	\$0.00	\$0.00	\$143,381.00
1	1-6a	School Site Staffing-High School	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Middle schools and High Schools	3 years	\$16,156,456.00	\$0.00	\$16,156,456.00	\$0.00	\$0.00	\$0.00	\$16,156,456.00
1	1-6b	School Site Staffing-Differentiation	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	\$1,937,136.00	\$0.00	\$1,937,136.00	\$0.00	\$0.00	\$0.00	\$1,937,136.00
1	1-6c	School Site Staffing	Students Disabilities	with	No				3 years	\$41,350,068.00	\$243,485.00	\$3,052,810.00	\$28,961,286.00	\$0.00	\$9,579,457.00	\$41,593,553.00
1	1-6d	School Site Staffing	All		No				3 years	\$143,784.00	\$0.00	\$143,784.00	\$0.00	\$0.00	\$0.00	\$143,784.00
1	1-6e	School Site Staffing	Students Disabilities	with	No				3 years	\$210,243.00	\$0.00	\$210,243.00	\$0.00	\$0.00	\$0.00	\$210,243.00
1	1-7a	Parent Engagement-PIQE	English	Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Jackson Elementary, Franklin	3 years	\$265,969.00	\$125,838.00	\$21,400.00	\$0.00	\$0.00	\$370,407.00	\$391,807.00
1	1-7b	Parent Engagement	All		No				3 years	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1	1-7c	Parent Engagement-SPSA	English Learners		No				3 years	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1	1-8a	Site Based Student Achievement Support	English Foster	Learners Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools	3 years	\$4,053,949.00	\$855,332.00	\$4,909,281.00	\$0.00	\$0.00	\$0.00	\$4,909,281.00

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
			Low Income			Low Income									
1	1-9a	Early Childhood Educational Programs	English Low Income Learners	Yes	LEA-wide	English Learners Low Income	Specific Schools: Child Development Center, Adams, Eisenhower, Hoover, Jackckson, Johnson, Lincoln, Summerfi eld, Van Buren Pre-School	3 years	\$490,020.00	\$8,390.00	\$253,068.00	\$0.00	\$0.00	\$245,342.00	\$498,410.00
1	1-9b	Early Childhood Educational Programs	Students with Disabilities	No				3 years	\$3,268,730.00	\$111,962.00	\$622,196.00	\$2,758,496.00	\$0.00	\$0.00	\$3,380,692.00
1	1-10a	English Learner Supports-DLI	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Reagan, Jackson, Desert Ridge Academy Grade 6 in Desert Ridge Academy	1 year	\$572,382.00	\$370,941.00	\$943,323.00	\$0.00	\$0.00	\$0.00	\$943,323.00
1	1-10b	English Learner Supports- PD	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	1 year	\$10,957,233.00	\$328,735.00	\$6,764,908.00	\$522,021.00	\$0.00	\$3,999,039.00	\$11,285,968.00
1	1-10c	English Learner Supports	English Learners	No				1 year	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1	1-10d	English Learner Supports-ELD Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	1 year	\$2,584,103.00	\$0.00	\$2,584,103.00	\$0.00	\$0.00	\$0.00	\$2,584,103.00

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
1	1-10e	English Learner Supports- ELD-ITC	English	Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Elementary Schools	1 year	\$1,464,498.00	\$0.00	\$1,464,498.00	\$0.00	\$0.00	\$0.00	\$1,464,498.00
1	1-10f	English Learner Supports-Coordinator	English	Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	1 year	\$238,559.00	\$0.00	\$238,559.00	\$0.00	\$0.00	\$0.00	\$238,559.00
1	1-10g	English Learner Supports	English Learners		No				3 years	\$99,362.00	\$0.00	\$99,362.00	\$0.00	\$0.00	\$0.00	\$99,362.00
2	2-1a	Course Access/Advanced Programs	Low	Income	Yes	LEA-wide	Low Income	All Schools	3 years	\$8,296.00	\$404,632.00	\$340,503.00	\$72,425.00	\$0.00	\$0.00	\$412,928.00
2	2-1b	Course Access/Advanced Programs-IB	English Foster Low	Learners Youth Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	Specific Schools: LQHS, JGMS, Franklin Elementary, Earhart Elementary	3 years	\$540,065.00	\$239,100.00	\$779,165.00	\$0.00	\$0.00	\$0.00	\$779,165.00
2	2-1c	Course Access/Advanced Programs	All		No				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 Low	Learners Income	Yes	LEA-wide	English Learners Low Income	All Schools	3 years	\$73,159.00	\$4,341.00	\$77,500.00	\$0.00	\$0.00	\$0.00	\$77,500.00
2	2-1e	Course Access/Advanced Programs	All		No				3 years	\$72,821.00	\$87,240.00	\$160,061.00	\$0.00	\$0.00	\$0.00	\$160,061.00
2	2-1f	Course Access/Advanced Programs-ELD Sched.	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools High Schools	3 years	\$0.00	\$97,500.00	\$97,500.00	\$0.00	\$0.00	\$0.00	\$97,500.00
2	2-2a	Opportunities Outside of Traditional Program	All		No				3 años	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2	2-2b	Opportunities Outside of Traditional Program	All		No				3 years	\$0.00	\$80,000.00	\$80,000.00	\$0.00	\$0.00	\$0.00	\$80,000.00

Goal #	Action #	Action Title	Student Group(s)		Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2-2c	Opportunities Outside of Traditional Program-Ophelia	Low	Income	Yes	LEA-wide	Low Income	High School	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	High School	3 years	\$24,647.00	\$30,353.00	\$55,000.00	\$0.00	\$0.00	\$0.00	\$55,000.00
2	2-3a	Career Technical Education-Director	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	High school	3 years	\$262,432.00	\$0.00	\$262,432.00	\$0.00	\$0.00	\$0.00	\$262,432.00
2	2-3b	Career Technical Education-Military Sci.	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	High School	3 years	\$0.00	\$20,000.00	\$20,000.00	\$0.00	\$0.00	\$0.00	\$20,000.00
2	2-3c	Career Technical Education- APs	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	High School	3 years	\$981,641.00	\$0.00	\$981,641.00	\$0.00	\$0.00	\$0.00	\$981,641.00
2	2-3d	Career Technical Education	All		No				3 years	\$327,226.00	\$0.00	\$327,226.00	\$0.00	\$0.00	\$0.00	\$327,226.00
2	2-3e	Career Technical Education	All		No				3 years	\$0.00	\$10,000.00	\$10,000.00	\$0.00	\$0.00	\$0.00	\$10,000.00
2	2-3f	Career Technical Education-PLTW	English Foster Low	Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Truman, La Quinta Middle School, Indio Middle School, Palm Desert High School, Indio High School	3 years	\$334,949.00	\$1,674,482.00	\$369,179.00	\$1,422,202.00	\$0.00	\$218,050.00	\$2,009,431.00
2	2-3g	Career Technical Education	All		No				3 years	\$0.00	\$45,000.00	\$45,000.00	\$0.00	\$0.00	\$0.00	\$45,000.00
2	2-4a	College-Going Culture/Broad Course of Study	All		No				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	All		No				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
2	2-4c	College-Going Culture/Broad Course of Study- PD for Counselors	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	High School	3 years	\$672,846.00	\$70,661.00	\$35,000.00	\$708,507.00	\$0.00	\$0.00	\$743,507.00
2	2-4d	College-Going Culture/Broad Course of Study-AVID	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	1 year	\$472,071.00	\$611,384.00	\$1,083,455.00	\$0.00	\$0.00	\$0.00	\$1,083,455.00
2	2-4e	College-Going Culture/Broad Course of Study-AVID	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	\$420,778.00	\$0.00	\$420,778.00	\$0.00	\$0.00	\$0.00	\$420,778.00
2	2-4f	College-Going Culture/Broad Course of Study	All		No				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/Edg.	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	High Schools	3 years	\$0.00	\$306,034.00	\$306,034.00	\$0.00	\$0.00	\$0.00	\$306,034.00
2	2-4h	College-Going Culture/Broad Course of Study-Waivers	Low	Income	Yes	Limited to Unduplicated Student Group(s)	Low Income	High Schools	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	All		No				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	All		No				3 years	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3	3-1a	Improve School Attendance-Coordinator	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	\$292,261.00	\$6,500.00	\$298,761.00	\$0.00	\$0.00	\$0.00	\$298,761.00
3	3-1b	Improve School Attendance-Red Indicators	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Paige Middle School, Glenn Middle School, La Quinta Middle School,	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
3	3-1c	Improve School Attendance-SAL	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	\$130,198.00	\$4,142.00	\$134,340.00	\$0.00	\$0.00	\$0.00	\$134,340.00
3	3-1d	Improve School Attendance	All		No				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 Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	\$1,629,761.00	\$0.00	\$1,629,761.00	\$0.00	\$0.00	\$0.00	\$1,629,761.00
3	3-1f	Improve School Attendance-RAWEE	English Foster Low	Learners Youth 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	\$437,176.00	\$0.00	\$437,176.00	\$0.00	\$0.00	\$0.00	\$437,176.00
3	3-2a	Site Based Positive Behavior Support Programs	All		No				1 year	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3	3-2b	Site Based Positive Behavior Support Programs	All		No				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 Low	Youth Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	3 years	\$817,008.00	\$93,774.00	\$910,782.00	\$0.00	\$0.00	\$0.00	\$910,782.00
3	3-3b	Counseling Support and Behavioral Health-Counselors	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	\$11,599,846.00	\$17,500.00	\$11,617,346.00	\$0.00	\$0.00	\$0.00	\$11,617,346.00
3	3-3c	Counseling Support and Behavioral Health	All		No				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 Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	\$4,206,778.00	\$112,992.00	\$2,491,832.00	\$1,827,938.00	\$0.00	\$0.00	\$4,319,770.00
3	3-3e	Counseling Support and Behavioral Health-PIPs	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	\$3,098,670.00	\$62,500.00	\$3,161,170.00	\$0.00	\$0.00	\$0.00	\$3,161,170.00

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
3	3-3f	Counseling Support and Behavioral Health- Tier 2	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	\$1,451,581.00	\$24,000.00	\$1,475,581.00	\$0.00	\$0.00	\$0.00	\$1,475,581.00
3	3-4a	Health and Wellness for Students-Transport	Foster Low	Youth 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 Foster	Learners Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools	3 years	\$180,818.00	\$0.00	\$180,818.00	\$0.00	\$0.00	\$0.00	\$180,818.00
3	3-4c	Health and Wellness-MHNurses	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	\$117,748.00	\$0.00	\$117,748.00	\$0.00	\$0.00	\$0.00	\$117,748.00
3	3-5a	Positive and Safe Environment	All		No				3 years	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3	3-5b	Positive and Safe Environment	All		No				3 years	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3	3-5c	Positive and Safe Environment	All		No				3 years	\$0.00	\$1,191,011.00	\$1,191,011.00	\$0.00	\$0.00	\$0.00	\$1,191,011.00
3	3-5d	Positive and Safe Environment	All		No				3 years	\$6,751,206.00	\$170,300.00	\$6,921,506.00	\$0.00	\$0.00	\$0.00	\$6,921,506.00
3	3-5e	Positive and Safe Environment-APs	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	\$4,167,601.00	\$0.00	\$4,167,601.00	\$0.00	\$0.00	\$0.00	\$4,167,601.00
3	3-5f	Positive and Safe Environment	All		No				3 years	\$9,120,664.00	\$1,914,487.00	\$11,035,151.00	\$0.00	\$0.00	\$0.00	\$11,035,151.00
3	3-5g	Positive and Safe Environment	All		No				3 years	\$0.00	\$35,485.00	\$35,485.00	\$0.00	\$0.00	\$0.00	\$35,485.00
3	3-5h.	Positive and Safe Environment-Site Monitors	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Elementary and Middle Schools	3 years	\$2,046,042.00	\$0.00	\$2,046,042.00	\$0.00	\$0.00	\$0.00	\$2,046,042.00
3	3-5i	Positive and Safe Environment	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth	Middle Schools and High	3 years	\$0.00	\$3,000.00	\$3,000.00	\$0.00	\$0.00	\$0.00	\$3,000.00

Goal #	Action #	Action Title	Student Group(s)		Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
							Low Income	Schools								
3	3-6a	Clean and Efficient Environment	All		No				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	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	\$13,792,636.00	\$11,931,888.00	\$25,724,524.00	\$0.00	\$0.00	\$0.00	\$25,724,524.00
3	3-6c	Clean and Efficient Environment	All		No				3 years	\$7,329,349.00	\$5,330,875.00	\$776,939.00	\$0.00	\$11,883,285.00	\$0.00	\$12,660,224.00
3	3-6d	Clean and Efficient Environment	All		No				3 years	\$163,358.00	\$0.00	\$163,358.00	\$0.00	\$0.00	\$0.00	\$163,358.00
3	3-7a	Communication, Equity and Accountability	All		No				3 years	\$0.00	\$290,635.00	\$290,635.00	\$0.00	\$0.00	\$0.00	\$290,635.00
3	3-7b	Communication, Equity and Accountability	All		No				3 years	\$277,713.00	\$0.00	\$277,713.00	\$0.00	\$0.00	\$0.00	\$277,713.00
3	3-7c	Communication, Equity and Accountability	All		No				3 years	\$132,974.00	\$0.00	\$132,974.00	\$0.00	\$0.00	\$0.00	\$132,974.00
3	3-7d	Communication, Equity and Accountability-TE Survey	English Foster Low	Learners Youth 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	All		No				3 years	\$238,559.00	\$0.00	\$238,559.00	\$0.00	\$0.00	\$0.00	\$238,559.00
3	3-7f	Communication, Equity and Accountability	All		No				3 years	\$173,443.00	\$0.00	\$173,443.00	\$0.00	\$0.00	\$0.00	\$173,443.00
3	3-7g	Communication, Equity and Accountability	All		No				3 years	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3	3-8a	Parent Engagement	All		No				3 years	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3	3-8b	Parent Engagement	All		No				3 years	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3	3-8c	Parent Engagement	All		No				3 years	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3	3-8d	Parent Engagement-Parent classes	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	\$0.00	\$15,100.00	\$15,100.00	\$0.00	\$0.00	\$0.00	\$15,100.00

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
3	3-8e	Parent Engagement-Stipends	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	3 years	\$54,939.00	\$0.00	\$54,939.00	\$0.00	\$0.00	\$0.00	\$54,939.00
3	3.9a	Foster Youth Support	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	3 years	\$0.00	\$4,500.00	\$4,500.00	\$0.00	\$0.00	\$0.00	\$4,500.00
4	4-1a	Data Analysis / Tier 1 Support	All	No				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				1 year	\$182,975.00	\$0.00	\$0.00	\$182,975.00	\$0.00	\$0.00	\$182,975.00
4	4-3a	Parent Engagement	All	No				1 year	\$86,450.00	\$6,000.00	\$0.00	\$92,450.00	\$0.00	\$0.00	\$92,450.00
5	5-1a	CCI Prepared	All	No				1 year	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5	5-1b	CCI Prepared	All	No				1 year	\$0.00	\$10,000.00	\$0.00	\$10,000.00	\$0.00	\$0.00	\$10,000.00
5	5-1c	CCI prepared	All	No				1 year	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5	5-2a	Parent Engagement	All	No				1 year	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
6	6-1a	Data Analysis/ Tier 1 Support	All	No				1 year	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
6	6-2a	Instructional Materials	All	No				1 year	\$0.00	\$5,000.00	\$0.00	\$5,000.00	\$0.00	\$0.00	\$5,000.00
6	6-3a	SEL	All	No				1 year	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
6	6-4a	Parent Engagement	All	No				1 year	\$89,289.00	\$0.00	\$0.00	\$89,289.00	\$0.00	\$0.00	\$89,289.00

2024-25 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
[INPUT]	[INPUT]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]		[AUTO-CALCULATED]
254,917,901	\$80,438,929	31.555%	0.000%	31.555%	\$113,415,523.00	0.000%	44.491 %	Total:	\$113,415,523.00
								LEA-wide Total:	\$100,442,282.00
								Limited Total:	\$12,588,406.00
								Schoolwide Total:	\$1,164,000.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
This table is automatically generated and calculated from this LCAP.								
1	1-1a	Highly Qualified Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$15,917,066.00	
1	1-1c	Highly Qualified Staff-Director	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$268,408.00	
1	1-1e	Highly Qualified Staff-DSLA	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$275,550.00	
1	1-2a	Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$240,000.00	
1	1-2b	Professional Development-After-School Academies	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$150,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1-3a	Instructional Materials/Assessments-SS/SCI	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$219,187.00	
1	1-3b	Instructional Materials/Assessments-Consumables	Yes	LEA-wide	English Learners Low Income	All Schools	\$20,835.00	
1	1-4g	Technology-Data Warehouse	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$195,000.00	
1	1-5b	Interventions-Reading Diagnostics	Yes	LEA-wide	English Learners Foster Youth Low Income	Elementary schools	\$130,000.00	
1	1-5c	Interventions-Summer School	Yes	LEA-wide	English Learners Foster Youth Low Income	High Schools	\$900,000.00	
1	1-5d	Interventions-HS	Yes	LEA-wide	English Learners Foster Youth Low Income	High Schools	\$60,000.00	
1	1-5f	Interventions-Goalbook	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$143,381.00	
1	1-6a	School Site Staffing-High School	Yes	LEA-wide	English Learners Foster Youth Low Income	Middle schools and High Schools	\$16,156,456.00	
1	1-6b	School Site Staffing-Differentiation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,937,136.00	
1	1-7a	Parent Engagement-PIQE	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Jackson Elementary, Franklin	\$21,400.00	
1	1-8a	Site Based Student Achievement Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$4,909,281.00	
1	1-9a	Early Childhood Educational Programs	Yes	LEA-wide	English Learners Low Income	Specific Schools: Child Development Center, Adams, Eisenhower, Hoover,	\$253,068.00	

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 (%)
						Jackckson, Johnson, Lincoln, Summerfield, Van Buren Pre-School		
1	1-10a	English Learner Supports-DLI	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Reagan, Jackson, Desert Ridge Academy Grade 6 in Desert Ridge Academy	\$943,323.00	
1	1-10b	English Learner Supports-PD	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$6,764,908.00	
1	1-10d	English Learner Supports-ELD Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$2,584,103.00	
1	1-10e	English Learner Supports-ELD-ITC	Yes	Limited to Unduplicated Student Group(s)	English Learners	Elementary Schools	\$1,464,498.00	
1	1-10f	English Learner Supports-Coordinator	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$238,559.00	
2	2-1a	Course Access/Advanced Programs	Yes	LEA-wide	Low Income	All Schools	\$340,503.00	
2	2-1b	Course Access/Advanced Programs-IB	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	Specific Schools: LQHS, JGMS, Franklin Elementary, Earhart Elementary	\$779,165.00	
2	2-1d	Course Access/Advanced Programs-GATE	Yes	LEA-wide	English Learners Low Income	All Schools	\$77,500.00	
2	2-1f	Course Access/Advanced Programs-ELD Sched.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools High Schools	\$97,500.00	
2	2-2c	Opportunities Outside of Traditional Program-Ophelia	Yes	LEA-wide	Low Income	High School	\$53,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2-2d	Opportunities Outside of Traditional Program-Gents Alliance	Yes	LEA-wide	Low Income	High School	\$55,000.00	
2	2-3a	Career Technical Education-Director	Yes	LEA-wide	English Learners Foster Youth Low Income	High school	\$262,432.00	
2	2-3b	Career Technical Education-Military Sci.	Yes	LEA-wide	English Learners Foster Youth Low Income	High School	\$20,000.00	
2	2-3c	Career Technical Education- APs	Yes	LEA-wide	English Learners Foster Youth Low Income	High School	\$981,641.00	
2	2-3f	Career Technical Education-PLTW	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Truman, La Quinta Middle School, Indio Middle School, Palm Desert High School, Indio High School	\$369,179.00	
2	2-4c	College-Going Culture/Broad Course of Study- PD for Counselors	Yes	LEA-wide	English Learners Foster Youth Low Income	High School	\$35,000.00	
2	2-4d	College-Going Culture/Broad Course of Study-AVID	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,083,455.00	
2	2-4e	College-Going Culture/Broad Course of Study-AVID	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$420,778.00	
2	2-4g	College-Going Culture/Broad Course of Study-APEX/Edg.	Yes	LEA-wide	English Learners Foster Youth Low Income	High Schools	\$306,034.00	
2	2-4h	College-Going Culture/Broad Course of Study-Waivers	Yes	Limited to Unduplicated Student Group(s)	Low Income	High Schools	\$75,000.00	
3	3-1a	Improve School Attendance-Coordinator	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$298,761.00	

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	3-1b	Improve School Attendance-Red Indicators	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Paige Middle School, Glenn Middle School, La Quinta Middle School,	\$6,500.00	
3	3-1c	Improve School Attendance-SAL	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$134,340.00	
3	3-1e	Improve School Attendance-Health Clerks	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,629,761.00	
3	3-1f	Improve School Attendance-RAWEE	Yes	LEA-wide	English Learners Foster Youth 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	\$437,176.00	
3	3-3a	Counseling Support and Behavioral Health-SAP	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$910,782.00	
3	3-3b	Counseling Support and Behavioral Health-Counselors	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$11,617,346.00	
3	3-3d	Counseling Support and Behavioral Health-Mental Health	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,491,832.00	
3	3-3e	Counseling Support and Behavioral Health-PIPs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,161,170.00	
3	3-3f	Counseling Support and Behavioral Health- Tier 2	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,475,581.00	
3	3-4a	Health and Wellness for Students-Transport	Yes	Schoolwide	Foster Youth 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 Foster Youth	All Schools	\$180,818.00	

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	3-4c	Health and Wellness-MHNurses	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$117,748.00	
3	3-5e	Positive and Safe Environment-APs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$4,167,601.00	
3	3-5h.	Positive and Safe Environment-Site Monitors	Yes	LEA-wide	English Learners Foster Youth Low Income	Elementary and Middle Schools	\$2,046,042.00	
3	3-5i	Positive and Safe Environment	Yes	LEA-wide	English Learners Foster Youth Low Income	Middle Schools and High Schools	\$3,000.00	
3	3-6b	Additional staff to support clean schools	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$25,724,524.00	
3	3-7d	Communication, Equity and Accountability-TE Survey	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$121,000.00	
3	3-8d	Parent Engagement-Parent classes	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$15,100.00	
3	3-8e	Parent Engagement-Stipends	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$54,939.00	
3	3.9a	Foster Youth Support	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	\$4,500.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
	[AUTO-CALCULATED]	[AUTO-CALCULATED]
Totals	\$210,524,530.00	\$201,334,966.00

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)
This table was automatically populated from the 2023 LCAP. Existing content should not be changed, but additional actions/funding can be added.					
1	1.1	Highly Qualified Staff	Yes	\$22,437,863.00	\$16,782,362.00
1	1.2	Professional Development	Yes	\$10,369,868.00	\$10,497,112.00
1	1.3	Instructional Materials/Assessments	Yes	\$1,910,206.00	\$2,826,093.00
1	1.4	Technology	No	\$11,387,633.00	\$10,861,495.00
1	1.5	Interventions	Yes	\$4,518,713.00	\$3,805,156.00
1	1.6	School Site Staffing	Yes	\$57,986,525.00	\$59,135,866.00
1	1.7	Parent Engagement	Yes	\$392,209.00	\$422,777.00
1	1.8	Site Based Student Achievement Support	Yes	\$5,549,073.00	\$4,198,466.00
1	1.9	Early Childhood Educational Programs	Yes	\$3,746,873.00	\$3,826,652.00

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	2.1	Course Access/Advanced Programs	Yes	\$1,677,446.00	\$1,351,105.00
2	2.2	Opportunities Outside of Traditional Program	Yes	\$818,217.00	\$588,804.00
2	2.3	Career Technical Education	Yes	\$3,606,636.00	\$4,142,677.00
2	2.4	College-Going Culture/Broad Course of Study	Yes	\$1,937,732.00	\$2,809,254.00
3	3.1	Improve School Attendance	Yes	\$2,337,610.00	\$2,156,882.00
3	3.2	Site Based Positive Behavior Support Programs	Yes	\$14,928.00	\$49,928.00
3	3.3	Counseling Support and Behavioral Health	Yes	\$17,916,406.00	\$14,496,054.00
3	3.4	Health and Wellness for Students	Yes	\$3,117,034.00	\$3,106,166.00
3	3.5	Positive and Safe Environment	Yes	\$23,302,109.00	\$23,763,685.00
3	3.6	Clean and Efficient Environment	No	\$33,013,999.00	\$34,968,418.00
3	3.7	Communication	No	\$290,635.00	\$255,301.00
3	3.8	Parent Engagement	Yes	\$65,820.00	\$23,264.00
3	3.9	Supporting the Needs of the Unduplicated Student Population	Yes	\$665,713.00	\$577,336.00
3	3.10	Sanitized, Clean and Safe Facilities	Yes	\$2,032,182.00	\$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	4.1	Professional Development	No	\$1,429,100.00	\$689,738.00
4	4.2	Strategic Alignment	No	\$0.00	\$0.00
4	4.3	Interventions & Supports	No	\$0.00	\$375.00
4	4.4	Engagement	No	\$0.00	\$0.00

2023-24 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)
\$83,686,071	\$115,769,360.00	\$102,868,416.00	\$12,900,944.00	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)
This table was automatically populated from the 2022 LCAP. Existing content should not be changed, but additional actions/funding can be added.							
1	1.1	Highly Qualified Staff	Yes	\$22,437,863.00	\$16,782,362.00		
1	1.2	Professional Development	Yes	\$6,597,946.00	\$6,577,922.00		
1	1.3	Instructional Materials/Assessments	Yes	\$240,022.00	\$110,888.00		
1	1.5	Interventions	Yes	\$1,974,012.00	\$949,746.00		
1	1.6	School Site Staffing	Yes	\$22,471,213.00	\$22,675,301.00		
1	1.7	Parent Engagement	Yes	\$21,400.00	\$21,400.00		
1	1.8	Site Based Student Achievement Support	Yes	\$5,549,073.00	\$4,198,466.00		
1	1.9	Early Childhood Educational Programs	Yes	\$731,715.00	\$814,216.00		
2	2.1	Course Access/Advanced Programs	Yes	\$1,606,762.00	\$1,284,813.00		
2	2.2	Opportunities Outside of Traditional Program	Yes	\$818,217.00	\$588,804.00		
2	2.3	Career Technical Education	Yes	\$1,931,603.00	\$1,881,929.00		

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	2.4	College-Going Culture/Broad Course of Study	Yes	\$1,937,732.00	\$2,809,254.00		
3	3.1	Improve School Attendance	Yes	\$2,337,610.00	\$2,156,882.00		
3	3.2	Site Based Positive Behavior Support Programs	Yes	\$14,928.00	\$49,928.00		
3	3.3	Counseling Support and Behavioral Health	Yes	\$17,916,406.00	\$14,496,054.00		
3	3.4	Health and Wellness for Students	Yes	\$3,117,034.00	\$3,106,166.00		
3	3.5	Positive and Safe Environment	Yes	\$23,302,109.00	\$23,763,685.00		
3	3.8	Parent Engagement	Yes	\$65,820.00	\$23,264.00		
3	3.9	Supporting the Needs of the Unduplicated Student Population	Yes	\$665,713.00	\$577,336.00		
3	3.10	Sanitized, Clean and Safe Facilities	Yes	\$2,032,182.00	\$0.00		

2023-24 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)
\$262,138,039	\$83,686,071	0.00%	31.924%	\$102,868,416.00	0.000%	39.242%	\$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.

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.

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.
- 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.

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

School districts and COEs: *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) 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\(d\) \(California Legislative Information\)](#) 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 \(California Legislative Information\)](#);

- **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 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **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\(b\)\(1\) \(California Legislative Information\)](#) 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.

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

- 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.
- 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.
- 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.

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 of 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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