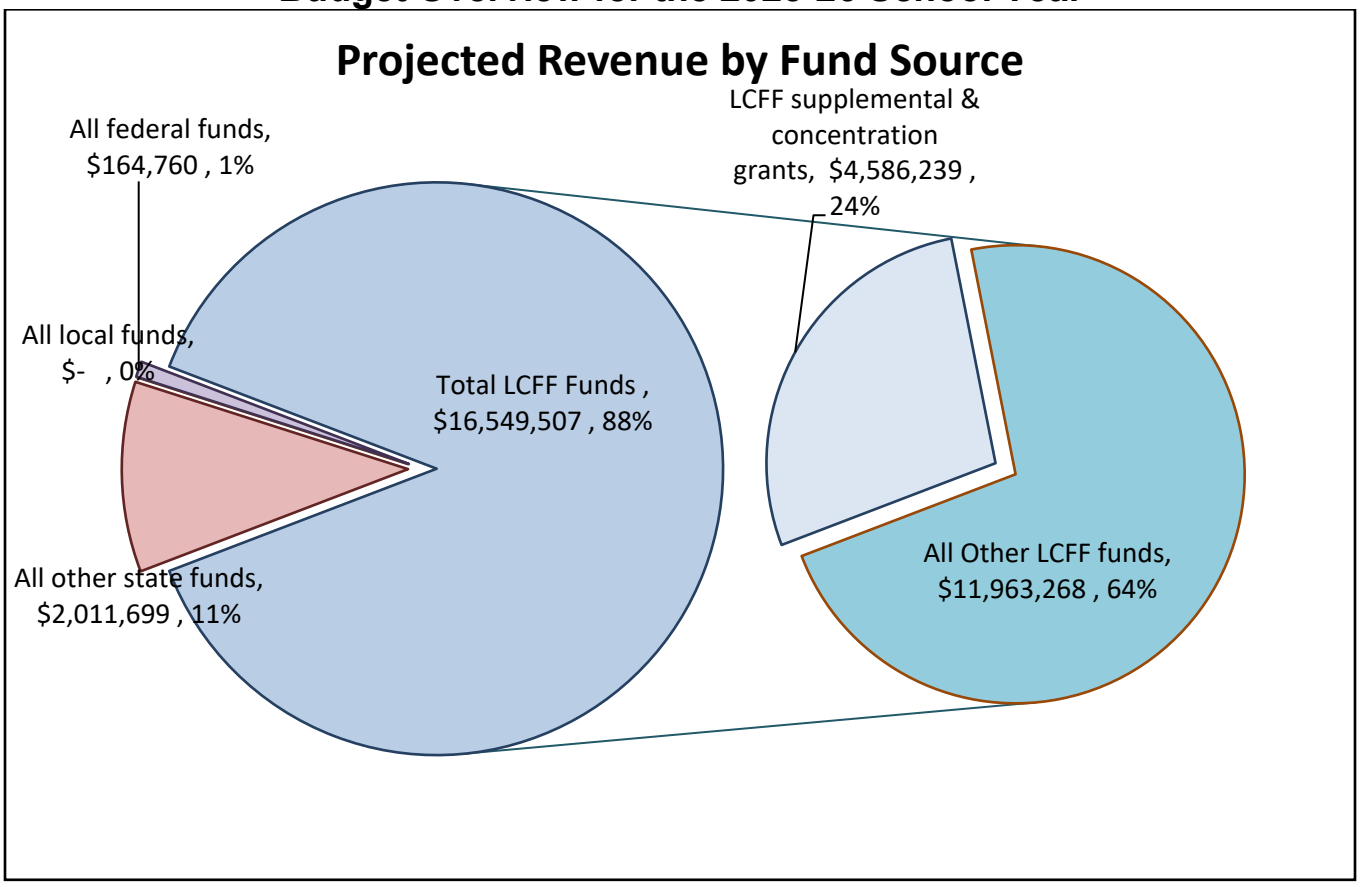
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Desert Sands Charter High School
CDS Code: 19-64246-1996537
School Year: 2025-26
LEA contact information:
Victor Nardiello
Area Superintendent
principal@dschs.org
(661) 272-1225

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

Budget Overview for the 2025-26 School Year

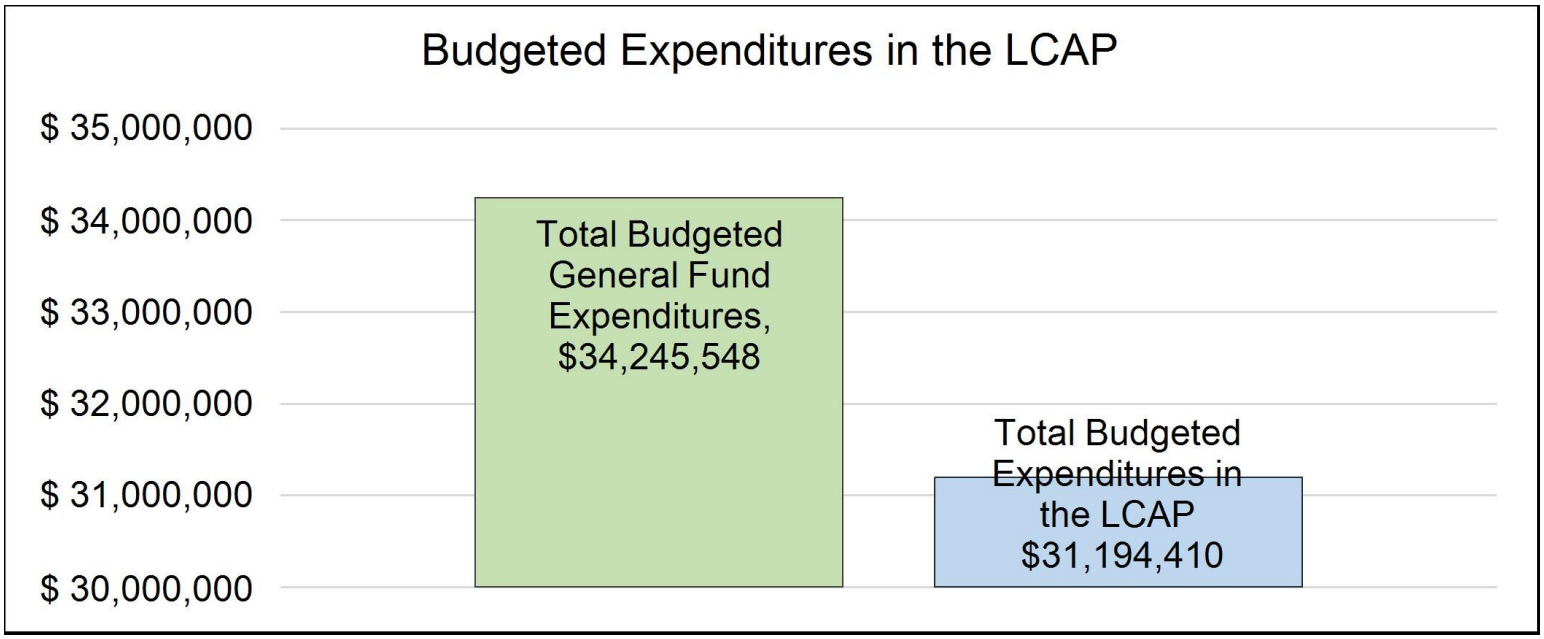


This chart shows the total general purpose revenue Desert Sands Charter High School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Desert Sands Charter High School is $34,414,128, of which $31,150,469.00 is Local Control Funding Formula (LCFF), $3,160,425.00 is other state funds, $0.00 is local funds, and $103,234.00 is federal funds. Of the $31,150,469.00 in LCFF Funds, $7,783,966.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Desert Sands Charter High School plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Desert Sands Charter High School plans to spend $34,245,548.00 for the 2025-26 school year. Of that amount, $31,194,410.00 is tied to actions/services in the LCAP and $3,051,138 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Our independent study program implements a personalized learning experience for all students, including English learners, LTELs, low-income, foster youth, and special education students that is carefully designed to address their unique academic and social-emotional needs. To serve our At-Promise and highly mobile population, expenditures are budgeted for, but not limited to, teacher and staff salaries and benefits, student interventions, curriculum development, professional development, materials, hardware, and software. Not included in the LCAP are the following:

Audit fees
Legal expenses
Association fees
Special Education expenditures
Mandated Block expenditures
Ancillary Grants
Ethnic Studies Block Grant
AMS Prop 28: Arts and Music in Schools (AMS) Funding Guarantee and Accountability Act – Prop 28
California Community Schools Partnership Program

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Desert Sands Charter High School is projecting it will receive $7,783,966.00 based on the enrollment of foster youth, English learner, and low-income students. Desert Sands Charter High School must describe how it intends to increase or improve services for high needs students in the LCAP. Desert Sands Charter High School plans to spend $7,783,966.00 towards meeting this requirement, as described in the LCAP.

The Local Control Accountability Plan (LCAP) directs the Supplemental and Concentration funding into goals and actions designed to help high-needs students with social-emotional support, academic interventions, counseling, and student engagement activities. Students have access to a robust tutoring program that supports their learning. Targeted academic interventions help close skill and knowledge gaps, ensuring that students become competent graduates. A brief description of the LCAP is that our first goal is a focus goal, and the first action is directed at helping our English learners and LTELs. Our second goal is a broad goal supporting student interest in a career or higher education. The third goal is a maintenance of progress goal that meets the mission of our school program, which is to retain students and help them graduate. The last LCAP goal is aimed at improving our educational partner engagement, especially for our English learners, low-income, and foster youth:

Goal #1: Increase Academic Progress

- Action 1: English language learners and LTELs support staff, interventions, and materials.
- Action 2: All academic interventions and program materials.
- Action 3: Tutoring and support for students.
- Action 4: Counseling students toward graduation and materials
- Action 5: Student activities that increase learning efforts.
- Action 7: Professional Development for English learners.

Goal #2: Students Will Gain Skills for College and Career Readiness

- Action 1: Career and college-readiness for English learners, LTELs, low-income, and foster youth students.
- Action 2: Professional development addressing English learners, LTELs, low-income, and foster youth students.
- Action 3: Technology for upgrading student programs.
- Action 4: Support for Standards-based Curriculum and Instruction

Goal #3: Increase Student Retention

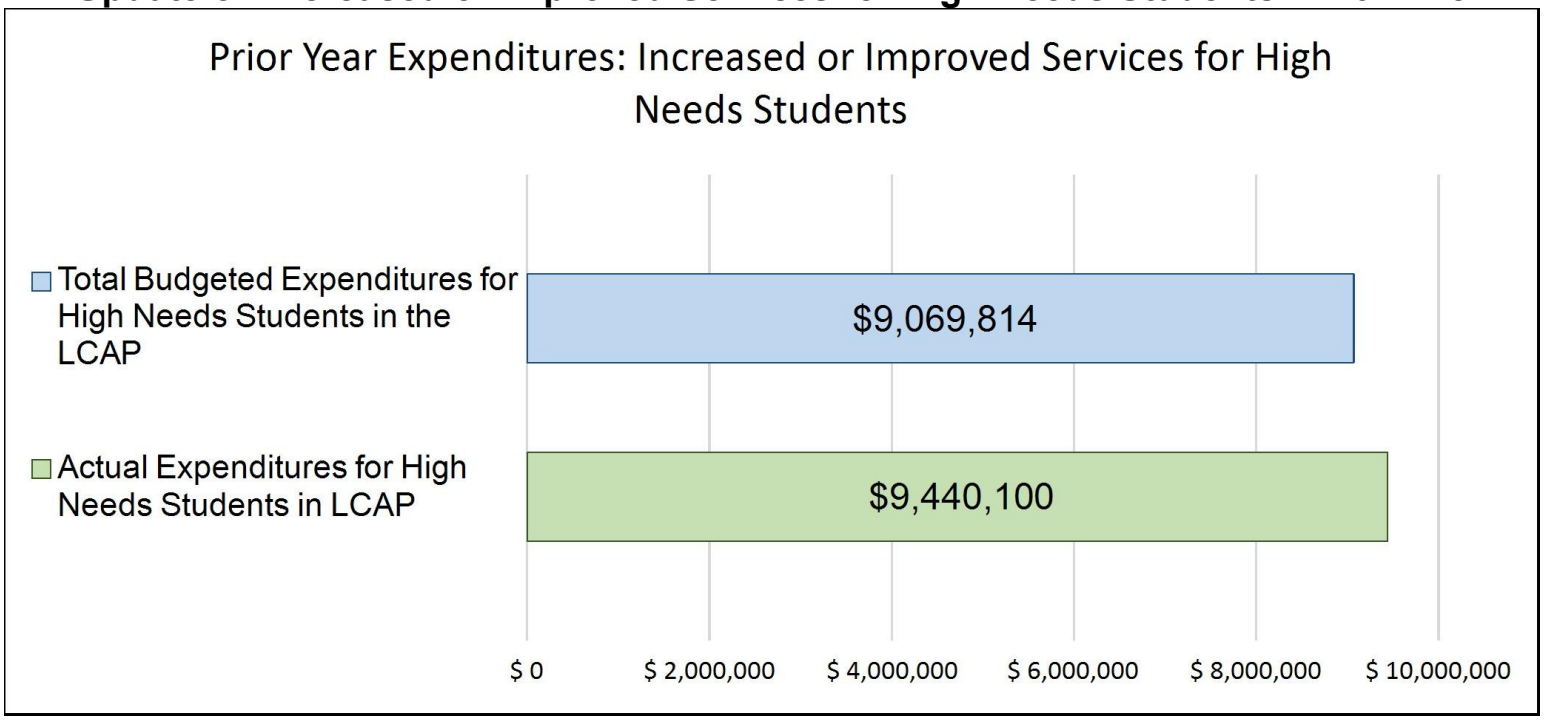
- Action 1: Student Retention Support personnel and incentive programs.
- Action 2: Social-emotional, trauma support services and materials.
- Action 3: Transportation for English learners, LTELs, low income, and foster youth students.
- Action 4: Access to nutrition for English learners, low-income, and foster youth students.

Goal #4: Increase Educational Partner Engagement

- Action 1: Community/Parent Liaison and meaningful school activities.
- Action 2: Translation services and contracted services for outreach.
- Action 3: Educational partner events, personnel, and materials for engagement.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



This chart compares what Desert Sands Charter High School 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 Charter High School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2024-25, Desert Sands Charter High School's LCAP budgeted $9,069,814.00 for planned actions to increase or improve services for high needs students. Desert Sands Charter High School actually spent $9,440,100.00 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $370,286 had the following impact on Desert Sands Charter High School’s ability to increase or improve services for high needs students:

Students received support in critical areas of socioemotional and academic needs through student-centered interventions such as counseling and tutoring.

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 Charter High School	Victor Nardiello Area Superintendent	principal@dschs.org (661) 272-1225

Plan Summary [2025-26]

General Information

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

Desert Sands Charter High School (DSCHS) is a charter school located in Palmdale, California. Currently, there are two school sites that make up DSCHS, one school is located in Lancaster and the other in Lake Los Angeles. Lancaster, California is located in the Antelope Valley, 70 miles north of Los Angeles. As of 2023, Lancaster had a population of 166,236 people and the median household income is $76,083. The four main ethnic groups comprising Palmdale are Hispanic (45.9%), White (35.5%), Black or African American (21.4%), and two or more races (22.3%).

Desert Sands education model is independent study, but the school requires students to come to the school site for teacher appointments, instructional support and testing. Desert Sands' goal is to support the 'whole student' and successfully prepare them for work and/or college. The schools integrated and personalized program of standards-based curriculum and job readiness coursework equip them with the education and life skills necessary to thrive in the 21st century.

Desert Sands focuses on personalized learning which stems from developing individualized academic learning plans for each student. This is intended to engage each student in the learning process in the most productive and meaningful way, so each student's learning potential is realized. Student success is monitored by the combination of multiple assessment tools. Teachers record student academic achievement through the regular collection of student work samples, completed check points, conversations with the student and the results of annual site mandated and state-mandated testing.

Parents work closely with their student's supervising teacher to support in establishing the individualized academic plans and support student learning.Desert Sands provides a diverse, student-centered learning environment in which all students are held to high academic and behavioral standards.DSCHS also emphasizes increased parental involvement, more one-on-one teacher and student interaction, student-driven participation in the learning process, technology access, varied learning environments, and choices in curriculum programs. Along with this unique educational model, DSCHS offers its students college level classes through its dual enrollment program, and career exploration through its CTE classes.Finally, students are encouraged to participate in experiential learning trips that are held throughout the year and join in on campus activities and events.

Desert Sands serves a diverse student community. Current enrollment is 763, and the percentages of special populations are as follows: 10% English Learners, 3% foster youth, 3% homeless and 21% special education students. The percentage of students identified as socioeconomically disadvantaged is 82%. Students attend DSCHS for various reasons. Some need the flexibility to meet family obligations, such as working or childcare needs, while others attend for how the program fits into their lifestyle. Other students may have been unsuccessful in the traditional school setting and simply seek an alternative in educational programs.

The independent study program at Desert Sands is a year-round program, with 13 Learning Periods (LP) as the method of structuring the academic year.

Reflections: Annual Performance

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

Reflections: Successes
We analyzed our school data using the CA Dashboard, DataQuest, our SARC, and our LCAP Annual Data Report, which aligns with the 8 state priorities. Although the school is identified for Comprehensive Support and Improvement (CSI), due to the federal graduation rate, and for Differentiated Assistance for student groups in the red, there were significant successes as shared in the key metrics below.

Graduation Rate
Our CDE Dashboard Alternative School Status (DASS) Graduation rate was calculated at 94.6%. This is high for a DASS school serving students who enroll needing more than +30 credits to graduate on average. This is a +17.1 point increase, from last year. 94.7% of our Hispanic students graduated in 2024. Just below the All-Student groups were our low-income at 93.3% and White at 93.8%. Additionally, our students with disabilities graduated at 85.0%. Our African American students graduated at 90.9%. Most of our student groups grew by +10 points compared to the previous year. Our English learners, foster youth, homeless and Asian student groups did not have enough in the population to warrant a calculation. This shows that our mission of meeting students' academic and social-emotional needs was effective. We plan to increase our success with our students by increasing such supports as tutoring, for all seniors.

English Learner Progress
he CA Dashboard ELPI is yellow and shows 41.3% making progress towards English. Although this is a increase of +7.5 points from the previous year. Our LTEL group was orange showing 41.1% maintaining progress and increasing by 6.8 points. This meets our expected

outcome, which is moderate growth. Our English Learner reclassification rate was the same as the previous year at 10%. The state average for the English Learner Progress Indicator was 45.7% of all EL students who made progress last year. We hope to meet that soon.

CA Dashboard English Language Arts
Our Academic Indicator for English Language Arts showed the All-student group performing at 29.1 points below standard and received a yellow status. There were no student groups in the red. This was a significant increase from the previous year at +18.2%. We had no students in the red this year. Our Hispanic student group was yellow, with an increase of 26.3 points and our socioeconomically disadvantaged group increased by 10 points. Our African American, American Indian, Asian, White, English learners, LTELs, homeless, foster youth, students with disabilities, and all other groups did not have enough students for a color status to be calculated.

CA Dashboard Mathematics
The Academic Indicator for Mathematics for the All-student group is an orange status and it increased by 14.2 points from the previous year. There were not student groups in the red. The All-group was below standard by 135.7 points. Our Hispanic student group increased by 12.8 points and our socioeconomically disadvantaged student group increased by 5.8 points. This is significant, because it shows that our interventions are working. Our African American, American Indian, Asian, English learners, LTELs, students with disabilities, homeless, foster youth, and all other student groups, did not have enough students to warrant a calculation. There were no other groups who were two or more performance levels below the “all student” group.

Attendance
Our attendance rate is high at 86.10% and is +1.10 percentage points above our expected outcome of 85%. We believe that the re-engagement strategies that we implemented are directly related to increasing the student’s average attendance rate. Our teachers and retention support staff worked to address the serious concerns we had for students dropping out. Building relationships and staying connected to students has kept the non-completer rate at 3.29%, which is below our 10% threshold. This means we improved on keeping students enrolled in school and attending regularly.

Success Rate
Another important measure for us is our success rate, which is the percentage of students who graduate along with the percentage that are retained or returned to their local school district. Our success rate was running high as of LP 7 at is 100% and is up +2.55 percentage points. It’s been high over the last three years and shows that our mission of meeting students’ academic and social-emotional needs continues to be effective.

Retention Rate
One critical focus of our program is to improve the performance of our disengaged students and address social-emotional concerns such as trauma. We identify, early on, which students are not completing their schoolwork and then have them meet with a support team so they can get the help they need. A support team is comprised of the students teacher, a tutor, a counselor and social worker. As of LP 7, our retention rate was 100% which is +8.48 percentage points growth compared to last year.

Credit Completion
Our credit completion rate is a very important local metric that helps to monitor progress towards graduation. It has increased over the last two years. With additional supports in place, such as tutoring, our students were able to earn on average +10% more credits compared to the

baseline. Our low-income students earned +75% higher credit completion rate than the previous year. Students in the low-income and special education groups earned +1.47 and +1.38 points higher, respectively, in credit completion compared to last year. The foster youth student group also increased slightly by +.40. The English learner group was +1.88 points and above the All-Student group. We expect to continue to increase our credit completion rates for all students so that they stay above 4.0 or higher each learning period.

Suspension and Expulsion Rate
Suspension rate was blue, which is “Very Low” on the CA Dashboard. It was 0.1% for the All-student group. Earning a blue status was our English learners, LTELs, foster youth, Hispanic, homeless, students with disabilities and all other student groups had 0% suspensions. Our African American students had a green status. Expulsions were low at 0.09%.

School Survey Results
Our school survey data shows that 94% of our students felt connected to the school this year. This is the same as last year and is over our expected outcome. This is an important metric for us and we expect to be higher each year. Face-to-face interaction with a caring adult will help students feel connected. Additionally, 99% of the students surveyed said that they feel safe at school.
It is very important to us to ensure that we are doing everything possible to provide students with time and attention to support them during their time with us. Teachers also reported that 82% are feeling safe and 96% feel connected to the school. We have high expectations for school safety and connection and we intend to continue to improve our school connectedness.

Parents are encouraged to participate in their student’s education as well as school activities, events, and celebrations. This year we had twice as many parents participate in our PAC and ELAC meetings. On the school survey, 98% said that they feel encouraged to participate this year, which is a +13 point increase from the previous year.

Standards were met for the following state indicators:
* Parent Engagement,
* Local Climate Survey,
* Access to a Broad Course of Study,
* Basic Teacher and Instructional Materials, and
* Implementation of Academic Standards.

How will we maintain our success?

We plan to maintain and build on our success by implementing our LCAP actions to fidelity, carefully monitoring our progress, and by discussing our results within our professional learning community. We will continue to grow in our capacity as we engage in a process of continual improvement based on the Plan-Do-Study-Act model. Data discussions with teachers and administration will be grounded in learning community protocols aimed at improving performance on student outcomes.

The goals and actions articulated in our LCAP support our personalized learning model and adequate funding is provided to ensure that effective strategic supports such as tutors, student retention services, and trauma-informed trained teachers continue. We monitor the progress of our students through multiple measures around engagement and academic performance. LCAP data and other local data are discussed quarterly and shared with our educational partners, including the school board.

Due to the nature of our credit recovery, independent study, and Dashboard Alternative School Status (DASS) program, certain data points are not included in the LCAP. Students do not take Advanced Placement, or pass EAP in any amount greater than 11, and the CDE prohibits any potentially identifying student data. The federal calculation for the 4–5-year cohort graduation rate and the chronic absenteeism rate metrics are also not a match for our program, because the calculations are for seat-based programs and not short-term independent study programs that have students with high mobility. We utilize alternative metrics such as the one-year DASS graduation rate and local attendance rates to monitor and report our students' progress towards graduation. Furthermore, our dropout rate is calculated as our non-completer rate, which tracks any student who does not report to us that they have continued with another program to complete their education.

Reflections: Identified Need

Our school is participating in Differentiated Assistance, and we are working with county experts. We did a robust needs analysis for student groups in the red on the CA Dashboard. We also used additional data State and local metrics to identify student groups' performance gaps and resource inequities. We used student outcomes data from the latest CA Dashboard, DataQuest, CALPADS reports, and local LCAP data tracking. The data shows that multiple areas must be addressed as goals and actions in the LCAP. Our internal data collection and reporting system uses metrics that are aligned with state indicators and local performance indicators. We regularly monitor and evaluate our identified outcomes, so that we can make program adjustments in areas that require improvement. As a professional network, we used a fishbone protocol for our needs assessment around our low graduation results. This revealed that multiple causes play into the graduation rate that needs to be managed, such as credit completion, attendance, student motivation, parent engagement, and tutoring.

Our school was identified for Comprehensive Support and Improvement (CSI), as the result of a low federal 4–5-year cohort graduation rate. Each year we engage in a cycle of improvement and examine the school data to determine if we will need to take action in the areas of graduation, credit completion, EL reclassification, and academic indicators by increasing tutoring support for students who are in line to graduate. This section describes our needs assessment, to meet the federal requirement for CSI.

State performance indicators from the California School Dashboard show the following indicators were very low:

5-Year Cohort Graduation Rate
The federal 4–5-year cohort graduation rate is very low and qualified us for CSI. The 5-year graduation rate was 24.4% in 2024 and 31.0% in 2023. This is far below the 68% threshold, and it is a decrease of -6.6 points. The student group data used in our analysis is from the Dashboard and is also reported in DataQuest. Our Hispanic students were at 25.7% and decreased by 2.3 points. Our African American and students with disabilities student groups were below the All-Student group at 21.9% and 19.6%, respectively. Additionally, our socioeconomically disadvantaged were at 24.3% and decreased by -5.6 points. For our English learners, LTELs, homeless, foster youth and all other student groups, there were not enough students in those groups to warrant a performance color. We recognize the inequities between the highest student group and the other student groups and our plan to address the gap in graduation scores is outlined in our CSI plan and the LCAP.

CAASPP English Language Arts

The CAASPP scores also showed that 31% of our 11th graders were meeting or exceeding standards. This was a slight decrease of -1% from last year, but and is below the expected outcome of 40%. Most of our students come to us deficient in credits and skills and they score at the 7th grade level in ELA. Hispanic students scored above the All-student group at 35%, which above the All-Student group. The student groups who were below the All-group were low-income at 28%, students with disabilities at 22%, and African American students at 13%. Above the All-Student group were Hispanic at 35%, White at 37%, and Asian students at 100%. Our English learner and foster youth student groups did not have enough students for a calculation. This is because we serve students who are traditionally 3-4 grade levels behind in their schooling.

CAASPP Mathematics
Our 11th graders scored 3% meeting standards on the CAASPP for Mathematics. This is a 1% growth from the previous year. The low-income student groups scored at 3%. Our White student group and students with disabilities were both above the All-student group at 5% and 4%, respectively. Our African American, foster youth, Asian, Hispanic, English learners, at and all other student groups, did not have enough students to warrant a calculation. This is because students who enroll with us are typically 3-4 grade levels behind in their schooling.

CAASPP Science
The CAASPP Science scores also showed that 33% of our high school students were meeting or exceeding standards. This was about a +19% points increase from the previous year, but it's below our expected outcome of 25%. Above the All-Student group was our students with disabilities and White scoring at 50% and 67%, respectively. Our low-income student were at 33% and Hispanic students were at 20%. Our English learners, African American, Asian and all other student groups did not enough students taking the test to warrant a calculation. We serve students who are traditionally 3-4 grade levels behind in their schooling.

Student Groups with Lowest Performance Levels from 2023 CA Dashboard:

Graduation Rate Indicator: African-American, Hispanic, socioeconomically disadvantaged, students with disabilities, and White.
English Learner Performance Indicator: none
Academic Indicator -English Language Arts: Hispanic and socioeconomically disadvantaged.
Academic Indicator -Mathematics: Hispanic and socioeconomically disadvantaged.
College and Career Indicator: African-American, Hispanic, socioeconomically disadvantaged, students with disabilities, and White.

Reflections: Technical Assistance

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

Reason for Technical Assistance:

Last year, our collaborative CSI/DA Improvement team analyzed the 2023 CA Dashboard Academic Performance Indicator results and identified the student groups in the red were our Hispanic and Socioeconomically Disadvantage in ELA and Mathematics. Desert Sands received technical assistance through the Los Angeles County Office of Education and participated in trainings aimed at supporting improvement planning and the execution of PDSA cycles. Utilizing state and local data, we conducted a thorough root cause analysis,

formulated a theory of action/improvement, and actively collaborated within the PDSA cycle to drive improvement initiatives. Desert Sands did a collaborative evaluation and professional needs assessment and analyzed data on the California School Dashboard and internal data. With support from LACOE, it was determined that Desert Sands will focus on English Language Arts CAASPP scores for Hispanic students and the reclassification rate of English Learners. Desert Sands site leadership created a system that better tracks the classes students are assigned, with an emphasis on students completing math and English credits. Staff who work with English learners will be better supported through increased data tracking and professional development. Finally, there will be a bigger push to increase the number of students seeing a tutor. Desert Sands expects these adjustments to have a positive impact on Desert Sands student groups' performance on the Dashboard.

Summary of the work underway as part of receiving technical assistance:

This year, we are continuing to work with the Los Angeles County Office of Education as part of our technical support for Differentiated Assistance. Our CSI/DA improvement team collaborated with them multiple times this year and continues to receive support. The DA team analyzed the 2024 CA Dashboard Academic Performance Indicator results and identified that there were no student groups in the red in ELA or Mathematics. This was a major success! Our Hispanic and Socioeconomically Disadvantaged, were in the orange for math, and in the yellow for ELA. We completed a needs assessment to identify root causes and worked with the county on possible actions that could improve our student outcomes. We decided to focus on increasing our Hispanic students' ELA CAASPP test scores. Our actions were to require students to complete an English class every year and provide students with interventions if their NWEA scores indicated they needed it. Action 1.2 in the 2024-2025 LCAP was updated with these interventions in order to address this required action. The results for this year were very positive. For the 2024 CAASPP scores, our ELA scores increased by 18.2 points, and the Hispanic group is now out of the red. Our next steps will be to continue the high expectations of our Hispanic students and to provide interventions if necessary. There will be another meeting with our administration and educational partners, and we will discuss if our goals need to be adjusted. Finally, we plan to develop our MTSS framework to improve our comprehensive approach in a system of continual support and improvement.

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.

Desert Sands Charter School is a single-school Local Education Agency.

Support for Identified Schools

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

We are a single-school LEA with Dashboard Alternative School Status. This is a summary of how we supported ourselves in the development of the Comprehensive Support and Improvement plan. With guidance and training from the CDE, the county, and our local professional network, we did the following:

• We assigned our State and Federal Programs coordinator to collaborate with the school in conducting a needs assessment. By analyzing the 5-year cohort graduation data to identify gaps and inequities between the highest student group and the other groups. The results are described in the Identified Needs section in the LCAP Plan Summary. Our framework was Carnegie's Improvement Science, and our model is the Plan-Do-Study-Act process for continual improvement.

• The type of data collected for the needs assessment was CA Dashboard, NWEA test results, graduation results, grade level enrollment, senior survey results, annual survey results, dual enrollment data, attendance data, tutoring participation, EL progress, types of counselor referrals, and credit completion data.

• The educational partners were engaged in the process through meetings held by leadership sharing the data and eliciting consultation from ELAC, PAC, staff, and student groups. Our discussions centered on equity for all students with regards to learning expectations and obstacles to achieving their potential. Access to quality materials, aspirations beyond high school, and instructional support such as tutoring was also discussed. Additionally, community partners reviewed graduation data using the fishbone protocol. This helped to reveal root causes: lack of academic ownership; lack of motivation; lack of relevant, highly engaging programming; and social-emotional barriers because of induced trauma. The admin team utilized the fishbone protocol around credit completion rates and the potential resource inequities questions helped frame our analysis. We then engaged our educational partners, PAC/ELAC parents, students, teachers, classified and administration in the analysis of the data. This led to the development of strategic one-to-one academic planning and increased post-secondary readiness opportunities.

• The data informed the CSI plan by guiding the root cause analysis towards the need for a focus on both 9th and 12th grade one-to-one academic planning, and post-secondary readiness through dual enrollment and CTE courses. At the same time, the data demonstrates the need to continue intensive tutoring supports. Viable research-based strategies, proper implementation and progress monitoring would increase student credit completion and therefore graduation rates.

The Director of Educational Services and the State and Federal Programs Coordinator supported the school by leading the principal's team through the needs assessment, identifying the evidence-based strategies, and then led the staff through the selection of evidence-based strategies at their staff meeting.

The process for matching the selected intervention with the identified need was a collaborative endeavor through our professional network. We met regularly to study the data. From our needs assessment, we saw that those students who's teachers created a more robust academic plan and followed it were more successful in school. We also saw a correlation in higher credit completion rates with those students who engaged in weekly tutoring sessions, who were enrolled in a dual enrollment class, and/or participated in a CTE class or an SGI class than those who were not.

With guidance from CDE and county offices, we searched out solutions to improving our graduation rate and we landed on the following evidence-based research. In determining the selection of strategies to improve graduation, we considered and identified the following evidence-based research interventions from these sources:

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• Durlak, J.A., Weissberg, R.P., Dymnicki, A.B., Taylor, R. D. Schellinger, K.B., (2011) "The Impact of Enhancing Students' Social and Emotional Learning: A Meta-Analysis of School-Based Universal Interventions." Child Development, January/February 2011, Volume 82, Number 1, 405-432. Retreived at The Impact of Enhancing Students Social and Emotional Learning: A MetaAnalysis of SchoolBased Universal Interventions (bsl.org.au)
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• George Washington University Center for Equity and Excellence in Education. "Evidence Based Resources for Keeping Students on Track to Graduation." (2012) 1_graduation_evidence_based_resources.pdf (lacoe.edu)
• Nickow, A.J., Oreopoulos, P., Quan, V., (2020). "The Impressive Effects of Tutoring on PreK-12 Learning: A Systematic Review and Meta-Analysis of the Experimental Evidence." (EdWorkingPaper: 20-267). Retrieved from Annenberg Institute at Brown University: https://doi.org/10.26300/eh0c-pc52
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Therefore, the following strategies will be scaled or implemented into our CSI strategic plan:

Continue—Expand Services

I. Intensive Tutoring—Coordinated to reflect one-to-one academic planning and Tier 1 intervention. As per our data analysis students who received tutoring completed an average 50% more work than their counterparts. This directly aligns with The Impressive effects of Tutoring on PreK–12 Learning. This research on math tutoring, using a randomized controlled trial, with 2,718 males in the ninth and tenth grades,

from the south and west sides of Chicago. The student population was 90% on free and reduced lunch programs and 95% were either African American or Hispanic, which is like our population. They demonstrated an increase in math scores by 0.19 to 0.31 standard deviations, as well as increases in math grades by 0.50 standard deviations. The positive impact of tutoring is also supported from the meta-analysis of the studies listed above, with one study in particular stating that there was an effect size for this practice above a 0.33 standard deviation (Nickow, Oreopoulos, Quan, 2020).

The rationale for selecting the intervention is based on three main components. First, our students are exceptionally low in math skills, which inhibits their capacity to earn credits towards graduation. Second, education research points to intensive tutoring as a viable means to increase math performance, which in turn will increase credit completion. Third, increasing students' capacity to earn credits through intensive tutoring will yield higher graduation rates.

II. Dual Enrollment—Coordinated to reflect one-to-one academic planning and post-secondary readiness. As per our data analysis, approximately 15% of students engaged in a dual enrollment course. Of these, all seniors have completed college profiles, completed the FAFSA, and graduated within the one-year DASS cohort. Dual enrollment directly aligns with two studies that meet WWC group design without reservations: Berger et al. (2014) and Edmunds et al. (2015). The Berger et al. (2014) study found a statistically significant correlation between students participating in a dual enrollment course and completing high school. Out of a sample size of 2,458 students the average improvement index was a positive +9 percentile points. A conclusion of statistically significant was given. Out of a sample size of 2,141 students the average improvement index was a positive +3 percentile points when analyzing students in dual enrollment classes and general academic achievement in high school. This too had the conclusion of being statistically significant. The Edmunds et all. (2015) study found comparable results: out of a sample size of 1,594 students the average improvement index was a positive +5 percentile points for students in dual enrollment and completing high school. Out of a sample size of 676 students the average improvement index was a positive +13 percentile points for students in dual enrollment and academic achievement in high school. Both findings are categorized as statistically significant.

The rationale for selecting the intervention is based on three main components. First, many of our students will be first-generation college students; dual enrollment allows for acclimation. Second, dual enrollment offers us the opportunity to teach, model, and practice study skills and discipline needed to thrive in the demands of college-life. Third, our students can gain college credits at no cost to their families. Moreover, Preventing Dropouts in Secondary Schools affirms, "students are engaged in school when they are interested in their classes and see them as important to their future, and when they feel they belong in school. Engaged students have good attendance, come to class prepared, and are able to navigate daily challenges in and out of school. These behaviors, in turn, improve course pass rates and help students establish positive relationships with teachers and peers, reinforcing students' sense of belonging in school" (Rumberger et al,p. 28).

Implement—New Supports and Services

I. One-to-One Academic Planning and Advising—Coordinated to reflect the personalization of our independent study model. As per our data analysis, students who received on-going advising and monitoring of their academic plan—12th grade students—completed an average of 26% more work than all other students. The consistent guidance and mentorship allowed for student voice, efficacy, and advocacy—an overall growth mindset. All incoming 9th grade students will receive one-to-one academic planning, advising, and engage in monthly progress monitoring meetings. This directly aligns with Yeager et. al, (2016), "We test the methodology using the case of fixed versus growth

mindsets during the transition to high school. Qualitative inquiry and rapid, iterative, randomized “A/B” experiments were conducted with 3,000 participants to inform intervention revisions for this population. Next, 2 experimental evaluations showed that the revised growth mindset intervention was an improvement over previous versions in terms of short-term proxy outcomes (Study 1, N=7,501), and it improved 9th grade core-course GPA and reduced D/F GPAs for lower achieving students when delivered via the Internet under routine conditions with 95% of students at 10schools (Study 2, N=3,676). Although the intervention could still be improved even further, the current research provides a model for how to improve and scale interventions that begin to address pressing educational problems. It also provides insight into how to teach a growth mindset more effectively.”

The rationale for selecting the intervention is based on three main components. First, most of our 9th grade families are unfamiliar with the independent study model. Second, most in-coming first-year students score below grade-level on NWEA MAP tests. Third, many incoming 9th graders lack self-awareness and lack experiences to help determine affinities assets; both which are useful to determine post-secondary interests.

Resource Inequities Analysis

The Director of Educational Services and the State and Federal Programs coordinator provided guidance to the school through a resource inequities analysis. This showed that more funds should be added to LCAP Goal 1 Action 3, Goal 1 Action 4, Goal 2 Action 3 and Goal 3 Action 2. The data shows that there are inequities in performance. Our LCAP, with its CSI plan, addresses them in a comprehensive manner with research-based strategies such as 9th and 12th grade one-to-one academic planning, intensive tutoring and post- secondary readiness through dual enrollment and CTE courses.

The resource inequities are addressed as follows: increase the funding in LCAP Goal 1 Action 2, Goal 1 Action 4, Goal 2 Action 3 and Goal 3 Action 2 to support the gaps of academic planning and post-secondary readiness. These goals will provide funding to enhance and/or implement these strategies, which are essential to drive personalized academic and social-emotional plans for all students (through intentional cohort structures). Each personalized plan will be designed to create an optimal path toward graduation and post-secondary readiness.

The guiding framework used for this resource analysis was from The Alliance for Resources Equity at www.educationresourceequity.org. We also used the Dimensions of Resource Equity – School-level Diagnostic Questions, to determine key resource levers and create equitable learning experiences for all students.

Additionally, the inequities rubric, provided by the Los Angeles County Office of Education was used to help identify if there were any barriers to the following:

- Access to Highly Qualified Teachers
- Access to Counselors

• Access to Student Retention Services
• Access to Tutors
• Access to Interventions both social-emotional and academic
• Access to Incentives for attendance, graduation, and retention
• Access to Support for high needs English Learners, foster youth, special education, homeless
• Access to Technology and instructional materials

Furthermore, the framework for guiding our process was based on Improvement Science in Education from the Carnegie Foundation for the Advancement of Teaching (2015). The Plan, Do, Study, Act (PDSA) model, when done frequently and in collaboration with a network will help our school improve its outcomes on multiple metrics. Through our professional network, we used a fishbone protocol to determine root causes behind the conditions and drivers that lead to the outcome of a graduation metric. This helped us to define the problem we would like to address. Our discussion focused on what changes we wanted to introduce and why. We plan to collect and share data regularly around credit completion, attendance, and senior graduation progress to help answer the question: "How will we know which change is an actual improvement?"

The Six Principles of Improvement from the Carnegie Foundation helped provide a foundation for our analysis:
1. Make the work problem specific and user-centered: What specifically is the problem we are trying to solve?
2. Variation in performance is the core problem to address: What works, for whom and under what set of conditions?
3. See the system that produces the current outcomes: What are the drivers that yield change?
4. We cannot improve at scale what we cannot measure: What are the key outcomes that track progress?
5. Anchor practice improvement in disciplined inquiry: How will we engage in rapid cycles of Plan, Do, Study, Act (PDSA)? "How will we know which change is an actual improvement?"
6. Accelerate improvements through networked communities: How can we accomplish more together?

These guiding principles will be utilized in our schools throughout the year as we meet to discuss progress and next steps.

Monitoring and Evaluating Effectiveness

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

The Director of Educational Services and the State and Federal Programs coordinator will support the school team and work with them in monitoring and evaluating the effectiveness of their improvement plan throughout the school year.

The process, including metrics, used for monitoring the implementation of the CSI plan will be done by the Director of Educational Services, the State and Federal Programs coordinator and site leadership. Leadership will meet regularly to review the plans implementation and effectiveness. New and existing data tracking will be conducted on our internal data tracking platforms, and reports using this data will be given to staff monthly.

Additionally, we will collaborate with our professional learning community network and implement the Plan, Do, Study, Act (PDSA) model as our process for continuous improvement. Through a collaborative team of school educators, we will use school data: NWEA, credit completion, attendance, tutoring data, dual enrollment and CTE participation, professional development participation and senior progress to

inform our inquiry and help focus on our results. By monitoring our evidence-based interventions, we can determine if the interventions are positively impacting each cohorts' outcomes. We will study benchmark data to drive momentum or to determine what adjustments might be necessary to address problems of practice.

In addition, counselors will collaborate with teachers and families to ensure students are appropriately pacing towards graduation. The students' individualized plans will be reevaluated bi-annually to account for changes in the students' interests and post-secondary goals. We will continue to develop the skills of our teachers/tutors and care providers to both monitor and respond to the academic and SEL need of our students.

To progress monitor our Comprehensive Support and Improvement plan, we will engage teachers, students, parents, and the school board monthly. We will share our benchmark progress on our CSI plan at least twice a year. We can build the capacity of our Parent Advisory Committee (PAC) and English Learner Advisory Committee (ELAC), by sharing the school data progress with them at their meetings and eliciting their feedback as part of our PDSA model. Our school board learns about student progress towards graduation on a regular basis, but with the CSI plan in place, we will ask for their feedback and input as part of our process. We will leverage student voice as we will continue to collaborate and celebrate as students make progress towards graduation.

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
PAC/Parent Advisory Committee	8/30/24 - Agenda Items: Student Outcomes for LP 1, Formula for Success, Multi-Subject Support Model, Upcoming Events and Programs, and Open Forum for ed partner feedback and input. Agenda items tied to LCAP Goal 1 - Increase Academic Progress, Goal 2 - Students will Gain Skills for College and Career-Readiness, Goal 3 - Increase Student Retention and Goal 4 - Increase Stakeholder Engagement. 12/12/24- Agenda Items: Cycle of Improvement, Students Social and Emotional Health, Upcoming Events, Parent and Student Surveys, and Open Forum for ed partner feedback and input. Agenda items tied to LCAP Goal 1 - Increase Academic Progress, Goal 3 - Increase Student Retention and Goal 4 - Increase Stakeholder Engagement.
ELAC/ English Learner Advisory Committee	8/30/24 - Agenda Items: Purpose of ELAC, Care Team, Connections, LCAP, EL Program, Overview of ELAC Officials Responsibilities, Election, and Questions/Comments/input from Ed partners. Agenda items tied to LCAP Goal 1 - Increase Academic Progress, Goal 2 - Students will Gain Skills for College and Career-Readiness, Goal 3 - Increase Student Retention and Goal 4 - Increase Stakeholder Engagement. 11/1/24 - Agenda Items: Review and Approve Last Meeting Minutes, School & Parent Compact and Engagement Policy, Purpose of ELAC, Multilingual Learner Program Overview, Care Team, Connections,

Educational Partner(s)	Process for Engagement
	Title 1 and CCSPP, Multilingual Learner Program Update, Overview of ELAC Officials Responsibilities, Election, and Questions/Comments/input from Ed partners. Agenda items tied to LCAP Goal 1 - Increase Academic Progress, Goal 2 - Students will Gain Skills for College and Career-Readiness, Goal 3 - Increase Student Retention and Goal 4 - Increase Stakeholder Engagement. 3/14/24 - Agenda Items: Review and Approve Last Meeting Minutes, Purpose of ELAC, Reclassified Students this School Year, Multilingual Learner Program Updates, Resources for Students and Families, Needs Assessment, and Questions/Comments/input from Ed partners. Agenda items tied to LCAP Goal 1 - Increase Academic Progress, Goal 2 - Students will Gain Skills for College and Career-Readiness, Goal 3 - Increase Student Retention and Goal 4 - Increase Stakeholder Engagement.
Teachers and Staff	8/12/24 - Regional Staff Day - All staff present for collaboration on grounding for the new school year. Break out sessions for operations, CARE team, CTE teachers, SPED clerks, tutors and paraprofessionals, Literacy and Math 180 teachers, SGI teachers, teachers and SRSs. Data, expectations and best practices were some of the topics for each group. Agenda items tied to LCAP Goal 1 - Increase Academic Progress, Goal 2 - Students will Gain Skills for College and Career-Readiness, Goal 3 - Increase Student Retention and Goal 4 - Increase Stakeholder Engagement. 11/4/24 - Regional Staff Day - All staff present for collaboration on grounding and for a mandatory training for SPED for general education. Break out sessions for Teachers and substitutes, Literacy teachers, SPED techs, tutors and paraprofessionals, counselors and social workers, SRSs, CTE teachers, and operations. Agenda items tied to LCAP Goal 1 - Increase Academic Progress, Goal 2 - Students will Gain Skills for College and Career-Readiness, Goal 3 - Increase Student Retention and Goal 4 - Increase Stakeholder Engagement. 1/13/25 - Regional Staff Day - Selected staff participated in ELPAC training. Break out sessions for operations, CTE teachers, teachers

Educational Partner(s)	Process for Engagement
	and substitutes, SRS's, SST/504 coordinators and SPED team members. Agenda items tied to LCAP Goal 1 - Increase Academic Progress, Goal 2 - Students will Gain Skills for College and Career-Readiness, Goal 3 - Increase Student Retention and Goal 4 - Increase Stakeholder Engagement. 7/1/24 - Staff Meeting - Agenda Items: Team Share-Out, Gratitude, Site Team Winners, New Teams, Activity, and New Vision and Values. Agenda items tied to LCAP Goal 1 - Increase Academic Progress, Goal 2 - Students will Gain Skills for College and Career-Readiness, Goal 3 - Increase Student Retention and Goal 4 - Increase Stakeholder Engagement. 7/8/24 - Staff Meeting - Agenda Items: New Year Area's of Focus, Expectations, Cycle of Improvement Data Dive, School Calendar, Updates and Reminders, and Open Forum. Agenda items tied to LCAP Goal 1 - Increase Academic Progress, Goal 2 - Students will Gain Skills for College and Career-Readiness, Goal 3 - Increase Student Retention and Goal 4 - Increase Stakeholder Engagement. 7/22/24 - Staff Meeting - Agenda Items: Meeting Norms, Selecting Strategies, Grade Level Advancements, Committee, Housekeeping, and Senior Backwards Planning. Agenda items tied to LCAP Goal 1 - Increase Academic Progress, Goal 2 - Students will Gain Skills for College and Career-Readiness, Goal 3 - Increase Student Retention and Goal 4 - Increase Stakeholder Engagement. 8/20/24 - Staff Meeting - Agenda Items: NWEA Information, Committees - Event Descriptions, and SGI Round Up. Agenda items tied to LCAP Goal 1 - Increase Academic Progress, Goal 2 - Students will Gain Skills for College and Career-Readiness, Goal 3 - Increase Student Retention and Goal 4 - Increase Stakeholder Engagement.
Administrators / Principals	9/24 to 9/26/24 - Leadership Summit - Area Superintendent, Principals, Directors and other staff participated in this three day leadership summit. Topics ranged from sharing best practices, to leadership training, to team building. Agenda items tied to LCAP

Educational Partner(s)	Process for Engagement
	Goal 1 - Increase Academic Progress, Goal 2 - Students will Gain Skills for College and Career-Readiness, Goal 3 - Increase Student Retention and Goal 4 - Increase Stakeholder Engagement. 7/09/24 - Principals Meeting - Agenda Items: Structure of Meetings, Desired Metrics for the Year, NWEA Policy, Enrollment, Retention Policy, Organization Structure, and Open Forum for feedback and input. Agenda items tied to LCAP Goal 1 - Increase Academic Progress, Goal 2 - Students will Gain Skills for College and Career-Readiness, Goal 3 - Increase Student Retention and Goal 4 - Increase Stakeholder Engagement. 8/06/24 - Principals Meeting - Agenda Items: Utilization, Charter Renewal Petitions, Reasonable Suspicion Survey, Upcoming Events, Graduation Rates and Open Forum for feedback and input. Agenda items tied to LCAP Goal 1 - Increase Academic Progress, Goal 2 - Students will Gain Skills for College and Career-Readiness, Goal 3 - Increase Student Retention and Goal 4 - Increase Stakeholder Engagement. 9/17/24 - Principals Meeting - Agenda Items: Data Dive, Enrollment Process, Integrity Agreement, Desired Metrics for Year End, Site Safety, Student Cell Phone Policy, and Open Forum for feedback and input. Agenda items tied to LCAP Goal 1 - Increase Academic Progress, Goal 2 - Students will Gain Skills for College and Career-Readiness, Goal 3 - Increase Student Retention and Goal 4 - Increase Stakeholder Engagement. 10/15/24 - Principals Meeting - Agenda Items: Data Dive and Learning Period Progress, Enrollment Projections, NWEA Progress and Challenges, Leadership Summit Debrief, and Open Forumfor feedback and input. Agenda items tied to LCAP Goal 1 - Increase Academic Progress, Goal 2 - Students will Gain Skills for College and Career-Readiness, Goal 3 - Increase Student Retention and Goal 4 - Increase Stakeholder Engagement. 11/01/24 - Principals Meeting - Agenda Items: Holiday Celebrations for Staff, Annual Survey Update, Grants the Schools Have, and Open

Educational Partner(s)	Process for Engagement
	Forum for feedback and input. Agenda items tied to LCAP Goal 1 - Increase Academic Progress, Goal 2 - Students will Gain Skills for College and Career-Readiness, Goal 3 - Increase Student Retention and Goal 4 - Increase Stakeholder Engagement. 1/21/25 - Principals Meeting - Agenda Items: Ramp Training, OPTEL Update, Data Dive, and Open Forum for feedback and input. Agenda items tied to LCAP Goal 1 - Increase Academic Progress, Goal 2 - Students will Gain Skills for College and Career-Readiness, and Goal 3 - Increase Student Retention 3/18/25 - Principals Meeting - Agenda Items: Special Education Check In, Regional Restructure, Principal Wish Lists, and Open Forum for feedback and input. Agenda items tied to LCAP Goal 1 - Increase Academic Progress, Goal 2 - Students will Gain Skills for College and Career-Readiness, and Goal 3 - Increase Student Retention.
Students	8/16/24 - USC College Tour - Students were invited to tour the USC campus and learn more about the school. Agenda items tied to LCAP Goal 2 - Students will Gain Skills for College and Career-Readiness, Goal 3 - Increase Student Retention and Goal 4 - Increase Stakeholder Engagement. 10/8/24 - LA CTE Community College Tour - Students enrolled in a CTE class were invited to this event to learn more about CTE classes and the benefits they offer. Agenda items tied to LCAP Goal 2 - Students will Gain Skills for College and Career-Readiness, Goal 3 - Increase Student Retention and Goal 4 - Increase Stakeholder Engagement. 10/11/24 - Block Party - Students and their families were invited to Desert Sands to partake in a school festival. The attendees were able to meet the DS staff, learn more about the supports the school offers, and participate in games, activities and other fun things. Agenda items tied to LCAP Goal 1 - Increase Academic Progress, Goal 2 - Students will Gain Skills for College and Career-Readiness,

Educational Partner(s)	Process for Engagement
	Goal 3 - Increase Student Retention and Goal 4 - Increase Stakeholder Engagement. 11/20/24 - Disney Grad Night - This event was hosted for fall graduates. Graduates got to go to Disneyland and participate in all the activities taking place during the Disney Grad Night event for graduates. Agenda items tied to LCAP Goal 3 - Increase Student Retention and Goal 4 - Increase Stakeholder Engagement. 11/22/24 - Fall Graduation - Desert Sands hosted a graduation for its fall graduate. Graduates family members were invited to watch their student accept their high school diploma. Agenda items tied to LCAP Goal 3 - Increase Student Retention and Goal 4 - Increase Stakeholder Engagement.
SELPA/Special Education Local Plan Area	• Our SELPA Compliance Officer vetted our LCAP this year and stated that no changes were required. • The El Dorado Charter SELPA participates and provides guidance in the CDE's Special Education Monitoring Processes. • The El Dorado Charter SELPA provides program and technical support by the Program Specialist and/or other SELPA team members. • Dropout (and Graduation), post-secondary outcomes data for special education students are reviewed in a collaborative process with the El Dorado Charter SELPA. • Guidance for developing and monitoring transition plans for students with disabilities is regularly offered and available from the El Dorado Charter SELPA.

Educational Partner(s)	Process for Engagement
	• Classified and Certificated Staff training related to special education students is provided by the El Dorado Charter SELPA as needed and requested. • The El Dorado Charter SELPA requests the participation of parents of students with disabilities in the SELPA Community Advisory Committee (CAC). • The SELPA Program Specialists were provided a copy of the LCAP for consultation on the alignment of LCAP activities with the annual assurances
School Board	8/29/24 - Board Meeting. Agenda Items: Board asked to approve several new policies. Updates given by finance, and area superintendent. Board meetings for the year discussed and board approvals asked for on a new accounting manual and unaudited actuals from last year. 12/5/24 - Board Meeting. Agenda Items: Board was asked to approve a revised school safety plan and other policies. Updates given by finance and area superintendent. Title 1 program evaluation presentation. Board approved annual audit report, and first interim report. 2/18/25 - Board Meeting. Agenda Item: LCAP mid year presentation.
Public Comment	5-12-25 through 5-23-25, the public comment period provided parents and members of the public a draft of the 2025-2026 LCAP, and they had the opportunity to submit comments regarding specific actions and expenditures proposed in the 2025-2026 LCAP.
Public Hearing	6-5-25 The meeting provided the public a period of time to come forward with any comments they might have about the LCAP, prior to its adoption by the charter school board.
LCAP Adoption by the Governing Board	6-5-25 The governing board adopted the 2025-2026 Local Control and Accountability Plan, which included the Budget Overview for Parents and the Comprehensive Support and Improvement Plan.

Educational Partner(s)	Process for Engagement
Budget Adoption and Local Indicator Report	6-5-25 The governing board adopted the 2025-2026 Budget, and they were presented with the Local Indicators Report.

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

The 2025-2026 LCAP was developed through an interactive educational partner process. The goals, actions, and focus of the LCFF funds were developed through a process that included community and educational partner consultation to best meet the needs of our students as identified through the required metrics, local indicators, and educational partner feedback. Updates and additions to the 2025-2026 LCAP have been influenced by the process described above. The following is Educational Partner feedback that influenced the development of the LCAP.

Parents Feedback: Desert Sands was able to receive valuable feedback from parents during the PAC and ELAC meetings, Parent Teacher Conferences, the Annual Survey and during events held by the school. This includes parents of students with disabilities, EL students, and homeless students. Parents expressed appreciation for the school's dedication to educating and supporting their child, particularly highlighting the strong communication between school and home and the accessibility of staff. The recent Annual Survey results showed that 98% of parents surveyed responded favorably to questions about feeling connected to the school and being informed of their child's progress in school. Parents also responded 99% favorably to questions about how the school communicates with them, if they feel their voice is heard and if they are treated with respect. One parent noted that every time she talks to her daughter's teacher he ‘asks me how the school can improve in supporting my daughter.

Parents also voiced their support for the school's initiatives in addressing students' educational needs and were impressed with the outcomes achieved. Additionally, they identified a need for increased support for students struggling with schoolwork, and requesting expanded tutoring services. Parent feedback is tied to LCAP G1A2, G1A3, G2A4, G3A2, G4A1.

Student Feedback: Desert Sands was able to receive valuable feedback from students during PAC and ELAC meetings, Parent Teacher Conferences, teacher appointments, the Annual Survey and during events held by the school. Students appreciated the guidance from their teachers, the variety of on-campus activities/workshops, and the resources available to them and their families. The recent Annual Survey results showed that 99% of students surveyed responded favorably to the school treating them with respect, and 98% favorably if they would recommend the school to others and if they are being prepared for college. Some students expressed a desire for more extracurricular opportunities and greater flexibility in the resources and interventions offered by the school. Student feedback is tied to LCAP G1A2, G1A4, G1A5, G2A2, G2A4, G3A1, G3A2, G4A1.

Administration Feedback: During principal meetings, administrators regularly reviewed data, shared best practices, discussed challenges they were having, worked out plans to implement new initiatives coming from leadership and planned for the future. The principals also agreed that the year’s LCAP goals and actions were well-suited to support continuous improvement. Additionally, the principals voiced their concerns about finding quality candidates to fill open positions, some of the new data tracking methods being used and staff fatigue. Administration feedback is tied to LCAP G1A2, G1A4, G2A2, G2A4, G3A1, G3A2, G4A1.

Teachers Feedback: Desert Sands was able to receive valuable feedback from teachers during professional developments, meetings, the Annual Survey and during events held by the school. Staff members expressed satisfaction with the school's progress in credit completion, school attendance, and improvements in test results. The recent Annual Survey results showed that 87% of staff thought that leadership's communication was effective, 98% feel administration supports their growth as an educator, 96% feel connected to the school, 94% feel the students are making good academic progress and 98% feel the school treats students with respect. The staff have advocated for more support in conducting interventions for students and reducing certain tasks so more time can be spent working with students. Teacher feedback is tied to LCAP G1A2, G1A3, G1A4, G2A2, G2A4, G3A1, G3A2, G4A1

School Board Feedback: Board members shared that they were pleased with the reports given to them by the Area Superintendent, principals and other staff members. They are happy with the progress being made with student outcomes such as credit completion, test scores, tutoring and the positive movement in CA Dashboard indicators. They also enjoy learning about the activities Desert Sands hosts for the students and their families. It has been shared with the board that the data is showing a need to focus on college and career preparation and the schools 4 to 5 year graduation cohort rate. Board feedback is tied to LCAP G1A2, G1A3, G1A5, G2A4, G3A2, G4A1

Public Feedback: During board meetings time was set aside for public feedback. To date there has not been any public feedback given.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Increase Academic Progress: This is a focus goal for increasing academic progress for all students, especially our English Language learners, low-income and foster youth, who struggled during the previous year. In the next three years, we will have mitigated the negative impact learning loss had on our students, and we will see improvement in our NWEA, EL reclassification, credit completion, and graduation rates.	Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

As a result of our CSI and our analysis on key state and local data, we determined the need for a focus goal on academic performance for all our unduplicated students. This new goal specifically addresses low-key metrics such as the English Learner reclassification rate, credit completion, and graduation for our student groups. We looked at our student group data, which reveal performance gaps between the "All" student group, and the unduplicated students. Our students also take the NWEA MAP assessment, and we measure academic growth from year to year in this way. This year, performance gaps among student groups were also revealed, using that assessment. We understand the gaps that need to be closed for our students, and this focus goal was carefully designed to support their academic needs with targeted interventions and tutoring.

We sought the consultation of our educational partners, and involved them in the LCAP process, which we believe promotes positive engagement, buy-in and trust. We know that additional tutoring, interventions, and counseling support will help address the learning loss over the next few years.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Teachers are highly qualified– Priority 1	97%	98%		100%	+1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Year: 23-24 LPs 1-7 Data Source: Internal HR Tracking	Data Year: 2024-25 Data Source: Internal HR Tracking		Data Year: 26-27 LPs 1-7 Data Source: Internal HR Tracking	
1.2	Teachers are appropriately assigned – Priority 1	100% Data Year: 23-24 LPs 1-7 Data Source: Internal HR Tracking	100% Data Year: 2024-25 Data Source: Internal HR Tracking		100% Data Year: 26-27 LPs 1-7 Data Source: Internal HR Tracking	No Difference
1.3	Reading – Lexile Growth – local	All: 1003.19 EL: 739.01 LTEL:818.3 FY: 766.16 LI: 984.75 SWD: 866.36 Data Year: 23-24 LPs 1-7 Data Source: Internal PowerBI	All: 1030.11 EL: 862.50 LTEL: 887.27 FY: 900.78 LI: 1011.72 SWD: 880.42 Data Year: 2024-25 LPs 1-7 Data Source: NWEA reports on PowerBI		All: 1150 EL: 950 LTEL: 970 FY: 1100 LI: 1100 SWD: 950 Data Year: 26-27 LPs 1-7 Data Source: Internal PowerBI	All: +26.92 EL: +123.49 LTEL: +68.97 FY: +134.62 LI: +26.97 SWD: +14.06
1.4	Mathematics Quantile Growth – local	All: 752.73 EL: 514.13 LTEL:562 FY: 583.30 LI: 739.20 SWD: 589.00 Data Year: 23-24 LPs 1-7	All: 774.80 EL: 633.01 LTEL: 641.25 FY: 678.67 LI: 754.23 SWD: 619.97 Data Year: 2024-25 LPs 1-7		All: 900 EL: 750 LTEL: 770 FY: 750 LI: 850 SWD: 700 Data Year: 26-27 LPs 1-7	All: +22.07 EL: +118.88 LTEL: +79.25 FY: +95.37 LI: +15.03 SWD: +30.97

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Source: Internal PowerBI	Data Source: NWEA reports on PowerBI			
1.5	Average Credit Completion – local metric	All: 3.26 EL: 1.91 FY: 1.98 LI: 1.97 SWD: 1.63 Data Year: 23-24 LPs 1-7 Data Source: Internal PowerBI	All: 3.57 EL: 3.79 FY: 2.38 LI: 3.44 SWD: 3.01 Data Year: 2024-25 LPs 1-7 Data Source: Internal Data+Design		All: 4.0 EL: 4.0 FY: 4.0 LI: 4.0 SWD: 4.0 Data Year: 26-27 LPs 1-7 Data Source: Internal Data+Design	All: +0.31 EL: +1.88 FY: +0.40 LI: +1.47 SWD: +1.38
1.6	English Learner Reclassify - Priority 4	10.0% Data Year: 23-24 LPs 1-7 Data Source: Internal	10.0% Data Year: 2024-25 Data Source: Internal Calculation		20% CA Average EL Reclassification rate at or above state average each year Data Year: 26-27 LPs 1-7 Data Source: CA Average	No Difference
1.7	EL Annual Progress on ELPI -Priority 4	33.8% ELPI Orange Data Year: 2023 Data Source: CA Dashboard	41.3% ELPI Yellow Status Increased 7.5% LTEL - 41.1%, Yellow Status, Increased 6.8% Data Year: 2024		45% Moderate Growth on ELPI Data Year: 2026 Data Source: CA Dashboard	ELPI - Increased 7.5% LTEL - Increased 6.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Data Source: CA Dashboard			
1.8	DASS 1 Year Graduation Cohort Rate - Priority 5	All: 77.5% EL: ** FY: ** LI: 77.3% SWD: 79.2% Homeless: ** AA: 75.0% AS: ** H/L: 79.7% WH: 77.8% Data Year: 2023 Data Source: CA Dashboard – DASS Graduation Rate **Data suppressed due to small count	All: 94.6% EL: ** FY: ** LI: 93.3% SWD: 85.0% Homeless: ** AA: 90.9% AS: ** H/L: 94.7% WH: 93.8% Data Year: 2024 Data Source: CA Dashboard – DASS Graduation Rate **Data suppressed due to small count		All: 86% EL: 80% FY: 82% LI: 86% SWD: 85% Homeless: 80% AA: 85% AS: 80% H/L: 89% WH: 91% LTEL: 82% Data Year: 2026 Data Source: CA Dashboard DASS Grad Rate or Internal Calculation	All: +17.1% EL: (w/o comparison) FY: (w/o comparison) LI: +16.0% SWD: +5.8% Homeless: (w/o comparison) AA: +15.9% AS: (w/o comparison) H/L: +15.0% WH: +16.0%

Goal Analysis [2024-25]

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

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

Our school used the following rating scale to determine its progress in implementing the actions to achieve the articulated goal. Ratings were based on an analysis of both input from educational partners and metrics.
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability.

The actions outlined in Goal One supported the progress in meeting the following goal: Increase academic progress.

Action 1.1: English Learners support staff, interventions, and materials.
Implementation Status: 4 - Full Implementation

Desert Sands consistently has a bilingual teacher on staff and also employs bilingual paraprofessionals, tutors and counselors to support EL students with their coursework. Desert Sands also has bilingual operations staff that support the students and their family with the other facets of attending DS. Desert Sands utilizes the specialized curriculum to structure EL students' daily lesson plans, and constantly purchases additional resources like intervention materials and computer programs that support their language acquisition. No substantive difference in the planned action compared to actual the implementation.

Actions 1.2: All academic interventions and program materials.
Implementation Status: 4 - Full Implementation
Desert Sands currently offers its students small group instruction (SGI) classes for core subjects, and math and English intervention classes. The curriculum used in the intervention classes is designed to bring students up to grade level. Other materials such as computers and supplementals have also been purchased to support students. Along with the teachers, DS also has tutors and paraprofessionals available to support the class teachers. No substantive difference in the planned action compared to the actual implementation.

Action 1.3: Tutoring and supports for students.
Implementation Status: 4 - Full Implementation
Following the Comprehensive Support and Improvement Plan, the Desert Sands teachers have put in the effort to increase the amount of students participating in tutoring. Although the participation numbers have fluctuated throughout the year, the data shows that a student completes .84 more credits a learning period when receiving tutoring compared to when not receiving tutoring. This is significant, and given this data Desert Sands site leadership will continue the push to have all students tutored next year. Special emphasis will be put on EL, SPED, homeless and foster youth students. No substantive difference in the planned action compared to the actual implementation.

Action 1.4: Counseling students towards graduation and materials.
Implementation Status: 4 - Full Implementation
Desert Sands currently employs five counselors, three social workers and a psychologist. This team works closely with the supervising teachers so each student can receive social emotional, credit completion, graduation and post-secondary support. Counselors have focused on 9th graders and 12th graders this year. 9th graders receive additional support so they can be on track to graduate in four years and each 12th grader needs to have a post-secondary plan in place before submitting their final credit. No substantive difference in the planned action compared to the actual implementation.

Action 1.5: Student activities that increase learning efforts.
Implementation Status: 4 - Full Implementation
Desert Sands hosts a medley of activities throughout the school year that increase students' learning efforts. DS hosts a back-to-school night, awards ceremonies, open house, parent/teacher conferences and other on campus events like holiday events. Desert Sands also offers experiential learning trips that go throughout the United States and overseas. The graduation ceremony and grad night are hosted every year for the seniors. Students also have the opportunity to participate in several on campus workshops that are offered during the year. No substantive difference in the planned action compared to the actual implementation.

Action 1.6: Teachers and staff are qualified and appropriately assigned.
Implementation Status: 4 - Full Implementation

Desert Sands strives to hire fully credentialed teachers and monitors teachers assignments to be sure that there are no misassignments. Newly hired teachers are supported by Desert Sands' onboarding training, and new staff is given support, professional development and guidance throughout the year. No substantive difference in the planned action compared to the actual implementation.

Action 1.7: Title 1 - Intervention programs and personnel to support students.
Implementation Status: 4 - Full Implementation
Title 1 staff support EL students with their English language acquisition along with students not up to grade level with their reading skills. These students are enrolled in SGI classes that have the specialized curriculum and supplemental materials to support their needs. Tutors and paraprofessionals are also available for support. No substantive difference in the planned action compared to the actual implementation.

Action 1.8: Professional Development for English Learners.
Implementation Status: 4 - Full Implementation
This year a few staff members that support EL students will attend workshops at the TESOL conference. All Desert Sands staff members are trained in techniques to support EL students with their coursework as well. Teachers, tutors and paraprofessionals continue to implement SDAIE strategies to help promote learning to EL students. No substantive difference in the planned action compared to the actual implementation.

Overall Successes: Desert Sands was able to implement the actions in this goal and there was no substantive difference in planned actions and actual implementation of these actions. Desert Sands was able to see growth in credit completion, math quantile scores, reading Lexile scores and the DASS 1 year graduation rate.

Overall Challenges: Desert Sands' EL reclassification rate stayed stagnant at 10% this year. Desert Sands site leadership will work with the EL teachers to support them more so the reclassification rate can increase this upcoming school year.

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.

There were no material differences in the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services; because actual expenditures were approximately the same as budgeted expenditures and principally directed towards our English Language Learners, low-income and foster youth students. Desert Sands was able to meet our budgeted expenditures as shown in the 2024 Con-25tributing Actions Annual Update table for estimated actual expenditures. This is true for the LCFF funds. The Title 1 funds, which were used to support actions in Action 1.7 for interventions, were also fully expended.

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

Our school used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics. Rating Scale (lowest to highest): 1 – Not Effective; 2 – Somewhat Effective; 3 –Effective.

The actions outlined in Goal One helped make progress towards the LEA's goal: To support the progress in meeting the goal to improve student academic achievement.

Action 1.1: English Learners support staff, interventions, and materials.
Effectiveness of Action: 3 - Effective
Metrics: English Learner Progress Indicator and Reclassification Rate
Analysis Statement: As noted in the metric section above, Desert Sands' ELPI status was 41.3% which is orange and the reclassification rate was 10%. The ELPI status increased by 7.5% and the reclassification rate was the same as last years. Desert Sands saw good gains in EL students' Lexile score which increased by 123.49 points and LTEL students' Lexile scores increased by 68.97 points. Desert Sands site leadership is encouraged by this data and is looking forward to seeing the growth EL students will make next year.

Action 1.2: All academic interventions and program materials.
Effectiveness of Action: 2 - Somewhat Effective
Metric: NWEA MAP
Analysis Statement: As noted in the metric section above, Desert Sands' overall NWEA scores increased significantly this year. From last year to this year the students' Math quantile score increased by +22.07 points and their Lexile growth increased by +26.92 points. This is a marked improvement from the data collected last year. Desert Sands' Differentiated Assistance Improvement team worked with the county to determine student needs. It is understood that the SGI classes, additional tutoring and a focus on students completing core credits is supporting this years growth. Desert Sands' leadership wants to see this growth continue for next year.

Action 1.3: Tutoring and supports for students.
Effectiveness of Action: 3 - Effective
Metric: Credit Completion Rate
Analysis Statement: As noted in the metric section above, Desert Sands' credit completion rate increased by .31 compared to last year. The desired outcome in this new three-year LCAP is 4 and DS was able to average 3.57 this year. Desert Sands' leadership contributes this success to an overall concentrated effort from the entire staff to achieve this goal. There has also been a focus on better supporting and onboarding 9th graders so they can develop strong and successful academic habits. Proper and strategic academic planning contributed to this achievement as well.

Action 1.4: Counseling students towards graduation and materials.
Effectiveness of Action: 3 - Effective
Metric: DASS 1-Year Graduation Rate
Analysis Statement: As noted in the metric section above, Desert Sands one-year DASS graduation rate is 94.6%%, which is a 17.1% increase from last year. The three-year LCAP goal is 86% and Desert Sands achieved that goal this year. DS leadership believes that the support the seniors are receiving from counselors, social workers and the psychologist are contributing to this success. They also feel the students are rising to the high expectations put on them by the teachers.

Action 1.5: Student activities that increase learning efforts.
Effectiveness of Action: 3 - Effective
Metric: Credit Completion Rate

Analysis Statement: As noted in the metric section above, Desert Sands' credit completion rate increased by .31 compared to last year. The desired outcome in this new three-year LCAP is 4 and DS was able to average 3.57 this year. Desert Sands' leadership contributes this success to an overall concentrated effort from the entire staff to achieve this goal. Desert Sands provides a rigorous academic program but also rewards its students with incentives and activities. These range from activities offered on campus to experiential learning trips within the United States and to other countries.

Action 1.6: Teachers and staff are qualified and appropriately assigned.
Effectiveness of Action: 3 - Effective
Metric: Highly Qualified with Full Teaching Credential
Analysis Statement: As noted in the metric section above, 98% of Desert Sands' teachers are highly qualified and 100% are appropriately assigned. Desert Sands leadership believes it's important for student success to have staff that are appropriately assigned and who are fully qualified. DS site leadership feels that the strategies in this action have been effective and they will continue to implement them with fidelity.

Action 1.7: Title 1 - Intervention programs and personnel to support students.
Effectiveness of Action: 3 - Effective
Metric: NWEA
Analysis Statement: As noted in the metric section above, Desert Sands' overall NWEA scores increased significantly this year. From last year to this year the students' Math quantile score increased by +22.07 points and their Lexile growth increased by +26.92 points. This is a marked improvement from the data collected last year. Desert Sands' site leadership believes the SGI classes, additional tutoring and a focus on students completing core credits is supporting this growth. Desert Sands also knows it's important to continue with the established, effective interventions for low performing students, along with the systems currently in place so continued growth is observed. Because of feedback from teachers, Desert Sands will continue this action into the new school year.

Action 1.8: Professional Development for English Learners.
Effectiveness of Action: 3 - Effective
Metric: English Learner Progress Indicator
Analysis Statement: As noted in the metric section above, Desert Sands' ELPI status was 41.3% which is orange and the reclassification rate was 10%. The ELPI status increased by 7.5% and the reclassification rate was the same as last years. Desert Sands saw good gains in EL students' Lexile score which increased by 123.49 points and LTEL students' Lexile scores increased by 68.97 points. Desert Sands site leadership is encouraged by this data and will continue to look for professional development opportunities for its EL teachers and support staff.

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.

Action 1.2: All academic interventions and program materials. This action did have the intended outcome based on the associated metrics as described in prompt 3 but because these successes are only for one year, Desert Sands felt this goal and action still fell into the 'Somewhat Effective' category. Given this and due to educational partner feedback from Desert Sands' PAC/ELAC, staff and student groups, Desert

Sands will continue to offer the action. Desert Sands leadership feels it is making significant progress in this goal and action and will continue offering the SGI classes, additional tutoring and maintain a focus on students completing core credits.

Action 1.7: Title 1 - Intervention programs and personnel to support students. This action will be discontinued because the school will not be applying for Title 1 funds.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Long-term English Learners (LTEL) and English Learners support staff, interventions, and materials	Our ELD program follows the CA EL Roadmap for effective practices, and we provide additional support for ELs struggling with academic proficiency. • Additional oversight of the EL program with teams looking at student progress data. • EL Small Group Instruction (SGI). • Paraprofessionals in ELD SGI classes. • English learner tutors. • Individualized English Language Development Plan (IELDP). • Access to other effective intervention programs such as System 44. Upon reviewing our local and state assessment data broken down by subgroup data, we have identified several performance and outcome gaps and general programmatic/instructional needs for the English learner student population. Our English learner students show the most opportunity for continued academic improvement based on the most current state and local ELA and Math data as reflected in the metric tables. Based on a local needs assessment we have found that our English learner students need additional support and scaffolds to be successful. We will address this need by providing an EL Paraprofessional or other trained bilingual support personnel. This includes, but is not limited to EL tutors, ELD Leads, support staff, ELD Small Group Instruction, and supplementary materials for the ELD program as needed. Students will receive individualized support based on their specific English proficiency level. We use an Individualized English Language Development Plan (IELDP) in collaboration with students and families. Implementing our	$433,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Designated and Integrated English language development (ELD) is an integral part of our comprehensive program for every English learner in order to meet the linguistic and academic goals at their grade level as identified by their level of proficiency. EL's participate in Newcomer programs, Structured English Immersion or English Language Mainstream, based on their capacity to successfully advance in their language acquisition and their academics. Support staff will provide specific language instruction through vocabulary and language development to support literacy skills and language acquisition. We anticipate the student performance on CAASPP Math and ELA, as well as on the English Learner annual growth assessment will reveal improved performance for these students. This action is designed to meet the needs most associated with English learner students. Using real time tracking, student language proficiency and academic progress will be monitored, and we expect that their ELPAC scores, as well as the reclassification rate, to increase as a result of the personalized academic support they will receive from qualified personnel.		
1.2	All academic interventions and program materials	Academic interventions will be provided for our English learners, LTELs, low-income and foster youth students struggling with academic proficiency which will help them improve their skills. This action will address the following reds on the CA Dashboard API: ELA: All students, Hispanic, low-income Math: All students, Hispanic, low-income Eligibility for Differentiated Assistance: Hispanic: ELA, Math (Priority 4) LI: ELA, Math, (Priority 4) Student groups related to eligibility for Differentiated Assistance have average initial NWEA MAP scores at the following grade level: Reading: LI: 984.75 = 7th grade level Math: LI: 739.20 = 5th grade level	$1,814,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		To meet these needs, the LEA will provide the following: • Increase monitoring of ELA and math courses assigned. • Emphasis on completing ELA and math credits. • Professional development for targeted instruction in small group settings. • Collaborate around the effectiveness of intervention courses for ELA and math by increasing data tracking among all teachers. To address our CSI status and improve our graduation rate, we will increase our tutoring support. This action is expected to reduce resource inequities among our lowest student groups' graduation rates and credit completion rates. As demonstrated in the Identified Needs and Metric section, graduation rates are among the LI, FY & EL student groups. To address the achievement gaps, tutors will provide support for our English Learners, low-income and foster youth students who are credit deficient. This will help them complete their assignments and increase the rate at which they finish their courses. Local and virtual tutors are actively engaged in reaching out to our English Learners, low-income, and foster youth students. Tutors deliver a critical level of support that we have seen be successful in helping address academic gaps effectively and improve student progress towards graduation. We expect that these actions will increase graduation rates for our English Learners, low-income. and foster youth student groups. However, because we expect that all students showing credit deficiency will benefit, this action is provided on an LEA-wide basis. We expect our credit completion rate to increase each year.To address our CSI status and improve our graduation rate, we will increase our academic interventions for 9th graders, 12th graders, EL students and other student groups not on track to graduate on time. As demonstrated in the Identified Needs and Metrics sections, State and local assessments in ELA and Math indicate that some of our lowest performing students are the English Learners, low-income and foster youth student groups when compared to the All student group. To address this gap, academic interventions will be provided for our English Learners, low-income and foster youth students struggling with academic proficiency which will help them improve their skills. Targeted instruction in small group settings or other effective intervention programs, such as Read 180 and Math 180 will accelerate their academic abilities. Students who participate in academic		

Action #	Title	Description	Total Funds	Contributing
		interventions will improve their learning gaps as shown in their NWEA scores. We expect that these actions will be effective at increasing students' mathematics and reading assessments. However, because we expect that all students showing low proficiency will benefit, this action is provided on an LEA-wide basis. We expect our NWEA scores to increase each year.		
1.3	Tutoring and supports for students	Tutors will be provided for our English learners, LTEL, low-income, and foster youth students who need additional support in completing their coursework and earning credits toward graduation. This action supports our Comprehensive Support and Improvement plan, • Tutors are available for additional support • Intensive tutoring for credit completion • Improve tutor-student relationship to increase participation. • Access to tutors is both virtual and in-person	$541,000.00	Yes
1.4	Counseling students towards graduation and materials	Counselors will be principally directed to promote high expectations and provide guidance toward graduation. Counselors will connect frequently and as needed with high-needs students, to help meet social-emotional needs. Additionally, we will do the following: • Provide additional support for potential graduates starting at the beginning of the year. • Counselors will meet more regularly with future grads. • Monitor the progress of potential grads and collaborate around the results. • Provide additional training and support to identify students' socio-emotional needs, incorporate counseling services to support students' well-being, and create a positive learning environment. • Provide additional training on the Multi-Tiered, Multi-Domain Systems of Support (MTMDSS). MTMDSS provides tiered levels of school counseling instruction and data-driven intervention services that help address the needs of students in the areas of academic, college/career, and social/emotional development.	$970,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Counselors help address obstacles to graduation. • Additional counselors reduce the counselor-to-student ratio and allow for equity and improved access to resources. To address our CSI status and improve our graduation rate, we will increase our counseling support of 9th graders, 12th graders, EL students and other student groups not on track to graduate on time. Some of our lowest graduation rates are among the English Learners, low-income and foster youth student groups when compared to the All student group. This is demonstrated in the Identified Needs and Metrics sections. To address these gaps, counselors will provide additional support to English Learners, low-income and foster youth students. They will promote high expectations and provide guidance towards graduation. Counselors will connect with students, help meet social-emotional needs, and guide students to achieve their graduation goals. We expect to continue providing counselors, who help address obstacles to graduation that English Learners, low-income and foster youth students have; however, because we expect that all students could benefit, action is provided on an LEA-wide basis. This action has been effective for many students in helping them successfully graduate and will increase graduation rates for our student groups at the rate each year.		
1.5	Student activities that increase learning efforts	Students participate in a comprehensive incentive and recognition system that helps support their scholastic efforts. Students are recognized for their efforts in a variety of ways that are meaningful to them. We will also do the following: • Improve the relationships between staff and students to increase school participation and engagement. • The school will acknowledge student achievement and celebrate student successes to get buy-in. • The school will also boost student morale by increasing student-led events and activities creating a positive learning environment. • Group activities that celebrate progress • Enrichment experiences and field trips. As demonstrated in the Identified Needs and Metrics sections, the English	$138,810.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Learners, low-income and foster youth students are often underperforming in their capacity for credit completion. The expected average is 4.0. They often exhibit low motivation to complete their assignments. To address this need, students participate in a comprehensive incentive and recognition system that helps support their scholastic efforts. Students are recognized for their efforts in a variety of ways that are meaningful to them. This includes but is not limited to celebrations, field trips and enrichment experiences. We have witnessed how these actions can inspire students to continue to be productive and strive to accelerate their learning. We expect that these actions will have a positive impact on work completion rates. Furthermore, because we expect that all students could benefit from this action, it is provided on a schoolwide basis. We anticipate and increase up to 4 credits per learning period.		
1.6	Teachers and staff are qualified and appropriately assigned	All students will have access to teachers who are fully credentialed and appropriately assigned to teach in their subject area of competence. Any teacher mis-assignments will be monitored and rectified, so that students are served according to the legal requirements.	$9,426,154.00	No
1.7	Professional Development to Support English Learners and LTELs	Our ELD program follows the CA English Learner Roadmap for effective practices, and we provide professional development for staff to help serve English learners and LTELs with their language acquisition. We will do the following: • Increased monitoring of progress for our EL students and collaboration around the results. • Professional development for implementing the EL Tool Kit. • Professional development for effective EL strategies, such as SIOP. • Paraprofessionals in ELD SGI classes trained. • EL Tutors trained. • Training in Individualized English Language Development Plan (IELDP). • Professional learning communities, workshops, and conferences for staff.	$3,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		In order to stay above the state average for our English Language learners' reclassification rate we will need additional support from faculty and support staff who employ effective strategies that will help improve students' ELPAC scores. To address this need, they will be served by trained EL Paraprofessionals or other trained bilingual support personnel. This includes, but is not limited to EL tutors, ELD Leads, support staff, ELD Small Group Instruction, and supplementary materials for the ELD program as needed. Trainings could include, but are not limited to developing an EL Tool Kit, implementing effective EL strategies using SIOP (Sheltered Instruction Observational Protocol), and scaffolding strategies such as modeling, building schema, contextualization, and others. Additionally, workshops, conferences and professional learning communities provide information that will build the capacity of faculty and staff to increase student performance. We expect that our English Learners' ELPAC scores, as well as the reclassification rate, will increase as a result of the personalized academic support and attention they will receive from qualified personnel.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Students Will Gain Skills for College and Career-Readiness: This is a broad goal for helping students gain skills for college and career-readiness for all students, including low-income, English learners and foster youth students.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal was developed with the special needs and interests of our unique student population and our CSI status. Most of our students choose our independent study program to change their story and increase their viability after graduation. We support their interests in pursuing a career through our CTE course work and partnerships. Everyone receives state standards aligned curriculum and we encourage students who are college bound to meet the A-G requirements. Year after year, we expect these metrics to show improvement for all of our student groups.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	State Standards–aligned materials – Priority 1	100% Data Year: 2023 Data Source: CA Dashboard	100% Data Year: 2024 Data Source: Dashboard Fall 2024		100% Data Year: 2026 Data Source: CA Dashboard	No Difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.2	Implement state academic standards and EL access – Priority 2	4.40 out of 5.0 Data Year: 2023 Data Source: CA Dashboard	4.56 out of 5.0 Data Year: 2024 Data Source: Dashboard Fall 2024		4.6 – Full Implementation & Sustainability Data Year: 2026 Data Source: CA Dashboard	+0.16
2.3	Statewide Assessments: * English Language Arts – Priority 4 * Mathematics – Priority 4 * Science – Priority 4	Statewide Assessments: English Language Arts All: 32% EL: ** FY: 17% LI: 32% SWD: 15% Homeless: ** AA: 18% AS: ** H/L: 31% WH: 29% Mathematics All: 3% EL: ** FY: ** LI: 1% SWD: ** Homeless: ** % AA: ** AS: ** H/L: 2% WH: ** Science All: 14%	Statewide Assessments: English Language Arts All: 31% EI: ** FY: ** LI: 28% SWD: 22% Homeless: 50% AA: 13% AS: 100% H/L: 35% WH: 37% Mathematics All: 3% EI: ** FY: ** LI: 3% SWD: 4% Homeless: ** AA: ** AS: ** H/L: ** WH: 5% Science		Statewide Assessments: English Language Arts All: 40% EL: 20% FY: 20% LI: 40% SWD: 20% Homeless: 20% AA: 20% AS: 20% H/L: 40% WH: 40% Mathematics All: 10% EL: 10% FY: 10% LI: 10% SWD: 10% Homeless: 10% AA: 10% AS: 10% H/L: 10% WH: 10% Science	Statewide Assessments: English Language Arts All: -1.0% EI: (w/o comparison) FY: (w/o comparison) LI: -4.0% SWD: +7.0% Homeless: 50% AA: -5.0% AS: 100%(w/o baseline) H/L: +4.0% WH: +8.0% Mathematics All: No Difference EI: (w/o comparison) FY: (w/o comparison) LI: +2.0% SWD: 4% (w/o baseline)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		EL: ** FY: ** LI: 14% SWD: 0% Homeless: ** AA: ** AS : ** H/L: 5% WH: 43% Data Year: 2023 Data Source: SARC and PowerBI CAASPP Results **Data suppressed due to low student count	All: 33% EI: ** FY: ** LI: 33% SWD: 50% Homeless: ** AA: ** AS: ** H/L: 20% WH: 67% Data Year: 2024 Data Source: SARC and PowerBI CAASPP Results **Data suppressed due to low student count		All: 25% EL: 10% FY: 10% LI: 20% SWD: 10% Homeless: 10% AA: 10% AS: 10% H/L: 15% WH: 50% Data Year: 2026 Data Source: SARC and PowerBI CAASPP Results	Homeless: (w/o comparison) AA:(w/o comparison) AS: (w/o comparison) H/L: (w/o comparison) WH: 5%(w/o baseline) Science All: +19.0% EI: (w/o comparison) FY: (w/o comparison) LI: +19.0% SWD: 50.%(w/o baseline) Homeless: (w/o comparison) AA: (w/o comparison) AS: (w/o comparison) H/L: +15.0%
2.4	Participants in career-ready courses – Priority 8 local metric	CTE – 32 Pro Skills – 186 Data Year: 2023-24 LPs1-7 Data Source: Internal PowerBI	CTE – 182 Pro Skills – 145 Data Year: 2024-25 LP 1-7 Data Source: Internal PowerB		CTE: 65 Pro-Skills: 215 Increase students in career-ready courses each year Data Year: 2026-27 LPs1-7	CTE :+150 Pro Skills :-41

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Data Source: Internal PowerBI	
2.5	CTE Course completion rate: CTE Pathway completer rate seniors – Priority #4	50.32% CTE course completion rate Data Year: 2023-24 Data Source: Internal PowerBI 3.5% CTE pathway completer rate Data Year: 2022-23 Data Source: CDE DataQuest	51.71% CTE course completion rate Data Year: 2024-25 Data Source: Internal PowerBI 2.4% CTE pathway completer rate Data Year: 2023-24 Data Source: CDE DataQuest		60% CTE Course Completion rate Data Year: 2026-27 Data Source: Internal PowerBI 12% CTE Pathway Completer rate Data Year: 2026-27 Data Source: CDE DataQuest	CTE course completion rate CTE pathway completer rate
2.6	Access to broad range of courses – Priority 7	100% Data Year: 2023 Data Source: CA Dashboard	100% Data Year: 2023-24 Data Source: Dashboard Fall 2024		100% Data Year: 2026 Data Source: CA Dashboard	No Difference
2.7	Dual Enrollment – in Courses and Graduates	78 Data Year: 2023-24 LP 1-7 Data Source: Internal Tracking	51 Data Year: 2024-25 LP 1-7 Data Source: Internal PowerBI		100 Data Year: 26-27 LPs 1-7 Data Source: Internal Tracking	-27

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.8	Seniors completing A-G Courses: Seniors completing CTE Pathway and A-G Courses:	2.7% Seniors completing A-G courses 0.8% Seniors completing CTE and A-G Data Year: 2022-2023 Data Source: CDE DataQuest	0.8% Seniors completing A-G courses 0.0% Seniors completing CTE and A-G Data Year: 2023-24 Data Source: CDE DataQuest		2% A-G course completion rate 10% A-G + CTE Completion Data Year: 2026-27 Data Source: CDE DataQuest	-1.9% Seniors completing A-G courses -0.8 Seniors completing CTE and A-G
2.9	CA Dashboard English Language Art and Mathematics	ELA - Declined 5.8 Pts, Red Math - Declined 3.2 Pts, Red Data Year: 2023 Data Source: CA Dashboard	ELA - Yellow Status Increased 18.2 Pts Math - Orange Status Increased 14.2 Pts Data Year: 2023-24 Data Source: Dashboard Fall 2024		Orange or above Orange or above Data Year: 2026 Data Source: CA Dashboard	ELA - Increased 18.2 Pts Math - Increased 14.2 Pts

Goal Analysis [2024-25]

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

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

Our school used the following rating scale to determine its progress in implementing the actions to achieve the articulated goal. Ratings were based on an analysis of both input from educational partners and metrics. Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability.

The actions outlined in Goal Two supported the progress in meeting the following goal: Students Will Gain Skills for College and Career-Readiness.

Action 2.1: Career and college-readiness for English Learners, low income, and foster youth students.
Implementation Status: 4 - Full Implementation
Available to all Desert Sands students are Dual Enrollment college classes like College Success, Spanish, Psychology and Career Exploration, CTE classes such as Graphic Design, Child Development and Information Technology, and a Professional Skills course. Certain certifications can also be obtained through the CTE classes. No substantive difference in the planned action compared to the actual implementation.

Action 2.2: Professional development addressing English Learners, low income, and foster youth students.
Implementation Status: 4 - Full Implementation
Desert Sands leadership conducted multiple professional developments this year on how to properly support and level up EL, foster and low income students school attendance and academic achievement. Focus was also given to supporting newly enrolled students academic habits and 12th graders post secondary plans. These trainings contributed to Desert Sands increasing both its average credit completion and student retention. The Desert Sands site leaders are also receiving leadership training and coaching. No substantive difference in the planned action compared to the actual implementation.

Action 2.3: Technology Access and Support.
Implementation Status: 4 - Full Implementation
Every student has access to a computer while on campus. Each student also has the option to take a laptop and Internet hotspot home with them so they can complete their school work. There is an abundance of assistive technology on campus and additional technology resources are available to support EL students, SPED students, and students scoring below grade level. Students also receive a school email account with which they can use to communicate with their teacher and submit assignments with. No substantive difference in the planned action compared to the actual implementation.

Action 2.4: Support for Standards-based Curriculum and Instruction
Implementation Status: 4 - Full Implementation
The curriculum Desert Sands utilizes is routinely updated, modified or purchased, and accompanying materials, books, technology, etc. is acquired as well. Teachers can also volunteer to pilot new curriculum. Professional developments and other training are regularly done so the education staff can utilize the curriculum effectively and so they are equipped with the most effective teaching practices. Some staff members also attend conferences to support them in their educational practices. No substantive difference in the planned action compared to the actual implementation.

Action 2.5: Educational materials for an effective program.
Implementation Status: 4 - Full Implementation
Regional support personnel meet with site leadership and teachers to make sure the staff has the correct educational materials for an effective program. Trainings are also conducted to make sure the educational materials can be maximized for optimal student success. The curriculum is routinely updated, modified or purchased, and accompanying materials, books, technology, etc. is acquired as well. No substantive difference in the planned action compared to the actual implementation.

Action 2.6: Safe and Secure Facilities
Implementation Status: 4 - Full Implementation
The Desert Sands facilities department utilizes the Facility Inspection Tool (FIT), reports their findings and Desert Sands always receives high marks. All school personnel are trained on the latest safety and security protocols as well. Site leadership routinely conducts safety checks and reports their findings. If something needs to be fixed, updated, etc. it is completed in a timely fashion. No substantive difference in the planned action compared to the actual implementation.

Overall Successes: Desert Sands was able to see strong gains in both its CAASPP mathematics scores and ELA scores. This past year the mathematics scores increased by 14.2 points and the ELA scores increased by 18.2 points. For these two indicators, no student groups are currently in the red.

Overall Challenges: Desert Sands did see a dip in enrollment in Dual Enrollment courses and the Professional Skills course. Desert Sands leadership equates these outcomes to the push in completing core credits. Moving forward, Desert Sands leadership will monitor this data and reiterate to the staff the importance of these courses.

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.

There were no material differences in the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services; because actual expenditures were approximately the same as budgeted expenditures and principally directed towards our English Language Learners, low-income and foster youth students. Desert Sands was able to meet our budgeted expenditures as shown in the 2024-25 Contributing Actions Annual Update table for estimated actual expenditures. This is true for the LCFF funds.

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

Our school used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics. Rating Scale (lowest to highest): 1 – Not Effective; 2 – Somewhat Effective; 3 –Effective.

The actions outlined in Goal Two supported the progress in meeting the following goal: Students Will Gain Skills for College and Career-Readiness.

Action 2.1: Career and college-readiness for English Learners, low income, and foster youth students.
Effectiveness of Action: 2 - Somewhat Effective
Metrics: Work Readiness and CTE courses, CTE and A-G.
Analysis Statement: As noted in the metric section above, Desert Sands Work Readiness and CTE data shows that 182 students enrolled in a CTE course so far for this year, an increase from last year, and 145 students are completing Professional Skills credits. These numbers are good and leadership will look to increase these numbers next year. Seniors completing A-G courses is not strong this year. The Desert Sands site leadership team has done a needs assessment with school data and received input from stakeholders on how to increase A-G

course completion. It is believed that working as a Professional Learning Community, focusing on core credit completion and increasing the 'whole-student' approach will support in increasing A-G course completion.

Action 2.2: Professional development addressing English Learners, low income and foster youth students.
Effectiveness of Action: 3 - Effective
Metrics: CAASPP for English Language Arts and Math.
Analysis Statement: As noted in the metric section above, Desert Sands' ELA and mathematics CAASPP scores both increased this past school year. ELA scores increased by 18.2 points and mathematics scores increased by 14.2 points. These gains led to all student groups being out of the red on the California Dashboard. Deserts Sands attributes these gains to a focus on core credit completion, holding students accountable to their appointment times and work completion, and relationship building.

Action 2.3: Technology Access and Support.
Effectiveness of Action: 3 - Effective
Metric: 100% of students offered Chromebook and hotspot upon enrollment.
Analysis Statement: All of Desert Sands' students have access to computers and the Internet while on campus. Students can also receive Internet hot spots and laptops so that they can complete coursework off site. Assistive technology and additional technology resources are available to support EL students, SPED students, and students scoring below grade level. The Desert Sands leadership team and staff believe that the strategy in this action has been effective and they will continue to monitor and provide access to technology to all students. Because of the feedback from admin and teachers, Desert Sands will continue this action into the new school year.

Action 2.4: Support for Standards-based Curriculum and Instruction.
Effectiveness of Action: 3 - Effective
Metric: CDE Standards Implementation Rubric.
Analysis Statement: As noted in the metric section above, Desert Sands continues to be at 100% for state standards alignment. Desert Sands also increased its state academic standards by .16 and is now at 4.56 out of 5. Desert Sands' curriculum is constantly updated, modified or purchased, and accompanying materials, books, technology, etc. is acquired as well. The DS educational staff also receive professional development throughout the year so they can utilize the curriculum effectively and are equipped with the most effective teaching practices. Desert Sands believes in the cycle of continual improvement and this will propel DS to achieve a 5 rating in the near future.

Action 2.5: Educational materials for an effective program.
Effectiveness of Action: 3 - Effective
Metric: Regional Monitoring by Instructional Specialists
Analysis Statement: As noted in the metric section above, all of the Desert Sands sites have excellent educational materials and these materials are constantly being monitored by the school staff and regional instructional specialists. Each year Desert Sands takes inventory of the materials it uses to support its students and makes sure they are current, relative and effective. If materials need to be updated or new materials are needed, they are purchased. If some materials require professional development, then professional development is conducted by the regional specialist or site leaders. The school staff and site leaders agree that it is important to continue the strategies in this goal.

Action 2.6: Safe and Secure Facilities.
Effectiveness of Action: 3 - Effective

Metric: Facilities Inspection Tool (FIT)
Analysis Statement: Desert Sands' use of the Facility Inspection Tool (FIT) showed that all areas monitored earned an exemplary rating. Additionally, site leadership makes sure the site complies with the established safety plan. The annual school survey showed that a majority of the students and staff felt safe while on site. The school staff and parents agree that this is an important action to continue. Because of the feedback from teachers, Desert Sands will continue this action into the new school year.

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

Action 2.1: Career and college-readiness for English Learners, low income, and foster youth students. This action did not have the intended outcome based on the associated metrics as described in prompt 3. Based on a collaborative evaluation and professional needs assessment of the current action, Desert Sands identified that the reason for the ineffectiveness of this action was due to a lack of core credit completion and not addressing the wrap-around supports each student needs. Desert Sands will adjust the design of the action to ensure that students experience increased success in the upcoming school year. This change includes increasing oversight of class assignments and better tracking of the credits EL, low income and foster youth students are turning in.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Career and college-readiness for English Learners, low income and foster youth students	Students participate in a comprehensive incentive and recognition system that helps support their scholastic efforts. Students are recognized for their efforts in a variety of ways that are meaningful to them. We will do the following: • Increase monitoring of course assignments for A-G, CTE, and dual enrollment. • Track credit completion of EL, LTEL, LI and FY students completing course assignments. • Track that 11th and 12th graders have access to college courses. • CTE programs and pathways offered. • Job training and placement as possible. • College and Career days as well as field trips. Some of our lowest career and college-readiness rates are among the English learners, LTELs, low-income, and foster youth student groups who are all below the state average of 18.7% for graduates completing a CTE	$561,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		pathway. They were also below the state average of 44.5% completing A-G courses. the state average for completing A-G and CTE was 11.1%. Our English learners, LTELs, low-income, and foster youth students, need to be prepared to pursue a career or attend a college. To address this need, and our CSI status, our students engage in career inventory, exploration and professional skills, in order to align their interests into either CTE or other secondary education. We take into consideration local employment opportunities and student interests to help guide students into coursework that is valuable. Support personnel, staff, partnerships and materials are essential to tailor and implement the curriculum for students. We have witnessed our students be successful in these programs. However, because we expect that all students showing low proficiency will benefit, this action is provided on an LEA-wide basis. We expect that these actions will have a positive impact on our college and career readiness rates for our students and we expect to increase each year for A-G and CTE.		
2.2	Professional development addressing English Learners, low income and foster youth students	Students participate in a comprehensive incentive and recognition system that helps support their scholastic efforts. Students are recognized for their efforts in a variety of ways that are meaningful to them. We will do the following: • Additional monitoring for courses assigned and PD to support teachers clarity on expectations. • Test prep for the CAASPP. • Regional trainings, workshops/seminars. • Best practices shared in PLC. • Outside conferences that have an impact on At-promise youth. As demonstrated in the Identified Needs and Metrics sections, the CAASPP results in the ELA, math and science assessments show that many of our lowest performing students are the English Learners, low-income and foster youth student groups when compared to the All student group. To address this issue, professional development for our teachers and staff will be essential to the progress our English Learners, low-income and foster youth students. Trainings, conferences, workshops, and professional learning communities provide information for our capacity to address our students' academic and social-emotional needs. We have	$62,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		seen a positive impact on our At-Promise students with additional staff training, such as trauma informed practices. We anticipate that with the increase in professional collaboration and learning, that state assessment results for our English Learners, low-income and foster youth will also increase. However, because we expect that all students showing low proficiency will benefit, this action is provided on an LEA-wide basis. We expect that these actions will have a positive impact on students CAASPP scores.		
2.3	Technology Access & Support	All English Learners, LTELs, low-income, and foster youth students will have access to effective technology platforms and support programs. This is an ongoing effort to help them to access their curriculum and instructional support. We will do the following: • Upon enrollment provide every student with a computer. • Provide every student with a hotspot. • Provide students and teachers with tech support to ensure access to curriculum and instruction. To address our CSI status and improve our graduation rate, we will increase our implementation of and students' access to instructional supports, curriculum and effective technology. All English Learners, low-income and foster youth students will have 100% access to the curriculum and instructional supports. We know this involves access to effective technology platforms and support programs. This is an ongoing effort in helping them to access their curriculum and instructional supports. We have seen the success with teachers and staff continually supporting students' access to technology, and we will continue to provide training and materials to close any gaps. However, because we expect that all students will benefit, this action is provided on an LEA-wide basis. We expect that these actions will have a positive impact on our students, by sustaining 100% access to their educational program.	$339,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.4	Support for Standards-based Curriculum and Instruction	All English Learners, LTELs, low-income and foster youth students will have access to high-quality standards-aligned curriculum and instruction that is continually improving. We will do the following: • Site leadership will advocate for curriculum feedback and track the updates being made. • Regional leadership for curriculum and instruction will participate in local curriculum review. • Engage in dialogue in collaborative groups. • Provide input on aligning standards to instructional practices. • Analyze data results to develop and improve practices and processes. All English Learners, low-income and foster youth students will have access to high quality standards aligned curriculum and instruction that is continually improving. The implementation score for our standards- based curriculum is 4.09, based on the CDE Standards Implementation Rubric. To address this, regional and site personnel will continue to collaborate and develop a high quality, customized curriculum, and provide coaching to support implementation for the unique needs of our student groups. However, because we expect that all students will benefit, this action is provided on an LEA-wide basis. We expect that these actions will have a positive impact on our educational program resulting in a score of 5.0 on the CDE rubric.	$746,656.00	Yes
2.5	Educational materials for an effective program	All students will have access to all materials to participate fully in enrolled courses. An effective education program relies on quality materials for all subject areas. We continue to purchase state adopted texts and update supplemental materials regularly, so that they meet our students' academic needs.	$12,000,810.00	No
2.6	Safe and secure facilities	We provide learning facilities for our students that are safe and secure. We monitor our sites each year, using the Facility Inspection Tool (FIT).	$1,983,480.00	No

Action #	Title	Description	Total Funds	Contributing
2.7	Dual enrollment for students	College going rates among our English Learners, low-income and foster youth student groups tend to be low. To address this need, our English Learners, low-income and foster youth students need additional staff support to be prepared and supported when taking a college course. We will have an internal staff person, who monitors with our teachers, those students who are assigned to dual enrollment courses and need help to support their efforts. Costs for college courses, books, materials, field trips and extra hours for support personnel are just a few of the possible expenditures for this action. This could also include professional development for helping our At-Promise youth be successful in these challenging courses. We have witnessed many of our students be successful when there is tutoring and other support from adults. We know that these actions will have a positive impact on English Learners, low-income and foster youth students; however, we will offer support LEA-wide in order to maximize successful dual enrollment for the entire student population.	$154,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Increase Student Retention: This is a maintenance goal for student retention. It is designed to continue the success we have had with addressing student disengagement from their schooling and supporting their decision to either rematriculate or graduate through our program. We have safe and welcoming facilities, with a positive school climate, which effectively encourages students to remain engaged in their schooling experience.	Maintenance of Progress Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

We measure our core program through the high rate of retention, graduation and rematriculating back in school. Our mission is to successfully help students make the turn away from dropping out of school. We have specially trained staff and teachers in trauma-informed practices, and they know how to effectively address student retention. In consultation with students, families, and staff, we will continue to provide a collaborative educational environment for the success of our students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Success Rate (Graduation, Retention, Rematriculate)	97.45% Data Year: 2023-24 LPs 1-7 Data Source: Internal PowerBI	All: 100% Data Year: 2024-25 LP1-7 Data Source: Internal PowerBI		Success Rate – maintain 97.75% or higher Data Year: 2026-27 LPs 1-7 Data Source: Internal PowerBI	+2.55%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.2	School Facilities rating – Priority 1	Exemplary Data Year: 2023 Data Source: CA Dashboard	Exemplary Data Year: 2024-25 Data Source: Dashboard Fall 2024		Facilities in Exemplary Condition Data Year: 2026 Data Source: CA Dashboard	No Difference
3.3	Retention rate – local metric	91.52% Data Year: 2023-24 LPs 1-7 Data Source: Internal PowerBI	All: 100% Data Year: 2024-25 LP1-7 Data Source: Internal PowerBI		Retention Rate – 93% or higher Data Year: 2026-27 LPs 1-7 Data Source: Internal PowerBI	8.48%
3.4	Attendance rate – Priority 5	92% Data Year: 2023-24 LPs 1-7 Data Source: Internal SIS	All: 86.10% Data Year: 2024-25 LP1-7 Data Source: Internal SIS		Attendance Rate – 95% or higher Data Year: 2026-27 LPs 1-7 Data Source: Internal SIS	-5.9%
3.5	Non-completer rate(dropout) – local metric	2.44% Data Year: 2023-24 LPs 1-7 Data Source: Internal PowerBI	All: 3.29% Data Year: 2024-25 LP1-7 Data Source: Internal PowerBI		2.25% or lower non-completer rate dropout Data Year: 2026-27 LPs 1-7 Data Source: Internal PowerBI	+0.85%
3.6	Suspension rate – Priority 6	0%	All:0.47%		0.50% - low rate	+0.47%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Year: 2023-24 LPs 1-7 Data Source: Internal PowerBI or CA Dashboard 2023	Data Year: 2024-25 LP1-7 Data Source: Internal PowerBI and Dashboard 2024		Data Year: 2026-27 LPs 1-7 Data Source: Internal PowerBI or CA Dashboard 2026	
3.7	Expulsion rate – Priority 6	0% Data Year: 2023-24 LPs 1-7 Data Source: Internal PowerBI or CA Dashboard 2023	All: 0.09% Data Year: 2024-25 LP1-7 Data Source: Internal PowerBI and Dashboard 2024		0% - low rate Data Year: 2026-27 LPs 1-7 Data Source: Internal PowerBI or CA Dashboard 2026	+0.09%

Goal Analysis [2024-25]

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

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

Our school used the following rating scale to determine its progress in implementing the actions to achieve the articulated goal. Ratings were based on an analysis of both input from educational partners and metrics. Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability.

The actions outlined in Goal Three supported the progress in meeting the following goal: Increase Student Retention.

Action 3.1: Student Retention
Implementation Status: 4 - Full Implementation
The entire Desert Sands staff is tasked with retaining and supporting students so they make progress in their high school education. The staff has multiple ways to reach students, such as calling, texting, and emailing. There are also student retention support personnel that focus on getting students to engage with the school and/or their teacher. Frequently, the staff is asked how barriers can be removed so students can attend school and flourish in their education. On certain occasions, staff will conduct home visits to students that can’t be reached by traditional means. No substantive difference in the planned action compared to the actual implementation.

Action 3.2: Social and Emotional Supports

Implementation Status: 4 - Full Implementation
Desert Sands currently has five counselors, a psychologist, and three social workers to support the social-emotional needs of the students. Every year these staff members are encouraged to attend conferences that can level up their support of students. All Desert Sands staff have been trained on methods to support the social-emotional needs of students as well. Desert Sands also offers a multitude of workshops and events geared towards supporting students. Desert Sands hosts several events throughout the year to build a sense of community, and offers experiential learning opportunities where students can have unique and powerful learning experiences outside the walls of the school. No substantive difference in the planned action compared to the actual implementation.

Action 3.3: Access to Transportation
Implementation Status: 4 - Full Implementation
Desert Sands knows that providing transportation to students has a positive impact on their attendance. Monthly, Desert Sands purchases bus passes that staff can give students who need transportation assistance. Desert Sands also provides transportation for events that bring students off site like field trips. No substantive difference in the planned action compared to the actual implementation.

Action 3.4: Access to Nutrition
Implementation Status: 4 - Full Implementation
Food and drinks are always available for free to students at Desert Sands. Desert Sands believes that by providing food, students will want to remain connected with the school and their teacher. This past year Desert Sands partnered with Everytable to provide a wider array of food offerings. Sandwiches, meals and healthy foods are now available daily to all students. During on site activities such as PAC/ELAC meetings and other events, food and drinks are offered to all that attend. No substantive difference in the planned action compared to the actual implementation.

Action 3.5: Title 1 – Helping Homeless
Implementation Status: 4 - Full Implementation
For students that identify as homeless, site leadership, counselors, social workers and other support staff connect the student and their family to resources offered by Desert Sands' community partners. These students are followed up with constantly so if further assistance is needed, it can be provided. All DS staff members are encouraged to talk to the counselors and site admin about students they suspect as being homeless. From there, contact is made and appropriate support is given if necessary. Desert Sands' community liaison and community schools manager are continuously looking for potential community partners that can support homeless students in any capacity. No substantive difference in the planned action compared to the actual implementation.

Overall Successes: Desert Sands leadership is extremely happy with its Success Rate and Retention Rate being at 100%. Leadership is also proud to have maintained a very low suspension and expulsion percentage.

Overall Challenges: Desert Sands increased its expectations on credit completion and weekly attendance this year which resulted in credit completion increasing. Site leadership feels that this demand inturn had some negative effects such as a slight increase in non-completer rate and a small drop in attendance. Desert Sands leadership will monitor these two metrics closer now and into next year.

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.

There were no material differences in the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services; because actual expenditures were approximately the same as budgeted expenditures and principally directed towards our English Language Learners, low-income and foster youth students. Desert Sands was able to meet our budgeted expenditures as shown in the 2024-25
Contributing Actions Annual Update table for estimated actual expenditures. This is true for the LCFF funds.The Title 1 funds, which were used to support actions in Action 3.5 for homeless students, were also fully expended.

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

Our school used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics. Rating Scale (lowest to highest): 1 – Not Effective; 2 – Somewhat Effective; 3 –Effective.

The actions outlined in Goal Three helped make progress towards the LEA's goal: To Increase Student Retention.

Action 3.1: Student Retention
Effectiveness of Action: 3 - Effective
Metric: Retention Rate
Analysis Statement: As noted in the metric section above, Desert Sands' retention rate of 100% was an increase from last year and above the year 3 target outcome. Teachers and site leadership are very happy with this result and will continue the proven strategies that lead to success in this goal.

Action 3.2: Social and Emotional Supports
Effectiveness of Action: 3 - Effective
Metric: Success Rate
Analysis Statement: As noted in the metric section above, Desert Sands' success rate of 100% was an increase from last year and above the year 3 target outcome. Teachers and site leadership are very happy with this result and will continue the proven strategies that lead to success in this goal.

Action 3.3: Access to Transportation
Effectiveness of Action: 3 - Effective
Metric: Attendance Rate
Analysis Statement: As noted in the metric section above, Desert Sands' attendance rate of 86.10% was a drop from last year and below the year 3 expected outcome of 95%. Teachers and site leadership agree that the drop in attendance is concerning and that on initial evaluation, the drop is not due to transportation issues. Site leadership believes the attendance dropped because the expectations on students credit completion increased a lot. Site leadership and regional leadership will keep an eye on the attendance rate the remainder of this year and starting next year.

Action 3.4: Access to Nutrition
Effectiveness of Action: 3 - Effective
Metric: Non-completer Rate
Analysis Statement: As noted in the metric section above, Desert Sands' non-completer rate of 3.29% was a little higher than last year and above the year 3 expected outcome of 2.25%. The increase was less than 1% and site leadership does not attribute the increase to the students' access to nutrition. All students had access to meals, snacks and drinks this year. Site leadership feels this increase is due to the increased demand on credit completion and required weekly attendance. Site leadership will monitor this data more closely starting now and into next year.

Action 3.5: Title 1 – Helping Homeless
Effectiveness of Action: 3 - Effective
Metric: Percentage of Homeless Served
Analysis Statement: As noted in the metric section above, all of Desert Sands' homeless students were provided services this year. Counselors, social workers, teachers and site leadership agree that it is important to continue the strategies for this goal. Because of the feedback from teachers, Desert Sands will continue this action into the new school year.

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

Action 3.5: Title 1 – Helping Homeless. This action will be discontinued because the school will not be applying for Title 1 funds.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Student Retention	All English Learners, LTELs, low-income, and foster youth students will be supported with actions and services to improve their retention. We will do the following: • Our student retention support personnel will engage in active outreach. • Student retention services will be trained. • Provide additional services that support retention. We serve English Learners, low-income, and foster youth with high mobility, who are typically behind in credits and have been out of school for	$750,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		about a semester or more. Ensuring that our English Learners, low-income and foster youth students are attending and remaining in school is critical to meeting their needs. To address this, we have trained personnel who provide outreach and monitoring of students so that their attendance is regular. We also have comprehensive incentive programs. We will continue these practices, for our English Learners, low-income and foster youth, because our data shows that we have been successful. However, because we expect that all students will benefit, this action is provided on an LEA-wide basis. We expect that these actions will have a positive impact on the retention rate of our students, and that we will stay above 90% each year.		
3.2	Social and Emotional Supports	All English Learners, LTELs, low-income, and foster youth students will be supported with actions and services to improve the success rate. We will do the following: • Our SEL programs are offered as necessary. • Additional counseling, support personnel, and professional development. • Providing additional services that support student success such as yoga and SEL courses. To address our CSI status and improve our graduation rate, we will increase our staff's capacity to support the social-emotional health of our students and create a 1:1 academic plan to drive student's post-secondary goals. Our English Learners, low-income and foster youth student population were negatively impacted during the pandemic. Many sustained social and emotional trauma, which impacted our Success Rate, which measures graduation, retention and rematriculation. We know that the success of our program is connected to student social-emotional health. To address this issue, we have trauma-informed practices have helped address many of the social-emotional needs of our English Learners, low-income and foster youth students. Programs such as TREC, HOPE, counseling, support personal, social workers, professional development, special program such as yoga, have a positive impact on our students. We will continue to provide and improve on these actions and services, because we have witnessed success in our English Learners, low-income	$709,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		and foster youth students when their social-emotional needs are carefully considered. However, because we expect that all students will benefit, this action is provided on an LEA-wide basis. We expect that these actions will have a positive impact on the Success Rate of our program, and that we will stay above 90% each year.		
3.3	Access to Transportation	All English Learners, LTELs, low-income, and foster youth students will be supported with transportation services to improve their attendance. We will do the following: • Provide metro or bus passes to facilitate their access to public transportation. • Provide additional transportation services that support attendance in other areas. Our English Learners, low-income and foster youth students are frequently without access to transportation to school or other related programs. It is critical that they have good attendance in order to learn. To address this issue, we provide a variety of transportation options from metro passes, bus services, vans and such. We will continue to provide this additional service for students, because we have seen it improve their access to school and programs. These actions will have a positive impact on the attendance rates of our English Learners, low-income and foster youth students. However, because we expect that all students will benefit, this action is provided on an LEA-wide basis. We expect that these actions will have a positive impact on the average attendance rate and that we will stay above 85% each year.	$21,500.00	Yes
3.4	Access to Nutrition	All English Learners, LTELs, low-income, and foster youth students will be supported with actions and services to improve their completer rate. We will do the following: • Ensure that students have access to food on site. • Provide additional services that support nutrition. Food scarcity for our highly mobile English Learners, low-income and	$100,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		foster youth students is a serious concern. We intended on doing everything a school can do, including providing nutrition for all. We think this will help mitigate the drop-out rate, which is the non-completer rate for our independent study program. To address this, we will ensure that students have access to quality nutrition at the school or even delivered if necessary. Students cannot learn well when they are hungry, so we will continue to provide food services and/or other means for them to receive sustenance. These actions will decrease non-completer rates for our English Learners, low-income and foster youth student population. However, because we expect that all students will benefit, this action is provided on an LEA-wide basis. We expect that these actions will have a positive impact on the average non-completer rate, which will stay below 10% each year.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Increase Educational Partner Engagement: This is a maintenance goal for increasing educational partners' engagement. We believe in parent participation along with their student's academic progress, and we believe in parents should be encouraged to participate in meaningful ways to promote positive school outcomes.	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Involving parents in their student's orientation, awards, school activities, survey's and parent advisory, has a positive impact on the student's school experience. With consultation of our educational partners, we made this goal a maintenance of progress goal. There was a downturn in the school data for this goal stemming from the pandemic; however, we expect it to resume full strength in a few years.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Parent conferences, events, celebrations – local metric	Participation Count = 2007 Enrollment Count = 690 (CBEDS Enrollment #) Data Year: 2023-24 LPs 1-7 Data Source: Internal Monitoring	Participation Count = 1115 Enrollment Count = 727 (CBEDS Enrollment #) Data Year: 2024-25 LPs 1-7 Data Source: Internal Monitoring		Parent conferences, events, celebrations are above enrollment each year Data Year: 2026-27 LPs 1-7 Data Source: Internal Monitoring	-892

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.2	Parent Advisory/ ELAC (participation all year) – local metric	47 Data Year: 2023-24 LPs 1-7 Data Source: Internal Monitoring	60 participants to date Data Year: 2024-25 LPs1-7 Data Source: Internal Monitoring		65+ Participants for PAC/ELAC Data Year: 2026-27 LPs 1-7 Data Source: Internal Monitoring	+13
4.3	Parents Feel Encouraged to Participate – Priority 3	88% Feel Encouraged to Participate Data Year: 2023-24 LPs 1-7 Data Source: School Survey	98% Feel Encouraged to Participate Data Year: 2024-25 LPs1-7 Data Source: School Survey		Parents Feel Encouraged to Participate - 95% or higher Data Year: 2026-27 LPs 1-7 Data Source: School Survey	+10%
4.4	Students Feel Safe – Priority 6	100% Feel Safe Data Year: 2023-24 LPs 1-7 Data Source: School Survey	99% Feel Safe Data Year: 2024-25 LPs1-7 Data Source: School Survey		100% Students Feel Safe Data Year: 2026-27 LPs 1-7 Data Source: School Survey	-1%
4.5	Students Feel Connected – Priority 6	94% Feel Connected Data Year: 2023-24 LPs 1-7 Data Source: School Survey	94% Feel Connected Data Year: 2024-25 LPs1-7 Data Source: School Survey		100% Students Feel Connected Data Year: 2026-27 LPs 1-7 Data Source: School Survey	No Difference
4.6	Teachers Feel Safe– Priority 6	99% Feel Safe	82% Feel Safe		100% Teachers Feel Safe	-17%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Year: 2023-24 LPs 1-7 Data Source: School Survey	Data Year: 2024-25 LPs1-7 Data Source: School Survey		Data Year: 2026-27 LPs 1-7 Data Source: School Survey	
4.7	Teachers Feel Connected– Priority 6	100% Feel Connected Data Year: 2023-24 LPs 1-7 Data Source: School Survey	96% Feel Connected Data Year: 2024-25 LPs1-7 Data Source: School Survey		100% Teachers Feel Connected Data Year: 2026-27 LPs 1-7 Data Source: School Survey	-4%

Goal Analysis [2024-25]

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

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

Our school used the following rating scale to determine its progress in implementing the actions to achieve the articulated goal. Ratings were based on an analysis of both input from educational partners and metrics. Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability.

The actions outlined in Goal Four supported the progress in meeting the following goal: Increase Educational Partner Engagement.

Action 4.1: Community/Parent Liaison and Meaningful School Activities
Implementation Status: 4 - Full Implementation
This year Desert Sands held the following activities: Winter and spring graduations, orientations, Title 1 meeting, Parent Advisory Committee meetings, English Learner Parent Advisory Committee meetings, Open House, Parent Teacher Conferences, and multiple events and ceremonies. Desert Sands invites community partners such as local colleges and health care providers to some of these events so families can learn about and network with them. No substantive difference in the planned action compared to the actual implementation.

Action 4.2: Translation and Outreach Services
Implementation Status: 4 - Full Implementation
Written and verbal communication in parents' primary language is an essential service for parent meetings, student orientation, and parent teacher conferences. To ensure important information is conveyed to parents, bilingual staff is present and available at every meeting or

gathering. Staff notes/letters designed for parents can be translated into a student's or parents' preferred language by our bilingual staff, or online software, which makes information more accessible. In compliance with state mandates, certain forms, meeting notes, etc. are translated and emails, texts, phone calls and mailers are used to relay information. No substantive difference in the planned action compared to the actual implementation.

Action 4.3: Educational Partner Engagement
Implementation Status: 4 - Full Implementation
Desert Sands encourages students and their families to participate in the activities the school puts on throughout the year. Activities like graduation, Open House, and school sponsored events and activities. It's at these events that Desert Sands' community partners are also invited so families can learn about the additional resources the school offers. Desert Sands' contracts with a few consulting firms to support these efforts. No substantive difference in the planned action compared to the actual implementation.

Action 4.4: Title 1 – Parent Engagement
Implementation Status: 4 - Full Implementation
Desert Sands' annual Title 1 meeting had about 7 participants this year. Desert Sands shared important information regarding the schools Title 1 funding, what initiatives the funds were used on and the outcome of those initiatives. Families were invited to provide feedback, make recommendations and ask questions. No substantive difference in the planned action compared to the actual implementation.

Overall Successes: Desert Sands was able to obtain substantive and actionable feedback from education partners through surveys and activities on site. Desert Sands was also able to connect students and their families to necessary community resources. PAC and ELAC attendance has increased, parents feel encouraged to participate in school activities and students continue to feel Desert Sands is a safe school.

Overall Challenges: Desert Sands wants to increase the number of participants at school sponsored events and meetings. The school also needs to investigate why there was a drop in the percentage of staff feeling Desert Sands has a safe environment. Finally, Desert Sands wants to continue to diversify the types of community partners it works with so a wider array of support services can be offered to students.

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

There were no material differences in the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services; because actual expenditures were approximately the same as budgeted expenditures and principally directed towards our English Language Learners, low-income and foster youth students. Desert Sands was able to meet our budgeted expenditures as shown in the 2024-25 Contributing Actions Annual Update table for estimated actual expenditures. This is true for the LCFF funds. The Title 1 funds, which were used to support actions in Action 4 for Parent Engagement, were also fully expended.

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

Our school used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics. Rating Scale (lowest to highest): 1 – Not Effective; 2 – Somewhat Effective; 3 –Effective.

The actions outlined in Goal Four helped make progress towards the LEA's goal: To support the progress in meeting the goal to Increase Educational Partner Engagement.

Action 4.1: Community/Parent Liaison and Meaningful School Activities
Effectiveness of Action: 2 - Somewhat Effective
Metric: Participation Counts
Analysis Statement: As noted in the metric section above, Desert Sands' participation count data shows that 1115 individuals participated in a meaningful school activity so far. This is a decrease from last year. Desert Sands believes there was a decrease this year due to a change in the types of activities the school hosted and fatigue from the amount of activities offered. The Desert Sands site leadership believes participation will be up again next year and trusts the actions it is putting into place to foster participation in school events.

Action 4.2: Translation and Outreach Services
Effectiveness of Action: 2 - Somewhat Effective
Metric: PAC/ELAC Participation
Analysis Statement: As noted in the metric section above, Desert Sands' PAC/ELAC participation count increased this year again. Desert Sands understands the value parents/guardians bring to the school process and is always striving to increase their participation. The Desert Sands site leadership team believes that the strategies in this action have resulted in the growing number of attendees but the amount of participation continues to be lower than desired.

Action 4.3: Educational Partner Engagement
Effectiveness of Action: 3 - Effective
Metric: School Survey Data
Analysis Statement: As noted in the metric section above, Desert Sands' school survey data shows that 98% of parents felt encouraged to participate in school matters. This is a 10% increase from last year, and above the year 3 target outcome of 95%. The Desert Sands site leadership team believes that the strategies in this action have been effective and the school will continue to implement them with fidelity.

Action 4.4: Title 1 – Parent Engagement
Effectiveness of Action: 2 - Somewhat Effective
Metric: Title 1 Meeting Participation
Analysis Statement: As noted in the metric section above, Desert Sands' Title 1 Meeting had 7 participants this year. This turnout is not near where DS would like to be for this important meeting. Desert Sands site leadership feels they need to do a better job in communicating the importance of this meeting to the staff, so the staff can support in driving parents to attend. Desert Sands is also exploring alternative ways to increase attendance such as having a virtual option to attend available and holding the meeting at a more convenient time for parents.

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.

Action 4.2: Translation and Outreach Services
This action did not have the intended outcome based on the associated metrics as described in prompt 3. Due to educational partner feedback from Desert Sands' PAC/ELAC, staff and student groups, Desert Sands will continue to offer the action. Desert Sands leadership is happy with the growth it has seen in this area but knows it can do better. Deserts Sands will continue talking to staff about the importance of parents attending these meetings, creating options on how parents can attend and providing incentives to those who show up.

Action 4.4: Title 1 – Parent Engagement. This action will be discontinued because the school will not be applying for Title 1 funds.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Community/Parent Liaison and Meaningful School Activities	All parents of English learners, LTELs, low-income, and foster youth students will have access to meaningful parent activities and events at school. We will do the following: • Community liaison who does outreach. • Provide meaningful parent activities • Promote events and activities for parents to participate in at school. The parents of English Learners, low-income and foster youth students are some of the least involved educational partners. Parent and educational partner engagement is an essential component to effective schooling for our English Learners, low-income and foster youth students. We know that parents, guardians, and their families have a difficult time engaging with meaningful school activities. We will continue to provide a community and/or parent liaison who does outreach and promotes the school as a welcoming place for everyone. We will continue to provide this action, because we know that parent engagement is important and helpful in promoting the value of education in the family. We expect that these actions will increase involvement of the parents of English Learners, low-income and foster youth. However, because we expect that all students showing credit deficiency will benefit, this action is provided on an LEA-wide basis. We expect our participation counts to be above school	$400,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		enrollment each year.		
4.2	Translation and Outreach Services	All English Learners, LTELs, low-income and foster youth students, and parents will be supported with actions and services to improve their translation needs. We will do the following: • Our translation services are capable of translating for multiple languages in writing. • Oral translation services are also provided at school events. • Provide additional translation and outreach services as necessary. Many of our English Learners and low-income students speak a language other than English. Our English Learners, low-income and foster youth students require effective communication and outreach about the educational programs and opportunities at the site. Good communication improves a sense of connection. Translations in student's primary languages is critical for two-way communication efforts. Additionally, outreach and communication services are critical to school programs. We will continue to support this access to the school events and efforts through translating materials. We expect that these actions will sustain student's sense of connection for our English Learners, low-income and foster youth student groups. However, because we expect that all students showing credit deficiency will benefit, this action is provided on an LEA-wide basis. We expect our students to report that over 90% feel connected to school each year.	$20,000.00	Yes
4.3	Educational Partner Engagement	Educational partner engagement is essential to a positive school experience and outcomes, especially for our English learners, LTELs, low-income, and foster youth. We will do the following: • Provide meaningful educational partner engagement actives. • Provide two-way communication opportunities. • Provide additional services that support virtual communication and materials as necessary. Our English Learners, low-income and foster youth students and families	$20,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		often struggle with being involved in meaningful school activities. Sustaining educational partner engagement requires expenses for such things as communications, outreach, materials, activities and transportation. We will continue this action, because we have witnessed the positive impact on schools when barriers to access are removed for our English Learners, low-income and foster youth students. However, because we expect that all students showing credit deficiency will benefit, this action is provided on an LEA-wide basis. We expect that our parents will report that over 90% feel encouraged to participate each year, based on the school survey.		

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$7,783,966.00	$920,056.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
33.312%	0.000%	$0.00	33.312%

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
1.2	**Action:** All academic interventions and program materials **Need:** Due to a lack of progress in this goal, Desert Sands was offered Differentiated Assistance (DA) by the Los Angeles County Office of Education. Desert Sands held a collaborative evaluation and did a professional needs assessment to understand this	For Desert Sands' DA plan, the staff will focus on the English Language Arts API (which includes CAASPP scores) for Hispanic and low-income students and the reclassification rate of English Learners. Desert Sands site leadership will begin a system that better tracks the classes students are assigned, with an emphasis on students completing math and English credits. Staff that support EL students will be better supported through increased data tracking and professional	We will closely monitor progress on our Math and Reading interventions programs. The following metrics are applicable: (NWEA ELA all students, EL, low-income, Hispanic) (NWEA ELA all students, EL, low-income, Hispanic)

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
	underperformance. The Desert Sands team analyzed data on the California School Dashboard and internal data and identified that the reason for the ineffectiveness of this action is due to the types of classes students are enrolled in and subsequently the credits they are turning in. Students who come to us are typically about 5-grade levels or more below in their academics. Based on their NWEA scores we provide a personalized learning environment and interventions targeted to meet their academic gaps. As shown in the metrics section above, our socioeconomically disadvantaged students are far below grade level. Additionally, to address the requirements for Differentiated Assistance, we examined the needs of our student groups in the red on the 2023 CA Dashboard, which were our Hispanic and socioeconomically disadvantaged student groups in both ELA and in Math. We found that our Hispanic students were also low-income students. The 2024 Dashboard had no student groups in the red for ELA and mathematics (Metrics are reported in Goal #2). Teacher and parent feedback indicated that they support the importance of the intervention programs to increase students' English and math skills. **Scope:**	development. Finally, there will be a bigger push to increase the number of students seeing a tutor. Additionally, we will provide professional development for teachers, paraprofessionals, and tutors, focused on the implementation of intervention programs. Training to include new strategies and pedagogies proven to increase student achievement. Develop and implement intervention programs for students who require additional support. These programs may involve one-on-one tutoring, small-group instruction, or specialized resources. These actions are offered year round and on a daily basis. We expect that these actions will be effective at increasing students' mathematics and reading assessments. However, because we expect that all students with low proficiency will benefit, this action is provided on an LEA-wide basis.	CA Dashboard Academic Indicator results for ELA and Math. We will also consider input from the parents of participating students to enhance the quality of the programs provided.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Schoolwide		
1.3	**Action:** Tutoring and supports for students **Need:** To address the requirements for Comprehensive Support and Improvement (CSI), we examined the needs of our student groups in the red on the 2023 CA Dashboard for their Graduation Rate. These were our all-student group, African American, Hispanic, White, and students with disabilities. We noticed that these students were also in the socioeconomically disadvantaged group, which was in the red. The 2024 CA Dashboard had these student groups in the red: African American, Hispanic, socioeconomically disadvantaged, students with disabilities and White students. Additionally, students who enroll with us are typically about 30 or more credits behind in school. Teachers, students, and parents provided feedback indicating that they support the high-value tutors bring to the program. **Scope:** Schoolwide	We are implementing intensive tutoring with increased participation and access to virtual and in-person tutors. A high-quality tutor and student relationship with help increase participation. This will help them complete their assignments and increase the rate at which they finish their courses. Tutors support these students both virtually and in person and are available during school hours and on Saturdays. They scaffold skills that need to be reinforced through additional practice. Tutors deliver a critical level of support that we have seen be successful in helping address academic gaps effectively and improve student progress toward credit recovery and graduation. These actions are done throughout the year and on a daily basis. We expect that these actions will be effective at increasing students' credit completion rate which leads to improved graduation rates. However, because we expect that all students with low proficiency will benefit, this action is provided on an LEA-wide basis	We will closely monitor progress on our credit completion rates for all of our student groups, especially for the following student groups in the red: English Learners, African American, Hispanic, White, students with disabilities, and socioeconomically disadvantaged groups, We expect them to increase each year. Additionally, student groups on the Dashboard graduation rate will be monitored. We will also consider input from the parents of participating students to enhance the quality of the program provided.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.4	**Action:** Counseling students towards graduation and materials **Need:** Historically, some of our lowest graduation rates are among the English learners, LTEL low-income, and foster youth student groups, who are also students with disabilities, when compared to the All-student group who are at 77.5% for the 2023 DASS graduation rate. We examined the needs of our students who are behind in their coursework and credits. They are behind for a variety of reasons and many obstacles need to be addressed before they graduate successfully. The DASS Graduation rate for 2024 was 94.6% Teachers, students, and parents provided feedback indicating that they support the high-value counselors bring to their students **Scope:** Schoolwide	Desert Sands identified that the reason for the ineffectiveness of this action was due to a lack of support for potential graduates from the beginning of the year. Desert Sands will adjust the design of the action to ensure that students experience increased success in the upcoming three-year LCAP cycle. This change includes having counselors meet more regularly with future graduates and site leadership tracking their progress right as the new year begins. There will also be a bigger push to enact interventions for students not on track to graduate on time. On an ongoing basis, throughout the year, our counselors will be principally directed to promote high expectations and provide guidance toward graduation. Counselors will promote a positive working relationship and will connect frequently or as needed with high-needs students, to help meet social-emotional needs using programs that promote motivation and guide students to achieve their graduation goals. Counselors are a critical factor in helping students graduate. Counselors will provide additional counseling and social-emotional support for English Learners, LTEL, low-income and foster youth students, and students with disabilities. Counseling occurs weekly for our high-needs students. There are also multiple ways for counselors to connect with students such as one-on-one, group meetings, and home visits. Counselors are continually in contact with teachers and parents to help monitor the progress of students. These actions are done through the school year and on a daily basis.	We will closely monitor progress on our DASS Graduation rates for all of our student groups, especially English learners, LTEL, low-income, foster youth, and students with disabilities. We expect them to increase each year. We will also consider input from the parents of participating students to enhance the quality of the program provided.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		We expect to continue providing counselors, who help address obstacles to graduation that students with disabilities who are English learners, low-income and foster youth students have; however, because we expect that all students could benefit, action is provided on an LEA-wide basis.	
1.5	**Action:** Student activities that increase learning efforts **Need:** As demonstrated in the Identified Needs and Metrics sections, English Learners, low-income, and foster youth students are often underperforming in their capacity for credit completion. The expected average is 4.0 for all students. They often exhibit low motivation to complete their assignments. Students, teachers, and parents provided feedback indicating that they support the value of meaningful student activities and incentives. **Scope:** Schoolwide	To address this need, we will improve the relationships between staff and students to increase school participation and engagement. The school will acknowledge student achievement and celebrate student successes to get buy-in. The school will also boost student morale by increasing student-led events and activities creating a positive learning environment. Students are recognized for their efforts in a variety of ways that are meaningful to them. This includes but is not limited to celebrations, field trips and enrichment experiences. Throughout the school year, our students participate in a comprehensive incentive and recognition system that helps support their scholastic efforts. We have witnessed how these actions can inspire students to continue to be productive and strive to accelerate their learning. We expect that these actions will have a positive impact on work completion rates. Furthermore, because we expect that all students could benefit from this action, it is provided on a schoolwide basis.	We will closely monitor progress on our credit completion rates for all of our student groups, especially English learners, LTEL, low-income, foster youth, and students with disabilities. We anticipate from these actions and support services to see an increase up to 4 credits per learning period. We will also consider input from students and parents to enhance the quality of the program provided

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.1	**Action:** Career and college-readiness for English Learners, low income and foster youth students **Need:** Some of our lowest career and college-readiness rates are among the English learners, low-income, and foster youth student groups who are all below the state average of 18.7% for graduates completing a CTE pathway. They were also below the state average of 44.5% completing A-G courses and below 11.1% in the A-G + CTE pathway completion rate. In 2024, graduates completing A-G was 0.8% and CTE pathway completion was 2.4%. Our English Learners, low-income and foster youth students need to be prepared to pursue a career or attend a college. Students, teachers, and parents provided feedback indicating that they support the value of meaningful student activities and incentives. **Scope:** Schoolwide	Desert Sands identified that the reason for the ineffectiveness of this action was due to a lack of emphasis on assigning A- G courses and promoting CTE and Dual Enrollment classes to EL, LTELs, low-income, and foster youth students. Desert Sands will adjust the design of the action to ensure that students experience increased success in the upcoming three-year LCAP cycle. This change includes increasing oversight of class assignments and better tracking of the credits EL, LTELs, low-income, and foster youth students are turning in. We know that English learners, LTELs, low-income, and foster youth students need to be prepared to pursue a career or attend a college. To address this need, when our students start school, they engage in career inventory, exploration, and professional skills, to align their interests into either CTE or other secondary education. We take into consideration local employment opportunities and student interests to help guide students into valuable coursework. Support personnel, staff, partnerships, and materials are essential to tailor and implement the curriculum for students. We have witnessed our students be successful in these programs. We expect that these actions will have a positive impact on our college and career readiness rates for our English learners, LTEL, low-income, foster youth, and students with disabilities Furthermore, because we expect that all students could benefit from this action, it is provided on a schoolwide basis.	We will closely monitor progress on our CTE completion rates and our A-G completion rates, and dual enrollment for all of our student groups, especially English learners, LTEL, low-income, foster youth, and students with disabilities. We will also consider input from the parents, students and 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
2.2	**Action:** Professional development addressing English Learners, low income and foster youth students **Need:** Identified Needs and Metrics sections, the CAASPP results in the ELA, math, and science assessments show that many of our lowest performing students are English learners, low-income, and foster youth student groups when compared to the All student group. Desert Sands identified that the reason for the ineffectiveness of this action was due to a lack of emphasis on students completing math and English credits. Teachers and parents provided feedback indicating that they support the value of professional development to increase effectiveness **Scope:** Schoolwide	Desert Sands will adjust the design of the action to ensure that students experience increased success in the upcoming three-year LCAP cycle. This change includes better tracking of the classes students are assigned and the credits being turned in. Desert Sands is also creating test prep materials to give students a few weeks ahead of testing. To address this need, our staff will be expected to participate in professional development that supports EL, LTEL, LI, and FY by attending designated local or regional trainings, workshops/seminars. Upon completion of the PD, staff will report training outcomes and plan to implement instructional methodologies learned/gained to increase student achievement and productivity. Best practices will also be shared with colleagues to support a school-wide effort. Throughout the school year, our teachers regularly participate in trainings, conferences, workshops, and professional learning communities to provide information for our capacity to address our students' academic and social-emotional needs. We have seen a positive impact on our At-Promise students with additional staff training, such as trauma-informed practices. We anticipate that the increase in professional collaboration and learning will increase our state assessment results for our English learners, LTEL, low-income, foster youth, and students with disabilities will also increase. However, because	We will closely monitor progress on the CAASPP results, especially for English learners, LTEL, low-income, foster youth, and students with disabilities. We expect that these actions will have a positive impact on students with CAASPP scores increasing. We will also consider input from the parents, students, and 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
		we expect that all students showing low proficiency will benefit, this action is provided on an LEA-wide basis.	
2.3	**Action:** Technology Access & Support **Need:** All English Learners, LTEL, low-income, and foster youth students will have 100% access to the curriculum and instructional support. We know that access to effective technology platforms and support programs is critical to student access to curriculum and instruction. Teachers and parents provided feedback indicating that they support the value of implementing a standards-based curriculum. **Scope:** Schoolwide	We have seen success with teachers and staff continually supporting students' access to technology, and we will continue to provide training and materials to close any gaps. Computer and hot spots are provided for every incoming student. We expect that these actions will have a positive impact on our students. These actions are done throughout the year and on a daily basis as needed. There is an ongoing effort to ensure that our English learners, LTEL, low-income, and foster youth students have access to technology. However, because we expect that all students will benefit, this action is provided on an LEA-wide basis.	We will monitor and sustain 100% of our students' access to technology for their educational program. We will also consider input from the parents, students and teachers.
2.4	**Action:** Support for Standards-based Curriculum and Instruction **Need:** All English Learners, LTEL, low-income, and foster youth students will have access to high-quality standards-aligned curriculum and instruction that is continually improving. The implementation score for our standards-based	Desert Sands will adjust the design of the action to ensure that students experience increased success in the upcoming three-year LCAP cycle. This change includes site leadership advocating for curriculum feedback from Desert Sands staff and then continuously tracking the updates being made by the curriculum team. . Additionally, our staff will continue to participate in local curriculum review, engage in dialogue, and	We will closely monitor progress on our implementation of standards-based curriculum score from the CDE Standards Implementation Rubric. We expect improvement on the implementation score each year.

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
	curriculum is 4.09, based on the CDE Standards Implementation Rubric. Additionally, Desert Sands identified that the reason for the ineffectiveness of this action was due to the turnaround time it takes for teacher feedback to make it into the curriculum. Teachers, and parents provided feedback indicating that they support the value of implementing standards-based curriculum. **Scope:** Schoolwide	provide input on aligning standards to instructional practices. Professional Development will guide the implementation of a standards-based curriculum. Support will be provided by curriculum specialists to help analyze data results to develop an improved process to monitor the effectiveness of our curriculum and instructional practices. Teams will adopt an Online Learning Platform to personalize student learning in Mathematics & ELA. Throughout the school year our personnel will continue to collaborate and develop a high-quality, customized curriculum, and provide coaching to support implementation for the unique needs of our student groups. We expect that these actions will have a positive impact on our educational program resulting in a higher score each year. An improved program supports our English learners, LTEL, low-income, foster youth, and students with disabilities. Furthermore, because we expect that all students could benefit from this action, it is provided on a schoolwide basis.	We will also consider input from the parents, students, and teachers.
2.7	**Action:** Dual enrollment for students **Need:** College going rates among our English Learners, low-income and foster youth student groups tend to be low. **Scope:**	To address this need, our English Learners, low-income and foster youth students need additional staff support to be prepared and supported when taking a college course. We will have an internal staff person, who monitors with our teachers, those students who are assigned to dual enrollment courses and need help to support their efforts. Costs for college courses, books, materials, field trips and extra hours for support	We expect student participation in dual enrollment to continue to increase each year for our English learners LTELs, low-income.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Schoolwide	personnel are just a few of the possible expenditures for this action. This could also include professional development for helping our At-Promise youth be successful in these challenging courses. These actions are offered throughout the school year and on a daily basis as needed. We know that these actions will have a positive impact on English Learners, low-income and foster youth students; however, we will offer support LEA-wide in order to maximize successful dual enrollment for the entire student population.	We will also consider input from the parents, students, and teachers.
3.1	**Action:** Student Retention **Need:** We serve English Learners, LTELs, low-income and foster youth, with high mobility, who are typically behind in credits and have been out of school for about a semester or more. We have seen success in the retention rate for our student population, which is currently at 100%. Teachers and parents provided feedback indicating that they support the value of supporting student retention. **Scope:** Schoolwide	Ensuring that our English Learners, low-income and foster youth students are attending and remaining in school is critical to meeting their needs. To address this, we have trained personnel who provide outreach and monitoring of students so that their attendance is regular. We also have comprehensive incentive programs. We will continue these practices, for our English Learners, low-income and foster youth. These actions are done throughout the school year and on a daily basis as needed to meet students' needs. We expect that these actions will have a positive impact on our educational program resulting in a higher score each year. An improved program supports our English learners, LTEL, low-income, foster youth, and students with disabilities. Furthermore, because we expect that all students	We expect that these actions will have a positive impact on the Retention Rate of our program and that we will stay above 80% each year for all of our English Learners, LTELs, low-income, and foster youths. We will also consider input from the parents, students, and 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
		could benefit from this action, it is provided on a schoolwide basis.	
3.2	**Action:** Social and Emotional Supports **Need:** We serve English Learners, LTELs, low-income, and foster youth students, many of whom have sustained social and emotional trauma. How we address this impacts our Success Rate, which measures graduation, retention and rematriculation. The Success Rate is currently 100%. Teachers and parents provided feedback indicating that they support the value of student success. **Scope:** Schoolwide	We know that the success of our program is connected to student social-emotional health. To address this issue, we have trauma-informed practices that have helped address many of the social-emotional needs of our English learners, LTELs, low-income, and foster youth students. Programs such as our SEL, counseling, support personnel, social workers, professional development, and special programs such as yoga, have a positive impact on our students. English learners, LTEL, low-income, foster youth, and students with disabilities. Furthermore, because we expect that all students could benefit from this action, it is provided on a schoolwide basis. These programs are done throughout the school year and on a daily basis as needed to support students' needs. Teachers and counselors are diligent about student's socioemotional needs. We will continue to provide and improve on these actions and services because we have witnessed success in our English Learners, low-income and foster youth students when their social-emotional needs are carefully considered. However, because we expect that all students will benefit, this action is provided on an LEA-wide basis.	We expect that these actions will have a positive impact on the Success Rate of our program and that we will stay above 80% each year for all of our English Learners, LTELs, low-income, and foster youths. We will also consider input from the parents, students, and teachers.
3.3	**Action:** Access to Transportation	To address this issue, we provide a variety of transportation options from metro passes, bus services, and such. We will continue to provide	We expect that these actions will have a positive impact on the average

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: We serve English Learners, LTELs, low-income, and foster youth students are frequently without access to transportation to school or other related programs. It is critical that they have good attendance in order to learn. The average attendance rate is currently 86.1%. Teachers and parents provided feedback indicating that they support the value of supporting student retention. **Scope:** Schoolwide	this additional service for students because we have seen it improve their access to school and programs. These actions will have a positive impact on the attendance rates of our English learners, LTELs, low-income, and foster youth students. They are offered throughout school year and on a daily basis as needed. English learners, LTEL, low-income, foster youth, and students with disabilities are served by this action. Furthermore, because we expect that all students could benefit from this action, it is provided on a schoolwide basis.	attendance rate and we will stay above 85% each year for all of our English Learners, LTELs, low-income, and foster youths. Chronic absenteeism is not a match for a DASS school. We will also consider input from the parents, students, and teachers.
3.4	**Action:** Access to Nutrition **Need:** Food scarcity for our highly mobile English Learners, LTELs, low-income, and foster youth students is a serious concern. We intended to do everything a school can do, including providing nutrition for all. We think this will help mitigate the drop-out rate, which is the non-completer rate for our independent study program. The non-completer rate is currently 2.44%. Teachers and parents provided feedback indicating that they support the value of supporting student retention.	To address this, we will ensure that students have access to quality nutrition at the school or even delivered if necessary. Students cannot learn well when they are hungry, so we will continue to provide food services and/or other means for them to receive sustenance. These actions are done on a daily basis as needed to support students need for food. These actions will decrease non-completer rates for our English Learners, LTEL, low-income, and foster youth student population. However, because we expect that all students will benefit, this action is provided on an LEA-wide basis.	We expect that these actions will have a positive impact on the average non-completer rate, which will stay below 10% for all of our students. We will also consider input from the parents, students, and 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
	Scope: Schoolwide		
4.1	**Action:** Community/Parent Liaison and Meaningful School Activities **Need:** Feedback from teachers, SRS, administrators, and counselors, state that the parents of English Learners, LTELs, low-income and foster youth students are less involved in their student's educational activities. According to our educational partners, parents are an essential component to effective schooling and the overall academic success of these students. As shown above, in the metrics section, we expect the participation counts to be above enrollment. Teachers and parents provided feedback indicating that they support the value of implementing parent engagement activities. **Scope:** Schoolwide	To ensure our continued success, we hope to see an increase in parent participation. We will continue to provide a community liaison who does outreach and promotes the school as a welcoming place for EL, FY, and LI through organizing on-site activities and events. We believe that increasing parent/family engagement, as well as creating and cultivating connections in the community, will have a positive impact on students. These actions occur throughout the school year. The support of the community liaison is designed to meet the needs most associated with increased involvement of the parents of English Learners, low-income and foster youth. However, because we expect that all students will benefit, this action is provided on an LEA-wide basis.	We will closely monitor progress on our parent participation count so that they are above the enrollment amount. We will also consider input from the parents, students, and teachers.
4.2	**Action:** Translation and Outreach Services **Need:**	Desert Sands identified that the reason for the ineffectiveness of this action was due to a lack of promotion these meetings received. Desert Sands will adjust the design of the action to ensure that	We expect that these actions will have a positive increase on participation in ELAC and PAC 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
	According to our educational partners, parent and student connectedness is an essential component to effective schooling and the overall academic success of the identified students. We currently have 60 participants in our PAC/ELAC meetings this year. Teachers and parents provided feedback indicating that they support the value of supporting student retention. **Scope:** Schoolwide	students experience increased success in the upcoming three-year LCAP cycle. This change includes talking to staff about the importance of parents attending these meetings, creating options on how parents can attend and providing incentives to those who show up. Throughout the school year, we are committed to eliminating language barriers for families of our English learners. This is necessary to ensure that students and families are aware of school events and activities. We will continue to increase awareness of the school events and activities through translating materials and/or outreach services. The community liaison in coordination with our staff will utilize these services to increase communication with our EL, FY, and LI parents using written, verbal, and virtual communications. This action is designed to meet the needs most associated with increased communication and involvement of the parents of English Learners, low-income and foster youth. However, because we expect that all students will benefit, this action is provided on an LEA-wide basis.	This is good for all of our English Learners, LTELs, low-income and foster youth. We will also consider input from the parents, students, and teachers.
4.3	**Action:** Educational Partner Engagement **Need:** Feedback from teachers, administrators, and counselors, state that the parents of English Learners, LTELs, low-income, and foster youth students are less involved in their student's educational activities. Results from our school	According to our educational partners, parent involvement is essential to effective schooling and the overall academic success of these students. Sustaining educational partner engagement requires expenses for such things as communications, outreach, materials, activities and transportation.	We expect that these actions will have a positive impact on the school survey results. We expect parents will report that over 85% feel encouraged to participate each year, based on the school 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
	survey show that our parents report that 98% feel encouraged to participate. Parents and teachers provided feedback indicating that they support the value of educational partners. **Scope:** Schoolwide	We believe in the importance of parents feeling encouraged to participate. We expect that the community liaison in coordination with our staff will utilize these resources to increase positive two-way communication with our EL, FY, and LI parents using written, verbal and virtual communications. We will continue this action, because we have witnessed the positive impact on schools when barriers to access are removed for our English learners, LTELs, low-income, and foster youth students. However, because we expect that all students will benefit, this action is provided on an LEA-wide basis.	We will also consider input from the parents, students, and teachers.

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
1.1	**Action:** Long-term English Learners (LTEL) and English Learners support staff, interventions, and materials **Need:** According to the 2023 CA Dashboard, our English Learner student group was in the orange on the English Learners Performance	Desert Sands identified that the reason for the ineffectiveness of this action was due to a lack of leadership and oversight of the staff supporting EL and LTEL students. Desert Sands will adjust the design of the action to ensure that English Language learners experience increased success in the upcoming three-year LCAP cycle. This change includes the EL staff receiving additional support and having more time to dive into data so	We will closely monitor progress on this action which is designed to meet the needs most associated with English learner students. Using Integrated and designated unit tests on appropriate ELD & ELA standard, and using real-

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Indicator (ELPI). We also examined our reclassification rate trend and did a needs assessment on our LTELs. On the 2024 CA Dashboard, our ELPI status increased to yellow at 41.3%, making progress. Teacher and parent feedback indicated that they support the importance of the EL program and support for increasing students' skills. **Scope:** Limited to Unduplicated Student Group(s)	more effective interventions can be given. There will also be a bigger push in having EL and LTEL students see a tutor. We will implement a high-quality English Language acquisition program and add additional tutoring and paraprofessional staff to support students in their ELD SGI courses and with System 44 to address the identified needs. Throughout the year and on an ongoing basis, we will address students' needs by providing an EL Paraprofessional or other trained bilingual support personnel. This includes, but is not limited to EL tutors, ELD Leads, support staff, ELD Small Group Instruction, and supplementary materials for the ELD program as needed. Students will receive individualized support based on their specific English proficiency level. We use an in collaboration with students and families. Implementing our Designated and Integrated English language development (ELD) is an integral part of our comprehensive program for every English learner to meet the linguistic and academic goals at their grade level as identified by their level of proficiency. ELs participate in Newcomer programs, Structured English Immersion, or English Language Mainstream, based on their capacity to successfully advance in their language acquisition and their academics. Support staff will provide specific language instruction through vocabulary and language development to support literacy skills and language acquisition. These actions are done year round on a daily basis.	time tracking, student language proficiency, and academic progress will be monitored and we expect their ELPI results, as well as the reclassification rate, to increase as a result of the personalized academic support they will receive from qualified personnel. We will also consider input from the parents of participating students to enhance the quality of the program provided

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		We expect that these actions, which are designed to address our EL and LTEL students' needs, will be effective at increasing our students' performance on the ELPAC and improving their reclassification rate. This action is provided on a limited basis.	
1.7	**Action:** Professional Development to Support English Learners and LTELs **Need:** According to the CA Dashboard, our English Learner student group was in the orange on the English Learners Performance Indicator (ELPI). We also examined our reclassification rate trend and did a needs assessment on our LTELs. Desert Sands identified that the reason for the ineffectiveness of this action was due to a lack of support in tracking the work the EL and LTEL students were completing and making effective adjustments when analyzing the student data. On the 2024 CA Dashboard, our ELPI status increased to yellow at 41.3%, making progress. 41.1% of LTELs made progress. Parent and teacher feedback indicated that they support the importance of professional development to support English learners and LTELs.	Desert Sands will adjust the design of the action to ensure that students experience increased success in the upcoming three-year LCAP cycle. This change includes better tracking of the classes EL and LTEL students are assigned and the credits being turned in, maximizing intervention class enrollment, and reviewing the additional interventions assigned. To address this need, we will provide professional development opportunities for teachers to enhance their skills in addressing diverse learning needs. This may involve workshops, seminars, or collaborative learning communities focused on effective instructional practices. Our English learners will be served by trained EL Paraprofessionals or other trained bilingual support personnel. This includes, but is not limited to EL tutors, ELD Leads, support staff, ELD Small Group Instruction, and supplementary materials for the ELD program as needed. Trainings could include, but are not limited to developing an EL Tool Kit, implementing effective EL strategies using SIOP (Sheltered Instruction Observational Protocol), and scaffolding strategies such as modeling, building schema, contextualization, and others. Additionally, workshops, conferences, and professional learning communities provide	We will monitor progress on this action as it's designed to meet the needs most associated with English learner students. Using real-time tracking, student language proficiency and academic progress will be monitored, and we expect that the CA Dashboard ELPI, as well as the reclassification rate, will increase. We will also consider input from the parents of participating students to enhance the quality of the program 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)	information that will build the capacity of faculty and staff to increase student performance. Professional development happens throughout the year at least three times on various topics. There is follow-up with staff who are trained using the professional learning community's model. There are opportunities for staff to engage in their effectiveness with each other and share best practices. We expect that our English Learners, including long-term English Learners' (LTEL), ELPAC scores, ELPI, as well as the reclassification rate, will increase as a result of the personalized academic support and attention they will receive from qualified personnel. This action is provided on a limited basis.	

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

Not Applicable.

Additional Concentration Grant Funding

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

We are a single school LEA and an independent study DASS charter school, with over 55% unduplicated students. Our students are served by additional personnel specifically trained to address their specific social-emotional and academic needs. The funds were used to increase or retain critical personnel, who are essential to implementing each goal. Listed below are the goals and actions where there are additional personnel who provided direct services to unduplicated students:

Goal 1 Action 2: All academic interventions and program materials – have intervention teachers for math, ELA, and reading.
Goal 1 Action 3: Tutoring and support for students – have many tutors proficient in multiple subject areas.
Goal 3 Action 2: Social-emotional, trauma support services and materials.

We are single school LEA and do not have comparison schools.

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	A response to this prompt is not applicable, because we are a single-school LEA independent DASS school, focused on credit recovery.	A response to this prompt is not applicable, because we are a single-school LEA independent DASS school, focused on credit recovery.
Staff-to-student ratio of certificated staff providing direct services to students	A response to this prompt is not applicable, because we are a single-school LEA independent DASS school, focused on credit recovery.	A response to this prompt is not applicable, because we are a single-school LEA independent DASS school, focused on credit recovery.

2025-26 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	23,366,503.00	7,783,966.00	33.312%	0.000%	33.312%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$31,194,410.00	$0.00	$0.00	$0.00	$31,194,410.00	$16,306,154.00	$14,888,256.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Long-term English Learners (LTEL) and English Learners support staff, interventions, and materials	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	July 1, 2025 - June 30, 2026	$432,000.00	$1,500.00	$433,500.00				$433,500.00	0
1	1.2	All academic interventions and program materials	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	July 1, 2025 - June 30, 2026	$1,804,000.00	$10,000.00	$1,814,000.00				$1,814,000.00	0
1	1.3	Tutoring and supports for students	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	July 1, 2025 - June 30, 2026	$541,000.00	$0.00	$541,000.00				$541,000.00	0
1	1.4	Counseling students towards graduation and materials	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	July 1, 2025 - June 30, 2026	$920,000.00	$50,000.00	$970,000.00				$970,000.00	0
1	1.5	Student activities that increase learning efforts	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	July 1, 2025 - June 30, 2026	$0.00	$138,810.00	$138,810.00				$138,810.00	0
1	1.6	Teachers and staff are qualified and appropriately assigned	All	No			All Schools	July 1, 2025 - June 30, 2026	$9,426,154.00	$0.00	$9,426,154.00				$9,426,154.00	
1	1.7	Professional Development to Support English Learners and LTELs	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	July 1, 2025 - June 30, 2026	$0.00	$3,500.00	$3,500.00				$3,500.00	0

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.1	Career and college-readiness for English Learners, low income and foster youth students	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	July 1, 2025 - June 30, 2026	$549,000.00	$12,000.00	$561,000.00				$561,000.00	0
2	2.2	Professional development addressing English Learners, low income and foster youth students	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	July 1, 2025 - June 30, 2026	$0.00	$62,000.00	$62,000.00				$62,000.00	0
2	2.3	Technology Access & Support	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	July 1, 2025 - June 30, 2026	$214,000.00	$125,000.00	$339,000.00				$339,000.00	0
2	2.4	Support for Standards-based Curriculum and Instruction	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	July 1, 2025 - June 30, 2026	$451,000.00	$295,656.00	$746,656.00				$746,656.00	0
2	2.5	Educational materials for an effective program	All	No			All Schools	July 1, 2025 - June 30, 2026	$0.00	$12,000,810.00	$12,000,810.00				$12,000,810.00	
2	2.6	Safe and secure facilities	All	No			All Schools	July 1, 2025 - June 30, 2026	$0.00	$1,983,480.00	$1,983,480.00				$1,983,480.00	
2	2.7	Dual enrollment for students	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	July 1, 2025 - June 30, 2026	$152,000.00	$2,000.00	$154,000.00				$154,000.00	0
3	3.1	Student Retention	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	July 1, 2025 - June 30, 2026	$748,000.00	$2,000.00	$750,000.00				$750,000.00	0
3	3.2	Social and Emotional Supports	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	July 1, 2025 - June 30, 2026	$699,000.00	$10,000.00	$709,000.00				$709,000.00	0
3	3.3	Access to Transportation	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	July 1, 2025 - June 30, 2026	$0.00	$21,500.00	$21,500.00				$21,500.00	0
3	3.4	Access to Nutrition	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	July 1, 2025 - June 30, 2026	$0.00	$100,000.00	$100,000.00				$100,000.00	0

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
4	4.1	Community/Parent Liaison and Meaningful School Activities	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	July 1, 2025 - June 30, 2026	$370,000.00	$30,000.00	$400,000.00				$400,000.00	0
4	4.2	Translation and Outreach Services	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	July 1, 2025 - June 30, 2026	$0.00	$20,000.00	$20,000.00				$20,000.00	0
4	4.3	Educational Partner Engagement	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	July 1, 2025 - June 30, 2026	$0.00	$20,000.00	$20,000.00				$20,000.00	0

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
23,366,503.00	7,783,966.00	33.312%	0.000%	33.312%	$7,783,966.00	0.000%	33.312 %	**Total:**	$7,783,966.00
								LEA-wide Total:	$0.00
								Limited Total:	$437,000.00
								Schoolwide Total:	$7,346,966.00

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	1.1	Long-term English Learners (LTEL) and English Learners support staff, interventions, and materials	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$433,500.00	0
1	1.2	All academic interventions and program materials	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$1,814,000.00	0
1	1.3	Tutoring and supports for students	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$541,000.00	0
1	1.4	Counseling students towards graduation and materials	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$970,000.00	0
1	1.5	Student activities that increase learning efforts	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$138,810.00	0
1	1.7	Professional Development to Support English Learners and LTELs	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$3,500.00	0

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	2.1	Career and college-readiness for English Learners, low income and foster youth students	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$561,000.00	0
2	2.2	Professional development addressing English Learners, low income and foster youth students	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$62,000.00	0
2	2.3	Technology Access & Support	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$339,000.00	0
2	2.4	Support for Standards-based Curriculum and Instruction	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$746,656.00	0
2	2.7	Dual enrollment for students	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$154,000.00	0
3	3.1	Student Retention	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$750,000.00	0
3	3.2	Social and Emotional Supports	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$709,000.00	0
3	3.3	Access to Transportation	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$21,500.00	0
3	3.4	Access to Nutrition	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$100,000.00	0
4	4.1	Community/Parent Liaison and Meaningful School Activities	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$400,000.00	0
4	4.2	Translation and Outreach Services	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$20,000.00	0
4	4.3	Educational Partner Engagement	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$20,000.00	0

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$33,419,109.00	$31,000,296.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Long-term English Learners (LTEL) and English Learners support staff, interventions, and materials	Yes	$461,924.00	463,280.00
1	**1.2**	All academic interventions and program materials	Yes	$1,844,156.00	1,854,200.00
1	**1.3**	Tutoring and supports for students	Yes	$666,806.00	694,658.00
1	**1.4**	Counseling students towards graduation and materials	Yes	$1,085,855.00	1,138,893.00
1	**1.5**	Student activities that increase learning efforts	Yes	$150,000.00	167,000.00
1	**1.6**	Teachers and staff are qualified and appropriately assigned	No	$10,392,376.00	8,442,209.00
1	**1.7**	Title 1 - Intervention programs and personnel to support students	No	$170,600.00	224,646.00
1	**1.8**	Professional Development to Support English Learners and LTELs	Yes	$10,145.00	10,210.00
2	**2.1**	Career and college-readiness for English Learners, low income and foster youth students	Yes	$529,141.00	570,176.00
2	**2.2**	Professional development addressing English Learners, low income and foster youth students	Yes	$77,495.00	80,891.00
2	**2.3**	Technology Access & Support	Yes	$594,072.00	627,696.00

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	2.4	Support for Standards-based Curriculum and Instruction	Yes	$985,975.00	1,018,904.00
2	2.5	Educational materials for an effective program	No	$11,516,583.00	10,669,808.00
2	2.6	Safe and secure facilities	No	$2,268,736.00	2,222,115.00
2	2.7	Dual enrollment for students	Yes	$149,690.00	161,583.00
3	3.1	Student Retention	Yes	$945,259.00	954,215.00
3	3.2	Social and Emotional Supports	Yes	$842,435.00	871,650.00
3	3.3	Access to Transportation	Yes	$25,000.00	30,274.00
3	3.4	Access to Nutrition	Yes	$65,000.00	72,689.00
3	3.5	Title 1 - Helping Homeless	No	$500.00	570.00
4	4.1	Community/Parent Liaison and Meaningful School Activities	Yes	$516,861.00	593,692.00
4	4.2	Translation and Outreach Services	Yes	$70,000.00	75,387.00
4	4.3	Educational Partner Engagement	Yes	$50,000.00	54,702.00
4	4.4	Title 1 - Parent Engagement	No	$500.00	848.00

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
8,013,156.00	$9,069,814.00	$9,440,100.00	($370,286.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Long-term English Learners (LTEL) and English Learners support staff, interventions, and materials	Yes	$461,924.00	463,280.00	0	
1	1.2	All academic interventions and program materials	Yes	$1,844,156.00	1,854,200.00	0	
1	1.3	Tutoring and supports for students	Yes	$666,806.00	694,658.00	0	
1	1.4	Counseling students towards graduation and materials	Yes	$1,085,855.00	1,138,893.00	0	
1	1.5	Student activities that increase learning efforts	Yes	$150,000.00	167,000.00	0	
1	1.8	Professional Development to Support English Learners and LTELs	Yes	$10,145.00	10,210.00	0	
2	2.1	Career and college-readiness for English Learners, low income and foster youth students	Yes	$529,141.00	570,176.00	0	
2	2.2	Professional development addressing English Learners, low income and foster youth students	Yes	$77,495.00	80,891.00	0	
2	2.3	Technology Access & Support	Yes	$594,072.00	627,696.00	0	
2	2.4	Support for Standards-based Curriculum and Instruction	Yes	$985,975.00	1,018,904.00	0	

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	2.7	Dual enrollment for students	Yes	$149,690.00	161,583.00	0	
3	3.1	Student Retention	Yes	$945,259.00	954,215.00	0	
3	3.2	Social and Emotional Supports	Yes	$842,435.00	871,650.00	0	
3	3.3	Access to Transportation	Yes	$25,000.00	30,274.00	0	
3	3.4	Access to Nutrition	Yes	$65,000.00	72,689.00	0	
4	4.1	Community/Parent Liaison and Meaningful School Activities	Yes	$516,861.00	593,692.00	0	
4	4.2	Translation and Outreach Services	Yes	$70,000.00	75,387.00	0	
4	4.3	Educational Partner Engagement	Yes	$50,000.00	54,702.00	0	

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
22,842,196.00	8,013,156.00	0	35.080%	$9,440,100.00	0.000%	41.327%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).

        - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in EC sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

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

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with EC sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

Comprehensive Support and Improvement
An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

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

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

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

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

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

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (EC Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

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

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
    - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
    - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

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

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

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

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

***Actions for Foster Youth*:** School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
    - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

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

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

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

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

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

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

  The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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