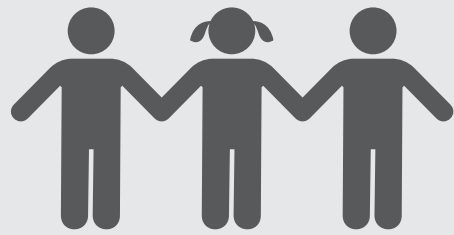


Local Control & Accountability Plan Summary

2017-18
Desert Sands USD
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DISTRICT STORY



26,913 TK-12 STUDENTS



31*
SCHOOLS



11
DISTINGUISHED
Schools



2,700
EMPLOYEES

STUDENT ETHNICITY

Hispanic 73%

White 20%

African A. 2%

Asian 2%

Other 3%

SUBGROUPS



67%
Low Income



24%
English Learners



<1%
Foster Youth



71%
Unduplicated High Need

One Future

Coachella Valley's regional partnership for college & career success.



Engaged Community Support

Bond approved by 70%, active participation in LCAP advisory committee, DELAC, & DAC

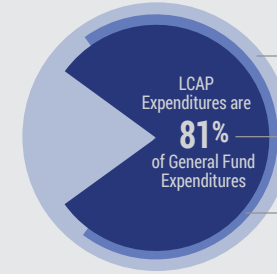


District Mission

Ensure every student develops the knowledge, skills & motivation to succeed as a productive, ethical, global citizen.



BUDGET



General Fund Expenditures:

\$319,662,281

LCAP Expenditures:

\$258,001,464

LCFF Revenues:

\$245,451,166

(Totals Budgeted for 2017-18 LCAP Year)

Additional Expenditures Not Specified in the LCAP:

1 - Base program & general operating costs such as: utilities, supplies, contracts with service providers, STRS on behalf liability, Special Education, or school site funding.

2 - Certificated & classified personnel costs

3 - Grants, entitlements, & redevelopment funds.

LCAP HIGHLIGHTS



Demonstrate Academic Growth



GOAL

#1

Highlighted Outcomes & Metrics



IMPROVE ELA & MATH ASSESSMENT PERFORMANCE



CA STANDARDS IMPLEMENTATION

↑ 75%



College & Career Ready Graduates



GOAL

#2

Highlighted Outcomes & Metrics



IMPROVE GRADUATION RATE



IMPROVE A-G COMPLETION

↑ 45%



Respectful, Safe & Clean Learning Environment



GOAL

#3

Highlighted Outcomes & Metrics



IMPROVE ATTENDANCE RATE

↑ 97%



DECREASE SUSPENSION RATE

↓ 4.7%



Local Control & Accountability Plan Summary

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GREATEST PROGRESS

**Improved
Graduation
Rate**



Indicator: California
School Dashboard



Status: Very High
Change: Increased



**Improved
EL Progress**

Indicator: California
School Dashboard



Status: High
Change: Increased

Planned Actions to Maintain Progress:

- 1.3 - Instructional materials & assessments (consumables, ELA/ELD & NGSS program)
- 1.5 - Intervention programs (full-day K, evaluate assessment data, Summer/before & after school programs)
- 2.4 - Create a College-Going Culture (College & career ready dashboard, AVID program, Graduation fee waiver)

GREATEST NEEDS



**Improve
Math
Assessment**

Indicator: California
School Dashboard



Status: Low
Change: Maintained

**Decrease
Suspension
Rates**



Indicator: California
School Dashboard



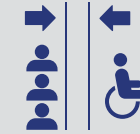
Status: High
Change: Increased

Planned Actions to Address Needs:

- 1.2 - PD & culture of continuous improvement (SPED, Guest Teachers, After-school, admin staff)
- 3.2 - Positive behavior support programs (PD, administer CHKS, PBIS contract)

PERFORMANCE GAPS

Subgroup in Need:



**Students with
Disabilities**

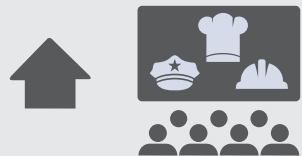
State Indicators:



Planned Actions to Address Performance Gaps:

- 1.6 - Maintain or reduce staffing ratios
- 3.8 - Seek parent input & communication (School Attendance Review Team, School Attendance Review Board, Special Education Parent Advisory Committee, School Site Council, etc.)

INCREASED OR IMPROVED SERVICES



**AVID, CTE Pathways
& Academics**

for EL LI FY



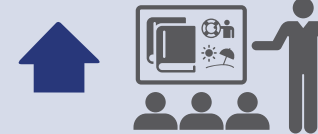
1:1 Device Ratio

for EL LI FY



**Structured Academic
Support Time**

for EL LI FY



**Tutoring, Support Classes,
& Summer coursework**

for EL LI FY



**Student Assistance
Program**

for EL LI FY

