



desert sands

CHARTER SCHOOL

A LEARN4LIFE SCHOOL

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Desert Sands Charter School

CDS Code: 19-64246-1996537

School Year: 2024-25

LEA contact information:

Victor Nardiello

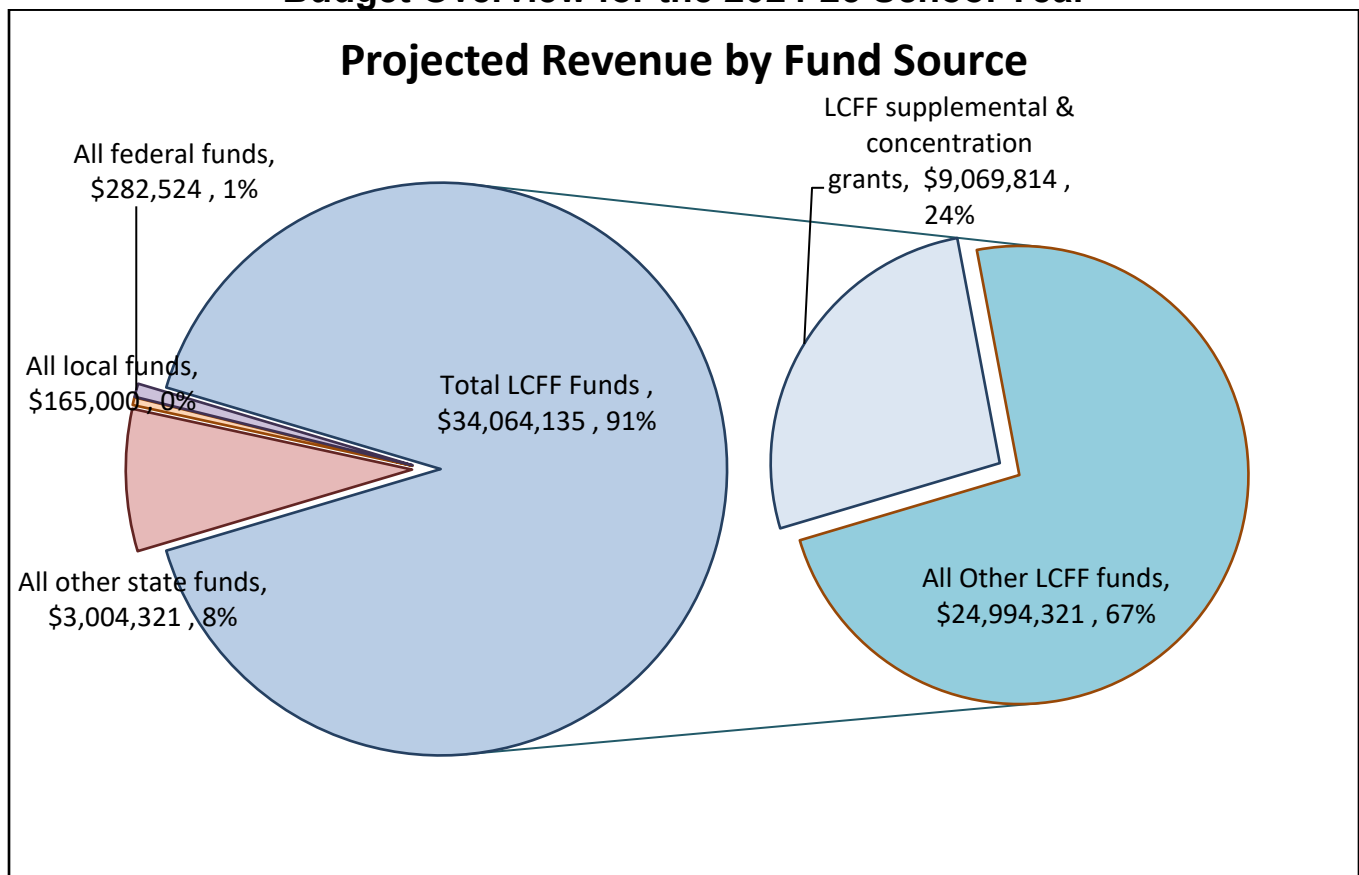
Area Superintendent

principal@dschs.org

(661) 942-3357

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

Budget Overview for the 2024-25 School Year

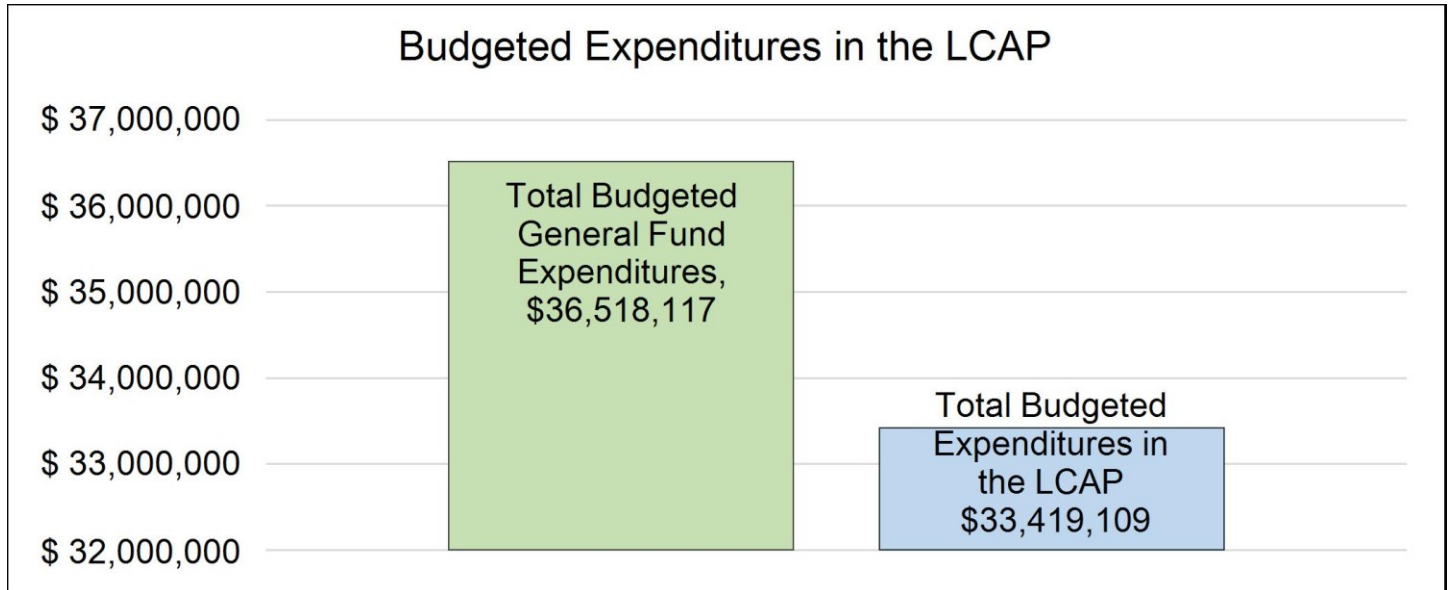


This chart shows the total general purpose revenue Desert Sands Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Desert Sands Charter School is \$37,515,980, of which \$34,064,135.00 is Local Control Funding Formula (LCFF), \$3,004,321.00 is other state funds, \$165,000.00 is local funds, and \$282,524.00 is federal funds. Of the \$34,064,135.00 in LCFF Funds, \$9,069,814.00 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 School plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Desert Sands Charter School plans to spend \$36,518,117.00 for the 2024-25 school year. Of that amount, \$33,419,109.00 is tied to actions/services in the LCAP and \$3,099,008 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
- A-G Completion Improvement Grant Program expenditures
- Educator Effectiveness Grant expenditures
- Arts, Music, & Instructional Material Block Grant
- Learning Recovery Emergency Block Grant
- Expanded Learning Opportunities Grant Federal expenditure
- California Community Schools Partnership Program
- Arts and Music in Schools Funding - Prop 28
- Ethnic Studies Funding

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

In 2024-25, Desert Sands Charter School is projecting it will receive \$9,069,814.00 based on the enrollment of foster youth, English learner, and low-income students. Desert Sands Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Desert Sands Charter School plans to spend \$9,069,814.00 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 a 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

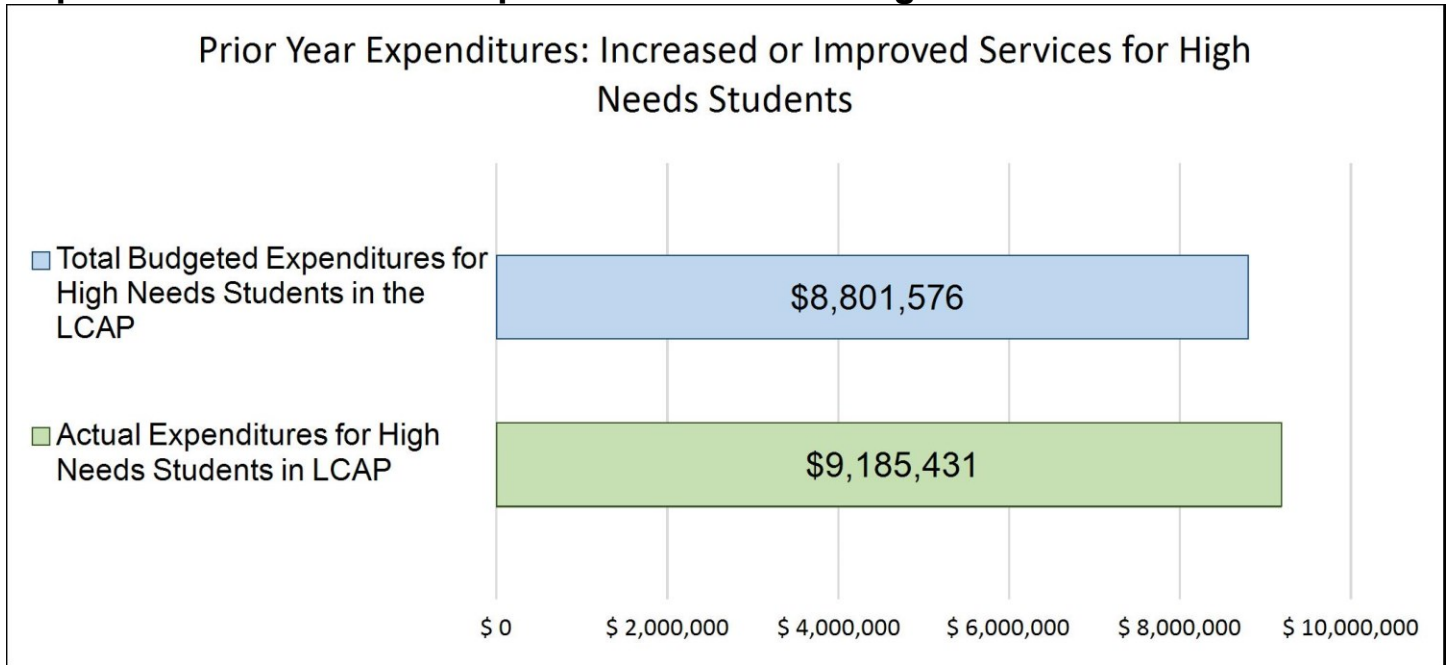
- Action 1: Student Retention Support personnel and incentive programs.
- Action 2: Social-emotional, trauma support services and materials.
- Action 3: Transportation for English learners, LTELs, low income, and foster youth students.
- Action 4: Access to nutrition for English learners, low-income, 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 2023-24



This chart compares what Desert Sands Charter 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 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 2023-24, Desert Sands Charter School's LCAP budgeted \$8,801,576.00 for planned actions to increase or improve services for high needs students. Desert Sands Charter School actually spent \$9,185,431.00 for actions to increase or improve services for high needs students in 2023-24.



2023–24 Local Control and Accountability Plan Annual Update

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Desert Sands Charter School	Victor Nardiello Area Superintendent	principal@dschs.org (661) 942-3357

Goals and Actions

Goal

Goal #	Description
1	<p>Increase Academic Progress:</p> <p>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.</p>

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Teachers are highly qualified– Priority 1	100%	86% Qualified with Full Credential Data Year: 2021-22 Data Source: Internal HR Tracking	97% Qualified with Full Credential Data Year: 2022-23 Data Source: Internal HR Tracking	97% Qualified with Full Credential *Only previous school year data available Data Year: 2022-23 LP1-7 Data Source: Internal HR Tracking	100% of Teachers are highly qualified Data Year: 2023-24 Data Source: Internal HR Tracking
Teachers are appropriately assigned – Priority 1	100%	98% Appropriately Assigned Data Year: 2020-21 Data Source: CalSAAS	92% Appropriately Assigned Data Year: 2021-22 Data Source: CalSAAS	100% Appropriately assigned *Only previous school year data available Data Year: 2022-23 Data Source: CalSAAS	100% of Teachers are appropriately assigned Data Year: 2023-24 Data Source: CalSAAS

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Reading – Lexile Growth – local metric	1103	All: 1030 EL: 856 FY: 1035 LI: 1027 SWD: 860 Data Year: 2021-2022 Data Source: NWEA reports on PowerBI	All: 999 EL: 799 FY: 926 LI: 987 SWD: 815 Data Year: 2022-23 Data Source: NWEA reports on PowerBI	All: 1003.19 EL: 739.01 FY: 766.16 LI: 984.75 SWD: 866.36 Data Year: 2023-24 LPs 1-7 Data Source: NWEA reports on PowerBI	All: 1150 EL: 950 FY: 1100 LI: 1100 SWD: 950 Reading score increases each year Data Year: 2023-24 Data Source: NWEA reports on PowerBI
Mathematics Quantile Growth – local metric	860	All: 795 EL: 669 FY: 682 LI: 788 SWD: 579 Data Year: 2021-2022 Data Source: NWEA reports on PowerBI	All: 755 EL: 575 FY: 746 LI: 743 SWD: 592 Data Year: 2022-23 Data Source: NWEA reports on PowerBI	All: 752.73 EL: 514.13 FY: 583.30 LI: 739.20 SWD: 589.00 Data Year: 2023-24 LPs 1-7 Data Source: NWEA reports on PowerBI	All: 900 EL: 750 FY: 750 LI: 850 SWD: 700 Mathematics score increases each year Data Year: 2023-24 Data Source: NWEA reports on PowerBI
Average Credit Completion – local metric	1.97	All: 2.56 EL: 2.52 FY: 2.50 LI: 2.10 SWD: 2.22 Data Year: 2021-22 LP1-9 Data Source: PLSIS	All: 2.76 EL: 2.95 FY: 2.11 LI: 2.73 SWD: 2.25 Data Year: 2022-23 LP1-9 Data Source: PLSIS	All: 3.26 EL: 1.91 FY: 1.98 LI: 1.97 SWD: 1.63 Data Year: 2023-24 LPs 1-7 Data Source: Internal PowerBI	All: 4.0 EL: 4.0 FY: 4.0 LI: 4.0 SWD: 4.0 Average Credit Completion increases to 4.0

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					Data Year: 2023-24 LP1-9 Data Source: PLSIS
English Learner Reclassify - Priority 4	13.1%	16% Data Year: 2021-22 LP1-7 Data Source: Internal Calculation	5% Data Year: 2022-23 LP1-7 Data Source: Internal Calculation	10.0% Data Year: 2023-24 LP1-7 Data Source: Internal Calculation	8.6% State Average English Learner reclassification rate increases each year Data Year: 2023-24 LP1-9 Data Source: Internal Calculation
EL Annual Progress on ELPAC – Priority 4	Postponed	ELPAC scores show the percentage of students who performed at: Level 1--8.45% Level 2--29.58% Level 3--40.85% Level 4--21.13% Data Year: 2021 Data Source: ELPAC, CA Dashboard did not provide results.	ELPAC scores show 30.4% making progress Data Year: 2022 Data Source: ELPAC, CA Dashboard did not provide results.	33.8% ELPI Orange Data Year: 2023 Data Source: ELPAC, CA Dashboard	EL Annual Progress on ELPAC increases each year at 10% in levels 1-3 Data Year: 2023-24 Data Source: CA Dashboard
DASS 1 Year Graduation Cohort Rate - Priority 5	70.9	All: 82.1% EL: ** FY: ** LI: 80.7% SWD: 80.8%	All: 87.9% EL: ** FY: ** LI: 88.1% SWD: 84.8%	All: 77.5% EL: ** FY: ** LI: 77.3% SWD: 79.2%	DASS 1 Year Graduation Cohort Rate – increases each year

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Homeless: 76.9% AA: 83.3% AS: N/A H/L: 79.5% WH: 84.0% **Data suppressed due to small student count. Data Year: 2021 Data Source: CA Dashboard – DASS Graduation Rate	Homeless: ** AA: 95.7% AS: ** H/L: 87.3% WH: 85.7% **Data suppressed due to small student count. Data Year: 2022 Data Source: CA Dashboard – DASS Graduation Rate	Homeless: ** AA: 75% 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: 85% EL: 80% FY: 80% LI: 85% SWD: 85% Homeless: 80% AA: 85% AS: 80% H/L: 80% WH: 85% Data Year: 2024 Data Source: CA Dashboard – DASS Graduation Rate

Goal Analysis

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

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

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 dedicates a bilingual teacher to support EL students. Desert Sands also employs bilingual paraprofessionals and tutors who support EL students with their coursework. Desert Sands utilizes the EDGE curriculum to structure EL students' daily lesson plans, and constantly purchases additional resources like reference materials and computers that support their language acquisition. No substantive difference in the planned action compared to the actual 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 and math and English intervention classes on campus. 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. Desert Sands 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 staff has put in the effort to increase the amount of students participating in tutoring. Although the participation numbers have fluctuated during the year, credit completion and daily attendance has increased. Desert Sands has several tutors that are available to students during all operating hours, including Saturdays and site leadership continues their professional development. 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 four full time counselors, and a psychologist. This team works closely with each student's supervising teacher so social emotional, credit completion, graduation and post secondary support can be given. Counselors have focused on 9th graders and 12th graders this year so incoming 9th graders can be on track to graduate in four years and 12th graders so each can have a post secondary plan in place. 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. Desert Sands offers experiential learning trips that go throughout the United States and overseas. Desert Sands also hosts a back to school night, awards ceremonies, college support workshops and other on campus events, like holiday events. The graduation ceremony and grad night are hosted every year for the seniors. Students also have the opportunity to participate in several sports clinics and on campus clubs. 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 mis-assignments. New teachers are supported by Desert Sands' on boarding training for new teachers, 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 and 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. The teaching strategies learned during the conference are brought back to the school site and shared with the staff. Teachers, tutors and paraprofessional 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 provide a rigorous academic program to students with strong built-in support for intervention. More focus and attention was given to the onboarding of 9th graders and the post secondary plans for 12th graders. Credit completion and daily attendance both increased.

Overall Challenges: Desert Sands could have been more active in creating oversight systems to monitor certain data points. Mainly graduation rates and EL student progress. With these systems in place, interventions would have been enacted sooner, which could have led to faster results. Desert Sands has these systems in place now and is seeing positive outcomes.

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 2023-2024 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 1.7 for interventions, were also fully expended.

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

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 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: 2 - Somewhat Effective

Metric: English Learner Progress Indicator and Reclassification Rate

Analysis Statement: As noted in the metric section above, Desert Sands' ELPI status was 33.8% which is orange and the reclassification rate was 10% - above the state average. Desert Sands' EL students Lexile score dipped a little bit from last year to this year. In our collaborative needs assessment, Desert Sands determined that the EDGE curriculum was being implemented, but it is still relatively new. Desert Sands believe that additional professional development would help with implementation and increase scores. Additionally, Desert Sands believe that there is a correlation between quality professionals interacting with students and their success. Desert Sands feels that adding our EL paraprofessional to the SGI class will support student learning and this adjustment will improve the English Learner's progress. Because of the feedback from teachers, Desert Sands will continue this action into the new three-year cycle with some changes to the design (see prompt 4).

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, there was no significant movement in Desert Sands' NWEA scores. From last year to this year, the students' Math RIT score decreased by -2 points and their Lexile growth increased by +4 points. Desert Sands site leadership believes the SGI classes and additional tutoring can support more growth but a renewed, concerted effort to increase these scores will be a focus for the next few years. Because of feedback from teachers, Desert Sands will continue this action into the new three-year cycle with some changes to the design (see prompt 4).

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 +18% compared to last year. The desired outcome was 4 credits a learning period and the current average is 3.26. Desert Sands 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. Because of feedback from teachers, Desert Sands will continue this action into the new three-year cycle.

Action 1.4: Counseling students towards graduation and materials.

Effectiveness of Action: 2 - Somewhat Effective

Metric: DASS 1-Year Graduation Rate

Analysis Statement: As noted in the metric section above, Desert Sands' one year graduation rate shows the students are completing the program at 77.5%, which is a +7.5 point growth from our baseline. On the CA School Dashboard, Desert Sands' graduation rate is in the red.

Desert Sands' site leadership focused on improving this metric this year and progress has been made. Because of feedback from teachers, Desert Sands will continue this action into the new three-year cycle with some changes to the design (see prompt 4).

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 +18% compared to last year. The desired outcome was 4 credits a learning period and the current average is 3.26. Desert Sands 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. 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. Because of feedback from teachers, Desert Sands will continue this action into the new three-year cycle.

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, Desert Sands' teachers are highly qualified and appropriately assigned. Desert Sands believes that it's important to have staff that are appropriately assigned and who are fully qualified. Desert Sands site leadership feels that the strategies in this action have been effective and they will continue to implement them with fidelity. Because of feedback from teachers, Desert Sands will continue this action into the new three-year cycle.

Action 1.7: Title 1 - Intervention programs and personnel to support students.

Effectiveness of Action: 2 - Somewhat Effective

Metric: NWEA

Analysis Statement: As noted in the metric section above, there was no significant movement in Desert Sands' NWEA scores. From last year to this year, the students' Math RIT score decreased by -2 points and their Lexile growth increased by +4 points. Desert Sands site leadership knows it's important to continue with effective interventions for low performing students, and that SGI classes, intervention classes and additional tutoring will continue to support growth in NWEA scores. Because of feedback from teachers, Desert Sands will continue this action into the new three-year cycle with some changes to the design (see prompt 4).

Action 1.8: Professional Development for English Learners.

Effectiveness of Action: 2 - Somewhat Effective

Metric: English Learner Progress Indicator

Analysis Statement: As noted in the metric section above, Desert Sands' EL Reclassification rate is 10%, which is higher than the state average. On the California School Dashboard, English Learner Progress is in the orange and its stated that 33.8% are making progress. Desert Sands site leadership feels that the strategies in this action have been effective, are proud of the progress made so far, and will continue these actions with fidelity. Desert Sands leadership will continue to focus on EL student progress and provide additional training and support so the data can keep improving. Because of feedback from teachers, Desert Sands will continue this action into the new three-year cycle with some changes to the design (see prompt 4).

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

Action 1.1: English Learners support staff, interventions, and materials. 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' ELAC and student groups, Desert Sands will continue to offer the action. 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 leadership and oversight of the staff supporting EL 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 more effective interventions can be given. There will also be a bigger push in having EL students see a tutor.

Action 1.2: All academic interventions and program materials. 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. 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 emphasis on students completing math and English credits. 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. There will also be a bigger push to increase the number of students seeing a tutor.

Action 1.4: Counseling students towards graduation and materials. 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. 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 support of future 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 on students not on track to graduate on time.

Action 1.7: Title 1 - Intervention programs and personnel to support students. 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. 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 students not completing math and English credits and intervention classes not being utilized to their maximum potential. 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, and maximizing enrollment and daily attendance in onsite intervention classes.

Action 1.8: Professional Development for English Learners. 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. 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 support in tracking the work the EL students were completing and making effective adjustments when analyzing the student data. 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, maximizing intervention class enrollment and reviewing the additional interventions assigned.

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

Goals and Actions

Goal

Goal #	Description
2	<p>Students Will Gain Skills for College and Career-Readiness:</p> <p>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.</p>

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Standards–aligned materials – Priority 1	100%	100% Data Year: 2021-22 Data Source: Dashboard Fall 2021	100% Data Year: 2022-23 Data Source: Dashboard Fall 2022	100% Data Year: 2023-24 Data Source: Dashboard Fall 2023	100% Data Year: 2023-24 Data Source: Dashboard Fall 2024
Implement state academic standards and EL access – Priority 2	3.87 out of 5.0	4.09 out of 5.0 Data Year: 2021-22 Data Source: Dashboard Fall 2021	4.09 out of 5.0 Data Year: 2022-23 Data Source: Dashboard Fall 2022	4.40 out of 5.0 Data Year: 2023-24 Data Source: Dashboard Fall 2023	Full Implementation & Sustainability Data Year: 2023-24 Data Source: Dashboard Fall 2024
Statewide Assessments: * English Language Arts – Priority 4 * Mathematics – Priority 4 * Science – Priority 4	Statewide Assessments: English Language Arts - Baseline is 2021 CAASPP percentage meeting/exceeding	Statewide Assessments English Language Arts All: 42% EL: 0% FY: 50%	Statewide Assessments English Language Arts All: 34% EL: ** FY: **	Statewide Assessments: English Language Arts All: 32% EL: ** FY: 17%	Statewide Assessments: * English Language Arts - score Orange or better * Mathematics – score Orange

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	shown in Year 1 Outcome	LI: 41% SWD: 21% Homeless: 41%	LI: 34% SWD: 21% Homeless: **	LI: 32% SWD: 15% Homeless: **	* Science – score higher each year
	Mathematics - Baseline is 2021 CAASPP percentage meeting/exceeding shown in Year 1 Outcome	AA: 36% AS: 0% H/L: 44% WH: 45%	AA: 7% AS: ** H/L: 33% WH: 53%	AA: 18% AS: ** H/L: 31% WH: 29%	Statewide Assessments
	Science - Baseline is 2021 CAASPP percentage meeting/exceeding shown in Year 1 Outcome	Mathematics All: 7% EL: 0% FY: 0% LI: 8% SWD: 0% Homeless: 0% AA: 0% AS: 0% H/L: 8% WH: 3%	Mathematics All: 5% EL: ** FY: ** LI: 8% SWD: 3% Homeless: ** AA: 0% AS: ** H/L: 4% WH: 7%	Mathematics All: 3% EL: ** FY: ** LI: 1% SWD: ** Homeless: ** % AA: ** AS: ** H/L: 2% WH: **	English Language Arts All: 50% EL: 50% FY: 50% LI: 50% SWD: 30% Homeless: 50 % AA: 45% AS: 45% H/L: 45 % WH: 50%
		Science All: 17% EL: 0% FY: 0% LI: 22% SWD: 0% Homeless: 100% AA: 17% AS: 0% H/L: 14% WH: 43%	Science All: 16% EL: ** FY: ** LI: 17% SWD: 10% Homeless: ** AA: 0** AS: ** H/L: 14% WH: **	Science All: 14% EL: ** FY: ** LI: 14% SWD: 0% Homeless: ** AA: ** AS : ** H/L: 5% WH: 43%	Mathematics All: 15% EL: 5% FY: 5% LI: 10% SWD: 5% Homeless: 5% AA: 5% AS: 5% H/L: 10% WH: 5%
		Data Year: 2021 Data Source: SARC and PowerBI CAASPP Results	Data Year: 2022 Data Source: SARC and PowerBI CAASPP Results	Data Year: 2023 Data Source: SARC and PowerBI CAASPP Results	Science All: 25% EL: 5% FY: 5 % LI: 25 %

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		** notes when there are 10 or less students.	** notes when there are 10 or less students.		SWD: 5% Homeless: 100% AA: 20% AS: 20% H/L: 20% WH: 50% Data Year: 2024 Data Source: SARC and PowerBI CAASPP Results
Participants in career-ready courses – Priority 8 local metric	Career Technical Education – 43 Professional Skills - 106	Career Technical Education – 63 Professional Skills - 461 Data Year: 2021-22 Data Source: Internal PowerBI	Career Technical Education – 157 Professional Skills - 208 Data Year: 2022-23 Data Source: Internal PowerBI	CTE – 32 Pro Skills – 186 Data Year: 2023-24 LP 1-7 Data Source: Internal PowerBI	Number of students in career-ready courses – increase enrollment each year Data Year: 2023-24 Data Source: Internal PowerBI
Percentage of CTE course and pathway completers – Priority 4	82% CTE Course Completion 6% Graduates with CTE Pathway	47.14% CTE Course Completion Data Year: 2021-22 LP 1-7 Data Source: Internal PowerBI 6.2% CTE Pathway Completion Data Year: 2020-21 Data Source: CDE DataQuest	39.3% CTE Course Completion Data Year: 2022-23 LP 1-7 Data Source: Internal PowerBI 4.92% CTE Pathway Completion Data Year: 2021-22 Data Source: CDE DataQuest	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	Percentage CTE course and pathway completers – increase 0.5 each year 0.5% Increase each year CTE Course Completion Data Year: 2023-24 Data Source: Internal PowerBI

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					0.5% Increase each year in CTE Pathway Completion Data Year: 2023-24 Data Source: CDE DataQuest
Access to broad range of courses – Priority 7	100%	100% Data Year: 2021-22 Data Source: Dashboard Fall 2021	100% Data Year: 2022-23 Data Source: Dashboard Fall 2022	100% Data Year: 2023-24 Data Source: Dashboard Fall 2023	100% Access to broad range of courses – All students have access to courses Data Year: 2023-24 Data Source: Dashboard Fall 2024
Complete A-G courses (CSU) – Priority 4	7%	6.9% Seniors completing A-G 0.7% Seniors completing A-G and CTE Data Year: 2020-21 Data Source: CDE DataQuest	0.0% Seniors completing A-G 0.0% Seniors completing A-G and CTE Data Year: 2021-22 Data Source: CDE DataQuest	2.7% Seniors completing A-G courses 0.8% Seniors completing CTE and A-G Data Year: 2022-2023 Data Source: CDE DataQuest	1% Increase each year in A-G CSU course completion 1% Increase each year in A-G and CTE Completion Data Year: 2023-24 Data Source: CDE DataQuest
Dual Enrollment	11	22 Data Year: 2021-22 LP1-7 Data Source: Internal Calculation	12 Data Year: 2022-23 LP1-7 Data Source: Internal Calculation	78 Data Year: 2023-24 LP 1-7 Data Source: Internal PowerBI	Increases each year 15% Data Year: 2023-24 Data Source: Internal Calculation

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CA Dashboard English Language Art and Mathematics Status	Suspended	Suspended	ELA - low Math - very low Data Year: 2021-22 Data Source: Dashboard Fall 2022	ELA - Declined 5.8 Pts, Red Math - Declined 3.2 Pts, Red Data Year: 2022-23 Data Source: Dashboard Fall 2023	ELA will increase 1 level Math will increase 1 level Data Year: 2023-24 Data Source: Dashboard Fall 2024

Goal Analysis

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

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

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 Health, English 101, and Career Exploration, CTE classes such as Graphic Design 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 focused professional development this year on how to properly monitor a student's progress and assign appropriate interventions for EL, foster, homeless and low income students. Focus was also given to supporting 9th graders academic habits and 12th graders post secondary plans. These trainings contributed to Desert Sands increasing both its credit completion and daily attendance. 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 opportunity to take a laptop and Internet hotspot home with them so they can complete their school work. There is an abundance of assistive technology in each classroom and additional technology is 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 and modified, and accompanying materials, books, etc. is purchased. Teachers can also volunteer to pilot new curriculum. Professional developments and other training are regularly done so the education staff is equipped with the most effective teaching practices. Some staff members are receiving cognitive coaching and the counselors are attending Hatching Results. 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 are maximized for optimal student success. The curriculum is routinely updated and modified and accompanying materials, manipulatives, books, etc. is purchased. No student is lacking in materials. 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 time fashion. No substantive difference in the planned action compared to the actual implementation.

Overall Successes: Desert Sands was able to successfully implement the actions for these goals without any substantive differences. Credit completion is increasing, enrollment in CTE and Dual Enrollment courses is steady and the staff have the materials and technology they need to support all students.

Overall Challenges: Increasing CAASPP scores overall and for each subgroup will be a focus of Desert Sands' for the foreseeable future. Desert Sands will also be focusing efforts on increasing its A-G course completion percentage.

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 2023-2024 Contributing Actions Annual Update table for estimated actual expenditures. This is true for the LCFF funds.

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

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 32 students enrolled in a CTE course so far for this year and 186 students are completing Professional Skills credits. Desert Sands site leadership will look to increase these numbers over the next few years. New CTE course offerings are being developed and should be available next year which should help in increasing CTE enrollment. The Desert Sands leadership team has done a needs assessment with school data and input from stakeholders on how to increase A-G course completion. It is believed that working as a Professional Learning Community and increasing the whole-school approach will support in increasing A-G course completion. Because of the feedback from teachers, Desert Sands will continue this action into the new three-year cycle with some changes to the design (see prompt 4).

Action 2.2: Professional development addressing English Learners, low income and foster youth students.

Effectiveness of Action: 2 - Somewhat Effective

Metrics: CAASPP for English Language Arts and Math.

Analysis Statement: As noted in the metric section above, Desert Sands' CAASPP scores show that for English Language Arts, EL, foster youth and low income students did not score at the level of proficiency Desert Sands had desired for the '23 - '24 school year. For the English Language Arts test, foster youth students were 33% below the benchmark and low income were 8% below the benchmark. For mathematics, there were not enough students to warrant scores for EL and foster youth students. Low income scored 9% below the benchmark. The Desert Sands site leadership team is focused on increasing these scores. The site leadership team and the CSI/DA team

have done a needs assessment with school data and input from stakeholders, and it has been determined that a priority will be put on students completing math and English credits. Test preparation also plays a role in student scores and systems will be put in place to support students before the exams. Professional development for staff and credit completion tracking will be central to this action as well. Because of the feedback from teachers, we will continue this action into the new three-year cycle with some changes to the design (see prompt 4).

Action 2.3: Technology Access and Support.

Effectiveness of Action: 3 - Effective

Metric: 100% of students offered Chromebook and hotspot upon enrollment.

Analysis Statement: As noted in the metric section above, 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. 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 three-year cycle.

Action 2.4: Support for Standards-based Curriculum and Instruction.

Effectiveness of Action: 2 - Somewhat Effective

Metric: CDE Standards Implementation Rubric.

Analysis Statement: As noted in the metric section above, Desert Sands' high-quality standards-based curriculum continues to be fully implemented. Desert Sands is currently at 4.40, which is full implementation of CA Standards and a big increase from last year to this year. However, it is Desert Sands' goal to be at 5, which is full implementation and sustainability. Desert Sands site leadership and staff work collaboratively to consistently improve the quality of the curriculum and the way it's implemented. The educational staff is encouraged to give input on the curriculum so revisions and updates can be made. This supports the cycle of continual improvement, which will propel Desert Sands to achieve a 5 rating in the near future. Because of the feedback from teachers, Desert Sands will continue this action into the new three-year cycle with some changes to the design (see prompt 4).

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 adequate 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. Because of the feedback from teachers, Desert Sands will continue this action into the new three-year cycle.

Action 2.6: Safe and Secure Facilities.

Effectiveness of Action: 3 - Effective

Metric: Facilities Inspection Tool (FIT)

Analysis Statement: As noted in the metric section above, our Facility Inspection Tool showed that all of the areas earned an exemplary rating. Additionally, site leadership makes sure the site complies with the established safety plan. The annual school survey showed that nearly all of the students and staff felt safe while on site as well. 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 three-year cycle.

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

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. Due to educational partner feedback from Desert Sands' PAC/ELAC, staff and student groups, Desert Sands will continue to offer the action. 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 emphasis on assigning A- G courses and promoting CTE and Dual Enrollment classes to EL, 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, low income and foster youth students are turning in.

Action 2.2: Professional development addressing 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. Due to educational partner feedback from Desert Sands' PAC/ELAC, staff and student groups, Desert Sands will continue to offer the action. 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 emphasis on students completing math and English credits. 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.

Action 2.4: Support for Standards-based Curriculum and Instruction. 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. 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 the turnaround time it takes for teacher feedback to make it into the curriculum. 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.

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

Goals and Actions

Goal

Goal #	Description
3	<p>Increase Student Retention:</p> <p>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.</p>

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Success Rate (Graduation, Retention, Rematriculate)	92.4%	<p>All: 96% Success Rate</p> <p>Data Year: 2021-22 LP1-7 Data Source: Internal PowerBI</p>	<p>All: 96% Success Rate</p> <p>Data Year: 2021-22 LP1-7 Data Source: Internal PowerBI</p>	<p>All: 97.45%</p> <p>Data Year: 2023-24 LP1-7 Data Source: Internal PowerBI</p>	<p>All: 99%</p> <p>Success Rate – maintain 80% or higher</p> <p>Data Year: 2023-24 Data Source: Internal PowerBI</p>
School Facilities rating – Priority 1	Good Condition	<p>Exemplary</p> <p>Data Year: 2021-22 Data Source: Dashboard Fall 2021</p>	<p>Exemplary</p> <p>Data Year: 2022-23 Data Source: Dashboard Fall 2022</p>	<p>Exemplary</p> <p>Data Year: 2023-24 Data Source: Dashboard Fall 2023</p>	<p>School Facilities rating – in “Exemplary.”</p> <p>Data Year: 2023-24 Data Source: Dashboard Fall 2024</p>
Retention rate – local metric	88.2%	94% Retention rate	90% Retention rate	All: 91.52%	Retention rate – 85% or higher

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Data Year: 2021-22 LP1-7 Data Source: Internal PowerBI	Data Year: 2022-23 LP1-7 Data Source: Internal PowerBI	Data Year: 2023-24 LP1-7 Data Source: Internal PowerBI	Data Year: 2023-24 Data Source: Internal PowerBI
Attendance rate – Priority 5	88.28%	89.2% Attendance rate Data Year: 2021-22 LP1-7 Data Source: Internal SIS	88.04% Attendance rate Data Year: 2022-23 LP1-7 Data Source: Internal SIS	All: 92% Data Year: 2023-24 LP1-7 Data Source: Internal SIS	Attendance rate – 85% or higher Data Year: 2023-24 Data Source: Internal SIS
Non-completer rate(dropout) – local metric	7.3%	1.4% Non-completer rate (dropout) Data Year: 2021-22 LP1-7 Data Source: Internal PowerBI	3.9% Non-completer rate (dropout) Data Year: 2022-23 LP1-7 Data Source: Internal PowerBI	All: 2.44% Data Year: 2023-24 LP1-7 Data Source: Internal PowerBI	1.2% Non-completer rate (dropout) – less than 10% Data Year: 2023-24 Data Source: Internal PowerBI
Suspension rate – Priority 6	0%	0% Suspension rate Data Year: 2021-22 LP1-7 Data Source: Internal PowerBI and Dashboard 2021	0.19% Suspension rate Data Year: 2022-23 LP1-7 Data Source: Internal PowerBI and Dashboard 2022	All: 0% Data Year: 2023-24 LP1-7 Data Source: Internal PowerBI and Dashboard 2023	0% Suspension rate – low rate Data Year: 2023-24 Data Source: Dashboard Fall 2024
Expulsion rate – Priority 6	0%	0% Expulsion rate Data Year: 2021-22 LP1-7	0% Expulsion rate Data Year: 2022-23 LP1-7	All: 0% Data Year: 2023-24 LP1-7	0% Expulsion rate – low rate Data Year: 2023-24

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Data Source: Internal PowerBI and Dashboard 2021	Data Source: Internal PowerBI and Dashboard 2022	Data Source: Internal PowerBI and Dashboard 2023	Data Source: Dashboard Fall 2024

Goal Analysis

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

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

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 four counselors, a psychologist, and a social worker to support the social emotional needs of the students. Every year these staff members are encouraged to attend a conference that can level up their support of students. All Desert Sands staff have also been trained on methods to support the social emotional needs of students as well. Desert Sands also has the HOPE program that provides a space in the school for parenting students and offers workshops and events that can support the family. Desert Sands also hosts several events throughout the year to build the 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 believes that providing transportation to students has a positive impact on their attendance. Monthly, Desert Sands purchases bus passes that teachers can give to their 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 such as snacks and drinks are always available for free to students at Desert Sands. Desert Sands believes that by providing food, students will want to remain in contact with the school and their teacher. This year Desert Sands is looking to partner with FitChow to provide a wider array of food offerings. Sandwiches and healthy foods will soon be 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 admin, the Desert Sands counselors, and other support staff connect the student and their family to the community partners Desert Sands has MOUs with so support is given. These students are followed up with constantly so if further assistance is needed, it can be provided. All Desert Sands staff members are also 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. Desert Sands community liaison is 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 was able to successfully implement the actions for these goals without any substantive differences. This year, Desert Sands has seen its average daily attendance be at an all time high.

Overall Challenges: Desert Sands wants to continue its efforts in finding and partnering with community resources so the scope of support grows to be more diverse and ultimately more utilized.

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 2023-

2024 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.

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

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 91.52% was above the expected outcome of 85% and it was higher than the baseline. 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 three-year cycle.

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 97.45% was a little below the expected outcome of 99%, but was higher than the baseline. 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 three-year cycle.

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 92% was above the expected outcome of 85% and it was higher than the baseline. 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 three-year cycle.

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 is 2.44% which is little higher than the expected outcome of 1.2% and was less than the baseline. 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 three-year cycle.

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, 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 three-year cycle.

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

Action 1.1: English Learners support staff, interventions, and materials. 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' ELAC and student groups, Desert Sands will continue to offer the action. 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 leadership and oversight of the staff supporting EL 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 more effective interventions can be given. There will also be a bigger push in having EL students see a tutor.

Action 1.2: All academic interventions and program materials. 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. 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 emphasis on students completing math and English credits. 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. There will also be a bigger push to increase the number of students seeing a tutor.

Action 1.4: Counseling students towards graduation and materials. 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. 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 support of future 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 on students not on track to graduate on time.

Action 1.7: Title 1 - Intervention programs and personnel to support students. 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. 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 students not completing math and English credits and intervention classes not being utilized to their maximum potential. 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, and maximizing enrollment and daily attendance in onsite intervention classes.

Action 1.8: Professional Development for English Learners. 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. 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 support in tracking the work the EL students were completing and making effective adjustments when analyzing the student data. 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, maximizing intervention class enrollment and reviewing the additional interventions assigned.

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

Goals and Actions

Goal

Goal #	Description
4	<p>Increase Educational Partner Engagement:</p> <p>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.</p>

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent conferences, events, celebrations – local metric	1067	1220 participants Data Year: 2021-22 LP1-7 Data Source: Internal Monitoring	1350 participants Data Year: 2022-23 LP1-7 Data Source: Internal Monitoring	2007 participants Data Year: 2023-24 LPs 1-7 Data Source: Internal Monitoring	Participant numbers increase in Parent conferences, events, celebrations participation Data Year: 2023-24 Data Source: Internal Monitoring
Parent Advisory/ ELAC (participation all year) – local metric	19	43 participants Data Year: 2021-22 LP1-7 Data Source: Internal Monitoring	56 participants Data Year: 2022-23 LP1-7 Data Source: Internal Monitoring	47 participants to date Data Year: 2023-24 LP1-7 Data Source: Internal Monitoring	Increase participants 15% Parent Advisory/ ELPAC participation Data Year: 2023-24 Data Source: Internal Monitoring

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Efforts to seek parent input – Priority 3 (survey)	87% Easy to talk with teacher	83% Feel Encouraged to Participate Data Year: 2021-22 LP1-7 Data Source: School Survey	84% Feel Encouraged to Participate Data Year: 2022-23 LP1-7 Data Source: School Survey	88% Feel Encouraged to Participate Data Year: 2023-24 LP1-7 Data Source: School Survey	Increase to 90% Feel Encouraged to Participate Data Year: 2023-24 Data Source: School Survey
Students feel safe – Priority 6	78% Feel Safe	100% Feel Safe Data Year: 2021-22 LP1-7 Data Source: School Survey	99% Feel Safe Data Year: 2022-23 LP1-7 Data Source: School Survey	100% Feel Safe Data Year: 2023-24 LP1-7 Data Source: School Survey	100% Feel Safe Data Year: 2023-24 Data Source: School Survey
Students feel connected – Priority 6	43% Feel Connected	94% Feel Connected Data Year: 2021-22 LP1-7 Data Source: School Survey	93% Feel Connected Data Year: 2022-23 LP1-7 Data Source: School Survey	94% Feel Connected Data Year: 2023-24 LP1-7 Data Source: School Survey	95% Feel Connected Data Year: 2023-24 Data Source: School Survey
Teachers feel safe– Priority 6	49% Concerned	100% Feel Safe Data Year: 2021-22 LP1-7 Data Source: School Survey	96% Feel Safe Data Year: 2022-23 LP1-7 Data Source: School Survey	99% Feel Safe Data Year: 2023-24 LP1-7 Data Source: School Survey	100% Feel Safe Data Year: 2023-24 Data Source: School Survey
Teachers feel connected– Priority 6	88% Have Teammate	100% Feel Connected Data Year: 2021-22 LP1-7 Data Source: School Survey	100% Feel Connected Data Year: 2022-23 LP1-7 Data Source: School Survey	100% Feel Connected Data Year: 2023-24 LP1-7 Data Source: School Survey	100% Feel Connected Data Year: 2023-24 Data Source: School Survey

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

Goal Analysis

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

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

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, Annual Title 1 meeting, Parent Advisory meetings, English Learner Parent Advisory meetings, Open House, Back to School, Parent Teacher Conferences, College Night and Awards Night. Desert Sands invites community partners such as local colleges and health care providers to some of these events so families can learn about and interact 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, 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 the 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, Back to School Night, College Night and Awards Night. It's at these events that Desert Sands' community partners are also invited so families can learn about the additional resources the school has access to. Desert Sands' community liaison is tasked with expanding the number of and services provided by community partners. A few of the community partners Desert Sands works with are

Tarzana Treatment Center, Valley Oasis and the Children's Center of the Antelope Valley. 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 8 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 and students continue to feel Desert Sands is a safe school.

Overall Challenges: Desert Sands wants to continue to grow the number of participants at school sponsored events, site meetings, and student meetings. Desert Sands also 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 2023-2024 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.

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

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: 3 - Effective

Metric: Participation Counts

Analysis Statement: As noted in the metric section above, Desert Sands' participation count data shows that 2007 individuals participated in a meaningful school activity so far. Desert Sands has increased its participation number for the third year in a row. Desert Sands believes that the improvement in school culture is related to the increase in participation at events. 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. Because of the feedback from admin and parents, Desert Sands will continue this action into the new three-year cycle.

Action 4.2: Translation and Outreach Services

Effectiveness of Action: 3 - Somewhat Effective

Metric: PAC/ELAC Participation

Analysis Statement: As noted in the metric section above, Desert Sands' PAC/ELAC participation count will increase for the third year in a row. 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. Because of the feedback from admin and parents, Desert Sands will continue this action into the new three-year cycle with some changes to the design (see prompt 4 for an explanation of the changes).

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 88% of parents felt encouraged to participate in school matters. This is an increase from last year, and above the baseline of 87%. 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. Because of the feedback from admin and parents, Desert Sands will continue this action into the new three-year cycle.

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 8 participants this year. This is a decent turnout but not near where Desert Sands 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. Because of the feedback from admin and parents, Desert Sands will continue this action into the new three-year cycle with some changes to the design (see prompt 4 for an explanation of the changes).

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

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. 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 promotion these meetings receive. 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 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 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. 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 communicating the importance of this meeting to parents. 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 talking to staff about the importance of parents attending this meeting, creating options on how parents can attend and providing incentives to those who show up.

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

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

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

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

Goal Analysis

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

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

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

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

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

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

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

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

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

California Department of Education
November 2023



Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Desert Sands Charter School	Victor Nardiello Area Superintendent	principal@dschs.org (661) 942-3357

Plan Summary [2024-25]

General Information

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

Desert Sands Charter High School (DSCHS) is a charter school located in Lancaster, California. Currently, there are two school sites that makeup DSCHS, one school 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 2021, Lancaster had a population of 170,150 people and the median household income is \$61,454. The five main ethnic groups comprising Lancaster are White (48.7%), Hispanic (44.8%), Black or African American (20.5%), two or more races (13.5%), and Asian (Non-Hispanic) (4%).

Desert Sands offers students a choice in the instruction of their education with its site-based learning or independent study options. DSCHS's goal is to support the 'whole student' and successfully prepare them for work or college. The schools integrated and personalized program of job readiness coursework and standards-based curriculum equip them with the educational and life skills necessary to thrive in the 21st century.

Desert Sands focuses on personalized learning dedicated to developing individualized learning plans for each student. This is intended to engage each student in the learning process in the most productive and meaningful way to optimize each student's learning potential and success. It allows the school to combine multiple assessment levels of student academic achievement through the regular recording of detailed learning records, compiling student work samples, and conducting annual state-mandated testing.

Parents work closely with their student's Supervising Teacher to establish 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 also offers its students college level classes through its dual enrollment program, experiential learning trips throughout the year, various sporting programs, and on campus activities and events.

Desert Sands serves a diverse student community. Current enrollment is 742, and the percentages of special populations are as follows: 9% English Learners, 3% foster youth, .25% homeless and 21% special education students. The percentage of students identified as socioeconomically disadvantaged is 85%. Students attend DSCHS for various reasons. Some need the flexibility to meet family obligations, such as work or childcare needs. Others attend for how the program fits into their lifestyle. Students appreciate the social emotional support our educational model is able to provide, and some 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.

The 2021-22 School Year was the first year Desert Sands accepted Title 1 funds. In 2022-23 DSCHS will move to a Schoolwide Title 1 Program and the Title 1 funds will be reflected in this LCAP as a means of meeting the School Plan for Student Achievement requirements. The Title 1 funds will be used to supplement the strategic plan represented in this plan to help our at-risk students meet state standards and graduate. The LEA did not receive Equity Multiplier Funding.

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 from 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.

Attendance

Our attendance rate is high at 92.0%, which is a +4 percentage points increase from our baseline and is above our goal of 85%. We believe that the re-engagement strategies that we implemented, to help students and families during the crisis, also contributed 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 2.44%, which is an improvement of 4.86 points from the baseline. 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 this year is 97.45% and is up +5.05 percentage points from the baseline. We are +17.45 points above our desired outcome of 80%. 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 assign them tutors to ensure that they help support student learning. On average, our retention rate, which includes students who remain with us or who rematriculate to their local district, was 91.52% which is +4.32 percentage points from our baseline. We are above our expected outcome. This is due to the collaborative teamwork between our teachers, tutors, and counselors.

Graduation Rate

Our Dashboard Alternative School Status one-year graduation rate was calculated at 77.5%. This is an increase of +7.5 percentage points from our baseline. Our students with disabilities Hispanic and White student groups were above the All-student group, African American students were at 75.0% and low-income students graduated at 77.3%. The English learners, foster youth, and homeless, low-income, students did not have enough students for a valid calculation. Our mission of meeting students' academic and social-emotional needs involves high standards for graduation.

Credit Completion

Our credit completion rate is a very important local metric that helps to monitor progress towards graduation. Credit completion has increased over the last two years. With additional supports in place, such as tutoring, our students were able to earn on average +65% more credits as compared to our baseline. Our English Language learners, foster youth, low-income and students with disabilities are still just below the All group. We plan to increase our success with our students by increasing such support as tutoring, especially for all seniors.

English Learner Progress

The CA Dashboard ELPI is orange and shows 33.8% making progress towards English. This is a +5.8-point increase from the previous year. Our English learner reclassification rate did increase from 5.0% to 10.0% this year. This +5% increase was good, but we would like to be above the CA Average. The English Learner Progress Indicator shows that the state average was 48.7% of all EL students who made progress last year.

Suspension Rate

The suspension rate was rated green, which is low on the CA Dashboard. It was 0.3%, which is an increase compared to the previous year. Our African American students were in the yellow and the other groups were in the blue, such as our Hispanic, English learners, homeless, Two or More Races, socioeconomically disadvantaged, and White students also had 0% suspensions. There were no expulsions.

School Survey Results

Our school survey data shows that 94% of our students felt connected this year. This is an increase of +51 points from our baseline. This is an important metric for us, and we expect it to be higher each year. Face-to-face interaction with a caring adult will help students feel connected. Additionally, 100% 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 100% felt safe and 99% felt 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, compared to our baseline. On the school survey, 88% said that they feel encouraged to participate this year, which is a +4 point increase from our baseline.

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 program, certain data points are not included in the LCAP. Students do not take Advance 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

This year our school is participating in Differentiated Assistance, and we are working with county experts on doing a robust needs assessment 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 and academic scores. 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.

Last year, 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 readdress actions in the areas of graduation, credit completion, EL reclassification, and academic indicators by increasing tutoring support for students who are in line to graduate.

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 was very low and qualified us for CSI. The 5-year graduation rate was 31% in 2023 and increased 8.8% from the previous year. This is far below the 68% federal threshold. The student group data used in our analysis is from the CA Dashboard. The lowest performing student groups were Hispanic at 27% and socioeconomically disadvantaged at 29.9%. Our African American, and students with disabilities student groups were below the All group. The White student group had 47.7% graduate. No other student groups earned 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.

CA Dashboard English Language Arts

Our Academic Indicator for English Language Arts for the All student group performed at 47.3 points below standard and received a red status. This was a 5.8-point decline from the previous year. The Hispanic and the Socioeconomically Disadvantaged student groups were below standard. All other student groups did not have enough students for a status to be calculated.

CAASPP English Language Arts

The CAASPP scores also showed that 32% of our 11th graders were meeting or exceeding standards. This was a 2-point decrease from the previous year. Most of our students come to us deficient in credits and skills and they score at the 7th grade level in reading. The student groups who were well below the All group were foster youth, students with disabilities, African American, Hispanic, and low-income students. This is because we serve students who are traditionally 3-4 grade levels behind in their schooling.

CA Dashboard Mathematics

The Academic Indicator for Mathematics for the All student group has a red status and was far below standard. We maintained and did not grow compared to the previous year. Our socioeconomically disadvantaged and Hispanic students were also far below standard and earned a red status. In the orange were students with disabilities and our Hispanic students. All other groups did not have enough students for a calculation to be made.

CAASPP Mathematics

Our 11th graders scored 3% meeting standards on the CAASPP for Mathematics. Although this is a +2 percentage point decrease from last year, it's always an important area for improvement, because of the nature of the students we serve. Hispanic and low-income students scored at 1%. Other groups did not have enough students for a group score. This is because students who enroll with us are typically 3-4 grade levels behind in their schooling.

Reflections: Technical Assistance

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

As part of receiving technical assistance, Desert Sands has begun to work with the Los Angeles County Office of Education. Desert Sands has met with LACOE one time so far and the CSI/DA team will continue to get support from them. Moving forward, we are committed to attending the upcoming sessions scheduled for April 24th, May 22nd, and June 26th. LACOE's training aims to support 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 held 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 will begin a system that better tracks the classes students are assigned, with an emphasis on students completing math and English credits. Staff that work EL students 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.

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:

- Berger, A., Garet, M., Hoshen, G., Knudson, J., & Turk-Bicakci, L. (2014). "Early college, early success: Early college high school initiative impact study." Washington, DC: American Institutes for Research. AIR_ECHSI_Impact_Study_Report-_NSC_Update_01-14-14.pdf
- Cook, P.J., Dodge, K., Farkas, G., Fryer, R. G., Guryan, J., Ludwig, J., Mayer, S., Pollack, H., & Steinberg, L., (2015) "Not Too Late: Improving Academic Outcomes for Disadvantaged Youth." Northwestern University, Institute for Policy Research Working Paper, WP-15-01. Retrieved from not_too_late._improving_academic_outcomes_for_disadvantaged_youth_2015.pdf (harvard.edu)
- 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. Retrieved at The Impact of Enhancing Students Social and Emotional Learning: A MetaAnalysis of SchoolBased Universal Interventions (bsl.org.au)
- Edmunds, J., Unlu, F., Glennie, E., Bernstein, L., Fesler, L., Furey, J., & Arshavsky, N. (2015). "Smoothing the transition to postsecondary

education: The impact of the Early College Model.” Retrieved from <http://www.serve.org/>

- 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](#) (lacoed.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>
- Rumberger, R. Addis, H., Allensworth, E., Balfanz, R., Bruch, J., Dillon, E., Duardo, D., Dynarski, M. Furgeson, J., Jayanthi, M., Newman-Gonchar, R., Place, K., & Tuttle, C. (2017) “Preventing drop-out in secondary schools” (NCEE 2017-4028). Washington, DC: National Center for Education and Regional Assistance (NCEE), Institute of Educational Sciences, U.S. Department of Education. Retrieved from <https://whatworks.ed.gov>
- Shields, K.A., Bailey, J., Hanita, M., & Zhang, X. (2021). “The effects of accelerated college credit program on educational attainment in Rhode Island” (REL 2021-103). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Northeast & Islands. Retrieved from <https://ies.ed.gov/ncee/edlabs>.
- U.S. Department of Education, Institute of Education Sciences, What Works Clearinghouse. (2017, February). “Transition to College intervention report: Dual Enrollment Programs.” Retrieved from <https://whatworks.ed.gov>
- U.S. Department of Education Elementary and Secondary Education, “Using Evidence to Strengthen Education Investments.” (2016, September). Retrieved from [guidanceusesinvestment.pdf](#) (ed.gov)
- What Works Clearinghouse. “Evidence Review Protocol for Dropout Prevention Interventions.” (2014) https://ies.ed.gov/ncee/wwc/Docs/ReferenceResources/wwc_dp_protocol_v3.0.pdf
- Yeager D. S., Romero, C., Paunesku, D., Hulleman, C. S., Schneider, B., Hinojosa, C., Lee, H. Y., O'Brien, J., Flint, K., Roberts, A., Trott, J., Greene, D., Walton, G. M., & Dweck, C. S. (2016). “Using design thinking to improve psychological interventions: The case of the growth mindset during the transition to high school.” *Journal of Educational Psychology*, 108(3), 374–391. <https://doi.org/10.1037/edu0000098>

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 al. (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 10 schools (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 2, Goal 1 Action 4, Goal 2 Action 3 and Goal 3 Action 2 because the following groups had significant gaps between the highest student group's graduation rate and other student group rates. Specifically, every student group was below the Two or More Races student group in their 4-5 year graduation rate. There was a significant difference of about 2-13 percentage point gap from the highest group. Additionally, our English Learners student group was about 7 points below the All student group, and the Hispanic student group was about 5 points below the All student group.

This 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	<p>8/18/23 - Staff and admin introductions, cycle of continuous improvement and how it relates to yearly school goals, student expectations outlined, campus supports and academic opportunities discussed, the importance of parent involvement, a schedule of upcoming events shared out and last years</p> <p>11/6/23 - Quarter 1 review, Quarter 2 updates, independent studies program reminders, Title 1 funding, data and input, and parent survey</p> <p>3/23/24 - State testing update and procedures, connecting with counselors, and parent survey.</p> <p>5/1/24 - Student progress expectations, student appointment and attendance expectations, upcoming graduation, independent study best practices and expectations, student transfer and additional appointments for the new year. New student safety and security measures shared out.</p>
ELAC/ English Learner Advisory Committee	<p>8/18/23 - Presented purpose of ELAC meetings, update on EL program, supports offered and schools responsibilities, reviewed ELAC officers, went over LCAP goals as they relate to ELAC and took a brief survey. Ended meeting by sharing future ELAC meeting dates and agenda items.</p>

Educational Partner(s)	Process for Engagement
	<p>10/27/23 - Discussed Title 1 goals, actions and relevant data, reviewed ELAC officers and purpose, conducted an election, and reviewed LCAP goals and their current data.</p> <p>3/29/24 - Community Resource (family tax) presentation, EL program updates and success, conducted another officers election, and had attendees complete another survey.</p>
Teachers and Staff	<p>7/31/23 - Staff meeting - Site announcements, new hires and introductions, expectations and desired outcomes for all students and special population students outlined. Expectations for credit completion, graduation, and college and career readiness reviewed. Team building activity, strategic plans training, best practices share out.</p> <p>10/16/23 - Staff meeting - NWEA importance, importance of proper placement in intervention classes discussed, testing windows and best practices discussed. PTC dates and expectations gone over, Trunk or Treat event overview and finalization, break outs to discuss individual teachers data reports.</p> <p>1/3/24 - First semester recap with data, Data and Design data plan gone over, goals for second semester established, curriculum review and its importance for state testing, senior cohort importance explained and expectations outlined, counselor support update.</p> <p>1/29/24 - CAASPP days and times given, importance and student support discussed, and jobs and roles explained. PAC and ELAC meetings days and time given out.</p> <p>3/4/24 - Data dive, '24-'25 outlook discussed, Data and Design pilot update, student schedules gone over and importance reiterated, and announcements.</p>
Administrators / Principals	<p>9/5/23 - Principals meeting - Region updates on Board training, Leadership summit, CTE training, SEL taskforce, and staffing. Went over Septembers calendar with events, trainings and deadlines. Data</p>

Educational Partner(s)	Process for Engagement
	<p>shared out with best practices. Check in on new initiatives like 9th grade and 12th grade cohorts.</p> <p>10/4/23 - Principles meeting - Trust and Inspire book study, COC and CPR training dates confirmed, Data dive with best practices, PTC planning, dual enrollment push, calendar review, and Pathways trips discussed.</p> <p>11/14/23 - Principals meeting - Speed of Trust book study recap, budget overview, grad cohort reminders, Data and Design pilot update, upcoming testing procedures and training scheduled, grade level advancements, winter graduation schedule discussed and finalized.</p> <p>12/12/23 - Principals meeting - Superintendent updates, ADA check in, Spring graduation update, regional day planning, Importance of CAASPP scores, EL course codes and certification, special populations data review and budget updates.</p> <p>1/9/24 - Principals meeting - Superintendent updates, April summit discussion and planning, Pathways trip dates given, cognitive coaching need and dates provided, data dive with best practices shared out, staffing needs discussed, CAASPP testing plans and previous successes discussed. Operations update.</p> <p>2/6/24 - Principals meeting - '24-'25 calendar started on, grant updates, regional care day plans discussed, spring graduation plans finalized, HR training on LOAs, academic planning best practices shared out, data dive.</p> <p>3/19/24 - Principals meeting - NWEA testing windows given, spring break schedule given, operations and compliance updates given, updates on Pathways trips, graduation and regional day discussed. Board items gone over and regional summit plans finalized.</p>
Students	9/11/23 - SI student kick off . Purpose, need, expectations, commitments, and impact discussed.

Educational Partner(s)	Process for Engagement
	<p>11/6/23 - SI student meeting - expectations, role, need, curriculum, and calendar gone over. Computer log in and curriculum navigation also discussed.</p> <p>12/4/23 - SI student meeting - curriculum progress check, feedback, campus updates, and responsibility check in. Request for graduation support gone over.</p> <p>2/5/24 - SI student meeting - officer discussion, curriculum check, semester calendar, travel opportunities, and group presentations</p> <p>3/11/24 - SI student meeting - curriculum check, school site project review and update, trip itinerary and expectations gone over.</p> <p>4/22/24 - SI student meeting - last meeting of the year, curriculum, take aways, looking forward and who's committed for next year.</p>
SELPA/Special Education Local Plan Area	<ul style="list-style-type: none"> • Our SELPA Compliance Officer vetted our LCAP this year and stated that no changes were required. • The EI Dorado Charter SELPA participates and provides guidance in the CDE's Special Education Monitoring Processes. • The EI 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 EI Dorado Charter SELPA. • Guidance for developing and monitoring transition plans for students with disabilities is regularly offered and available from the EI Dorado Charter SELPA.

Educational Partner(s)	Process for Engagement
	<ul style="list-style-type: none"> • 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 support plan.
School Board	<p>8/31/23 - Board Meeting. Agenda: regional director update, principal update, finance update, board training announcement, approvals of items, and observations and comments.</p> <p>10/26/23 - Board Meeting. Agenda: Legislative update, superintendent update, principal update, finance update, approvals of items, and observations and comments.</p> <p>2/20/24 - Board Meeting. Agenda: LCAP mid-year update, CCSPP planning grant update, approvals of items, and observations and comments.</p> <p>3/4/24 - Board Meeting. Agenda: Legislative update, superintendent update, finance update, CA Dashboard report, approvals of items, and observations and comments.</p> <p>4/15/23 - Board Meeting. Agenda: Finance update, legislative update, superintendent update, LCAP goals and metrics, school survey report, '24-'25 board meeting dates, approval of items and observations and comments.</p>

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

The 2024-2025 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 2024-2025 LCAP have been influenced by the process described above. The following is Educational Partner feedback that influenced the development of the LCAP.

Parents Feedback: During ELAC/PAC and Parent meetings throughout the year parents were asked to provide feedback on the schools progress. Parents showed their appreciation of the work the school puts in to educate and support their child. Especially the communication between the school and home, and staff availability. Parents were also supportive of the direction and steps the school has taken to address the educational needs of their students, and impressed by the outcomes the school has been able to achieve. Parents also expressed a need for additional support for students who struggle with school work, would like to see an increase in tutoring services and an increase in extra curricular activities. These requests impact LCAP goal 1, action 2, goal 1, action 3 and goal 1, action 5.

Student Feedback: Students shared their feedback during Student Initiative meetings and commented on their satisfaction with how the school is doing in educating them. The students are happy with the support they receive from their teachers, the activities on campus and the resources the school offers them and their families. The students would like to see more opportunities for extra curricular activities on campus and flexibility in the resources/interventions the school offers. These requests impact LCAP goal 1, action 3, goal 1, action 5 and goal 3, action 2.

Administration Feedback: During principals meetings administrators continuously reviewed data, shared best practices, discussed effectiveness of the LCAP and agreed that the goals and actions for the year were appropriate and beneficial to support the cycle of continuous improvement. Administrators also expressed concerns about the social emotional support the students are receiving, the challenge in increasing graduation numbers and the amount of intervention support currently available to the students. These requests impact LCAP goal 1, action 3, goal 1, action 4 and goal 3 action 2

Teachers Feedback: Staff meetings gave staff an opportunity to provide feedback/input and contribute in school improvement discussions. Staff were pleased with the school progress in credit completion, ADA and the amount of students on track to graduate on time. Staff voiced their concerns about social emotional support students have access to and intervention supports for students and EL students. These requests impact LCAP goal 1, action 1, goal 1, action 2 and goal 3 action 2.

School Board Feedback: Board members shared they were pleased with the principal reports, progress made with student outcomes such as credit completion and ADA, and the actions taken to address areas of concerns. Data indicated a need to increase students' involvement in school activities and increase CTE and dual enrollment participation. These requests impact LCAP goal 1, action 5, goal 2, action 1, and goal 2, action 7.

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

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	<p>Increase Academic Progress:</p> <p>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.</p>	Focus Goal

State Priorities addressed by this goal.

<p>Priority 1: Basic (Conditions of Learning)</p> <p>Priority 4: Pupil Achievement (Pupil Outcomes)</p> <p>Priority 5: Pupil Engagement (Engagement)</p>
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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%			100%	

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: 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: 26-27 LPs 1-7 Data Source: Internal HR Tracking	
1.3	Reading – Lexile Growth – local	All: 1003.19 EL: 739.01 FY: 766.16 LI: 984.75 SWD: 866.36 Data Year: 23-24 LPs 1-7 Data Source: Internal PowerBI			All: 1150 EL: 950 FY: 1100 LI: 1100 SWD: 950 LTEL: 970 Data Year: 26-27 LPs 1-7 Data Source: Internal PowerBI	
1.4	Mathematics Quantile Growth – local	All: 752.73 EL: 514.13 FY: 583.30 LI: 739.20 SWD: 589.00 Data Year: 23-24 LPs 1-7 Data Source: Internal PowerBI			All: 900 EL: 750 FY: 750 LI: 850 SWD: 700 LTEL: 770 Data Year: 26-27 LPs 1-7	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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: 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	
1.6	English Learner Reclassify - Priority 4	10.0% Data Year: 23-24 LPs 1-7 Data Source: Internal			20% CA Average EL Reclassification rate at or above state average each year Data Year: 26-27 LPs 1-7 Data Source: CA Average	
1.7	EL Annual Progress on ELPI -Priority 4	33.8% ELPI Orange Data Year: 2023 Data Source: CA Dashboard			45% Moderate Growth on ELPI Data Year: 2026 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%			All: 86% EL: 80% FY: 82% LI: 86% SWD: 85%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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			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	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Long-term English Learns (LTEL) and English Learners support staff, interventions, and materials	<p>Our ELD program follows the CA EL Roadmap for effective practices, and we provide additional support for ELs struggling with academic proficiency.</p> <ul style="list-style-type: none"> • 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. <p>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 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</p>	\$461,924.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>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.</p>		
1.2	All academic interventions and program materials	<p>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.</p> <p>This action will address the following reds on the CA Dashboard API: ELA: All students, Hispanic, low-income Math: All students, Hispanic, low-income</p> <p>Eligibility for Differentiated Assistance: Hispanic: ELA, Math (Priority 4) LI: ELA, Math, (Priority 4)</p> <p>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</p> <p>To meet these needs, the LEA will provide the following:</p> <ul style="list-style-type: none"> • 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. <p>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</p>	\$1,844,156.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>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 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.</p>		
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	\$666,806.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>coursework and earning credits toward graduation. This action supports our Comprehensive Support and Improvement plan,</p> <ul style="list-style-type: none"> • 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 		
1.4	Counseling students towards graduation and materials	<p>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:</p> <ul style="list-style-type: none"> • 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. • Counselors help address obstacles to graduation. • Additional counselors reduce the counselor-to-student ratio and allow for equity and improved access to resources. <p>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,</p>	\$1,085,855.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>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.</p>		
1.5	Student activities that increase learning efforts	<p>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:</p> <ul style="list-style-type: none"> • 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. <p>As demonstrated in the Identified Needs and Metrics sections, the English 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</p>	\$150,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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.	\$10,392,376.00	No
1.7	Title 1 - Intervention programs and personnel to support students	Our students who struggle with academic performance need additional intervention programs and support personnel to effectively address their learning gaps. Federal funding is directed towards hiring three additional staff, including intervention teachers and an EL lead teacher, who will implement research-based educational strategies. We expect students will improve their performance on academic metrics.	\$170,600.00	No
1.8	Professional Development to Support English Learners and LTELs	<p>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:</p> <ul style="list-style-type: none"> • 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. <p>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</p>	\$10,145.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>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.</p>		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	<p>Students Will Gain Skills for College and Career-Readiness:</p> <p>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.</p>	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: 2026 Data Source: CA Dashboard	

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			4.6 – Full Implementation & Sustainability Data Year: 2026 Data Source: CA Dashboard	
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: 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	

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			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	
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: 65 Pro-Skills: 215 Increase students in career-ready courses each year Data Year: 2026- 27 LPs1-7 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			60% CTE Course Completion rate Data Year: 2026- 27 Data Source: Internal PowerBI	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Year: 2022-23 Data Source: CDE DataQuest			12% CTE Pathway Completer rate Data Year: 2026-27 Data Source: CDE DataQuest	
2.6	Access to broad range of courses – Priority 7	100% Data Year: 2023 Data Source: CA Dashboard			100% Data Year: 2026 Data Source: CA Dashboard	
2.7	Dual Enrollment – in Courses and Graduates	78 Data Year: 2023-24 LP 1-7 Data Source: Internal Tracking			100 Data Year: 26-27 LPs 1-7 Data Source: Internal Tracking	
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			2% A-G course completion rate 10% A-G + CTE Completion Data Year: 2026-27 Data Source: CDE DataQuest	
2.9	CA Dashboard English Language Art and Mathematics	ELA - Declined 5.8 Pts, Red Math - Declined 3.2 Pts, Red			Orange or above Orange or above Data Year: 2026	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Year: 2023 Data Source: CA Dashboard			Data Source: CA Dashboard	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Career and college-readiness for English Learners, low income and foster youth students	<p>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:</p> <ul style="list-style-type: none"> 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. 	\$529,141.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • 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. <p>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 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.</p>		
2.2	Professional development addressing English Learners, low income and foster youth students	<p>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:</p> <ul style="list-style-type: none"> • 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. <p>As demonstrated in the Identified Needs and Metrics sections, the</p>	\$77,495.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>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 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.</p>		
2.3	Technology Access & Support	<p>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:</p> <ul style="list-style-type: none"> • 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. <p>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</p>	\$594,072.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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.		
2.4	Support for Standards-based Curriculum and Instruction	<p>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:</p> <ul style="list-style-type: none"> • 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. <p>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.</p>	\$985,975.00	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.	\$11,516,583.00	No

Action #	Title	Description	Total Funds	Contributing
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).	\$2,268,736.00	No
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.	\$149,690.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	<p>Increase Student Retention:</p> <p>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 retransfer 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.</p>	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 retransferring 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, Retransfer)	97.45% Data Year: 2023-24 LPs 1-7 Data Source: Internal PowerBI			Success Rate – maintain 97.75% or higher Data Year: 2026-27 LPs 1-7 Data Source: Internal PowerBI	

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			Facilities in Exemplary Condition Data Year: 2026 Data Source: CA Dashboard	
3.3	Retention rate – local metric	91.52% Data Year: 2023-24 LPs 1-7 Data Source: Internal PowerBI			Retention Rate – 93% or higher Data Year: 2026-27 LPs 1-7 Data Source: Internal PowerBI	
3.4	Attendance rate – Priority 5	92% Data Year: 2023-24 LPs 1-7 Data Source: Internal SIS			Attendance Rate – 95% or higher Data Year: 2026-27 LPs 1-7 Data Source: Internal SIS	
3.5	Non-completer rate(dropout) – local metric	2.44% Data Year: 2023-24 LPs 1-7 Data Source: Internal PowerBI			2.25% or lower non-completer rate dropout Data Year: 2026-27 LPs 1-7 Data Source: Internal PowerBI	
3.6	Suspension rate – Priority 6	0%			0.50% - low rate	

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: 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			0% - low rate Data Year: 2026-27 LPs 1-7 Data Source: Internal PowerBI or CA Dashboard 2026	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Student Retention	<p>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:</p> <ul style="list-style-type: none"> • Our student retention support personnel will engage in active outreach. • Student retention services will be trained. • Provide additional services that support retention. <p>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 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.</p>	\$945,259.00	Yes
3.2	Social and Emotional Supports	<p>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:</p> <ul style="list-style-type: none"> • 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. <p>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</p>	\$842,435.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>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 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.</p>		
3.3	Access to Transportation	<p>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:</p> <ul style="list-style-type: none"> • Provide metro or bus passes to facilitate their access to public transportation. • Provide additional transportation services that support attendance in other areas. <p>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</p>	\$25,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		have a positive impact on the average attendance rate and that we will stay above 85% each year.		
3.4	Access to Nutrition	<p>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:</p> <ul style="list-style-type: none"> • Ensure that students have access to food on site. • Provide additional services that support nutrition. <p>Food scarcity for our highly mobile English Learners, low-income and 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.</p>	\$65,000.00	Yes
3.5	Title 1 - Helping Homeless	Our homeless students need additional support with basic necessities such as hygiene items, transportation and food, as well as social-emotional needs like feeling a part of the school community.	\$500.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	<p>Increase Educational Partner Engagement:</p> <p>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.</p>	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			Parent conferences, events, celebrations are above enrollment each year Data Year: 2026-27 LPs 1-7 Data Source: Internal Monitoring	

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			65+ Participants for PAC/ELAC Data Year: 2026-27 LPs 1-7 Data Source: Internal Monitoring	
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			Parents Feel Encouraged to Participate - 95% or higher Data Year: 2026-27 LPs 1-7 Data Source: School Survey	
4.4	Students Feel Safe – Priority 6	100% Feel Safe Data Year: 2023-24 LPs 1-7 Data Source: School Survey			100% Students Feel Safe Data Year: 2026-27 LPs 1-7 Data Source: School Survey	
4.5	Students Feel Connected – Priority 6	94% Feel Connected Data Year: 2023-24 LPs 1-7 Data Source: School Survey			100% Students Feel Connected Data Year: 2026-27 LPs 1-7 Data Source: School Survey	
4.6	Teachers Feel Safe– Priority 6	99% Feel Safe			100% Teachers Feel Safe	

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: 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			100% Teachers Feel Connected Data Year: 2026-27 LPs 1-7 Data Source: School Survey	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Community/Parent Liaison and Meaningful School Activities	<p>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:</p> <ul style="list-style-type: none"> • Community liaison who does outreach. • Provide meaningful parent activities • Promote events and activities for parents to participate in at school. <p>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 enrollment each year.</p>	\$516,861.00	Yes
4.2	Translation and Outreach Services	<p>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:</p> <ul style="list-style-type: none"> • 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. <p>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</p>	\$70,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>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.</p>		
4.3	Educational Partner Engagement	<p>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:</p> <ul style="list-style-type: none"> • Provide meaningful educational partner engagement actives. • Provide two-way communication opportunities. • Provide additional services that support virtual communication and materials as necessary. <p>Our English Learners, low-income and foster youth students and families 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.</p>	\$50,000.00	Yes
4.4	Title 1 - Parent Engagement	Federal funds are directed at meaningful and engaging parent events, such as the Annual Title 1 meeting. These events have expenditures to	\$500.00	No

Action #	Title	Description	Total Funds	Contributing
		support the activities, such as transportation, food, and other meeting materials.		

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$9,069,814.00	\$1,115,372.00

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
36.287%	0.000%	\$0.00	36.287%

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	<p>Action: All academic interventions and program materials</p> <p>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</p>	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	<p>We will closely monitor progress on our Math and Reading interventions programs.</p> <p>The following metrics are applicable: (NWEA ELA all students, EL, low-income, Hispanic) (NWEA ELA all students, EL, low-income, Hispanic)</p>

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
	<p>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.</p> <p>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.</p> <p>Additionally, to address the requirements for Differentiated Assistance, we examined the needs of our student groups in the red on the 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. (Metrics are reported in Goal #2).</p> <p>Teacher and parent feedback indicated that they support the importance of the intervention programs to increase students' English and math skills.</p> <p>Scope:</p>	<p>development. Finally, there will be a bigger push to increase the number of students seeing a tutor.</p> <p>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.</p> <p>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.</p>	<p>CA Dashboard Academic Indicator results for ELA and Math.</p> <p>We will also consider input from the parents of participating students to enhance the quality of the programs provided.</p>

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		
<p>1.3</p>	<p>Action: Tutoring and supports for students</p> <p>Need: To address the requirements for Comprehensive Support and Improvement (CSI), we examined the needs of our student groups in the red on the 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.</p> <p>Additionally, students who enroll with us are typically about 30 or more credits behind in school.</p> <p>Teachers, students, and parents provided feedback indicating that they support the high-value tutors bring to the program.</p> <p>Scope: Schoolwide</p>	<p>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.</p> <p>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.</p> <p>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</p>	<p>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.</p> <p>We will also consider input from the parents of participating students to enhance the quality of the program provided.</p>
<p>1.4</p>	<p>Action: Counseling students towards graduation and materials</p> <p>Need:</p>	<p>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</p>	<p>We will closely monitor progress on our DASS Graduation rates for all of our student groups, especially English</p>

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
	<p>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 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.</p> <p>Teachers, students, and parents provided feedback indicating that they support the high-value counselors bring to their students</p> <p>Scope: Schoolwide</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>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,</p>	<p>learners, LTEL, low-income, foster youth, and students with disabilities. We expect them to increase each year.</p> <p>We will also consider input from the parents of participating students to enhance the quality of the program provided.</p>

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
		because we expect that all students could benefit, action is provided on an LEA-wide basis.	
1.5	<p>Action: Student activities that increase learning efforts</p> <p>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.</p> <p>Students, teachers, and parents provided feedback indicating that they support the value of meaningful student activities and incentives.</p> <p>Scope: Schoolwide</p>	<p>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.</p> <p>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.</p> <p>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.</p>	<p>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.</p> <p>We will also consider input from students and parents to enhance the quality of the program provided</p>
2.1	<p>Action: Career and college-readiness for English Learners, low income and foster youth students</p>	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	We will closely monitor progress on our CTE completion rates and our A-G completion rates, and

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
	<p>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. Our English Learners, low-income and foster youth students need to be prepared to pursue a career or attend a college.</p> <p>Students, teachers, and parents provided feedback indicating that they support the value of meaningful student activities and incentives.</p> <p>Scope: Schoolwide</p>	<p>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.</p> <p>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.</p> <p>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.</p>	<p>dual enrollment for all of our student groups, especially English learners, LTEL, low-income, foster youth, and students with disabilities.</p> <p>We will also consider input from the parents, students and teachers.</p>
2.2	Action:	Desert Sands will adjust the design of the action to ensure that students experience increased success in the upcoming three-year LCAP cycle.	We will closely monitor progress on the CAASPP results, especially for

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Professional development addressing English Learners, low income and foster youth students</p> <p>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.</p> <p>Teachers and parents provided feedback indicating that they support the value of professional development to increase effectiveness</p> <p>Scope: Schoolwide</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>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 expect that all students showing low proficiency will benefit, this action is provided on an LEA-wide basis.</p>	<p>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.</p> <p>We will also consider input from the parents, students, and teachers.</p>

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
<p>2.3</p>	<p>Action: Technology Access & Support</p> <p>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.</p> <p>Teachers and parents provided feedback indicating that they support the value of implementing a standards-based curriculum.</p> <p>Scope: Schoolwide</p>	<p>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.</p> <p>These actions are done throughout the year and on a daily basis as needed.</p> <p>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.</p>	<p>We will monitor and sustain 100% of our students' access to technology for their educational program.</p> <p>We will also consider input from the parents, students and teachers.</p>
<p>2.4</p>	<p>Action: Support for Standards-based Curriculum and Instruction</p> <p>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 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</p>	<p>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. .</p> <p>Additionally, our staff will continue to participate in local curriculum review, engage in dialogue, and 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</p>	<p>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.</p> <p>We will also consider input from the parents, students, and teachers.</p>

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
	<p>teacher feedback to make it into the curriculum.</p> <p>Teachers, and parents provided feedback indicating that they support the value of implementing standards-based curriculum.</p> <p>Scope: Schoolwide</p>	<p>our curriculum and instructional practices. Teams will adopt an Online Learning Platform to personalize student learning in Mathematics & ELA.</p> <p>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.</p> <p>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.</p>	
2.7	<p>Action: Dual enrollment for students</p> <p>Need: College going rates among our English Learners, low-income and foster youth student groups tend to be low.</p> <p>Scope: Schoolwide</p>	<p>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.</p>	<p>We expect student participation in dual enrollment to continue to increase each year for our English learners LTELs, low-income.</p> <p>We will also consider input from the parents, students, and teachers.</p>

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
		<p>These actions are offered throughout the school year and on a daily basis as needed.</p> <p>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.</p>	
<p>3.1</p>	<p>Action: Student Retention</p> <p>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 91.52%.</p> <p>Teachers and parents provided feedback indicating that they support the value of supporting student retention.</p> <p>Scope: Schoolwide</p>	<p>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.</p> <p>These actions are done throughout the school year and on a daily basis as needed to meet students' needs.</p> <p>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.</p>	<p>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.</p> <p>We will also consider input from the parents, students, and teachers.</p>
<p>3.2</p>	<p>Action: Social and Emotional Supports</p>	<p>We know that the success of our program is connected to student social-emotional health. To address this issue, we have trauma-informed</p>	<p>We expect that these actions will have a positive impact on the Success</p>

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
	<p>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 97.45%.</p> <p>Teachers and parents provided feedback indicating that they support the value of student success.</p> <p>Scope: Schoolwide</p>	<p>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.</p> <p>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.</p> <p>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.</p>	<p>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.</p> <p>We will also consider input from the parents, students, and teachers.</p>
3.3	<p>Action: Access to Transportation</p> <p>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</p>	<p>To address this issue, we provide a variety of transportation options from metro passes, bus services, and such. We will continue to provide this additional service for students because we have seen it improve their access to school and programs.</p> <p>These actions will have a positive impact on the attendance rates of our English learners, LTELs, low-income, and foster youth students. They are</p>	<p>We expect that these actions will have a positive impact on the average attendance rate and we will stay above 85% each year for all of our English Learners, LTELs, low-income, and foster youths.</p>

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
	<p>92.00%. However, the federal chronic absenteeism rate was calculated at 12.4% and was in the yellow.</p> <p>Teachers and parents provided feedback indicating that they support the value of supporting student retention.</p> <p>Scope: Schoolwide</p>	<p>offered throughout school year and on a daily basis as needed.</p> <p>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.</p>	<p>Chronic absenteeism is not a match for a DASS school.</p> <p>We will also consider input from the parents, students, and teachers.</p>
<p>3.4</p>	<p>Action: Access to Nutrition</p> <p>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%.</p> <p>Teachers and parents provided feedback indicating that they support the value of supporting student retention.</p> <p>Scope:</p>	<p>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.</p> <p>These actions are done on a daily basis as needed to support students need for food.</p> <p>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.</p>	<p>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.</p> <p>We will also consider input from the parents, students, and teachers.</p>

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		
4.1	<p>Action: Community/Parent Liaison and Meaningful School Activities</p> <p>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.</p> <p>Teachers and parents provided feedback indicating that they support the value of implementing parent engagement activities.</p> <p>Scope: Schoolwide</p>	<p>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.</p> <p>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.</p> <p>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.</p>	<p>We will closely monitor progress on our parent participation count so that they are above the enrollment amount.</p> <p>We will also consider input from the parents, students, and teachers.</p>
4.2	<p>Action: Translation and Outreach Services</p> <p>Need: According to our educational partners, parent and student connectedness is an essential component to effective schooling and the</p>	<p>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 students experience increased success in the upcoming three-year LCAP cycle. This change includes talking to staff about the importance of</p>	<p>We expect that these actions will have a positive increase on participation in ELAC and PAC meetings. This is good for all of our English Learners, LTELs,</p>

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
	<p>overall academic success of the identified students. We currently have 47 participants in our PAC/ELAC meetings this year.</p> <p>Teachers and parents provided feedback indicating that they support the value of supporting student retention.</p> <p>Scope: Schoolwide</p>	<p>parents attending these meetings, creating options on how parents can attend and providing incentives to those who show up.</p> <p>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.</p> <p>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.</p>	<p>low-income and foster youth.</p> <p>We will also consider input from the parents, students, and teachers.</p>
<p>4.3</p>	<p>Action: Educational Partner Engagement</p> <p>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 survey show that our parents report that 84% feel encouraged to participate.</p>	<p>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.</p> <p>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-</p>	<p>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.</p>

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
	<p>Parents and teachers provided feedback indicating that they support the value of educational partners.</p> <p>Scope: Schoolwide</p>	<p>way communication with our EL, FY, and LI parents using written, verbal and virtual communications.</p> <p>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.</p>	<p>We will also consider input from the parents, students, and teachers.</p>

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
<p>1.1</p>	<p>Action: Long-term English Learners (LTEL) and English Learners support staff, interventions, and materials</p> <p>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.</p>	<p>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 more effective interventions can be given. There will also be a bigger push in having EL and LTEL students see a tutor.</p>	<p>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-time tracking, student language proficiency, and academic progress will be monitored and we expect</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>Teacher and parent feedback indicated that they support the importance of the EL program and support for increasing students' skills.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>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.</p> <p>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.</p> <p>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</p>	<p>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.</p> <p>We will also consider input from the parents of participating students to enhance the quality of the program provided</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		reclassification rate. This action is provided on a limited basis.	
1.8	<p>Action: Professional Development to Support English Learners and LTELs</p> <p>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.</p> <p>Parent and teacher feedback indicated that they support the importance of professional development to support English learners and LTELs.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>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.</p> <p>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 information that will build the capacity of faculty and staff to increase student performance.</p>	<p>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.</p> <p>We will also consider input from the parents of participating students to enhance the quality of the program provided.</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		<p>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.</p> <p>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.</p>	

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.

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	24,994,321.00	9,069,814.00	36.287%	0.000%	36.287%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$33,247,509.00			\$171,600.00	\$33,419,109.00	\$17,770,120.00	\$15,648,989.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Long-term English Learns (LTEL) and English Learners support staff, interventions, and materials	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	July 1, 2024 - June 30, 2025	\$456,924.00	\$5,000.00	\$461,924.00				\$461,924.00
1	1.2	All academic interventions and program materials	English Foster Low Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	July 1, 2024 - June 30, 2025	\$1,619,156.00	\$225,000.00	\$1,844,156.00				\$1,844,156.00
1	1.3	Tutoring and supports for students	English Foster Low Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	July 1, 2024 - June 30, 2025	\$666,806.00	\$0.00	\$666,806.00				\$666,806.00
1	1.4	Counseling students towards graduation and materials	English Foster Low Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	July 1, 2024 - June 30, 2025	\$1,055,855.00	\$30,000.00	\$1,085,855.00				\$1,085,855.00
1	1.5	Student activities that increase learning efforts	English Foster Low Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	July 1, 2024 - June 30, 2025	\$0.00	\$150,000.00	\$150,000.00				\$150,000.00
1	1.6	Teachers and staff are qualified and appropriately assigned	All	No				July 1, 2024 - June 30, 2025	\$10,392,376.00	\$0.00	\$10,392,376.00				\$10,392,376.00
1	1.7	Title 1 - Intervention programs and personnel to support students	All	No				July 1, 2024 - June 30, 2025	\$170,600.00	\$0.00				\$170,600.00	\$170,600.00
1	1.8	Professional Development to Support English Learners and LTELs	English Learners	Yes	Limited to Unduplicated	English Learners	All Schools	July 1, 2024 - June 30, 2025	\$0.00	\$10,145.00	\$10,145.00				\$10,145.00

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
						Student Group(s)										
2	2.1	Career and college-readiness for English Learners, low income and foster youth students	English Foster Low	Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	July 1, 2024 - June 30, 2025	\$479,141.00	\$50,000.00	\$529,141.00				\$529,141.00
2	2.2	Professional development addressing English Learners, low income and foster youth students	English Foster Low	Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	July 1, 2024 - June 30, 2025	\$0.00	\$77,495.00	\$77,495.00				\$77,495.00
2	2.3	Technology Access & Support	English Foster Low	Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	July 1, 2024 - June 30, 2025	\$247,269.00	\$346,803.00	\$594,072.00				\$594,072.00
2	2.4	Support for Standards-based Curriculum and Instruction	English Foster Low	Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	July 1, 2024 - June 30, 2025	\$406,675.00	\$579,300.00	\$985,975.00				\$985,975.00
2	2.5	Educational materials for an effective program	All		No				July 1, 2024 - June 30, 2025	\$0.00	\$11,516,583.00	\$11,516,583.00				\$11,516,583.00
2	2.6	Safe and secure facilities	All		No				July 1, 2024 - June 30, 2025	\$0.00	\$2,268,736.00	\$2,268,736.00				\$2,268,736.00
2	2.7	Dual enrollment for students	English Foster Low	Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	July 1, 2024 - June 30, 2025	\$144,690.00	\$5,000.00	\$149,690.00				\$149,690.00
3	3.1	Student Retention	English Foster Low	Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	July 1, 2024 - June 30, 2025	\$939,259.00	\$6,000.00	\$945,259.00				\$945,259.00
3	3.2	Social and Emotional Supports	English Foster Low	Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	July 1, 2024 - June 30, 2025	\$812,435.00	\$30,000.00	\$842,435.00				\$842,435.00
3	3.3	Access to Transportation	English Foster Low	Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	July 1, 2024 - June 30, 2025	\$0.00	\$25,000.00	\$25,000.00				\$25,000.00
3	3.4	Access to Nutrition	English Foster	Learners Youth	Yes	Schoolwide	English Learners Foster Youth	All Schools	July 1, 2024 -	\$0.00	\$65,000.00	\$65,000.00				\$65,000.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
			Low Income			Low Income		June 30, 2025							
3	3.5	Title 1 - Helping Homeless	All	No				July 1, 2024 - June 30, 2025	\$0.00	\$500.00				\$500.00	\$500.00
4	4.1	Community/Parent Liaison and Meaningful School Activities	English Foster Low	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	July 1, 2024 - June 30, 2025	\$378,934.00	\$137,927.00	\$516,861.00				\$516,861.00
4	4.2	Translation and Outreach Services	English Foster Low	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	July 1, 2024 - June 30, 2025	\$0.00	\$70,000.00	\$70,000.00				\$70,000.00
4	4.3	Educational Partner Engagement	English Foster Low	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	July 1, 2024 - June 30, 2025	\$0.00	\$50,000.00	\$50,000.00				\$50,000.00
4	4.4	Title 1 - Parent Engagement	All	No				July 1, 2024 - June 30, 2025	\$0.00	\$500.00				\$500.00	\$500.00

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
24,994,321.00	9,069,814.00	36.287%	0.000%	36.287%	\$9,069,814.00	0.000%	36.287 %	Total:	\$9,069,814.00
								LEA-wide Total:	\$0.00
								Limited Total:	\$472,069.00
								Schoolwide Total:	\$8,597,745.00

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 Learns (LTEL) and English Learners support staff, interventions, and materials	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$461,924.00	0
1	1.2	All academic interventions and program materials	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$1,844,156.00	0
1	1.3	Tutoring and supports for students	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$666,806.00	0
1	1.4	Counseling students towards graduation and materials	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$1,085,855.00	0
1	1.5	Student activities that increase learning efforts	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$150,000.00	0
1	1.8	Professional Development to Support English Learners and LTELs	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$10,145.00	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	\$529,141.00	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	\$77,495.00	0
2	2.3	Technology Access & Support	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$594,072.00	0
2	2.4	Support for Standards-based Curriculum and Instruction	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$985,975.00	0
2	2.7	Dual enrollment for students	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$149,690.00	0
3	3.1	Student Retention	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$945,259.00	0
3	3.2	Social and Emotional Supports	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$842,435.00	0
3	3.3	Access to Transportation	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$25,000.00	0
3	3.4	Access to Nutrition	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$65,000.00	0
4	4.1	Community/Parent Liaison and Meaningful School Activities	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$516,861.00	0
4	4.2	Translation and Outreach Services	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$70,000.00	0
4	4.3	Educational Partner Engagement	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$50,000.00	0

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$31,402,316.00	\$32,448,913.00

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	English Learners support staff, interventions, and materials	Yes	\$348,292.00	\$390,280.00
1	1.2	All academic interventions and program materials	Yes	\$1,785,472.00	\$1,828,102.00
1	1.3	Tutoring and supports for students	Yes	\$703,534.00	\$745,925.00
1	1.4	Counseling students towards graduation and materials	Yes	\$1,088,283.00	\$1,103,618.00
1	1.5	Student activities that increase learning efforts	Yes	\$150,000.00	\$150,200.00
1	1.6	Teachers and staff are qualified and appropriately assigned	No	\$10,349,267.00	\$10,217,228.00
1	1.7	Title 1 - Intervention programs and personnel to support students	No	\$171,964.00	\$165,484.00
1	1.8	Professional Development for English Learners	Yes	\$10,145.00	\$11,601.00
2	2.1	Career and college-readiness for English Learners, low income and foster youth students	Yes	\$518,992.00	\$554,267.00
2	2.2	Professional development addressing English Learners, low income and foster youth students	Yes	\$47,855.00	\$51,461.00

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	2.3	Technology Access & Support	Yes	\$600,756.00	\$613,676.00
2	2.4	Support for Standards-based Curriculum and Instruction	Yes	\$947,496.00	\$975,697.00
2	2.5	Educational materials for an effective program	No	\$10,193,517.00	\$10,667,284.00
2	2.6	Safe and secure facilities	No	\$1,884,992.00	\$2,212,368.00
2	2.7	Dual enrollment for students	Yes	\$150,080.00	\$167,706.00
3	3.1	Student Retention	Yes	\$928,897.00	\$989,429.00
3	3.2	Social and Emotional Supports	Yes	\$894,372.00	\$932,128.00
3	3.3	Access to Transportation	Yes	\$20,000.00	\$23,040.00
3	3.4	Access to Nutrition	Yes	\$50,000.00	\$55,996.00
3	3.5	Title 1 - Helping Homeless	No	\$500.00	\$587.00
4	4.1	Community/Parent Liaison and Meaningful School Activities	Yes	\$457,402.00	\$482,663.00
4	4.2	Translation and Outreach Services	Yes	\$50,000.00	\$53,903.00
4	4.3	Educational Partner Engagement	Yes	\$50,000.00	\$55,739.00
4	4.4	Title 1 - Parent Engagement	No	\$500.00	\$531.00

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)

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$8,889,983.00	\$8,801,576.00	\$9,185,431.00	(\$383,855.00)	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	English Learners support staff, interventions, and materials	Yes	\$348,292.00	\$390,280.00	0.00%	
1	1.2	All academic interventions and program materials	Yes	\$1,785,472.00	\$1,828,102.00	0.00%	
1	1.3	Tutoring and supports for students	Yes	\$703,534.00	\$745,925.00	0.00%	
1	1.4	Counseling students towards graduation and materials	Yes	\$1,088,283.00	\$1,103,618.00	0.00%	
1	1.5	Student activities that increase learning efforts	Yes	\$150,000.00	\$150,200.00	0.00%	
1	1.8	Professional Development for English Learners	Yes	\$10,145.00	\$11,601.00	0.00%	
2	2.1	Career and college-readiness for English Learners, low income and foster youth students	Yes	\$518,992.00	\$554,267.00	0.00%	
2	2.2	Professional development addressing English Learners, low income and foster youth students	Yes	\$47,855.00	\$51,461.00	0.00%	
2	2.3	Technology Access & Support	Yes	\$600,756.00	\$613,676.00	0.00%	
2	2.4	Support for Standards-based Curriculum and Instruction	Yes	\$947,496.00	\$975,697.00	0.00%	
2	2.7	Dual enrollment for students	Yes	\$150,080.00	\$167,706.00	0.00%	

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.1	Student Retention	Yes	\$928,897.00	\$989,429.00	0.00%	
3	3.2	Social and Emotional Supports	Yes	\$894,372.00	\$932,128.00	0.00%	
3	3.3	Access to Transportation	Yes	\$20,000.00	\$23,040.00	0.00%	
3	3.4	Access to Nutrition	Yes	\$50,000.00	\$55,996.00	0.00%	
4	4.1	Community/Parent Liaison and Meaningful School Activities	Yes	\$457,402.00	\$482,663.00	0.00%	
4	4.2	Translation and Outreach Services	Yes	\$50,000.00	\$53,903.00	0.00%	
4	4.3	Educational Partner Engagement	Yes	\$50,000.00	\$55,739.00	0.00%	

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$24,131,332.00	\$8,889,983.00	0.00%	36.840%	\$9,185,431.00	0.000%	38.064%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

School districts and COEs: *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) specify the educational partners that must be consulted when developing the LCAP:

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

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

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

Charter schools: *EC* Section [47606.5\(d\) \(California Legislative Information\)](#) requires that the following educational partners be consulted with when developing the LCAP:

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

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

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

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

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
 - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

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

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

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

Total Funds

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

Contributing

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

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

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.
 - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

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

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All,” or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
 - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

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

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

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

- This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

- **7. Total Estimated Actual Expenditures for Contributing Actions**

- This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

- This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**

- This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

- This amount is the total of the Estimated Actual Percentage of Improved Services column.

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**

- This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

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

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).