School Year: **2025-26**

School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

School Name	Desert Learning Academy
Address	2248 East Ramon Road Palm Springs, CA 92262
County-District-School (CDS) Code	33-67173-3330925
Principal	Michael J Grainger, Ed. D
District Name	Palm Springs Unified School District
SPSA Revision Date	07.01.25-06.30.26

Schoolsite Council (SSC) Approval Date	May 14, 2025.
Local Board Approval Date	June 24, 2025

X This certifies that updates to my SPSA are completed

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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School Vision and Mission

Mission Statement (Revised 01.01.25)
Desert Learning Academy provides a challenging, high-quality, and personalized learning experience for all students. We help students build strong academic skills, character, and readiness for college, careers, and life beyond school. Our goal is to give students the knowledge, skills, and values they need to reach their fullest potential in the digital world.

Vision Statement (Revised 01.01.25)
At Desert Learning Academy, every student will use a blend of online and in-person learning to reach their full potential, becoming empowered, adaptable, and compassionate individuals ready to succeed and lead in a global community.

Student Learning Outcomes (Revised 01.01.25)
Academic Excellence and Lifelong Learning
Students will engage in a challenging, personalized curriculum that builds critical thinking, creativity, and problem-solving skills.
Students will continuously grow and master academic skills, preparing them for lifelong learning and success in different settings.

Character Development and Ethical Leadership
Students will demonstrate values like respect, integrity, responsibility, and empathy, contributing to a positive and inclusive school community.
Students will show ethical leadership by practicing resilience, self-discipline, and a commitment to making positive contributions to the community.

Career and College Readiness
Students will gain the knowledge, skills, and mindset needed to succeed in college, careers, or any post-high school path they choose.
Students will set personal academic and career goals and work toward them with the support and resources they need to reach their dreams.

Technology Skills and Digital Literacy
Students will build strong skills in using digital tools responsibly and effectively for learning and collaboration.
Students will be ready to adapt to new technologies and succeed in an ever-changing digital world.

Community and Global Engagement
Students will understand their role in the local and global community and learn how they can make a positive impact.
Students will practice civic responsibility, develop empathy, and engage thoughtfully with issues that affect society.

School Profile

Desert Learning Academy (DLA) is a hybrid school of choice within the Palm Springs Unified School District. Established in 2015, DLA offers a flexible learning environment that provides alternatives to traditional brick-and-mortar education. Serving students across the Coachella Valley, southeast Riverside County, and surrounding areas, DLA supports learners in grades 2 through 12 who seek an alternative to the traditional daily classroom setting.

In addition to its hybrid program, DLA provides Home and Hospital services for medically fragile students who are unable to attend their regular schools. These services are delivered by PSUSD teachers, who are assigned in accordance with the current Collective Bargaining Agreement (CBA). Home and Hospital teachers are required to provide five hours of instruction per week in the student's home for the duration of the approved contract.

As an Independent Study (IS) program, Desert Learning Academy complies with the California Education Code governing alternative education institutions. Prior to enrollment, all students must complete a Master Agreement, which outlines the contractual obligations between the Local Educational Agency (LEA) and the family. Students in grades 2–5

use district-adopted curriculum, while students in grades 6–12 engage in hybrid instruction through the Edgenuity platform.

At DLA, cultivating a growth mindset is central to student success. Teachers mentor and coach students using the EDGE coaching model, emphasizing the development of executive functioning skills. Beginning August 2025, students in grades 2–5 will receive instruction through a virtual learning platform utilizing district-adopted materials. Students in grades 6–12 will continue their instruction via Edgenuity and are required to attend the DLA campus for district and state testing, intervention classes, and select elective courses.

Parental involvement is critical to the success of students in the Independent Study program. Parents serve as learning coaches, responsible for monitoring their child's work completion, providing academic support, and fostering a structured home learning environment. Upon enrollment, parents are required to attend a course orientation and are encouraged to stay actively engaged by monitoring student grades, participating in meetings, and helping ensure students stay on track with their academic goals.

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

X Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Desert Learning Academy's Site Council (SSC) meets regularly during the school year to review and update the school plan, including proposed expenditures of Title I funds. School goals are based upon a comprehensive needs assessment that includes the analysis of verifiable state data, including information displayed on the CA School Dashboard. Other district and school data, including interim assessments, are utilized to further measure and monitor achievement throughout the school year. School goals are aligned with PSUSD LCAP goals and include the same metrics/indicators. Input and advice are solicited from school advisory committees, including the English Language Advisory Committee (ELAC) and School Leadership team. The Desert Learning Academy School Plan addresses how LCFF and Title I funds will be used to improve the academic performance of all students and close student group achievement gaps.

Educational Partner Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Desert Learning Academy (DLA) encourages all parents to engage actively in the school community by participating in the School Site Council (SSC), either as elected members or as public participants. SSC meetings are typically held of the last Wednesday of each calendar month, with agendas and meeting minutes posted on the school website to ensure transparency and allow all stakeholders to monitor the school's progress, decision-making processes, and expenditures.

At the first and last SSC meetings of each school year, the council reviews academic data reported to the state regarding DLA's performance. Additionally, survey data from parents, students, and staff—gathered through the annual Panorama Survey administered each spring—provides valuable insight into perceptions of school climate, social-emotional support, and campus safety, which further informs SSC discussions and decisions.

The School Site Council is composed of the following members:

The principal,
Classroom teachers elected by fellow teachers,
Other school staff members elected by their peers,
Parents elected by other parents,

In secondary grades, students elected by the entire student body,
Community members elected by parents.

Classroom teachers must constitute the majority of the staff-side membership. Each SSC member holds equal voting rights. The principal oversees the election process for staff representatives.

The SSC membership is evenly divided: half consisting of staff members (principal, teachers, and other personnel) and half consisting of parents, students, and community members. The council must have no fewer than 12 members in total.

The Election Process

Teachers:
On a two-year cycle, teachers are invited via email to nominate a fellow staff member to serve on the School Site Council (SSC). The nomination process is divided by program level—elementary, middle, and high school—ensuring that each level has one teacher representative on the council. Following the nomination period, teachers receive a Google survey to vote for their representative within their respective level. All ballot results are verified by the council chairperson.

For the 2024-25 school year, nomination documents were distributed via Google Docs to students, parents, and teachers on August 18, 2024. After collecting nominations, an official ballot was created and shared with all members of the DLA learning community (parents, students, and teachers). Voting took place on September 23, 2024, through a Google form. Votes were tallied, results were shared with stakeholder groups, and newly elected council members were formally welcomed at the October 2024 SSC meeting, held remotely via Zoom.

Parents:
Similarly, parents are asked every two years, via email, to nominate other parents to serve on the SSC. The request is divided into three sections—elementary, middle, and high school—so each level is represented by one parent on the council. If multiple nominations are received for a program level, a Google survey is sent to all parents to vote for their representative. If no parent nominations are submitted, community members may be nominated and elected following the same voting process. All parent and community election results are verified by the council chairperson.

Students:
Each year, students elect their peers to represent them on the SSC. With support from the Associated Student Body (ASB), student nominations are gathered, and ballots are provided for voting. Only middle and high school students are eligible to run for or vote in student representative elections. All election results are verified by the council chairperson.

Council Membership Guidelines
A "parent" is defined as a mother, father, or legal guardian of a student attending the school, who is not employed at that school site.
Council members representing parents may be employees of the school district; however, they must not work at Desert Learning Academy (Education Code Sections 52852 and 54722).

Teacher Members
A teacher is defined as an employee of the school whose duties require him/her to provide direct instruction to the pupils for the full time for which he/she is employed (EC 33150).

Other School Personnel
Other school personnel are defined as a person who does not provide direct instruction to pupils for the full time for which he/she is employed. This category may include classified staff, non-classroom teachers, and administrative staff other than the principal.

Student Representatives (secondary schools only)
Any student enrolled at the school with which the council is affiliated is eligible to be elected as a student representative.

Community Members
A community member is defined as an adult who resides or spends the major portion of each workday within the attendance area of the school, and who is neither a regular day-school student, nor a parent, a member of the staff, administration, or classified staff of the school with which the council is affiliated.

Desert Learning Academy School Site Council (SSC) Composition
The Desert Learning Academy SSC shall be composed of:

Four (4) classroom teachers

One (1) other school staff member

Three (3) parents or community members

One (1) school principal

Three (3) students (secondary level only)

Section B: Term of Office
Council members shall serve a two-year term. Elections are staggered to ensure continuity: approximately half of each representative group shall be elected during odd-numbered years, with the remaining members elected during even-numbered years. At the first regular meeting of the SSC, the term of office for each member shall be recorded in the meeting minutes.

Section C: Voting Rights
Each council member is entitled to one vote on any matter brought before the council. Voting by absentee ballot or proxy is not permitted.

Section D: Termination of Membership
The council may suspend or expel a member by a two-thirds affirmative vote of all current members. Additionally, any elected member may resign by submitting a written letter of resignation to the council chairperson.

Section E: Transfer of Membership
Membership on the council is non-transferable and may not be assigned to another individual.

Section F: Vacancies
Should a vacancy occur during the term of an elected member, the seat shall be filled either through a duly noticed regular election or by seating a previously elected alternate member to complete the remainder of the term.

Proposed SSC meeting dates for 2025/26 school year
Wednesday September 24, 2025
Wednesday October 29, 2025
Wednesday January 28, 2026
Wednesday March 25, 2026
Wednesday April 29, 2026
Wednesday May 13, 2026

SSC meeting dates and topics for the 2024/25 school year:

09.25.24
- Provided annual SCE training for all SCC members.
- Reviewed recent election process and announced new members of School Site Council.
- Reviewed current SPSA expenditures and provided revised Title 1 expenditure amounts for October revise.
- Developed Parent Compact with SSC members
- Reviewed proposed expenditures for October revise based on student performance on May 2024 CAASPP data.

10.03.24
- Reviewed tentative training dates for SSC members
- Reviewed current vacancies on council
- Reviewed updated SSC documents (parent involvement policies, Parent Compact, SSC bye laws.
- Reviewed of Uniform Complaint Procedure
- Review and approve October revised expenditures.
- Reviewed California Safe School Plan for DLA
- Reviewed 2024 SBAC performance data and ELPAC data

10.09.24
- Reviewed revised SPSA expenditures related to goals and strategies from 09.25.24 meeting.
- SSC approved the expenditures for the October revise.

10.30.24
- Reviewed CAASPP student performance data for mathematics and language ats (Grades 3-5, 6-8, and 11)
- Reviewed English Language Proficiency Assessment California (ELPAC) data for English learners
- Reviewed Needs Assessment revisions/additions with SSC members
- Developed community outreach plan to expand parent involvement initiatives for 24/25. The focus is on English Learner parent involvement and engaging Hispanic families around mathematics achievement.

02.11.25
- Western Association of Schools and Colleges focus group meeting with committee members.

04.23.25
- Review DRAFT of 2025/26 SPSA
- Review proposed expenditures for 2025/26 SPSA
- Proposed new expenditures for 25/26 SPSA
- Reviewed Equity Multiplier plan for 2026- focus on ELs- Mathematics, Multi-Tiered System of Support (MTSS) Career and College Indicator (CCI), Long Term English Learners.
- Complete Needs Assessment for 25/26

05.14.25
- Panorama Survey feedback review: Students, Parents, and Staff
- Review changes made to SPSA following district office review (actions, strategies, data revisions etc.)
- Explicitly reviewed the feedback from English Language Advisory Committee on suggestions for EL supports/services for 25/26 school year and aligned actions/services accordingly.
- Approved revised version of the 2025/26 SPSA.

In preparation for the development of the new iteration of the school plan for the 25/26 school year, the following recommendations were made by School Site Council (SSC) members:
- Continuation of the additional FTE to support middle school and high school mathematics hybrid learning model at the high school levels utilizing Equity Multiplier funds assigned to DLA for the 25/26 school year.
- Additional resources for mathematics intervention and support services.
- ELPAC support classes for English Learners and targeted interventions for Long Term English Learners embedded in the master schedule. This action also resulted from the recent DLA staff Equity Multiplier input session on 04.04.25.
- A variety of different parent/community events houses in the new DLA E-Sports facility including Innovation nights, and parent education nights focused on strengthening community relationships.
- Extended learning opportunities for summer recess
- Additional intervention supports for middle school and high school mathematics

School Site Council (SSC) Data Team Responsibilities
As a data team, the SSC is responsible for:

(a) Collecting and analyzing a variety of school data sources;

(b) Evaluating the effectiveness of methods and strategies used to support student learning;

(c) Examining all data through an equity lens;

(d) Utilizing tools to identify and clarify student learning challenges;

(e) Consulting research to explore issues, identify root causes, and apply evidence-based best practices tied to student success indicators;

(f) Collaborating with school leadership to develop an annual student support plan.

Assessment and Data Collection Efforts

During the 2025–26 school year, all secondary students (grades 6–12) were required to report in person to the DLA campus for proctored mid-quarter and quarter assessments. This process ensured the collection of accurate and reliable data, which was then used to identify students in need of targeted intervention and support.

Additionally, PSUSD recently adopted the McGraw Hill mathematics curriculum, which included ALEKS licenses as part of the district-wide adoption. As a result, categorical funds previously allocated for ALEKS licensing were no longer needed for this purpose.

DLA students also continued to participate in the district's STAR benchmark assessments, administered under proctored conditions. This consistent and secure testing environment provided reliable and valid measures of student academic performance, further supporting data-driven instructional decisions.

English Language Advisory Committee (ELAC)

The 25/26 school year, marked the second year of operation of the site English Language Advisory Committee. Once nominations and elections were completed, meetings were scheduled for the first Wednesday of every month at 8:30am at the school site. DLA's community liaison Mrs. Esperanza Orozco provided translation services for each ELAC meeting. Agenda topics included: advocating for English learners, a review of the four domains of the ELPAC, the path to reclassification, English Language students' performance data, California dashboard data reviews, Panorama survey data results, and California Association of Bilingual Educators (CABE) conference attendance and advocacy.

English Language Advisory Meeting Dates for the 2024/25 School Year

October 16, 2024: 8:30am-9:30am
Agenda Items:
- Dr. Grainger provided DELAC debrief with committee members
- Annual training presentation for ELAC members
- Review of ELPAC student data for 2024 administration
- Review of growth targets for EL students for 24/25 school year
- Review of ELPAC blueprint and test questions.
- Review of ELAC materials folder
- Attendance discussion with committee members
- Revision to needs assessment for 24/25

November 12, 2024: 8:30am-9:30am
Agenda Items:
- DELAC debrief with DLA's DLAC representative for October 12, 2024 meeting.
- Planning sessions for ELPAC preparation classes in January and Febaury 2024.
- Review of STAR performance data for Fall 2024. Focus on performance trends for English Learners.
- Reviewed reclassification criteria.
- Western Associal of Schools and College focus group planning for February 10, 2025.
- Speaking, Reading, Listening, and Writing ELPAC blueprint review.
- Reschedule data for English Learner parent education night at DLA.

February 4, 2025: 8:30am-9:30am
Agenda items:
- ELPAC bootcamp debrief: Attendance, instruction, assessment etc.
- DELAC debrief with DLA's DLAC representative for January 30, 2025.
- STAR Winter data review-all grades
- Single Plan for Student Achievement (SPSA) needs assessment discussion.
- FInal review for WASC ELAC parent focus group.

April 2, 2025: 8:30am-10:00am
Agenda items:
+ DELAC debrief with DLA's DLAC representative for March 27, 2025 meeting.
+ Review of School Plan for Student Achievement (SPSA)
+ Title 1 expenditures aligned to support English Learners
+ English Learner actions and expenditures
+ Needs assessment discussion and planning including Prop 28 art funding and Equity Multiplier funds

+ California Bilingual Educators (CABE) conference review for March 2025.

Proposed ELAC meeting dates for 2025/26:
Wednesday September 3, 2025: Topic- Review SBAC and ELPAC data for 23/24.
Wednesday October 1, 2025: Topic- Practice questions for the Speaking ELPAC domain and CABE; Reclassification
Wednesday February 4, 2026: Topic- Practice questions for the Writing ELPAC domain; Reclassification
Wednesday March 4, 2026: Topic- Practice questions for the Reading ELPAC domain; Reclassification
Wednesday April 1, 2026: Needs assessment and feedback on actions for the 25/26 SPSA.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Strategic Resource Allocation and Student Support at Desert Learning Academy

Desert Learning Academy (DLA) makes strategic and deliberate efforts to ensure equitable allocation and use of resources—people, time, and funding—to create high-quality hybrid learning experiences that enable all students to achieve rigorous and empowering learning outcomes. Student needs are identified through a variety of accessible quantitative and qualitative data sources, directly aligned with the school's mission and goals. Data from platforms such as ALEKS, Edgenuity, SchoolCity, and Synergy are utilized to assess student learning and inform decisions regarding academic interventions and the allocation of Tier 2 and Tier 3 supports.

Students enrolled in DLA programs have historically demonstrated challenges in mathematics proficiency, highlighting the need for high-quality, data-driven intervention programs. During the 2023–24 school year, short-cycle assessment protocols were established across all grade levels to measure the effectiveness of mathematics instruction and to provide timely remediation. At the 11th-grade level, assessments were administered bi-weekly, allowing for targeted interventions focused on key IM2 and IM3 mathematics standards.

For the 2024–25 school year, DLA implemented a hybrid content delivery platform with a strategic focus on high-quality mathematics intervention aligned to individual content standards. All high school students were required to participate in mathematics and language arts instruction either in person or virtually. Students were mandated to attend campus to complete mid-quarter and quarter assessments (Edgenuity or SchoolCity for mathematics) in person, ensuring the collection of reliable and accurate performance data to guide intervention efforts. This system guaranteed that every student received direct instruction weekly and had access to data-driven intervention supports.

The 2024–25 Master Agreement was updated to require in-person attendance for intervention services, aligning closely with the school's revised Multi-Tiered Systems of Support (MTSS) framework. Significant efforts were made throughout the year to return students to campus for face-to-face instruction using blended learning strategies.

Throughout the 2024–25 school year, STAR benchmark assessments were administered on schedule (August, January, and May). In addition, ALEKS was embedded into all high school Edgenuity mathematics courses, replacing Edgenuity's internal assessments. This shift aimed to create differentiated learning paths tailored to each student's mathematical needs and to eliminate opportunities for academic dishonesty through online answer solicitation.

Results from the January 2025 STAR administration indicated that 38% of 6th graders, 50% of 7th graders, 38% of 8th graders, 32% of 9th graders, 49% of 10th graders, and 45% of 11th graders met or exceeded standards. Participation rates for STAR winter mathematics adminisration were 83%.
Results from the January 2025 STAR reading assessment indicated that 45% of 6th graders, 63% of 7th graders, 54% of 8th graders, 35% of 9th graders, 75% of 10th graders, 55% of 11th graders, and 75% of 12th graders met or exceeded standards. Participation rates for the STAR winter reading assessment were 88%.

In the independent study program, students are expected to dedicate 30 hours per week to their coursework and related assignments—a requirement clearly outlined in the Master Agreement and reinforced during orientation sessions with parents and students. Despite these expectations, data shows that students typically engage for less than 20 hours per week, with an estimated 22 hours of active learning when accounting for offline assignments (which make up approximately 10% of required work time). Courses generally require 55–70 hours to complete, and data indicates that 28% of students fail to complete their courses on time. Observations suggest a ratio of one minute of task completion for every seven minutes logged online.

Research highlights the importance of having online courses taught by highly qualified teachers, paired with comprehensive student orientation, effective mentoring, and robust intervention supports to ensure student success. Reflecting these best practices, during the 2025–26 school year, all DLA faculty members were trained in the EDGE coaching model. Learning coach meetings focused on building executive functioning skills aligned with Desert Learning Academy's Student Learning Outcomes (SLOs) and supported students through SMART goal planning, implementation, and review.

Desert Learning Academy identified significant resource inequities during the analysis of student performance and engagement data, particularly in chronic absenteeism rates. In the most recent reporting period, chronic absenteeism increased substantially across several key student groups. The All Students group experienced a 27.8% increase, while the English Learner subgroup saw an even higher rise of 29.6%. The Socioeconomically Disadvantaged subgroup reported a significant increase of 28.2%, the Hispanic subgroup rose by 24.3%, and the White student subgroup matched the overall increase at 27.8%. These trends highlight a pressing inequity in student access to consistent educational engagement. To address these disparities, Desert Learning Academy implemented Multi-Tiered System of Supports (MTSS) and reengagement systems at the beginning of the 2024–25 school year, aiming to provide targeted interventions and support to re-engage chronically absent students and address barriers to attendance.

Needs Assessment – Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward SPSA goals, local self-assessment tools, stakeholder input, or other information, what progress is the school proudest of, and how does the school plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for student groups, including low-income students, English learners, and foster youth have led to improved performance for these students.

Reflections: Success

Desert Learning Academy had a successful year relative to the strategies outlined under goal 1-Academic Achievement.
A review of student performance data for DLA's different student sub-groups yields the following growth metrics for 2024 for mathematics and language arts achievement:
All student group:
- Mathematics (83 points below standard) and an increase of 14.3 points over the previous year- YELLOW indicator.
- Language Arts (20.5 points below standard) maintained with a decrease of 0.9 points over the previous year- ORANGE indicator.
English Learners:
- Mathematics- (83.7 points below standard)- an increase of 59.2 points- YELLOW indicator
- Language Arts (42.9 points below standard) an increase of 44.4 points over the previous year- YELLOW indicator.
Hispanic students:
- Mathematics- (88.6 points below standard)- an increase of 17.7 points- YELLOW indicator.
- Language Arts (22.3 points below standard) an increase of 13.3 points over the previous year- YELLOW indicator.
Socioeconomically disadvantaged students:
- Mathematics (84.3 points below standard) an increase of 9.5 points over the previous year- YELLOW indicator.
- Language Arts (22.1 points below standard) a decrease of 3.9 points over the previous year- ORANGE indicator.

According to the English Learner Progress Indicator (ELPI), the dashboard indicator that represents the percentage of English Learners who are making progress towards English Language proficiency, English Learners at DLA increased by 6.1% to an overall preparedness rate of 44.4%. In addition, English Learners made significant progress in Language Arts proficiency with a 44 point increase and in Mathematics proficiency with a 59.2 point increase This significant increase was largely attributed to designated ELD efforts in the master schedule, and weekend preparation classes for the English Language Proficiency Assessment that was administered in February to all English Learners. LCFF funds will be set aside in the 25/26 SPSA to support these preparation efforts for the 25/26 school year as this data reflects that these actions are effective in increasing overall EL proficiency.

A memorandum of understanding was approved in February 2024 by DLA teachers to include all DLA

teachers (grades 1-12) in the iNACOL evaluation protocols effectively eliminating the California Standards for the Teaching Profession (CSTP) as the teacher evaluation framework for 2024/25. Significant reductions in staffing for the 24/25 school year coupled with teaching reassignments resulted in only four teachers needing the iNACOL professional development at the beginning of the 24/25 school year. This professional development was provided in September 2025 by the site principal.

In August 2024, the Desert Learning Academy learning community began to prepare for the six-year Western Association of Schools and Colleges (WASC) self-study scheduled for February 10, 2025. Friday afternoon 4-1 professional development time was used to complete a wide variety of tasks These included the following: (a) complete revision of Desert Learning Academy's mission and vision statements using student, parent, and teacher input; (b) revision of student learning outcomes (SLOs) with clear definitions for learning outcomes related to technology, communication, critical thinking, life skills, content learning, and responsibility; (c) Career and Technical Education classes and pathways were offered to high school students; (d) high school students were required to attend mathematics and language arts classes each week to receive high quality instruction via the hybrid learning platform; (e) a clearly defined Muti-Tiered System of Support was developed to provide targeted intervention to students, and reengage students who were not making satisfactory academic progress; (f) Edgenuity based CTE pathways were once again offered to students enrolled in grades 9-12. High school students were actively enrolled in these courses in August 2024; (e) revisions of the current high school grading policies were adopted for all high school courses; (f) the teacher-created course tracker system was refined by Mr. Wheaton (the teacher creator) and professional development on its use was provided to all high school students during the October district-wide professional development day; (g) a reengagement policy was developed and implemented to careful monitor student progress and assign academic probation if necessary; (g) mid-quarter and quarter assessments were developed and implemented to monitor the effectiveness of mathematics and language arts instruction across grades 7 through 12. WASC visiting committee findings indicated that all of the eighteen areas reviewed for effectiveness met a 'highly effective' or 'effective' rating from committee members.

MTSS Data: During the period August -April 2024:
According to California Education code 51747 any student who does not make satisfactory educational progress must be evaluated before a decision is made as to the revocation of enrollment at a school of choice. The newly developed reengagement process serves as this evaluation during which the student and parent receive four weeks of intense support and intervention.

13% (7) of elementary students were provided with intervention strategies as outlined in the current iteration of the Multi-Tiered System of Supports (MTSS). Of these 7 students, 71% (5) had their enrollment at DLA revoked as the virtual learning platform was not deemed appropriate. Major factors contributing to revocation included not meeting the 80% attendance requirement, and non-completion of work assignments.

44% (38) of middle school students were provided with Tier2/3 interventions as outlined in the current iteration of the Multi-Tiered System of Supports (MTSS). Of these 38 students, 73% (28) students had their registration revoked as the Independent Studies platform was not deemed appropriate and the student returned to their home school. Before revocation, students are placed on a 30-day re-engagement process during which SMART goals are identified and measured. Major factors contributing to revocation included not meeting the 80% attendance requirement, not attending learning coach meetings, intervention classes, elective classes, English Language Development classes, and core instruction.

44% (68) of enrolled high school students were provided with Tier2/3 interventions; of these 68 students, 28 (41%) had their registration revoked as the Independent Studies platform was not deemed appropriate and the students returned to their home schools. Major factors for this revocation included not meeting the 80% attendance requirement, not meeting the minimum GPA requirement, not participating in hybrid intervention support classes and not completing course work as required.

Other successes included the continued use of ALEKS licenses to provide high school mathematics students with differentiated learning pathways to master Integrated math course content standards. The continued use of My Access licenses required all essay submissions to be reviewed and refined before being uploaded into Edgenuity.

DLA's exceptional Independent Studies attendance rates for 22/23 (98%) were impacted by chronic attendance rates for Home and Hospital students and students enrolled in the virtual learning program for grades 1-5. Once Home and Hospital and virtual learning data were assimilated under Desert Learning Academy's overall data, the current chronic attendance rate stands at 28.9% an increase of three percentage points over the 23/24 school year. Attendance for Independent Studies is determined by work completion and submission during different reconciliation periods. A multi-tiered system of support (MTSS) was implemented to provide interventions to students around low academic grades, low course completion rates, and less than 80% attendance during each two-week reconciliation period. Home visits were conducted throughout the school year by the site community liaison. For the 24/25 school year all

elementary families were required to sign a master agreement which meant that instructional agreements were strictly enforced pertaining to attendance. It is expected that there will be a significant decrease in chronic attendance reported in 2025 that is attributed in part to this contractual enforcement and obligation.

Referring to the California School Dashboard, identify: (a) any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or any areas that the school has determined need significant improvement based on review of state indicators, local performance indicators or other local indicators AND (b) identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the school planning to take to address these areas of low performance and performance gaps?

Reflections: Identified Need

Following the 2024 CASSPP administration, Desert Learning Academy made significant growth in many areas of student proficiency outlined on the California Dashboard. These included mathematics proficiency, language arts proficiency, and an increase in the English Language Performance Index (ELPI). Despite these gains, there were some areas of concern related to student performance which included the following:

- Long Term English Language learner language development
- Career and College indicator (CCI)
- Chronic attendance- specifically for Home and Hospital students and students enrolled in virtual learning.

According to the California Department of Education (CDE), a Long-Term English Learner is a student who: (a) has been enrolled in U.S. schools for six or more years, (b) is still classified as an English Learner (EL) because they have not yet met the criteria for reclassification to Fluent English Proficient (RFEP); and (c)struggles with English proficiency despite years of instruction, particularly in academic language (reading, writing, speaking, and listening in academic settings). In short, LTELs are students who have been learning English for a long time but have not reached the level of English needed to succeed fully in academic classes without extra support.

Long Term English Language Learners
According to 2024 dashboard data, long term English Learner proficiency decreased on the English Learner Progress Indicator (ELPI) by 8.5% which represented a moderate decrease in proficiency.

According to Ellevation, DLA has 36 LTELS currently enrolled in grades 1-12 with the majority enrolled in grades 9-12. Designated English Language Development instruction is provided to all English learners for a total of 120 minutes of instruction each week. According to research and recommendations (including from CDE and experts like Laurie Olsen), the most effective instruction for LTELs usually includes: (a) explicit academic language instruction during which academic vocabulary and language structures are directly taught, there is a strategic focus on speaking and writing in complex, academic ways and students are provided with many chances to practice academic conversations; (b) Integrated and designated ELD where English is taught during all subjects and special time is allocated for building English language skills, based on their level; (c) rigorous, high-interest curriculum during which students are challenged with grade-level content, but with strong supports and meaningful topics are used to connect to students' lives and cultures; (d) extended speaking and writing opportunities for students including structured discussions, debates, presentations; (e)scaffolded support and feedback; and (f) culturally responsive teaching.

To address the instructional needs of LTELs a weekly instructional will be provided in the master schedule to address the aforementioned instructional components. Taught by DLA's English Language Development teacher, all LTELS will be required to participate.

Career and College Indicator (CCI)
According to 2024 dashboard data, the college and career indicator maintained for all students with an increase of 1.8%; however, there was a decrease of 7.2% for Hispanic students.

The College/Career Indicator (CCI) is a key component of California's School Dashboard, designed to evaluate how effectively high schools and districts are preparing students for postsecondary success—

whether in college or a career. It applies to all Local Educational Agencies (LEAs) and schools serving students in grade twelve. The CCI measures the percentage of high school graduates who meet specific criteria indicating they are "Prepared" or "Approaching Prepared" for college and/or career pathways. This metric encourages schools to provide a rigorous and comprehensive course of study that equips students with the necessary skills and knowledge for success after graduation. DLA received credit and a a student is considered "Prepared" if they meet at least one of the following:

- Career Technical Education (CTE) Pathway Completion: Completion of a CTE pathway with a grade of C- or better in the capstone course.
- College Credit Courses (Dual Enrollment): Completion of at least two semesters (or equivalent) of college courses with a grade of C- or better.
- Advanced Placement (AP) Exams: Scoring 3 or higher on two AP exams.
- State Seal of Biliteracy: Earning the State Seal of Biliteracy.
- Smarter Balanced Summative Assessments: Scoring "Standard Met" or higher in both English Language Arts/Literacy and Mathematics.
- a–g Completion: Meeting the University of California (UC) or California State University (CSU) a–g requirements with a grade of C or better.

The CCI serves as a comprehensive measure of a school's effectiveness in preparing students for life after high school. By meeting or exceeding the "Prepared" criteria, schools demonstrate their commitment to equipping students with the necessary tools for success in college and careers.
For the 2025/26 school year, DLA will prioritize three of the above areas to improve the percentage of high school students who are 'prepared' according to the definition above.
These include:
- a-g completion
- AP course completion
- College credit courses

Title 1 resources have been allocated to fund college and career information nights to educate parents and students on the CCI. Title 1 funds have also been allocated to provide a second in person art elective for all high school students in need of the 10 semester credits of visual and performing arts. Mrs. Charlie Ciali will provide a ceramics and printmaking class for all high school students in need of 'f' a-g credit. Any 9th or 10th grader enrolling at DLA will be assigned an in person art class to fulfill a-g requirements. This is part of a strategic district site-wide push towards increasing a-g completion.

Chronic Absenteeism
According to 2024 dashboard data, 28.9% of students attending DLA were chronically absent. This is an increase of 27.8 % over the previous year. The following student sub-groups reported the following chronic absenteeism: Hispanic- an increase of 24.3% to 26.1%; Socially Economically disadvantaged an increase of 28.2% to 29.4%; white an increase of 27.8%.
According to the California Department of Education (CDE), a student is considered chronically absent if they are absent for 10 percent or more of the instructional days they are enrolled to attend during a school year. For instance, in a typical 180-day school year, a student missing 18 or more days—regardless of whether the absences are excused or unexcused—would be classified as chronically absent.

In response to the levels of chronic absenteeism reported at the end of the 23/24 school year, the attendance system was revised to provide better control and immediate response for students who are not regularly attending school.

In August 2024 the attendance capture method at DLA was changed for all students enrolled in grades 1-5 to the Time Value attendance accounting protocol. In California there are two primary attendance systems. Daily Attendance accounting: This traditional method involves recording student attendance on a daily basis. Schools report attendance during designated periods. The second method is Time Value Attendance accounting and is typically used for students enrolled in Independent Studies programs. For students participating in independent study programs, attendance is measured based on the time value of student work. A certificated teacher evaluates the assignments to determine the equivalent instructional time. This method applies to both traditional and course-based independent study programs. Any elementary student enrolled in grades 1-5 who was not making 90% attendance was immediately flagged for reengagement. Attendance was reconciled every two weeks which meant that any student who was not making adequate academic progress was flagged for intervention. During the 2024/25 school seven elementary students were flagged for chronic attendance concerns. Following reengagement 5 of these seven students had their registration at DLA revoked and they returned to their home schools. This 'just in time' attendance review system will make a significant impact of DLA chronic absentee rates for the 24/25 school year.
Equity Multiplier funds will be utilized to support MTSS actions to accurately monitor student attendance at DLA during the 25/26 school year. Title 1 funds have also been allocated to staff elementary student orientations before the school year begins. This orientation clearly reviews attendance requirements and

reviews for the consequences of chronic absenteeism for the student and family.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	**Percent of Enrollment**			**Number of Students**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
American Indian	0.85%	0.92%	1.06%	7	4	4
African American	8.02%	7.8%	6.88%	66	34	26
Asian	0.61%	0.23%	0.53%	5	1	2
Filipino	2.31%	2.29%	1.85%	19	10	7
Hispanic/Latino	72.66%	67.2%	70.11%	598	293	265
Pacific Islander	0.12%	0.23%	0.26%	1	1	1
White	12.64%	18.12%	16.40%	104	79	62
Multiple/No Response	2.79%	3.21%	2.91%	23	14	11
			Total Enrollment	823	436	378

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	**Number of Students**		
	21-22	**22-23**	**23-24**
Kindergarten	33	12	3
Grade 1	61	12	11
Grade 2	60	31	12
Grade3	61	28	18
Grade 4	53	24	18
Grade 5	58	27	24
Grade 6	49	24	29
Grade 7	69	38	29
Grade 8	63	44	40
Grade 9	69	25	38
Grade 10	76	52	41
Grade 11	96	52	58
Grade 12	75	67	57
Total Enrollment	823	436	378

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
English Learners	175		62	7.3%	21.3%	16.4%
Fluent English Proficient (FEP)	160		67	18.6%	19.4%	17.7%

School and Student Performance Data
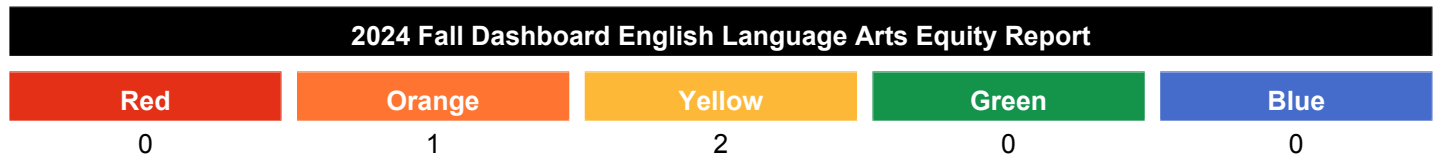
Student Population

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2023-24 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
378	**92.3%**	**16.4%**	**1.1%**
Total Number of Students enrolled in Desert Learning Academy.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	62	16.4%
Foster Youth	4	1.1%
Homeless	11	2.9%
Socioeconomically Disadvantaged	349	92.3%
Students with Disabilities	42	11.1%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	26	6.9%
American Indian	4	1.1%
Asian	2	0.5%
Filipino	7	1.9%
Hispanic	265	70.1%
Two or More Races	11	2.9%
Pacific Islander	1	0.3%
White	62	16.4%

Conclusions based on this data:

1. Desert Learning Academy continues to serve a burgeoning population of English Learners via integrated and designated supports. ELAC meetings take place monthly to advocate for the needs of English Learners, and

provide feedback to SSC and site leadership on the needs of ELs. Due to the fact that DLA is a school of choice, students identified as English Learners transition in and out of the program making it very difficult to monitor cohort improvement.

2. DLA experienced a significant decline in student enrollment for the 24/25 school year. The migration of students in and out of the program triggered Equity Multiplier revenues that will be used to address mathematics proficiency deficits during the 25/26 school year.

3. During the 23/24 school year, DLA served a total of 42 students with diabilities. When a student on an IEP applies to attend DLA, a transition meeting is completed to determine educational benefit for the student. Frequently it is determined that DLA is not able to meet the service needs of students due to its limited resources.

School and Student Performance Data

Overall Performance

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Orange	**Graduation Rate** Green	**Suspension Rate** Green
Mathematics Yellow	**Chronic Absenteeism** Red	
English Learner Progress Yellow		
College/Career Orange		

Conclusions based on this data:

1. The current time value attendance reconciliation system has accurately reported attendance (based on work completion and submisttion) for students enrolled in Independent Studies (grades 7-12) yielding an excellent overall attendance rate and very low chronic absenteeism rate for the 23/24 school year. This was not the case for students enrolled in grades 1-5 where attendance is captured using the daily attendance accounting method. 23% of students in the Home and Hospital program and virtual learning programs were identified as chronically absent from instruction.

2. Academic indicators: During the 23/24 school year the percentage of students identified as English Learners who made progress towards English Language proficiency increased by 6.1% to 44%. This increase is largely attributed to ELPAC preparation and designiated ELD classes for all English Learners in the school's master schedule.

3. Academic indicators: During the 23/24 school year, mathematics proficiency at DLA significantly increased by 14.3 points to 83 points below standard for the all student group. English Learner mathematics proficiency increased by almost 60 points representing a significant increase.

School and Student Performance Data

Academic Performance
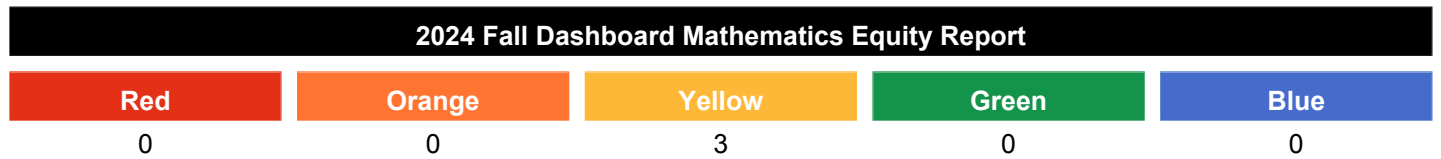## English Language Arts

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	1	2	0	0

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		

All Students	**English Learners**	**Long-Term English Learners**
Orange	Yellow	No Performance Color
20.5 points below standard	42.9 points below standard	80.7 points below standard
Maintained 0.9 points	Increased 44.4 points	Increased 49.5 points
170 Students	30 Students	11 Students

Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Orange
Less than 11 Students	Less than 11 Students	22.1 points below standard
		Declined 3.9 points
1 Student	3 Students	161 Students

Students with Disabilities	African American	American Indian
No Performance Color	No Performance Color	No Performance Color
163.9 points below standard	102.8 points below standard	Less than 11 Students
Increased 39.6 points	Declined 37.2 points	
20 Students	13 Students	2 Students

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Yellow
Less than 11 Students	Less than 11 Students	22.3 points below standard
		Increased 13.3 points
1 Student	4 Students	121 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	No Performance Color
Less than 11 Students	0 Students	37.4 points below standard
		Declined 61.2 points
1 Student		32 Students

Conclusions based on this data:

1. Designated and integrated ELD instruction was delivered via the Edgenuity LMS(integrated) and direct instruction (designated) during the 2023/24 school year using district adopted StudySync curriculum. Students identified as English Learners recorded an increase of 44.4 points to 42.9 points below standard. This significant increase is attributed to rigorous designated ELD instruction and ELPAC preparation classes.

2. There was a significant increase in Language Arts proficiency for students identified as Long Term English Learners (LTELs). LTELs proficiency increased by 49.5 points to 80.7 points below standard. Again this is attributed to high quality rigorous integrated English Language Development instruction and consolidated ELPAC preparation.

3. There was a significant increase in Language Arts proficiency for students with disabilities. SWD proficiency increased by 39.6 points to 163.9 points below standard. This is attributed to instructional support being provided to students by DLA's special education team during Specialized Academic Instruction (SAI) time each week and during whole group instruction.

School and Student Performance Data

Academic Performance
Mathematics

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	3	0	0

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Yellow	Yellow	No Performance Color
83.0 points below standard	83.7 points below standard	165.5 points below standard
Increased 14.3 points	Increased 59.2 points	Increased 48.5 points
169 Students	30 Students	11 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Yellow
Less than 11 Students	Less than 11 Students	84.3 points below standard
		Increased 9.5 points
1 Student	3 Students	160 Students

Students with Disabilities	African American	American Indian
No Performance Color	No Performance Color	No Performance Color
177.3 points below standard	138.0 points below standard	Less than 11 Students
Increased 49.3 points	Declined 23.5 points	
20 Students	13 Students	2 Students

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Yellow
Less than 11 Students	Less than 11 Students	88.6 points below standard
		Increased 17.7 points
1 Student	4 Students	120 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	No Performance Color
Less than 11 Students	0 Students	89.0 points below standard
		Declined 16.5 points
1 Student		32 Students

Conclusions based on this data:

1. For the all students group there was an increase of 14.3 points to 83 points below standard in mathematics achievement.

2. For students identied as English Learners there was a significant increase in mathematics proficiency with an increase of 59.2 points to 83.7 points below standard. Integrated and designated instruction within the master schedule for English Learners has contributed to this success as well as strategic ELPAC support in the four domains of language development.

3. For student on Indiviualized Education Plans (IEPs), there was a significant increase in student performance with an increase of 49.3 points to 177.3 points below standard. Specialized Academic Instruction (SAI) and a coteach hybrid classroom has contributed to this success for students with disabilities.

School and Student Performance Data

Academic Performance
English Learner Progress

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.
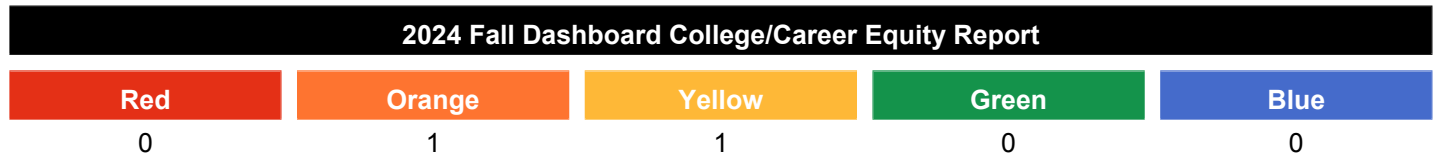
The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	**Long-Term English Learner Progress**
Yellow	Orange
44.4% making progress.	40% making progress.
Number Students: 63 Students	Number Students: 40 Students

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2024 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	**Maintained ELPI Level 1, 2L, 2H, 3L, or 3H**	**Maintained ELPI Level 4**	**Progressed At Least One ELPI Level**
17.5%	38.1%	0%	44.4%

Conclusions based on this data:

1. English Learner Progress Indicator (ELPI) data reflects that 44.4% of students have made satisfactory progress in their language development skills. This is attributed to designated and integrated ELD instruction in the master schedule and ELPAC preparation classes provided on Saturdays during February and March 2024.

2. English Learners made significant progress in mathematics proficiency (increase of 59.2 points) and language arts proficiency (increase of 44.4 points). Again this increase is attributed to designated instruction during the school year in the DLA master schedule.

3. Long Term English Learners made significant progress in Language Arts proficiency (increase of 49.5 points) and mathematics proficiency (increase of 48.5 points). This significant increase in content mastery is attributed to designated and integrated ELD instruction.

School and Student Performance Data

Academic Performance
College/Career Report

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard College/Career Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	1	1	0	0

Explore information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Orange	No Performance Color	No Performance Color
17.5 Prepared	Less than 11 Students 0	Less than 11 Students 0
Maintained 1.8		
57 Students	5 Students	4 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Yellow
Less than 11 Students 0	Less than 11 Students 0	18.2 Prepared
		Increased 2.1
2 Students	3 Students	55 Students

Students with Disabilities	African American	American Indian
No Performance Color	No Performance Color	No Performance Color
Less than 11 Students 0	Less than 11 Students 0	Less than 11 Students 0
4 Students	1 Student	3 Students

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Orange
Less than 11 Students 0	0 Students	13.5 Prepared
		Declined 7.2
1 Student		37 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	No Performance Color
Less than 11 Students 0	0 Students	27.3 Prepared
		Increased 17.3
4 Students		11 Students

Conclusions based on this data:

1. There are two subgroups of students attending DLA that contributed to the change in college and career preparedness as measured by the college and career indicator (CCI). These groups include Hispanic and socioeconomically disadvantaged students. Hispanic students saw a 7.2% point decrease, and socioeconomically disadvantaged studens saw a 2.1 point increase - reflecting indicator colors of orange and yellow respectively.

2. Despite the provision of California Technical Education (CTE) pathways, a total of 13 students enrolled in the CTE courses. In addition only six students enrolled in AP classes during the 23/24 school year. DLA provided education around a-g requirements to both parents and students which did not contribute significantly to an increase in a-g compliance. This impacted the overall CCI for DLA.

3. One student attending DLA did earn the State Seal of Biliteracy and was recognized at the high school commencement ceremony in May 2024.

School and Student Performance Data

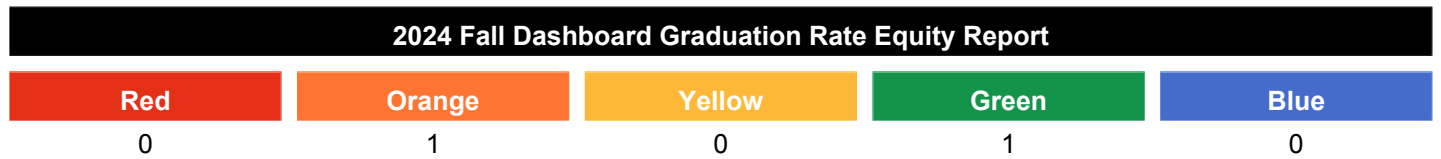## Academic Engagement
Graduation Rate

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Graduation Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	1	0	1	0

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2024 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Green	No Performance Color	No Performance Color
82.8% graduated	Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy
Increased 4.1%	5 Students	4 Students
58 Students		
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Green
Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy	81.8% graduated
2 Students	3 Students	Increased 2.5%
		55 Students

Students with Disabilities	African American	American Indian
No Performance Color	No Performance Color	No Performance Color
Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy
5 Students	1 Student	3 Students

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Orange
Fewer than 11 students - data not displayed for privacy	0 Students	81.1% graduated
1 Student		Declined 3.8%
		37 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	No Performance Color
Fewer than 11 students - data not displayed for privacy	0 Students	91.7% graduated
4 Students		Increased 21.7%
		12 Students

Conclusions based on this data:

1. Graduation rate data for DLA reflects the following: There was an increase of 4.1% for the all student group; an increase of 2.5% for socioeconomically disadvantaged students; a decrease of 3.8% for HIspanic students; and an increase of 21.7% for white students.

2. The Graduation Rate Indicator is a key performance metric on the California School Dashboard, reflecting the percentage of students who graduate within a specified timeframe. This indicator Desert Learning Academy and Palm Springs Unified School Distrct identify areas for improvement and track progress over time.

3. Often students enroll at DLA who are significantly credit deficient. Every effort is made to educate students and parents on the rigorous nature of Edgenuity and the demands that will be required of students who are significantly deficient in credits. Despite these clear expectations students enroll and struggle to complete classes earing the necessary classes to graduate after the fourth year of high school.

School and Student Performance Data

Conditions & Climate
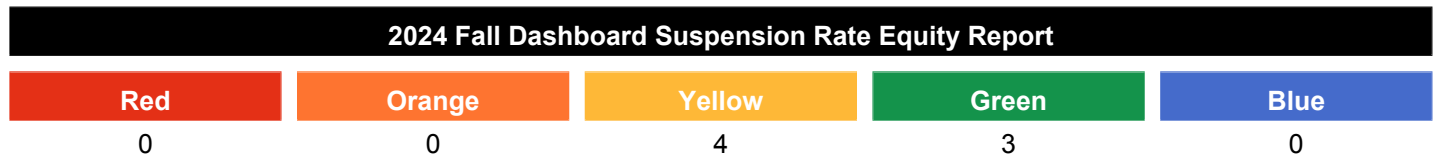## Suspension Rate

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	4	3	0

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Green	Green	Yellow
0.9% suspended at least one day	0.9% suspended at least one day	1.5% suspended at least one day
Increased 0.9%	Increased 0.9%	Increased 1.5%
579 Students	106 Students	68 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Green
Fewer than 11 students - data not displayed for privacy	7.4% suspended at least one day	0.9% suspended at least one day
	Increased 7.4%	Increased 0.9%
9 Students	27 Students	533 Students

Students with Disabilities	African American	American Indian
Yellow	Yellow	No Performance Color
1.5% suspended at least one day	2.4% suspended at least one day	Fewer than 11 students - data not displayed for privacy
Increased 1.5%	Increased 2.4%	
65 Students	42 Students	5 Students

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Green
Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy	0.5% suspended at least one day
		Increased 0.5%
2 Students	9 Students	413 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Yellow
0% suspended at least one day	Fewer than 11 students - data not displayed for privacy	1.1% suspended at least one day
Maintained 0%		Increased 1.1%
16 Students	1 Student	91 Students

Conclusions based on this data:

1. Contributing factors to the low suspension rate are the current hybrid learning platform that requires students to attend campus once each week and clear expectations for hybrid learning outlined in each of the course independent studies courses.

2. Homeless and foster student enrollment numbers for DLA were eleven and four respectively. When a student included in this subgroup is suspended there is a significant increase in the percentage which is reflected above in the 7.4% increase.

3. Panorama survey feedback from students and teachers reflect a high safety rating for the DLA campus.

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Annual Review and Update

SPSA Year Reviewed: 2024-25

Goal 1 – Increased Academic Achievement

Desert Learning Academy will conduct an annual review of the hybrid learning program to ensure parity with the traditional school courses and content.
By June 2025 DLA will increase on time course completion by 5%, maintain chronic absenteeism at less than 20%, improve overall mathematics proficiency by 8% and improve overall language arts proficiency by 6%.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes				Actual Outcomes			

California School Dashboard - Academic Indicator for English Language Arts
All Students (ALL)
English Learners (EL)
Hispanic (Hisp)
African American (AA)
Socioeconomically Disadvantaged (SED)
Students with Disabilities (SWD)

Expected Outcomes:

St. Group	Color	DFS/Percentage	Change
All	Green	11 points below standard	Increase +10
EL	Yellow	81.3 points below standard	Increase +6
Hisp	Green	25.6 points below standard	Increase +10
AA	No data	N/A	N/A N/A
SED	Green	10.2 points below standard	Increase +8
SWD	No data	N/A	N/A N/A

Actual Outcomes:

St. Group	Color	DFS/Percentage	Change
All	Orange	20.5 points below standard	Maintained 0.9 points
EL	Yellow	42.9 points below standard	Increased 44.4 points
Hisp	Yellow	22.3 points below standard	Increased 13.3 points
AA	No Performance Color	102.8 points below standard	Declined 37.2 points
SED	Orange	22.1 points below standard	Declined 3.9 points
SWD	No Performance Color	163.9 points below standard	Increased 39.6 points

California School Dashboard - Academic Indicator for Mathematics
All Students (ALL)
English Learners (EL)
Hispanic (Hisp)
African American (AA)
Socioeconomically Disadvantaged (SED)

Expected Outcomes:

St. Group	Color	DFS/Percentage	Change
All	Yellow	91.3 points below standard	Increase +6
EL	Orange	128 points below standard	Increase +15
Hisp	Orange	91.2 points below standard	Increase +15

Actual Outcomes:

St. Group	Color	DFS/Percentage	Change
All	Yellow	83.0 points below standard	Increased 14.3 points
EL	Yellow	83.7 points below standard	Increased 59.2 points
Hisp		88.6 points below standard	Increased 17.7 points

Metric/Indicator	Expected Outcomes	Actual Outcomes

Students with Disabilities (SWD)

AA	No data	N/A	N/A N/A
SED	Green	83.8 points below standard	Increase +10
SWD	No data	N/A	N/A N/A

Actual Outcomes (SWD):

AA	Yellow / No Performance Color	138.0 points below standard	Declined 23.5 points
SED	Yellow	84.3 points below standard	Increased 9.5 points
SWD	No Performance Color	177.3 points below standard	Increased 49.3 points

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California Science Test - Percent of Students Who Meet or Exceed Standard High School –

Expected Outcomes:
California Science Test - Percent of Students Who Meet or Exceed Standard High School – Increase to 28% of students will Meet or Exceed Standards

Actual Outcomes:
California Science Test (CAST)
All students- 18.88% of students met or exceeded standards for science.
Grade 5- 9.68% of students met or exceeded standards for science
Grade 8- 17.14% of students met or exceeded standards for science
Grade 10- 19.15% of students met or exceeded standards for science.

California School Dashboard - English Learner Progress Indicator (ELPI)

Expected Outcomes:

	Color	DFS/Percentage	Change
English Learner Progress Indicator	Green	44.3 points above standard	Increase 6%

Actual Outcomes:

	Color	DFS/Percentage	Change
English Learner Progress Indicator	Yellow	44.4%	4 6.1

English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate

Expected Outcomes:
English Learner Redesignated Fluent English Proficient (RFEP)
Reclassification Rate - 6% Growth

Actual Outcomes:
English Learner Redesignated Fluent English Proficient (RFEP)
Reclassification Rate - 16.4%

California School Dashboard - Graduation Rate Indicator
All Students (ALL)
English Learners (EL)
Hispanic (Hisp)
African American (AA)
Socioeconomically Disadvantaged (SED)
Students with Disabilities (SWD)

Expected Outcomes:

St. Group	Color	DFS/Percentage	Change
All	Yellow	83.7%	Increase +5
EL	No data available	N/A	N/A
Hisp	Green	89.9%	Increase +5

Actual Outcomes:

St. Group	Color	DFS/Percentage	Change
All	Green	82.8% graduated	Increased 4.1%
EL	No Performance Color		Fewer than 11 students - data not displayed for privacy

Metric/Indicator	Expected Outcomes				Actual Outcomes			
	AA	No data	N/A	N/A N/A	Hisp	Orange	81.1% graduated	Declined 3.8%
	SED	Yellow	84.3%	Increase +5	AA	No Performance Color		Fewer than 11 students - data not displayed for privacy
	SWD	No data	N/A	N/A N/A	SED	Green	81.8% graduated	Increased 2.5%
					SWD	No Performance Color		Fewer than 11 students - data not displayed for privacy

Metric/Indicator	Expected Outcomes				Actual Outcomes			
College and Career Indicator (CCI) All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with disabilities (SWD)	St. Group	Color	DFS/Percentage	Change	St. Group	Color	DFS/Percentage	Change
	All	3 out of 5 (35% prepared)	25 prepared	Increase I cell bar	All	Orange	17.5 Prepared	Maintained 1.8
	EL	No data	N/A	N/A N/A	EL	No Performance Color		Less than 11 Students 0
	Hisp	3 out of 5 (35% prepared)		Increase 1 cell bar	Hisp	Orange	13.5 Prepared	Declined 7.2
	AA	No data	N/A	N/A N/A	AA	No Performance Color		Less than 11 Students 0
	SED	3 out of 5 (35% prepared)		Increase 1 cell bar	SED	Yellow	18.2 Prepared	Increased 2.1
	SWD	No data		N/A N/A	SWD	No Performance Color		Less than 11 Students 0

Metric/Indicator	Expected Outcomes	Actual Outcomes
UC and/or CSU Entrance Requirement Completion Rate All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED)	UC and/or CSU Entrance Requirement Completion Rate All Students (ALL) - 2% increase English Learners (EL) - 2% increase Hispanic (Hisp) - 2% increase African American (AA) - 2% increase Socioeconomically Disadvantaged (SED) - 2% increase	UC and/or CSU Entrance Requirement Completion Rate All Students (ALL) - 82.5% English Learners (EL) - No data available. Hispanic (Hisp) - 80.1% African American (AA) - No data available. Socioeconomically Disadvantaged (SED) - No data available. Students with Disabilities (SWD) - No data available.

Metric/Indicator	Expected Outcomes	Actual Outcomes
	Students with Disabilities (SWD) - 2% increase	
Career Technical Education (CTE) Program Completion Rate	Career Technical Education (CTE) Program Completion Rate Reports completion of all CTE program required coursework with a C+ or better grade in each course - 2% increase	Career Technical Education (CTE) Program Completion Rate Reports completion of all CTE program required coursework with a C+ or better grade in each course - 2% increase
Advanced Placement (AP) Test Results Reported as percent of students passing one or more AP exam with a score of 3 of higher. All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED)	Advanced Placement (AP) Test Results Reported as percent of students passing one or more AP exam with a score of 3 of higher. All Students (ALL)- Increase 5% annually until meeting district average. English Learners (EL)- Increase 5% annually until meeting district average. Hispanic (Hisp)- Increase 5% annually until meeting district average. African American (AA)- Increase 5% annually until meeting district average. Socioeconomically Disadvantaged (SED)- Increase 5% annually until meeting district average.	Advanced Placement (AP) Test Results Reported as percent of students passing one or more AP exam with a score of 3 of higher. All Students (ALL)- 100% English Learners (EL)- No data available. Hispanic (Hisp)- 100% African American (AA)- Np data available. Socioeconomically Disadvantaged (SED)- 100%
3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results. All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results. All Students (ALL)- 4% increase. English Learners (EL)- 4% increase. Hispanic (Hisp)- 4% increase. African American (AA)- N/A Socioeconomically Disadvantaged (SED)- 4% increase Students with Disabilities (SWD)- N/A	3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results. All Students (ALL)- 42.11% of students met standards. English Learners (EL)- No data available. Hispanic (Hisp)- No data available. African American (AA)- No data available. Socioeconomically Disadvantaged (SED)- No data available. Students with Disabilities (SWD)- No data available.
8th Grade Smarter Balanced Assessment Consortium Mathematics (SBAC Math) Results. All Students (ALL)	8th Grade Smarter Balanced Assessment Consortium All Students- Increase student achievement by 4% to total 35% of the student to meet or exceed standards	8th Grade Smarter Balanced Assessment Consortium Mathematics (SBAC Math) Results. All Students (ALL)- 10% of students met or exceeded standards.

Metric/Indicator	Expected Outcomes	Actual Outcomes
English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)		English Learners (EL)- No data available Hispanic (Hisp)- 11.54% met or exceeded standards. African American (AA)- No data available. Socioeconomically Disadvantaged (SED)- No data available Students with Disabilities (SWD)- No data available.
Williams Textbook/Materials Compliance	Williams Textbook/Materials Compliance maintain 100% compliance - Maintain	Williams Textbook/Materials Compliance maintain 100% compliance - Maintained.

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Students will be able to complete 95% of their assigned courses and coursework during the assigned term using Desert Learning Academy's hybrid learning platform by; (a) creating a change in the intake procedure to include in person parent orientations with lead teachers, (b) structure students' courses to correlate with attendance collection, (c) ensure the online course system allows parent communication structures, (d) communicating course completion at the end of each session,(e) and hold monthly parent meetings. DLA will Include student gap analysis during the orientation process then schedule on-campus time and parent meeting requirements.	EDGE coaching professional development was provided to all teachers including new staff members to the DLA learning community. PD was provided by Mr. Brad Ward- EDGE consultant. There were three whole staff PD sessions in August, December and January. The essential components of the Learning Coach model were clearly established at the beginning of the school year and feedback provided to teachers using Progress Advisor during informal classroom walk throughs. The SeeSaw licenses were purchased as planned and all three elementary teachers use the application to deliver digital content during virtual learning instruction.	Edge Coaching for all DLA classoom teachers focused on the implementation of the student centric mentor model. Self reported grades and the artiuclation of student expectations and goal setting have an overall effecect size (influence on learning) of 1.44 as reported by Hattie (2009) in the seminal publication Visible Learning: A synthesis of over 800 meta-analyses relating to achievement. The EDGE coaching model provides all DLA students with the opportunity to meet with a trusted adult to plan, implement, and review goals, develop congnitive functioning skills specifically around organization and planning.	EDGE Foundation 5000-5999: Services And Other Operating Expenditures Title I 8500.00

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Accountability metrics that will be used to determine the effectiveness of this strategy/activity include the following: In person orientation sign in logs, Edgenuity course completion reports, parent meeting logs and minutes, Edgenuity student progress reports and session logs, and student learning outcome attainment data via Edge coaching student portfolios.	The informed K12 contract was purchased as planned. All DLA governance documents are prepared and disseminated using Informed K12. These include: (a) the Master Agreement; (b) Reengagement contracts; (c) AP contract; and (d) Teacher Home and Hospital Orientations. Additional funds were allocated to extend the contract duration to include fiscal year beginning and end- July 1-June 30 each year.	5000-5999: Services And Other Operating Expenditures Title I 8500	
		Seesaw is the leading learning experience platform developed specifically for PreK-6 students. Seesaw combines instructional tools, standards-aligned lessons, student portfolios, and inclusive communication features that bring learning to life. PSUSD has discontinued the district subscription effective 06.30.24. DLA teachers use SeeSaw to disseminate informatioin to students in the virtual classroom. Industry-leading third-party LearnPlatform has validated Seesaw as an ESSA Tier III evidence-based intervention, demonstrating evidence of Seesaw usage and improved student outcomes. Seesaw has earned two highly regarded product certifications for Research-Based Design for Instructional Learning Products and Learner Variability from Digital Promise, demonstrating Seesaw's commitment to providing equitable, research-backed learning experiences for every learner to reach their full potential.	SeeSaw Corporation 4000-4999: Books And Supplies Title I 2500.00

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Awarded the ISTE Seal of Alignment. Grounded in learning science research and based on practitioner experience, the ISTE Standards ensure that using technology for learning can create high-impact, sustainable, scalable, and equitable learning experiences for all learners 4000-4999: Books And Supplies Title I 2500	
		Informed K12- Annual Contract for Customized E Forms This annual license provides DLA with the ability to customize a wide variety of documents including master agreements, probation contracts, AP contract, MTSS notification informational letters to parents and students. 5800: Professional/Consulting Services And Operating Expenditures LCFF 5000	Informed K12 5800: Professional/Consulting Services And Operating Expenditures LCFF 7000.00
Students will demonstrate mastery on academic standards as presented by site, district, and state with specific focus Mathematics increasing normed scores 6% annually by; Students will take one math course per session. Each session will have a math lab to support that class, Students will improve their	ALEKS: For the first time ALEKS licenses to students as they were included in the new Mc Graw Hill mathematics adoption. All DLA high school students are required to complete their routine Knowledge Checks and complete their prescribed intervention work. Each student receives course credit for completing this work, so it	ALEKS is an adaptive, online math program that uses artificial intelligence and open-response questioning to identify precisely what each student knows and doesn't know. ALEKS licenses are now included in the new district second mathematics	McGraw Hill Education 0000: Unrestricted None Specified 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
CAASPP score to show mastery on mathematics standards, provide math interventions daily, and use online adaptive math program to support filling gaps in students' understanding. Accountability metrics that will be used to determine the effectiveness of this strategy/activity include the following: PSUSD STAR benchmark data reports, CAASPP summative assessments, Short Cycle Assessment pre and post data reports, and ALEKS student progress reports.	is an integral component of their Edgenuity mathematics course and subsequent grade. Short Cycle Assessment and Alignment Extra Duty: High school mathematics and language arts teachers were compensated for extra duty work related to the creation of short cycle assessments in Edgenuity, Mid-Quarter and Quarter mathematics assessments in School City, and Edgenuity course alignment work to prepare for the 25/26 school year. Not all funds set aside were utilized so the allocation will be reduced in the 25/26 iteration of the SPSA. ALEKS Stipend: Mr. David Barrios Escamilla left DLA at the beginning of the school year so the stipend was not allocated. Community Outreach Extra Duty Compensation: School Site Council member Mr. Steven Nelson completed the majority of the community outreach work using his extensive network in the Desert Hot Springs area. This work was not compensated so the funds were not utilized.	adoption for 2024 and therefore no funding is tied to this resource. Through truly individualized learning and assessment, ALEKS delivers a personalized learning path on the exact topics each student is most ready to learn. Azcona, D., Hsiao, I. H., & Smeaton, A. F. (2018, June). Modelling math learning on an open access intelligent tutor. In International Conference on Artificial Intelligence in Education (pp. 36-40). Springer, Cham. Raju, A., Nair, M., Nair, A., & Seenivasan, R. (2018, July). Hybrid Learning Environment: Learning Mathematics using ALEKS software. In ICEL 2018 13th International Conference on e-Learning (p. 336). Academic Conferences and publishing limited. C. Lechuga, S. Doroudi. Three Algorithms for Grouping Students: A Bridge Between Personalized Tutoring System Data and Classroom Pedagogy. International Journal of Artificial Intelligence in Education, 2022. J. Matayoshi, H. Uzun. Learning, forgetting, and the correlation of knowledge in knowledge space theory. Journal of Mathematical Psychology, Volume 109, 2022. 0000: Unrestricted	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		None Specified 0	
		Extra duty compensation for teachers for Short Cycle Assessment facilitation. Actions include creating short cycle assessments, data analysis, intervention lesson planning, and post assessment administration and analysis. All 6th, 7th, 8th, 9th, 10th and 11th grade students will participate in Language Arts and Mathematics short cycle assessments very two weeks. Short cycle assessments (SCAs) are a form of formative assessment used to gather real-time data on student learning to inform instructional decisions. Peer reviewed literature outlines the benefits of tutoring coupled with guided practice, and timely targeted feedback on students' performance. Chappuis, J., & Chappuis, S. (2007). The best value in formative assessment. Educational Leadership, 65(4), 14-18. Heritage, M. (2010). Formative assessment: Making it happen in the classroom. Thousand Oaks, CA: Corwin Press. Moss, C. M., & Brookhart, S. M. (2019). Advancing formative assessment in every classroom:	Certificated Staff Members 1000-1999: Certificated Personnel Salaries Title I 5235

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		A guide for instructional leaders (2nd ed.). ASCD. 1000-1999: Certificated Personnel Salaries Title I 9500	
		ALEKS high school coordinator stipend: This stipend compensates DLA lead high school mathematics teacher David Barrios Escamilla for the management of the ALEKS database, allocation of student licenses, and updating of master student progress file that is shared with all high school lead teachers every two weeks. 1000-1999: Certificated Personnel Salaries Title I 1200	Mr. David Barrios Escamilla. 1000-1999: Certificated Personnel Salaries Title I 0.0
		Certificated extra duty compenstion for community outreach efforts related to English Learner mathematics competency and improved literacy. Actions will include extra duty to attend parent education evenings, and community outreach efforts, 1000-1999: Certificated Personnel Salaries Title I 2504	Certificated staff members 1000-1999: Certificated Personnel Salaries Title I 1785
DLA will provide high quality art elective classes to all high school	Mr. Charlie Ciali provided an a-g approved print making and	Charlie Ciali- High School Art Teacher. Visual and Performing	Charlie Ciali

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
students. High school students will be able to earn high school elective credit for course completion. A Visual and Performing Arts (VAPA) virtual elective will be provided for all high school students to satisfy the 'F' a-g requirement. DLA admin and counseling staff monitor a-g compliance via the internal FAR compliance report and routine monthly student transcript analyses. Accountability metrics that will be used to determine the effectiveness of this strategy/activity include the following: PSUSD internal FAR a-g compliance report, student transcript reviews, VAPA course high-school enrollment and attendance data.	ceramics art class to all high school students on Wednesdays during the current school year. To date 15 students have participated in the class and have fulfilled the f requirement for a-g compliance. This aligns directly with DLAs strategic work in improving the percentage of students who are adequately prepared for college and career as measured by the College and Career Indicator.	Arts elective will be provided to all 9th, 10th, 11th, and 12th grade students. This will meet the 'F' VAPA a-g elective for all high school students taking the course. Peer reviewed research on high school art instruction validates its impact on student learning, creativity, and overall student development. Hetland, L., Winner, E., Veenema, S., & Sheridan, K. M. (2007). Studio thinking: The real benefits of visual arts education. Teachers College Press. Burton, J. K. (2015). Arts integration in high school: Research snapshots. Kennedy Center for the Performing Arts. Winner, E., Goldstein, T. R., & Vincent-Lancrin, S. (2013). Art for art's sake? The impact of arts education. Educational Research and Innovation, OECD Publishing. Darts, D. (2004). Art education and the brain. Art Education, 57(3), 47-52. 5800: Professional/Consulting Services And Operating Expenditures Title I 14000	5800: Professional/Consulting Services And Operating Expenditures Title I 14000

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
DLA will increase career and college academic options for high school students including dual-enrollment in college level courses, Advanced Placement classes, work experience, a-g compliance, and State Seal of Biliteracy attainment. The internal FAR report will be used monthly to carefully monitor a-g compliance. DLA will increase the percentage of students who are a-g compliant to 40% for current juniors by May 2025. DLA will increase the percentage of students taking AP courses by 15%. Accountability metrics that will be used to determine the effectiveness of this strategy/activity include the following: Enrollment and attendance data for AP courses and dual enrollment in college courses, and PSUSD internal FAR a-g compliance report.	Field trip to University of San Deigo is scheduled for Friday May 1, 2025 so the actual number of students who participated and the actual costs of the trip are to be determined.	Field trips to local colleges and universities; Bus charter and related expenses. Field trips are open to all middle and high school students and serve to provide real-life context to career and college experiences and opportunties. Students have the opportunity to visit local college campuses, meet representatives from different careers and professions. Field trips provide real life application for students interested in attending college, and/or entering different vocational programs. 5000-5999: Services And Other Operating Expenditures LCFF 3060	First Student Transportation 5000-5999: Services And Other Operating Expenditures LCFF TBD
100% of all middle and high school students enrolled in Language Arts, World History, Civics, Economics, and US History will submit their course essay submissions to My Access until a holistic score of 3.0 is attained with associated feedback before submitting them to Edgenuity. The goal is to Increase student feedback on written prompts to insure growth in the five domains	Essays submitted by high school students during the school year were scored on a four point rubric. There were a total of 558 essay submissions to date in response to 63 assignments. Reports indicate that punctuation, spelling, clause errors, and subject-verb agreement were the most common areas of concern.	MY Access is a cloud based writing development solution that utilizes artificial intelligence and linguistic technologies to bring wide-scale differentiated instruction to the writing process. Educators can make timely, data-driven decisions for successful differentiated instruction and motivate students to write more	Vantage Learning 5000-5999: Services And Other Operating Expenditures Title I 5796

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
of writing: Focus and Meaning, Content and Development, Organization Language Use, Voice, and Style Mechanics and Conventions. Accountability metrics that will be used to determine the effectiveness of this strategy/activity include the following: Weekly submission data reports (by teacher and grade) from My Access outlining student scores, frequency of submission, numbers of submissions, and data of submissions; Staff sign in rosters for My Access professional development rosters.		frequently by providing them with immediate feedback. Students learn to write by writing frequently. Contrary to the popular phrase, in the context of learning to write, practice does not make perfect: practice makes permanent. Studies consistently show that the amount of writing that students complete is positively related to tests of writing ability (Cotton, 1988; Boersma, Dye, Hartmann, Herbert, & Walsh, 1997; Coe, Keys, Meehan,Orletsky, Lewis, Rigney, et al., 1999; Chircop, 2005; Graves, 2013). Writing-intensive programs that require multiple drafts and a high volume of written work, such as those using writing portfolios or software to leverage success in writing, have been particularly effective in increasing writing aptitude across a wide range of students of varying abilities (Boersma et al.,1997; Chircop, 2005). Douglas Reeves (2002), founder of the Leadership and Learning Center, states that "when students write more frequently, their ability to think, reason, analyze, communicate, and perform on tests will improve." (p. 5). The best schools have frequent assessments and multiple opportunities for students to succeed. The most common	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		characteristic of these high-performing schools is that they have an ongoing writing performance assessment and feedback program (Hattie, 2012). 5000-5999: Services And Other Operating Expenditures Title I 5796	
DLA teachers will be provided with high-quality relevant professional development opportunities to enhance hybrid learning structures by attending a variety of different conferences including Computer Using Educators (CUE), California Consortium on Independent Studies Conference, and ISTE technology conference. The focus will be on developing teacher technology skills and enhancing teaching and learning modalities in the hybrid learning environment. Accountability metrics that will be used to determine the effectiveness of this strategy/activity include the following: Student learning outcome attainment data (technology, communication, and critical thinking); student survey feedback regarding technology skills and executive functioning; EDGE coaching student portfolios;	Computer Using Educators conference: All Desert Learning Academy teachers attended the Computer Using Educators conference on Friday March 21, 2025. On Friday March 28, 2025, a best practices showcase was hosted on the DLA campus for teachers to share their ideas and new learning from the conference. The feedback and suggestions from this synthesis were shared with the School City Council on April 23, 2025 and some technology applications were proposed using site allocations. Consortium of Independent Studies: Dr. Grainger and Mr. Roberto Wheaton attended this conference in San Franciso at the end of February 2025. This intense two-day conference provides insight and recent legislative changes in that impact Independent Studies programs in	20 DLA teachers will attend the Computer Using Educators Conference in Palm Springs-March 2025. The impact of ongoing professional development for classroom teachers with a focus of integrating technology is well documented in peer-reviewed literature. Watson, G. (2006). Technology Professional Development: Long-Term Effects on Teacher Self-Efficacy. Journal of Technology and Teacher Education, 14(1), 151-166. Chesapeake, VA: Society for Information Technology & Teacher Education. Retrieved May 3, 2024 from https://www.learntechlib.org/primary/p/5320/. Lawless, K. A., & Pellegrino, J. W. (2007). Professional Development in Integrating Technology Into Teaching and	Computer Using Educators (CUE) 5800: Professional/Consulting Services And Operating Expenditures Title I 7900

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
teacher survey feedback; CUE conference debrief showcase.	California. Resources were shared with the DLA staff via the weekly bulletin. It was established during the conference that DLA was not compliant with Physical Education requirements. For the 25/26 school year all Independent Studies students will be required to compete PE course work in Edgenuity in addition to maintain a PE log. California Technical Education conference: Due to the fact this conference closed to registration early, funds were not allocated and no members of the DLA learning community attended. ISTE Conference: This conference is scheduled for July 2025. Ms. Ursula Fabiano will be attending the conference and will share findings at the beginning of the 25/26 school year.	Learning: Knowns, Unknowns, and Ways to Pursue Better Questions and Answers. Review of Educational Research, 77(4), 575-614. https://doi.org/10.3102/00346543 07309921 5800: Professional/Consulting Services And Operating Expenditures Title I 7500	
		California Consortium on Independent Studies Conference- San Francisco 5800: Professional/Consulting Services And Operating Expenditures Title I 4200	California Consortium of Independent Studies 5800: Professional/Consulting Services And Operating Expenditures Title I 6425
		California Technical Educators Conference Sacramento 5800: Professional/Consulting Services And Operating Expenditures Title I 3200	N/A 5800: Professional/Consulting Services And Operating Expenditures Title I 0.00
		ISTE technology Conference. Two DLA teachers will attend the ICTE conference that will take place in July 2025. The impact of ongoing	ISTE 5800: Professional/Consulting Services And Operating Expenditures Title I 3200

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		professional development for classroom teachers with a focus of integrating technology is well documented in peer-reviewed literature. Watson, G. (2006). Technology Professional Development: Long-Term Effects on Teacher Self-Efficacy. Journal of Technology and Teacher Education, 14(1), 151-166. Chesapeake, VA: Society for Information Technology & Teacher Education. Retrieved May 3, 2024 from https://www.learntechlib.org/primary/p/5320/. Lawless, K. A., & Pellegrino, J. W. (2007). Professional Development in Integrating Technology Into Teaching and Learning: Knowns, Unknowns, and Ways to Pursue Better Questions and Answers. Review of Educational Research, 77(4), 575-614. https://doi.org/10.3102/003465430 7309921 5800: Professional/Consulting Services And Operating Expenditures Title I 3200	
		Professional development supplemental to the PSUSD Edgenuity contract. New teachers to the DLA learning community will be provided with a two hour professional development	Imagine Learning: Edgenuity 5800: Professional/Consulting Services And Operating Expenditures Title I 0.00

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		focused on teacher permissions, program structures, and course management. 5800: Professional/Consulting Services And Operating Expenditures Title I 1000	
DLA will Increase the Mathematics proficiency of all English Learners and Hispanic students by 8%. All DLA students identified as English Learners and/or Hispanic will be provided with additional mathematics intervention time using DLA's hybrid learning platform. Actions will focus vocabulary development, the use of manipulatives to bridge from conceptual to abstract learning, the use of real-life mathematics applications, language support, cultural Relevance, technology integration, and heterogeneous collaborative learning. Accountability metrics that will be used to determine the effectiveness of this strategy/activity include the following: Short cycle pre and post assessment data by student sub-group, interim STAR benchmark data reports by student sub-group, and summative CAASPP mathematics assessment data.	Math proficiency for English Learners increased significantly by 59.2 points in 2024. During the 2024/25 school year, English learner students were assigned to hybrid mathematics and language arts classes according to their current grade level. An additional high school mathematics teacher was also hired in July 2024 using Equity Multiplier funds which has increased the amount of support available to high school students. During designated ELD classes the focus has been on academic discourse, collaboration, and real-world content applications.	Provide designated Mathematics support for all English Learners within the confines of the DLA Independent Studies schedule for 2024/25. None Specified None Specified 0.00	Designated and Integrated mathematics support. None Specified None Specified 0.00

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
DLA will Increase the overall proficiency of identified English Learners on the English Language Proficiency Assessments for California (ELPAC) by 8%. All students identified as English Learners will be provided with designated English Language Development (ELD) instruction during the school day. EL students will be required to participate in preparation classes to ready them for the ELPAC administration in February 2025. Actions will include taking ELPAC practice assessments in the four domains of language development, and participating in heterogenous collaborative discuss groups to improve speaking fluency. Accountability metrics that will be used to determine the effectiveness of this strategy/activity include the following: Designated English Language Development (ELD) attendance data; ELPAC practice test data by domain; ELPAC preparation class attendance and pre and post assessment data; STAR interim benchmark data; ELPAC summative student performance data; Mathematics and Language Arts CAASPP student performance data.	All elementary, middle, and high school students were personally invited to participate in Saturday preparation classes for the ELPAC. Classes were held on consecutive Saturdays in February and March 2025. 72% of elementary English Learners attended, and 32% of high school English Learners attended. Middle school students attended the ELPAC preparation classes provided by Raymond Cree Middle School. For the 25/26 iteration of the SPSA LCFF funds will be allocated to fund these interventions however they will be reduced as not all funding was utilized.	ELPAC preparation classes on the DLA campus from November 2024-February 2025. All eligible English Learners will be asked to participate in ELPAC preparation classes.

Research specifically focused on English Language Proficiency Assessment for California (ELPAC) preparation classes may be limited, as the ELPAC is a relatively specific assessment used in California for English language proficiency. However, there is broader research on English language proficiency assessments and preparation programs and the impact on student language aquisition and ELD standards mastery.

Cummins, J. (2008). BICS and CALP: Empirical and theoretical status of the distinction. In Encyclopedia of language and education (Vol. 2, pp. 71-83). Springer.
Droop, M., & Verhoeven, L. (2003). Language proficiency and reading ability in first-and second-language learners. Reading Research Quarterly, 38(1), 78-103.
Hakuta, K., Butler, Y. G., & Witt, D. (2000). How long does it take English learners to attain proficiency? University of | Certificated and classified staff members
1000-1999: Certificated Personnel Salaries
LCFF
3850 |

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		California Linguistic Minority Research Institute. Rivera, C., Vincent, D., & Stansfield, C. W. (2015). Program effectiveness for preparing English learners for academic success. Journal of Research in Education, 25(2), 115-136. 1000-1999: Certificated Personnel Salaries Title I 5000	
Desert Learning Academy will provide high-quality reading instruction to all students enrolled in elementary (grades 1-5) and middle school (grades 6-8). Reading Plus and Read Naturally are the two reading programs that will be implemented for middle school and elementary school respectively. Corresponding licenses will be assigned to each student to support literacy development. Reading intervention time is built into both elementary and middle school schedule during which the licenses will be utilized.	Lexia is a reading program that uses a three-part blended learning model to improve literacy skills in students. It combines individualized online learning activities with teacher-led instruction and progress monitoring. The program adapts to the individual needs of each student, providing personalized learning paths and support when needed. Lexia reading licenses were purchased for all DLA elementary students enrolled in grades 1-5. Each student is required to read daily within the program. Data is routinely analyzed to track student performance. For the 25/26 school year Mr. Teffie Rexall Scott will serve as DLA's Literacy Coach. He will serve as data manager for all Lexia related actions.	Lexia reading curriculum license, 4000-4999: Books And Supplies Title I 2200 Elementary Reading program: 4000-4999: Books And Supplies Title I 1400	Lexia licenses 4000-4999: Books And Supplies Title I 2200 N/A 4000-4999: Books And Supplies None Specified 0

Planned Actions/Services	**Actual Actions/Services**	**Proposed Expenditures**	**Estimated Actual Expenditures**
	Library funds were used to purchase reading materials for all elementary students so the allocated Title funds were not utilized.		

Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Desert Learning Academy (DLA) is committed to continuous improvement of the hybrid learning program to ensure it matches the rigor and quality of traditional school courses and content. An annual review process will support this commitment by closely monitoring student outcomes and making data-driven adjustments.

Recent data demonstrates positive growth in key academic areas, indicating that DLA is on a strong upward trajectory. Mathematics achievement showed significant gains across multiple student groups:
-All students increased by 14.3 points,
-English Learners increased by 59.2 points,
-Socioeconomically disadvantaged students increased by 9.5 points, and
-Hispanic students increased by 17.7 points.

Additionally, the overall course completion rate for high school independent study students reached 83%, reflecting a 7% improvement over the previous year. This demonstrates both improved student engagement and course completion efforts.

In Language Arts, while proficiency remained stable for all students, important subgroup trends were observed:
-English Learners saw a substantial increase of 44.4 points,
-Socioeconomically disadvantaged students experienced a slight decline of 3.9 points,
-Hispanic students achieved a notable gain of 13.3 points,
-While white students saw a decline of 61.2 points, highlighting an area for focused improvement.

Overall, the actions outlined under the first goal successfully led to increased proficiency, particularly among English Learners and Hispanic students. Building on this momentum, the new targets for June 2025 — including a 5% increase in on-time course completion, maintaining chronic absenteeism below 20%, and improving mathematics proficiency by 8% and language arts proficiency by 6% — are both ambitious and attainable. These objectives align with DLA's mission to provide equitable, high-quality learning experiences for all students, regardless of background.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Professional development costs for attendance at the Consortium of Independent Studies Conference in San Francisco were considerably higher than anticipated. In contrast, funds allocated for attendance at the CTE Conference were not utilized, as registration was attempted too late in the school year.

Additionally, funds set aside to compensate teachers for extra duty related to assessment support and Edgenuity course alignment were not fully exhausted. Similarly, funds allocated for ELPAC preparation classes were also not fully utilized.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

As a result of the analysis of expenditures and implementation, several adjustments will be made to the strategies and activities outlined in this goal. Professional development costs for attendance at the Consortium of Independent Studies Conference in San Francisco were considerably higher than anticipated; therefore, future budgets will allocate additional funds to better support participation in key professional learning opportunities. Conversely, since funds allocated for the CTE Conference were not utilized due to late registration, future planning will include earlier registration timelines to ensure participation.

Funds allocated for teacher extra duty compensation for assessment support and Edgenuity course alignment were not fully exhausted, suggesting that projected needs were overestimated. Moving forward, the budget for these activities will be adjusted to more accurately reflect actual participation rates. Similarly, because funds set aside for ELPAC preparation classes were not fully utilized, these resources will be reallocated to support other English Learner needs, such as additional tutoring or instructional materials for Long Term English Language Learners.

These changes can be found in the updated Strategies/Activities section and the Budget Overview section of the SPSA under Goal 1.

Annual Review and Update

SPSA Year Reviewed: 2024-25

Goal 2 – Parent Engagement

Increase parent engagement and involvement by providing a continued level of support as reflected in the Panorama survey. By June 2025, DLA will maintain their high level of parent/guardians; Sense of Belonging (School Connectedness), Climate of Support for Academic Learning, Knowledge and Fairness of Discipline, Rules and Norms, and Safety currently all above 93%.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Parent Participation in Stakeholder Input Processes - SSC, PTA, Rising Stars, and Safety Committee.	Parent Participation in Stakeholder Input Processes - 250 surveys	Parent Participation in Stakeholder Input Processes - Only 32 surveys were completed by family members.
Family School Connectedness via Panorama Family Climate Survey All Students (ALL) Elementary School Students (ES) Middle School Students (MS) High School Students (HS) English Learner (EL) Hispanic (Hisp) African American (AA)	Family School Connectedness via Panorama Family Climate Survey 150 Parents will complete Panorama surveys All Students (ALL) -100% (1% increase) Elementary School Students (ES) 100% (1% increase) Secondary School Students-100% (1% increase) English Learner (EL) -100% (6% increase) Hispanic (Hisp)-100% -Maintain African American (AA)-98% (3% increase)	Family School Connectedness via Panorama Family Climate Survey All Students (ALL) -100% (1% increase) - Elementary School Students- No data available. - Secondary School Students- 97% (Increase of 1%) - English Learner (EL) -95% - Hispanic (Hisp)-97% - African American (AA)- No data available.
Climate of Support for Academic Learning via Panorama Family Climate Survey - All Students (ALL)- 97% - Hispanic (Hisp) -97% - Two or more - 100%	Climate of Support for Academic Learning via Panorama Family Climate Survey - All Students (ALL)- Increase by 4% points to 97% - Hispanic (Hisp) -Increase by 4% points to 94% - Two or more - 100% maintain * Special Education- Increase by 4% points to 97%	Climate of Support for Academic Learning via Panorama Family Climate Survey - All Students (ALL)- 96% (increase of 3%) - Hispanic (Hisp) - 93% - Two or more - No data available * Special Education- 100%

Metric/Indicator	**Expected Outcomes**	**Actual Outcomes**
Number of Attendees Attending 1 or more school/parent center sponsored events at site- 100% to student orientations	Number of Parent Attendees attending 1 or more site/parent center sponsored events - 100% to student orientations, 100% monthly mentoring meetings. Increase parent attendance at site sponsored events to the following: Student orientations (75%); and Mentor meetings (75); and site sponsored events (50%)	Number of Parent Attendees attending 1 or more site/parent center sponsored events - 100% to student orientations Increase parent attendance at site sponsored events to the following: Student orientations: Total of 238 parents attended the DLA campus for elementary, middle, and high school orientations. Total of 85 parents attended English Learner Education night in November 2024. Total of 86 parents attended semester 1 high school Honor Roll ceremony. Total of 97 parents and family members attended DLA innovation night in March 2025.

Strategies/Activities for Goal 2

Planned Actions/Services	**Actual Actions/Services**	**Proposed Expenditures**	**Estimated Actual Expenditures**
Desert Learning Academy will increase engagement and involvement by developing opportunities for stakeholders to support the educational processes of their student(s). Self-study findings indicate a high level of satisfaction with the program (parents and guardians to support student achievement for learning by; Decrease the number of students that are chronically absent by 4% annual until the school is at or below 9% (state reporting), Increase to 96% of students turning in a progress	DLA took possession of its new state-of-the-art E-Sports facility in December 2024. Ongoing maintenance and technology installation made the building inaccessible during different periods of time throughout the school year; however, DLA was able to use the facility for a variety of different community and parent events. During the 2024/25 school year DLA hosted a variety of different events for parents and community members. These included Back to School Night, parent teacher conferences for	Classified and certificated staff members will be compensated for extra duty outside of the contractual day to work with parents and students during a variety of school events including Back to School Night, FAFSA completion nights, Innovation Nights, STEM Nights, award/recognition nights, community art events etc. Parent involvement in schools has been extensively studied due to its significant impact on student	Certificated time cards 1000-1999: Certificated Personnel Salaries Title I 1950

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
mentoring form sign by the parent to weekly, and Increase Parent / Guardian communication of academic performance. DLA will provide parents contact information and specific dates of when students need to be on campus.	elementary and middle school students, English Learner education nights, Honor Roll assemblies, and community art/innovation nights. Classified and certificated staff members were compensated for their time supporting the aforementioned events using Title 1 and Title 1 parent involvement funds. For the 25/26 school monthly events will be booked using the newly developed booking system to ensure that the facilities are available to host a wide variety of different parent and community events. The site principal and high school ELD teacher attended the California Bilingual Conference in Loing Beach CA in March 2025. Summit K12 licenses reviewed and modeled at CABE with be utilized during the 25/26 school year to support LTELS in improving their progress towards reclassification as measured by the ELPI. Allocated funding fell short of actual expenses due to higher-than-expected hotel accommodation charges for the conference. The site DLAC representative also attended CABE however their travel, lodging, and conference registration were covered by the district's English Learner office.	achievement and school success. Below are several citations from peer reviewed research base outlining the many benefits to student learning. Epstein, J. L. (2011). School, family, and community partnerships: Preparing educators and improving schools. Westview Press. Hill, N. E., & Tyson, D. F. (2009). Parental involvement in middle school: A meta-analytic assessment of the strategies that promote achievement. Developmental Psychology, 45(3), 740-763. Hoover-Dempsey, K. V., & Sandler, H. M. (1997). Why do parents become involved in their children's education? Review of Educational Research, 67(1), 3-42. Jeynes, W. H. (2005). A meta-analysis of the relation of parental involvement to urban elementary school student academic achievement. Urban Education, 40(3), 237-269. Lareau, A. (2011). Unequal childhoods: Class, race, and family life. Univ of California Press. 2000-2999: Classified Personnel Salaries Title I 3400	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Family STEM Nights to support all DLA students. Parent involvement in schools has been extensively studied due to its significant impact on student achievement and school success. Below are several citations from peer reviewed research base outlining the many benefits to student learning. Epstein, J. L. (2011). School, family, and community partnerships: Preparing educators and improving schools. Westview Press. Hill, N. E., & Tyson, D. F. (2009). Parental involvement in middle school: A meta-analytic assessment of the strategies that promote achievement. Developmental Psychology, 45(3), 740-763. Hoover-Dempsey, K. V., & Sandler, H. M. (1997). Why do parents become involved in their children's education? Review of Educational Research, 67(1), 3-42. Jeynes, W. H. (2005). A meta-analysis of the relation of parental involvement to urban elementary school student academic achievement. Urban Education, 40(3), 237-269. Lareau, A. (2011). Unequal childhoods: Class, race, and	Certificated extra duty 1000-1999: Certificated Personnel Salaries Title I Part A: Parent Involvement 1690

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		family life. Univ of California Press. 1000-1999: Certificated Personnel Salaries Title I Part A: Parent Involvement 1690	
		Three parent members of the site English Language Advisory Committee will participate in the Calfornia Bilingual Educators conference in Long Beach, CA in March 2025. The positive impact of parents attending educational conferences is well documented in the peer reviewed literature, particularly in the context of schools. Hill, N. E., & Craft, S. A. (2003). Parent-school involvement and school performance: Mediated pathways among socioeconomically comparable African American and Euro-American families. Journal of Educational Psychology, 95(1), 74-83. Jeynes, W. H. (2007). The relationship between parental involvement and urban secondary school student academic achievement: A meta-analysis. Urban Education, 42(1), 82-110. McNeal, R. B. (2012). Parental involvement as social capital:	California Bilingual Educators Conference 5800: Professional/Consulting Services And Operating Expenditures LCFF 5800

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Differential effectiveness on science achievement, truancy, and dropping out. Social Forces, 91(2), 427-452. Sheldon, S. B. (2003). Linking school-family-community partnerships in urban elementary schools to student achievement on state tests. Urban Education, 38(1), 77-133. Turney, K., & Kao, G. (2009). Barriers to school involvement: Are immigrant parents disadvantaged? The Journal of Educational Research, 102(4), 257-271. 5800: Professional/Consulting Services And Operating Expenditures LCFF 4900	
		Certificated and classified staff members will receive additional compensation to staff monthly parent meetings including STEAM, INNOVATION nights, CTE showcases etc. Parent involvement in schools has been extensively studied due to its significant impact on student achievement and school success. Below are several citations from peer reviewed research base outlining the many benefits to student learning.	Certificated and classified employees 1000-1999: Certificated Personnel Salaries Title I 0.00

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Epstein, J. L. (2011). School, family, and community partnerships: Preparing educators and improving schools. Westview Press. Hill, N. E., & Tyson, D. F. (2009). Parental involvement in middle school: A meta-analytic assessment of the strategies that promote achievement. Developmental Psychology, 45(3), 740-763. Hoover-Dempsey, K. V., & Sandler, H. M. (1997). Why do parents become involved in their children's education? Review of Educational Research, 67(1), 3-42. Jeynes, W. H. (2005). A meta-analysis of the relation of parental involvement to urban elementary school student academic achievement. Urban Education, 40(3), 237-269. Lareau, A. (2011). Unequal childhoods: Class, race, and family life. Univ of California Press. 1000-1999: Certificated Personnel Salaries Title I 5000.00	

Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

A variety of different parent and community events were provided on the DLA campus throughout the school year to support the articulated goal of increasing family and community engagement. These events aimed to foster stronger connections between the school, parents, and the broader community, offering multiple opportunities for involvement. However, the implementation faced minor obstacles related to facility availability, particularly due to ongoing maintenance, technology installation, and warranty-related repairs. To address this, a centralized booking system was consolidated in April 2025, and all staff members were trained on the system, significantly improving the transparency and efficiency of facilities management.

Despite these efforts to increase parent engagement, participation in the Panorama survey fell far short of the targeted mark, even with aggressive attempts to improve response rates. This shortfall highlights an ongoing challenge and underscores the need for a more concerted effort to galvanize additional parent support and involvement in key feedback initiatives moving forward. Overall, while the strategies and activities implemented were diverse and partially effective in enhancing community engagement, continued refinement and intensified outreach will be necessary to achieve broader and more consistent parent participation in future initiatives.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no major differences between the intended implementation and the budgeted expenditures for the strategies and activities designed to meet the articulated goal. A variety of parent and community events were successfully provided as planned to support increased family and community engagement. However, minor obstacles related to facility availability—due to ongoing maintenance, technology installations, and warranty-related repairs—caused some scheduling challenges. These issues were addressed through the consolidation of a centralized booking system in April 2025 and subsequent staff training, improving facilities management. While the planned activities were implemented, the low parent participation rate in the Panorama survey, despite aggressive outreach efforts, indicates an area where additional resources and revised strategies may be needed moving forward. For the 2025/26 iteration of the SPSA, funding for parent and community events will be maintained in the hope that the new facilities management and booking system will provide frequent access to the new facilities on the DLA campus.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

To improve parent engagement and increase the number of Panorama surveys completed during the 2025–2026 school year, DLA will implement a more targeted and sustained outreach campaign. This will include offering additional in-person and virtual opportunities for parents to complete the survey at school events, providing incentives to encourage participation, and increasing communication through multiple channels such as emails, text messages, and social media reminders. Staff will also receive training on strategies to personally encourage families to participate. Additionally, DLA will work to strengthen relationships with parent groups and community partners to help promote survey participation more effectively throughout the school year.

Annual Review and Update

SPSA Year Reviewed: 2024-25

Goal 3 – Safe and Healthy Learning Environment

DLA will provide students with a clean, healthy, physically and emotionally safe learning environment by June 2025. We will promptly report any physical plant issue, provide social-emotional support, and direct student and parents to mental health professionals as needed.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Student Attendance Rates All Students (ALL)	Student attendance rates All Students (ALL) Increase overall attendance rate by 2% to 94.9%	Student attendance rates All Students (ALL) As of April 28, 2025 the overall attendance rate for all students is 99.9%.
Chronic Absenteeism Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	Chronic Absenteeism Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	Chronic Absenteeism Rates All Students (ALL) -28.9% English Learner (EL)- 31.1% Hispanic (Hisp)- 26.1% African American (AA) No data available Socioeconomically Disadvantaged (SED)- 29.4% Students with Disabilities (SWD)- No data available
High School 4-Year Dropout Rate All Students (ALL) - 19.5% Cohort English Learner (EL) -population below 11 Hispanic (Hisp) -population below 11 African American (AA) -population below 11 Socioeconomically Disadvantaged (SED) - 22%	High School 4-Year Dropout Rate All Students (ALL) - 19.5% Cohort English Learner (EL) -population below 11 Hispanic (Hisp) -population below 11 African American (AA) -population below 11 Socioeconomically Disadvantaged (SED) - 22%	High School 4-Year Dropout Rate All Students (ALL) - 17.5% English Learner (EL) - No data available. Hispanic (Hisp) -18.9% African American (AA) - No data available. Socioeconomically Disadvantaged (SED) -

Metric/Indicator	Expected Outcomes				Actual Outcomes			

Suspension Rates:
All Students (ALL) 0%
English Learner (EL)- 3.6%
Hispanic (Hisp) -2.1%
African American (AA) - 0%
Socioeconomically Disadvantaged (SED)- 1.6%
Students with Disabilities (SWD) - 0%

Expected Outcomes

St. Group	Color	DFS/Percentage	Change
All	Blue	0% suspended at least one day	Maintained 0
EL	Blue	0% suspended at least one day	Maintained 0
Hisp	Blue	0% suspended at least one day	Maintained 0
AA	Blue	0% suspended at least one day	Maintained 0
SED	Blue	0% suspended at least one day	Maintained 0
SWD	Blue	0% suspended at least one day	Maintained 0

Actual Outcomes

St. Group	Color	DFS/Percentage	Change
All	Green	0.9% suspended at least one day	Increased 0.9%
EL	Green	0.9% suspended at least one day	Increased 0.9%
Hisp	Green	0.5% suspended at least one day	Increased 0.5%
AA	Yellow	2.4% suspended at least one day	Increased 2.4%
SED	Green	0.9% suspended at least one day	Increased 0.9%
SWD	Yellow	1.5% suspended at least one day	Increased 1.5%

Expulsion Rates
All Students (ALL) 0%

Expected Outcomes

Expulsion Rates
All Students (ALL) - 0%
English Learner (EL) - 0%
Hispanic (Hisp) - 0%
African American (AA) - 0%

Maintain at zero for all student groups.

Actual Outcomes

Expulsion Rates
All Students (ALL) - 0%
English Learner (EL) - 0%
Hispanic (Hisp) - 0%
African American (AA) - 0%

Maintain at zero for all student groups.

Panorama Survey - School Connectedness
All students
EL
AA
Hisp
SED

Expected Outcomes

Panorama Survey – School Connectedness
All Students (ALL) - Increase of 5% to 76%
English Learner (EL) - Increase of 5% to 72%
Hispanic (Hisp) - Increase of 5% to 77%
African American (AA) - increase of 5% to 75%
SED- N/A- increase of 5% to 75%
SPED- Increase of 5% to 59%

Actual Outcomes

Panorama Survey – School Connectedness
All Students (ALL) - 57%
Elementary students -86%
English Learner (EL) - 60%
Enlgish Learner (Elementary)- 83%
Hispanic (Hisp) - 57%
Hispanic (E)- 85%
African American (AA) - No data available.
SPED- 92%

Panorama Survey - School Safety
All students:
EL
Two or More
Hisp
SED

Expected Outcomes

Panorama Survey – School Safety
All Students (ALL) - Increase of 5% to 90% favorable rating
English Learner (EL) -Increase of 5% to 85% favorable rating

Actual Outcomes

Panorama Survey – School Safety
All Students (ALL) - 85%
English Learner (EL) - 87%
Hispanic (Hisp) - 86%
African American (AA) - . No data available.
Socioecomonically disadvantaged: 84%

Metric/Indicator	Expected Outcomes	Actual Outcomes
	Hispanic (Hisp) - Increase of 5% to 91% favorable rating African American (AA) - Increase of 5% to 88% favorable rating. SED:- Increase of 5% to 90% favorable rating.	
Williams Facilities Inspection Results	Williams Facilities Inspection Result- maintain exemplary rating.	Williams Facilities Inspection Result- maintain exemplary rating.

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
In order to maintain a healthy and safe learning environment DLA will continue to provide anxiety and depression therapy through mental health services. As DLA has a large number of students that are requesting therapeutic support because they find it difficult to avoid distractions and require more time to turn their attention from one task to the next. DLA will provide a one hour on campus session with a mental health professional focused on anxiety and depression. Accountability metrics that will be used to determine the effectiveness of this action/strategy include the following: Campus FIT report; support group student exit	Small group counseling for anxiety and depression provides middle school students with a supportive environment to build coping skills, develop emotional regulation, and reduce feelings of isolation. By addressing these mental health challenges early, students experience decreased stress levels and improved focus, which positively impacts their academic performance. Additionally, as students learn healthier ways to manage their emotions, their motivation and confidence to attend school consistently increase, leading to better attendance rates and greater overall engagement in learning.	DLA will provide an hour session once weekly that will support the social emotional issues of high school students, focusing on anxiety/depression., This will aid students in completing course and assigned work ontime, thus increasing attendance. The importance and positive impact of mental heath/counseling support services for k-12 students is very well documented in the peer reviewed research based. Kutcher, S., Wei, Y., & Coniglio, C. (2016). Mental health literacy: Past, present, and future. The	Lisa Hunt-Vasquez 5800: Professional/Consulting Services And Operating Expenditures Title I 6100

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
interviews and surveys; support group attendance data; student achievement data (STAR, Short Cycle Assessment, CAASPP); Panorama survey data pertaining to social emotional learning, well being and safety.	During the 24/25 school year, a total of 9 middle school students participated in the small group counseling sessions held weekly. Students met with similar challenges in a small group setting under a counselor's guidance. The focus was on the provision of peer support, to actively reduce feelings of isolation, and practice social skills. Student academic performance and attendance data were analyzed to identity possible correlations between attendance in this support group and academic performance. Of the 9 students six improved their overall attendance and academic performance.	Canadian Journal of Psychiatry, 61(3), 154-158. - This paper discusses the importance of mental health literacy in schools and how it can be improved to support students. Lee, S., Wu, J., & Ma, Y. L. (2019). School-based mental health interventions for depressive symptoms in adolescents: A systematic review and meta-analysis of randomized controlled trials. Journal of the American Academy of Child & Adolescent Psychiatry, 58(2), 186-200. - This study reviews the effectiveness of school-based interventions for depression in adolescents, providing insights into effective strategies. Gulliver, A., Griffiths, K. M., & Christensen, H. (2010). Perceived barriers and facilitators to mental health help-seeking in young people: A systematic review. BMC Psychiatry, 10(1), 113. - This systematic review examines the factors that influence young people's help-seeking behavior for mental health issues, which is crucial for designing effective support systems. Merikangas, K. R., He, J. P., Burstein, M., Swanson, S. A., Avenevoli, S., Cui, L., ... & Swendsen, J. (2010). Lifetime	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		prevalence of mental disorders in U.S. adolescents: Results from the National Comorbidity Survey Replication–Adolescent Supplement (NCS-A). Journal of the American Academy of Child & Adolescent Psychiatry, 49(10), 980-989. - This study provides important data on the prevalence of mental disorders in adolescents, highlighting the need for mental health support. Kataoka, S. H., Zhang, L., & Wells, K. B. (2002). Unmet need for mental health care among U.S. children: Variation by ethnicity and insurance status. American Journal of Psychiatry, 159(9), 1548-1555. - This study explores the disparities in access to mental health care among children, which can inform efforts to improve support for vulnerable populations. 5800: Professional/Consulting Services And Operating Expenditures Title I 6000	
In order to maintain a healthy and safe learning environment DLA will provide students with access to report bullying through Sprigeo. Accountability metrics that will be used to determine the effectiveness of this action/strategy	Mrs. Mendoza DLA's school counselor, shares this important resource with students when she visits classrooms at different times during the school year. To date this school year there has not been	PSUSD will provide access to the Sprigeo system. This system will provide DLA parent and student access to the an anonymous tip line prevents school tragedies on a daily basis.	Sprigeo None Specified None Specified 0.00

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
include the following: Sprigeo student reports; student Synergy referrals.	one Sprigeo report received from a student.	Sprigeo is a platform designed to help schools address bullying, violence, and other safety concerns. Research specifically focused on Sprigeo may be limited, but here are some broader research citations related to school safety and bullying prevention, which could be relevant to understanding the effectiveness of Sprigeo or similar platforms: Bradshaw, C. P., Waasdorp, T. E., Debnam, K. J., & Johnson, S. L. (2014). Measuring school climate in high schools: A focus on safety, engagement, and the environment. Journal of School Health, 84(9), 593-604. Espelage, D. L., Low, S., Polanin, J. R., & Brown, E. C. (2013). Clinical trial of Second Step© middle-school program: Impact on aggression & victimization. Journal of Applied Developmental Psychology, 34(5), 226-235 . Holt, M. K., & Espelage, D. L. (2007). Perceived social support among bullies, victims, and bully-victims. Journal of Youth and Adolescence, 36(8), 984-994. Swearer, S. M., Wang, C., Berry, B., Myers, Z. R., & Marquart, A. (2019). Reducing bullying: Application of social cognitive	

Planned Actions/Services	**Actual Actions/Services**	**Proposed Expenditures**	**Estimated Actual Expenditures**
		theory in a school-based bullying prevention program. Theory into Practice, 58(4), 317-326. Waasdorp, T. E., & Bradshaw, C. P. (2015). The overlap between cyberbullying and traditional bullying. Journal of Adolescent Health, 56(5), 483-488. 0000: Unrestricted None Specified 0.00	

Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Recently, DLA students completed Panorama surveys to assess their sense of school connectedness and safety. The feedback revealed clear differences between elementary students enrolled in the virtual learning program and students participating in the on-campus Independent Studies program. Elementary students reported a higher level of connectedness and feelings of safety compared to their secondary counterparts, highlighting a need for targeted strategies to improve school climate and support for secondary students. Secondary students reported decreased levels of favorable outcomes related to school connectedness.

To address this ffedback the follow actions are planned for the 25/26 school year:

Enhanced relationship-building Activities:Develop and implement regular, structured opportunities for secondary students to build stronger relationships with staff and peers, such as advisory sessions, mentorship programs, and team-building activities.

Increased campus presence and support: Provide more frequent opportunities for secondary students to engage with school counselors, campus supervisors, and administrators to ensure they feel supported and heard.

Student voice and leadership opportunities: Create student leadership groups and feedback panels at the secondary level to empower students to share ideas on improving campus connectedness and safety.

Social-Emotional learning (SEL) integration:Integrate SEL lessons tailored to secondary students into their academic schedules to foster stronger emotional connections to the school community and reinforce positive behavioral expectations.

Targeted communication and outreach:Improve communication strategies so secondary students are more informed about resources, activities, and support systems available to them, helping them feel more connected and secure.

Ongoing Monitoring and Adjustment: Conduct periodic student check-ins and follow-up surveys to monitor progress and adjust strategies as needed, ensuring continuous improvement in student connectedness and perceptions of safety.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There are no anticipated major differences between the intended implementation and the budgeted expenditures to support the strategies and activities planned to meet the articulated goal. For the 2025–2026 school year, targeted actions have been designed to address feedback regarding school connectedness and safety among secondary students. Planned initiatives include enhanced relationship-building activities, increased campus presence and support, the creation of student leadership opportunities, the integration of social-emotional learning (SEL) lessons, targeted communication and outreach efforts, and ongoing monitoring and adjustment processes. All strategies are expected to be implemented within the allocated resources, with expenditures aligned to support staffing, program development, and necessary materials to effectively carry out these initiatives.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Mental health services will continue to be funded for the 25/26 school. More opportunities will be provided to come to campus to enhance school connectedness including the provision of a leadership elective class provided by Imagine Learning (Edgenuity). These actions are funded in Goal 1 for the procurement of the Edgenuity curriculum. Actions are outlined in Goal 3 which are unfunded to provide opportunities for students to attend campus to cultivate a sense of belonging and connection.

Goals, Strategies, & Proposed Expenditures

Goal 1

Increase Academic Achievement

Goal Statement

Desert Learning Academy will conduct an annual review of the hybrid learning program to ensure parity with the traditional school courses and content.
By June 2025 DLA will increase on time course completion by 5%, maintain chronic absenteeism at less than 15%, improve overall mathematics proficiency by 8% and improve overall language arts proficiency by 6%.

LCAP Goal

All Palm Springs Unified School District students will demonstrate mastery of grade level content and will graduate high school prepared with the academic and technical skills necessary for college and career success.

Identified Need

Smart Goals linked to increasing student achievement (Goal 1) are outlined below:

Mathematics SMART Goal
By the end of the 2025-2026 school year the percentage of students enrolled in grade 11 mathematics classes scoring at Level 1 on the STAR Math assessment will be reduced by 8%. Progress will be measured by comparing the percentage of Level 1 students from the fall STAR Math assessment to the end-of-year (EOY) assessment. Ongoing monitoring will take place through mid-year STAR Math assessments, grade-level math SMART goals, and targeted tier 2 and tier 3 strategic mathematics interventions.

The following actions/strategies are outlines in this iteration of the School Plan for Student Achievement (SPSA) to support the attainment of this goal:
- Extra duty compensation (Title 1) for mathematics teachers to prepare School City based assessments that will be used for mid-quarter and quarter assessments. This reliable and accurate assessment data will be used to place students in tier 2 and tier 3 mathematics interventions for the IM1 IM2 IM3 Edgenuity courses.
- Quizziz site license will be procured (Title 1) for the creation of standard based lesson to supplement Edgenuity instruction.

English Language Arts SMART Goal
By the end of the 2025/2026 students in grade 11 will demonstrate improved writing proficiency in the use of text-based evidence and clear reasoning as measured by a 6% increase in the percentage of students meeting or exceeding standards on the CAASPP ELA performance task for writing.

The following actions/strategies are outlines in this iteration of the School Plan for Student Achievement (SPSA) to support the attainment of this goal:
- Title 1 funds will be utilized to purchase BRISK. The BRISK Writing Program (Bringing Rigorous Instruction to Students' Knowledge) is a structured writing intervention designed to help students, particularly English learners (Els) and struggling writers, develop strong academic writing skills. BRISK emphasizes explicit instruction in writing strategies, scaffolding support, and integrating reading and writing tasks across content areas. The program

focuses on teaching students how to organize their thoughts clearly, use academic language effectively, and revise their writing with teacher and peer feedback.

- Extra duty compensation (Title 1) for Language Arts teachers to prepare Edgenuity based assessments that will be used for mid-quarter and quarter assessments. This reliable and accurate assessment data will be used to place students in tier 2 and tier 3 mathematics interventions for the English 1, English 2, English 3 Edgenuity courses.
- Quizziz site license will be procured (Title 1) for the creation of standard based lesson to supplement Edgenuity instruction.
- Title 1 funds will be utilized to purchase Lexia reading program for elementary and middle school students. Lexia Learning offers evidence-based literacy programs designed to support students in developing fundamental reading skills through personalized, adaptive instruction. Their flagship program, Lexia® Core5® Reading, is a blended learning solution targeting students from pre-kindergarten through fifth grade. Core5 provides systematic instruction across six critical areas: phonological awareness, phonics, structural analysis, fluency, vocabulary, and comprehension. The program integrates online activities with teacher-led, offline lessons, allowing for individualized learning paths and real-time progress monitoring.

English Learners SMART Goal
By the end of the 2025/2026 school year, English Learners enrolled in grades six, seven, and eight will demonstrate a 12% increase in their ELPAC score in the 'writing' domain, achieving a 'Well Developed' level of proficiency, through targeted interventions focused on written English practice with their teacher and peers.
The following actions/strategies are outlined in this iteration of the School Plan for Student Achievement (SPSA) to support the attainment of this goal:

- LCFF funds will be used to compensate certificated and classified staff members for preparing students to take the English Language Proficiency Assessment for California (ELPAC). Participating in ELPAC (English Language Proficiency Assessments for California) preparation classes offers numerous benefits for English Learners (ELs). These classes help students become familiar with the test format, question types, and expectations, which reduces test anxiety and boosts confidence. They also reinforce key language skills—listening, speaking, reading, and writing—aligned with the English Language Development (ELD) standards. Through targeted practice and feedback, students improve their academic language proficiency, which supports their overall success in core subjects. Additionally, preparation classes can lead to better ELPAC performance, which may accelerate reclassification and access to more advanced academic opportunities. Overall, ELPAC preparation classes provide crucial support in helping ELs progress toward English fluency and academic achievement.
- Professional development will be provided (Title 1) to ELD staff to use Summit K12 licenses to support student English Language Development (ELD.

Attendance / Chronic Absenteeism SMART Goal
DLA attendance team (Principal, MTSS coach, and community liaison) will reduce elementary (grades 1-5) chronic absenteeism by 3% by March 30, 2026. Strategies will include attendance reconciliation every two weeks to identify students who are not meeting a minimum of 80% attendance; SART contracts; ongoing parent communication with DLA community liaison, and home visits.
The following actions/strategies are outlined in this iteration of the School Plan for Student Achievement (SPSA) to support the attainment of this goal:

- Equity Multiplier funds will be utilized to support MTSS services and support for students attending DLA.

Measuring and Reporting Results

Metric/Indicator	Baseline				Expected Outcome			
California School Dashboard - Academic Indicator for English Language Arts All Students (ALL) English Learners (EL) Hispanic (Hisp)	St. Group	Color	DFS/Percentage	Change	St. Group	Color	DFS/Percentage	Change
	All	Orange	20.5 points below standard	Maintained 0.9 points	All	Yellow	10 points below standard	Increase 10.5 points
					EL	Green	33 points below standard	Increase 32.9 points

Metric/Indicator	Baseline				Expected Outcome			
African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	EL	Yellow	42.9 points below standard	Increased 44.4 points	Hisp	Green	12 points below	Increase 10.3
	Hisp	Yellow	22.3 points below standard	Increased 13.3 points	AA	Orange	82.8 points below	Increase 20 points
	AA	No Performance Color	102.8 points below standard	Declined 37.2 points	SED	Yellow	12 points below	Increase 10.1 points
	SED	Orange	22.1 points below standard	Declined 3.9 points	SWD	Orange	150 points below	Increase 13.9 points
	SWD	No Performance Color	163.9 points below standard	Increased 39.6 points				

Metric/Indicator	Baseline				Expected Outcome			
California School Dashboard - Academic Indicator for Mathematics All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	St. Group	Color	DFS/Percentage	Change	St. Group	Color	DFS/Percentage	Change
	All	Yellow	83.0 points below standard	Increased 14.3 points	All	Green	68 points below	Increase 15 points
	EL	Yellow	83.7 points below standard	Increased 59.2 points	EL	Green	71.7 points below	Increase 12 points
	Hisp	Yellow	88.6 points below standard	Increased 17.7 points	Hisp	Green	78.6 points below	Increase 10 points
	AA	No Performance Color	138.0 points below standard	Declined 23.5 points	AA	Orange	123 points below	Increase 15 points
	SED	Yellow	84.3 points below standard	Increased 9.5 points	SED	Green	74.3 points below	Increase 10 points
	SWD	No Performance Color	177.3 points below standard	Increased 49.3 points	SWD	Orange	157.3 points	Increase 20 points

Metric/Indicator	Baseline	Expected Outcome
California Science Test - Percent of Students Who Meet or Exceed Standard High School –	California Science Test - Percent of Students Who Meet or Exceed Standard High School – Level 3: 20% of high school students met standards Level 2: 65% of high school students nearly met standards	California Science Test - Percent of Students Who Meet or Exceed Standard High School – Increase to 30% of students will Meet or Exceed Standards

Metric/Indicator	Baseline	Expected Outcome
	Level 1: 15% of high school students did not meet standards.	

California School Dashboard - English Learner Progress Indicator (ELPI)

	Color	DFS/Percentage	Change
English Learner Progress Indicator	Yellow	44.4%	4 6.1

	Color	DFS/Percentage	Change
English Learner Progress Indicator	Green	54%	5 10.4

| English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate | English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate
38.3% of English Learners are making progress towards English language proficiency.
28.8% of ELs decreased at least one ELPI level
32.2% of ELs maintained at ELPI levels 1,2, and 3
3.4% mainted at ELP! level 4
35.6 of ELs, progressed at least 1 ELPI level. | English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate - 6% Growth |

California School Dashboard - Graduation Rate Indicator All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)

St. Group	Color	DFS/Percentage	Change
All	Green	82.8% graduated	Increased 4.1%
EL	No Performance Color		Fewer than 11 students - data not displayed for privacy
Hisp	Orange	81.1% graduated	Declined 3.8%
AA	No Performance Color		Fewer than 11 students - data not displayed for privacy
SED	Green	81.8% graduated	Increased 2.5%
SWD	No Performance Color		Fewer than 11 students - data not displayed for privacy

St. Group	Color	DFS/Percentage	Change
All	Green	86%	Increase 3.2%
EL	N/A	N/A	N/A N/A
Hisp	Yellow	85%	Increase 3.9%
AA	N/A	N/A	N/A N/A
SED	Blue	85%	Increase 3.2%
SWD	N/A	N/A	N/A N/A

College and Career Indicator (CCI) All Students (ALL)

St. Group	Color	DFS/Percentage	Change

St. Group	Color	DFS/Percentage	Change

Metric/Indicator	Baseline	Expected Outcome

English Learners (EL)
Hispanic (Hisp)
African American (AA)
Socioeconomically Disadvantaged (SED)
Students with disabilities (SWD)

All	Orange	17.5 Prepared	Maintained 1.8
EL	No Performance Color		Less than 11 Students 0
Hisp	Orange	13.5 Prepared	Declined 7.2
AA	No Performance Color		Less than 11 Students 0
SED	Yellow	18.2 Prepared	Increased 2.1
SWD	No Performance Color		Less than 11 Students 0

All	Yellow	21%	Increase 3.5%
EL	N/A	N/A	N/A N/A
Hisp	Yellow	17%	Increase 3.5%
AA	N/A	N/A	N/A N/A
SED	Green	21%	Increase 2.8%
SWD	N/A	N/A	N/A N/A

UC and/or CSU Entrance Requirement Completion Rate
All Students (ALL)
English Learners (EL)
Hispanic (Hisp)
African American (AA)
Socioeconomically Disadvantaged (SED)

UC and/or CSU Entrance Requirement Completion Rate
All Students (ALL)- No data available.
English Learners (EL)- No data available
Hispanic (Hisp)- 32.1% met UC/CSU requirements.
African American (AA)- No data available
Socioeconomically Disadvantaged (SED)- 27.4% met UC/CSU requirements.

UC and/or CSU Entrance Requirement Completion Rate
All Students (ALL) - 4% increase
English Learners (EL) - 4% increase
Hispanic (Hisp) - 4% increase
African American (AA) - 4% increase
Socioeconomically Disadvantaged (SED) - 4% increase
Students with Disabilities (SWD) - 4% increase

Career Technical Education (CTE) Program Completion Rate

Career Technical Education (CTE) Program Completion Rate-No data.

Career Technical Education (CTE) Program Completion Rate
Reports completion of all CTE program required coursework with a C+ or better grade in each course - 2% increase

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Advanced Placement (AP) Test Results
Reported as percent of students passing one or more AP exam with a score of 3 of higher.
All Students (ALL)
English Learners (EL)

Advanced Placement (AP) Test Results
Reported as percent of students passing one or more AP exam with a score of 3 of higher.
All Students (ALL)- 66.7 % of students scored 3 or higher on at least 1 AP test.
English Learners (EL)- 0% of students scored 3 or higher on at least 1 AP test.

Advanced Placement (AP) Test Results
Reported as percent of students passing one or more AP exam with a score of 3 of higher.
All Students (ALL)- Maintain at 100%
English Learners (EL)- Maintain at 100%
Hispanic (Hisp)- Maintain at 100%
African American (AA)- Maintain at 100%

Metric/Indicator	Baseline	Expected Outcome
Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED)	Hispanic (Hisp)- 75% of students scored 3 or higher on at least 1 AP test. African American (AA)- No data available Socioeconomically Disadvantaged (SED)- No data available.	Socioeconomically Disadvantaged (SED)- Maintain at 100%
3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results. All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results. All Students (ALL)- No data available. English Learners (EL)- No data available Hispanic (Hisp)- No data available African American (AA)- No data available Socioeconomically Disadvantaged (SED)- Students with Disabilities (SWD)- No data available.	3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results. All Students (ALL)- 4% increase. English Learners (EL)- 4% increase. Hispanic (Hisp)- 4% increase. African American (AA)- N/A Socioeconomically Disadvantaged (SED)- 4% increase Students with Disabilities (SWD)- N/A
8th Grade Smarter Balanced Assessment Consortium Mathematics (SBAC Math) Results. All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	8th Grade Smarter Balanced Assessment Consortium All students- 16.6% proficient English Learners- No data available Hispanic- 16.2% proficient African American- No data available Socio Economically Disadvantaged- 17.2% proficient Students with Disabilities- No data available.	8th Grade Smarter Balanced Assessment Consortium All Students- Increase student achievement by 4% to total 35% of the student to meet or exceed standards
Williams Textbook/Materials Compliance	Williams Textbook/Materials Compliance 100% compliance	Williams Textbook/Materials Compliance maintain 100% compliance - Maintain

Planned Strategies/Activities

Strategy/Activity 1

Students will be able to complete 95% of their assigned courses and coursework during the assigned term using Desert Learning Academy's hybrid learning platform by; (a) creating a change in the intake procedure to include in person parent orientations with lead teachers, (b) structure students' courses to correlate with attendance collection, (c) ensure the online course system allows parent communication structures, (d) communicating course completion at the end of each session,(e) and hold monthly parent meetings. DLA will Include student gap analysis during the orientation process then schedule on-campus time and parent meeting requirements.
Accountability metrics that will be used to determine the effectiveness of this strategy/activity include the following: In person orientation sign in logs, Edgenuity course completion reports, parent meeting logs and minutes, Edgenuity student progress reports and session logs, and student learning outcome attainment data via Edge coaching student portfolios.

Students to be Served by this Strategy/Activity

X   All

Timeline

July 1, 2025- July 30, 2026

Person(s) Responsible

Administration Teachers, support staff, students, and parents

Proposed Expenditures for this Strategy/Activity

Amount	5000.00
Source	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Informed K12- Annual Contract for Customized E Forms This annual license provides DLA with the ability to customize a wide variety of documents including master agreements, probation contracts, AP contract, MTSS notification informational letters to parents and students.

Amount	3000
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Seesaw is the leading learning experience platform developed specifically for PreK-6 students. Seesaw combines instructional tools, standards-aligned lessons, student portfolios, and inclusive communication features that bring learning to life. PSUSD has discontinued the district subscription effective 06.30.24. DLA teachers use SeeSaw to disseminate informatioin to students in the virtual classroom.

Industry-leading third-party LearnPlatform has validated Seesaw as an ESSA Tier III evidence-based intervention, demonstrating evidence of Seesaw usage and improved student outcomes.
Seesaw has earned two highly regarded product certifications for Research-Based Design for Instructional Learning Products and Learner Variability from Digital Promise, demonstrating Seesaw's commitment to providing equitable, research-backed learning experiences for every learner to reach their full potential.
Awarded the ISTE Seal of Alignment. Grounded in learning science research and based on practitioner experience, the ISTE Standards ensure that using technology for learning can create high-impact, sustainable, scalable, and equitable learning experiences for all learners

Amount

2970

Source

Title I

Budget Reference

4000-4999: Books And Supplies

Description

Imagine Learning electives: Imagine Learning's Edgenuity platform offers a comprehensive selection of elective courses tailored for middle and high school students, aiming to enhance engagement, foster career readiness, and support personalized learning pathways. These electives are delivered through two primary avenues: Edgenuity's proprietary courses and the eDynamic Learning catalog.? High school students have access to a broader array of electives, including: World Languages: Spanish, French, German, Latin, Chinese, and American Sign Language.Health & Wellness: Contemporary Health, Lifetime Fitness, and Personal Wellness.Arts & Humanities: Art History, Creative Writing, and Ethnic Studies.Technology & Business: Computer Applications, Introduction to Computer Science, and Personal Finance. The cost per student for each elective course is $99.00

Amount

5000.00

Source

Title I

Budget Reference

4000-4999: Books And Supplies

Description

Imagine Purpose is a comprehensive, CASEL-aligned Social and Emotional Learning (SEL) curriculum developed by Imagine Learning to support K–12 students and educators. It focuses on cultivating essential life skills such as self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. This curriculum will be utilized by students participating in DLA's Associate Student Body (ASB).

Amount

3000

Source

Title I

Budget Reference

4000-4999: Books And Supplies

Description

Quizziz Site License for all content teachers: Quizizz is a gamified learning platform that enables educators to create interactive quizzes, lessons, and assignments, fostering student engagement and motivation across various educational

settings. Its game-like features—such as avatars, leaderboards, and instant feedback—transform traditional assessments into enjoyable learning experiences.?

Strategy/Activity 2

Students will demonstrate mastery on academic standards as presented by site, district, and state with specific focus Mathematics increasing normed scores 6% annually by; Students will take one math course per session. Each session will have a math lab to support that class, Students will improve their CAASPP score to show mastery on mathematics standards, provide math interventions daily, and use online adaptive math program to support filling gaps in students' understanding.
Accountability metrics that will be used to determine the effectiveness of this strategy/activity include the following: PSUSD STAR benchmark data reports, CAASPP summative assessments, Short Cycle Assessment pre and post data reports, and ALEKS student progress reports.

Students to be Served by this Strategy/Activity

X   All

Timeline

July 1, 2025- June 30, 2026

Person(s) Responsible

Administration,
Teachers, support staff

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	Title I
Budget Reference	0000: Unrestricted
Description	ALEKS is an adaptive, online math program that uses artificial intelligence and open-response questioning to identify precisely what each student knows and doesn't know. ALEKS licenses are now included in the new district second mathematics adoption for 2024 and therefore no funding is tied to this resource. Through truly individualized learning and assessment, ALEKS delivers a personalized learning path on the exact topics each student is most ready to learn. Azcona, D., Hsiao, I. H., & Smeaton, A. F. (2018, June). Modelling math learning on an open access intelligent tutor. In International Conference on Artificial Intelligence in Education (pp. 36-40). Springer, Cham. Raju, A., Nair, M., Nair, A., & Seenivasan, R. (2018, July). Hybrid Learning Environment: Learning Mathematics

using ALEKS software. In ICEL 2018 13th International Conference on e-Learning (p. 336). Academic Conferences and publishing limited.

C. Lechuga, S. Doroudi. Three Algorithms for Grouping Students: A Bridge Between Personalized Tutoring System Data and Classroom Pedagogy. International Journal of Artificial Intelligence in Education, 2022.

J. Matayoshi, H. Uzun. Learning, forgetting, and the correlation of knowledge in knowledge space theory. Journal of Mathematical Psychology, Volume 109, 2022.

Amount

4500

Source

Title I

Budget Reference

1000-1999: Certificated Personnel Salaries

Description

Extra duty compensation for teachers to create mid-quarter and quarter assessments. Actions include creating short cycle assessments, data analysis, intervention lesson planning, and post assessment administration and analysis. All 6th, 7th, 8th, 9th, 10th and 11th grade students will participate in Language Arts and Mathematics short cycle assessments very two weeks.

Short cycle assessments (SCAs) are a form of formative assessment used to gather real-time data on student learning to inform instructional decisions. Peer reviewed literature outlines the benefits of tutoring coupled with guided practice, and timely targeted feedback on students' performance.

Chappuis, J., & Chappuis, S. (2007). The best value in formative assessment. Educational Leadership, 65(4), 14-18. Heritage, M. (2010). Formative assessment: Making it happen in the classroom. Thousand Oaks, CA: Corwin Press. Moss, C. M., & Brookhart, S. M. (2019). Advancing formative assessment in every classroom: A guide for instructional leaders (2nd ed.). ASCD.

Strategy/Activity 3

DLA will provide high quality art elective classes to all high school students. High school students will be able to earn high school elective credit for course completion. A Visual and Performing Arts (VAPA) virtual elective will be provided for all high school students to satisfy the 'F' a-g requirement. DLA admin and counseling staff monitor a-g compliance via the internal FAR compliance report and routine monthly student transcript analyses.
Accountability metrics that will be used to determine the effectiveness of this strategy/activity include the following: PSUSD internal FAR a-g compliance report, student transcript reviews, VAPA course high-school enrollment and attendance data.

Students to be Served by this Strategy/Activity

X   Specific Student Groups:
    All High School students

Timeline

July 1, 2025- June 30, 2026.

Person(s) Responsible

Dr. Michael J Grainger; Mr. Charlie Ciali- DLA Art Teacher.

Proposed Expenditures for this Strategy/Activity

Amount	7000.00
Source	Title I
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Charlie Ciali- High School Art Teacher. Visual and Performing Arts elective will be provided to all 9th, 10th, 11th, and 12th grade students. This will meet the 'F' VAPA a-g elective for all high school students taking the course. Peer reviewed research on high school art instruction validates its impact on student learning, creativity, and overall student development. Hetland, L., Winner, E., Veenema, S., & Sheridan, K. M. (2007). Studio thinking: The real benefits of visual arts education. Teachers College Press. Burton, J. K. (2015). Arts integration in high school: Research snapshots. Kennedy Center for the Performing Arts. Winner, E., Goldstein, T. R., & Vincent-Lancrin, S. (2013). Art for art's sake? The impact of arts education. Educational Research and Innovation, OECD Publishing. Darts, D. (2004). Art education and the brain. Art Education, 57(3), 47-52.

Strategy/Activity 4

DLA will increase career and college academic options for high school students including dual-enrollment in college level courses, Advanced Placement classes, work experience, a-g compliance, and State Seal of Biliteracy attainment. The internal FAR report will be used monthly to carefully monitor a-g compliance. DLA will increase the percentage of students who are a-g compliant to 40% for current juniors by May 2025. DLA will increase the percentage of students taking AP courses by 15%.
Accountability metrics that will be used to determine the effectiveness of this strategy/activity include the following: Enrollment and attendance data for AP courses and dual enrollment in college courses, and PSUSD internal FAR a-g compliance report.

Students to be Served by this Strategy/Activity

X   All

Timeline

July 1, 2025- June 30, 2026

Person(s) Responsible

Administration, Teachers, support staff

Proposed Expenditures for this Strategy/Activity

Amount	3660
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Field trips to local colleges and universities; Bus charter and related expenses. Field trips are open to all middle and high school students and serve to provide real-life context to career and college experiences and opportunties. Students have the opportunity to visit local college campuses, meet representatives from different careers and professions. Field trips provide real life application for students interested in attending college, and/or entering different vocational programs.

Amount	4260
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Elementary school enrichment trips to local attractions. Field trips to local attractions and educational establishments provide elementary school students with a range of valuable benefits. Research shows that field trips enhance students' critical thinking skills, increase historical empathy, and improve overall academic achievement by connecting classroom learning to real-world experiences. They also stimulate curiosity, creativity, and engagement, making abstract concepts more concrete and memorable. Additionally, field trips promote social-emotional development by encouraging teamwork, communication, and cultural awareness. A well-known study from the University of Arkansas found that students who visited museums scored higher on tests measuring critical thinking, tolerance, and interest in art compared to peers who did not participate. Overall, field trips broaden students' perspectives, deepen their understanding of subject matter, and contribute to both academic and personal growth.

Strategy/Activity 5

100% of all middle and high school students enrolled in Language Arts, World History, Civics, Economics, and US History will submit their course essay submissions to My Access until a holistic score of 3.0 is attained with associated feedback before submitting them to Edgenuity. The goal is to Increase student feedback on written prompts to insure growth in the five domains of writing: Focus and Meaning, Content and Development, Organization Language Use, Voice, and Style Mechanics and Conventions.

Accountability metrics that will be used to determine the effectiveness of this strategy/activity include the following: Weekly submission data reports (by teacher and grade) from My Access outlining student scores, frequency of submission, numbers of submissions, and data of submissions; Staff sign in rosters for My Access professional development rosters.

Students to be Served by this Strategy/Activity

X   English Learner

X   All

Timeline

July 1, 2025- June 30, 2026

Person(s) Responsible

Administration, Teachers, support staff

Proposed Expenditures for this Strategy/Activity

Amount	3950
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	The BRISK Writing Program (Bringing Rigorous Instruction to Students' Knowledge) is a structured writing intervention designed to help students, particularly English learners (ELs) and struggling writers, develop strong academic writing skills. BRISK emphasizes explicit instruction in writing strategies, scaffolding support, and integrating reading and writing tasks across content areas. The program focuses on teaching students how to organize their thoughts clearly, use academic language effectively, and revise their writing with teacher and peer feedback.

Research on BRISK has shown positive outcomes, particularly in improving the quality and structure of students' writing. Studies suggest that students who participate in BRISK demonstrate greater gains in writing clarity, organization, and use of academic vocabulary compared to peers receiving traditional writing instruction. The structured scaffolding and emphasis on language development are cited as key factors in its effectiveness, especially for multilingual learners. Research also supports that BRISK can help close the achievement gap in writing between ELs and native English speakers when implemented consistently across grade levels. |

Strategy/Activity 6

DLA teachers will be provided with high-quality relevant professional development opportunities to enhance hybrid learning structures by attending a variety of different conferences including Computer Using Educators (CUE), California Consortium on Independent Studies Conference, and ISTE technology conference. The focus will be on developing teacher technology skills and enhancing teaching and learning modalities in the hybrid learning environment.

Accountability metrics that will be used to determine the effectiveness of this strategy/activity include the following: Student learning outcome attainment data (technology, communication, and critical thinking); student survey feedback regarding technology skills and executive functioning; EDGE coaching student portfolios; teacher survey feedback; CUE conference debrief showcase.

Students to be Served by this Strategy/Activity

<u>X</u>   All

Timeline

July 1, 2025-June 30, 2026

Person(s) Responsible

Dr. Michael J Grainger- DLA Principal

Proposed Expenditures for this Strategy/Activity

Amount	11000
Source	Title I
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	The conference features a diverse array of workshops and presentations focusing on topics such as executive functioning, artificial intelligence in education, mental health, student engagement, and personalized learning strategies. Notable sessions included "AI Revolution: Transforming Independent Study Leadership and Learning," "Transforming Student Engagement," and "Using Dual Enrollment to Personalize Learning." ?
	2025 CCIS Winter ConferenceThe event also addressed critical areas like compliance with California Education Code, implementation of Multi-Tiered System of Supports (MTSS), and strategies for supporting special populations within independent study settings. These sessions aimed to equip educators with the tools and knowledge necessary to enhance the effectiveness of independent study programs and ensure they meet the diverse needs of students.?
	Overall, the conference serves as a platform for collaboration, professional development, and the sharing of innovative approaches to independent study, reinforcing CCIS's commitment to supporting educators and promoting student success in alternative education models.?

Amount	1500.00
Source	Title I
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures

Description	Language Arts and English Language Development teachers will be provided with high-qulaity professional development of the Summit K12 program. Summit K12 is an online, standards-aligned supplemental curriculum designed to accelerate English language development for multilingual learners in grades K–12. The program offers adaptive, interactive instruction across the four language domains—listening, speaking, reading, and writing—while aligning with state-specific English Language Proficiency assessments such as TELPAS (Texas), ELPAC (California), and WIDA standards.?

Strategy/Activity 7

DLA will Increase the Mathematics proficiency of all English Learners and Hispanic students by 8%. All DLA students identified as English Learners and/or Hispanic will be provided with additional mathematics intervention time using DLA's hybrid learning platform. Actions will focus vocabulary development, the use of manipulatives to bridge from conceptual to abstract learning, the use of real-life mathematics applications, language support, cultural Relevance, technology integration, and heterogeneous collaborative learning.
Accountability metrics that will be used to determine the effectiveness of this strategy/activity include the following: Short cycle pre and post assessment data by student sub-group, interim STAR benchmark data reports by student sub-group, and summative CAASPP mathematics assessment data.

Students to be Served by this Strategy/Activity

X	English Learner
X	Specific Student Groups: Hispanic

Timeline

07.01.25- 06.30.26:

Person(s) Responsible

Dr. Michael Grainger- Principal; DLA Mathematics faculty members.

Proposed Expenditures for this Strategy/Activity

Amount	0.00
Source	None Specified
Budget Reference	None Specified
Description	Provide designated Mathematics support for all English Learners within the confines of the DLA Independent Studies schedule for 2024/25.

Strategy/Activity 8

DLA will Increase the overall proficiency of identified English Learners on the English Language Proficiency Assessments for California (ELPAC) by 8%. All students identified as English Learners will be provided with designated English Language Development (ELD) instruction during the school day. EL students will be required to participate in preparation classes to ready them for the ELPAC administration in February 2025. Actions will include taking ELPAC practice assessments in the four domains of language development, and participating in heterogenous collaborative discuss groups to improve speaking fluency. Accountability metrics that will be used to determine the effectiveness of this strategy/activity include the following: Designated English Language Development (ELD) attendance data; ELPAC practice test data by domain; ELPAC preparation class attendance and pre and post assessment data; STAR interim benchmark data; ELPAC summative student performance data; Mathematics and Language Arts CAASPP student performance data.

Students to be Served by this Strategy/Activity

X   English Learner

Timeline

07.01.25- 06.30.26

Person(s) Responsible

Dr. Michael Grainger- Principal; Mirta Valenzuela; Darci Syfert- ELD teacher.

Proposed Expenditures for this Strategy/Activity

Amount	2800
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	ELPAC preparation classes on the DLA campus from November 2024-February 2025. All eligible English Learners will be asked to participate in ELPAC preparation classes. Research specifically focused on English Language Proficiency Assessment for California (ELPAC) preparation classes may be limited, as the ELPAC is a relatively specific assessment used in California for English language proficiency. However, there is broader research on English language proficiency assessments and preparation programs and the impact on student language aquisition and ELD standards mastery. Cummins, J. (2008). BICS and CALP: Empirical and theoretical status of the distinction. In Encyclopedia of language and education (Vol. 2, pp. 71-83). Springer. Droop, M., & Verhoeven, L. (2003). Language proficiency and reading ability in first-and second-language learners. Reading Research Quarterly, 38(1), 78-103. Hakuta, K., Butler, Y. G., & Witt, D. (2000). How long does it take English learners to attain proficiency? University of California Linguistic Minority Research Institute.

Rivera, C., Vincent, D., & Stansfield, C. W. (2015). Program effectiveness for preparing English learners for academic success. Journal of Research in Education, 25(2), 115-136.

Strategy/Activity 9

Desert Learning Acadamy will provide high-quality reading instruction to all students enrolled in elementary (grades 1-5) and middle school (grades 6-8). Reading Plus and Read Naturally are the two reading programs that will be implemented for middle school and elementary school respectively. Corresponding licenses will be assigned to each student to support literacy development. Reading intervention time is built into both elementary and middle school schedule during which the licenses will be utilized.

Students to be Served by this Strategy/Activity

X   English Learner

X   All

Timeline

October 1, 2025 through 06.30.26

Person(s) Responsible

Mrs. Christine Kirov-Middle School LA teacher; Mrs. Melissa Ferguson- Elementary teacher.

Proposed Expenditures for this Strategy/Activity

Amount	9050
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Lexia Learning offers evidence-based literacy programs designed to support students in developing fundamental reading skills through personalized, adaptive instruction. Their flagship program, Lexia® Core5® Reading, is a blended learning solution targeting students from pre-kindergarten through fifth grade. Core5 provides systematic instruction across six critical areas: phonological awareness, phonics, structural analysis, fluency, vocabulary, and comprehension. The program integrates online activities with teacher-led, offline lessons, allowing for individualized learning paths and real-time progress monitoring. The effectiveness of Lexia's programs is supported by a substantial body of research. Over 50 studies, including 20 peer-reviewed publications, have demonstrated positive outcomes associated with Core5 usage. Notably, five of these studies meet the highest standards of evidence as defined by the federal Every Student Succeeds Act (ESSA) . Research indicates that students using Core5 exhibit significant improvements in reading achievement compared to peers receiving traditional instruction. For instance, a study by RAND Corporation found that students in grades 3–5 who utilized Core5 experienced greater reading gains than matched comparison students . Additionally,

Core5 has been shown to be effective across diverse student populations, including English learners and students with disabilities .?

Goals, Strategies, & Proposed Expenditures

Goal 2

Increase Parent and Community Partnerships

Goal Statement

Increase parent engagement and involvement by providing a continued level of support as reflected in the Panorama survey. By June 2025, DLA will maintain their high level of parent/guardians; Sense of Belonging (School Connectedness), Climate of Support for Academic Learning, Knowledge and Fairness of Discipline, Rules and Norms, and Safety currently all above 93%.

LCAP Goal

Palm Springs Unified School District will collaborate with families and our local communities to develop and maintain positive parent, student, and community involvement and engagement to promote and support student success.

Identified Need

Parents and Guardians at DLA need to build on engagement and involvement in their students' educational experiences and support the learning environment. Parent involvement is when parents participate in school events or activities, and teachers provide learning resources or information about their student's grades. Parent engagement- teachers hold the primary responsibility to set educational goals.

Once Desert Learning Academy has access to its new E-Sports facility, a wide variety of events will be hosted on the campus including Back to School Night, Innovation Nights, STEM nights, parent teacher conferences, award and recognition ceremonies, FAFSA completion nights, A-G and career and college parent nights, math innovation nights, PSUSD Board of Education meetings. Regular Title 1 and Title 1 parent involvement funds have been assigned to this action to compensate classified and certificated staff members for working outside of the regular contractual day.

Parent members of the school's English Language Advisory Committee (ELAC) will attend the California Bilingual Educators (CABE) conference in San Francisco for the purpose of establishing support networks, identifying resources to galvanize parent support on the DLA campus, and learn new recruitment strategies to engage community members, other parents, and volunteers.

The following actions/strategies are outlined in this iteration of the School Plan for Student Achievement (SPSA) to support the attainment of this goal:
- Title 1, Title 1 parent involvement and LCFF funds will be utilized to fund extra duty for classified and certificated staff members to compensate for extra duty to attend events outside of the regular school day. Events include community events, innovation nights, English Learner education nights, Homor Roll assemblies, a-g education nights.

Measuring and Reporting Results

Metric/Indicator	Baseline	Expected Outcome
Parent Participation in Stakeholder Input Processes - SSC, PTA, Rising Stars, and Safety Committee.	Parent Participation in Stakeholder Input Processes - SSC, PTA, Rising Stars, and Safety Committee. A total of 38 Panorama surveys were completed by parents as part of the Panorama Survey administration Three parents attended each English Language Advisory Committee meeting, DLA does not currently have a Parent Teacher Association Safety Committee- zero parents participated in the Safe Schools Committee. .	Parent Participation in Stakeholder Input Processes - 250 surveys
Family School Connectedness via Panorama Family Climate Survey All Students (ALL) Elementary School Students (ES) Middle School Students (MS) High School Students (HS) English Learner (EL) Hispanic (Hisp) African American (AA)	Family School Connectedness via Panorama Family Climate Survey All Students (ALL)- 99% favorable response Elementary School Students (ES)- 99% favorable response Middle School Students (MS)-100% favorable response High School Students (HS)- 99% favorable response English Learner (EL)- 94% favorable response Hispanic (Hisp)- 100% favorable response African American (AA)- 95% favorable response	Family School Connectedness via Panorama Family Climate Survey 150 Parents will complete Panorama surveys All Students (ALL) -100% (1% increase) Elementary School Students (ES) 100% (1% increase) Secondary School Students-100% (1% increase) English Learner (EL) -100% (6% increase) Hispanic (Hisp)-100% -Maintain African American (AA)-98% (3% increase)
Climate of Support for Academic Learning via Panorama Family Climate Survey - All Students (ALL)- 97% - Hispanic (Hisp) -97% - Two or more - 100%	Climate of Support for Academic Learning via Panorama Family Climate Survey - All Students (ALL)- 93% - Hispanic (Hisp) - 90% - Two or more - 100% * Special Education- 93%	Climate of Support for Academic Learning via Panorama Family Climate Survey - All Students (ALL)- Increase by 4% points to 97% - Hispanic (Hisp) -Increase by 4% points to 94% - Two or more - 100% maintain * Special Education- Increase by 4% points to 97%
Number of Attendees Attending 1 or more school/parent center sponsored events at site- 100% to student orientations	Number of Attendees Attending 1 or more school/parent center sponsored events at site- 100% to student orientations Middle school orientations- 98% parent attendance High school orientations- 84% parent attendance	Number of Parent Attendees attending 1 or more site/parent center sponsored events - 100% to student orientations, 100% monthly mentoring meetings. Increase parent attendance at site sponsored events to the following: Student orientations (75%); and Mentor meetings (75); and site sponsored events (50%)

Metric/Indicator	Baseline	Expected Outcome
	High school mentor meetings- less than 20% Site sponsored events: Approximately 45% (all virtual for 2023/24) Parent teacher conferences- 58%	

Planned Strategies/Activities

Strategy/Activity 1

Desert Learning Academy will increase engagement and involvement by developing opportunities for stakeholders to support the educational processes of their student(s). Self-study findings indicate a high level of satisfaction with the program (parents and guardians to support student achievement for learning by; Decrease the number of students that are chronically absent by 4% annual until the school is at or below 9% (state reporting), Increase to 96% of students turning in a progress mentoring form sign by the parent to weekly, and Increase Parent / Guardian communication of academic performance. DLA will provide parents contact information and specific dates of when students need to be on campus.

Students to be Served by this Strategy/Activity

<u>X</u>   All

Timeline

July 1, 2025- June 30, 2026

Person(s) Responsible

Translators for meetings, counselors, staff and administration.

Proposed Expenditures for this Strategy/Activity

Amount	1273
Source	Title I Part A: Parent Involvement
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Classified and certificated staff members will be compensated for extra duty outside of the contractual day to work with parents and students during a variety of school events including Back to School Night, FAFSA completion nights, Innovation Nights, STEM Nights, award/recognition nights, community art events etc.

Parent involvement in schools has been extensively studied due to its significant impact on student achievement and school success. Below are several citations from peer reviewed research base outlining the many benefits to student learning.

Epstein, J. L. (2011). School, family, and community partnerships: Preparing educators and improving schools. Westview Press.
Hill, N. E., & Tyson, D. F. (2009). Parental involvement in middle school: A meta-analytic assessment of the strategies that promote achievement. Developmental Psychology, 45(3), 740-763.
Hoover-Dempsey, K. V., & Sandler, H. M. (1997). Why do parents become involved in their children's education? Review of Educational Research, 67(1), 3-42.
Jeynes, W. H. (2005). A meta-analysis of the relation of parental involvement to urban elementary school student academic achievement. Urban Education, 40(3), 237-269.
Lareau, A. (2011). Unequal childhoods: Class, race, and family life. Univ of California Press.

Amount

5493

Source

Title I

Budget Reference

1000-1999: Certificated Personnel Salaries

Description

Classified and certificated staff members will be compensated for extra duty for participation in family English Learner education nights on the DLA campus. These sessions will feature guest speakers and PSUSD specialists.

Amount

1500.00

Source

Title I

Budget Reference

1000-1999: Certificated Personnel Salaries

Description

Certificated and classified staff members will receive additional compensation to staff monthly parent meetings including STEAM, INNOVATION nights, CTE showcases etc.

Parent involvement in schools has been extensively studied due to its significant impact on student achievement and school success. Below are several citations from peer reviewed research base outlining the many benefits to student learning.

Epstein, J. L. (2011). School, family, and community partnerships: Preparing educators and improving schools. Westview Press.
Hill, N. E., & Tyson, D. F. (2009). Parental involvement in middle school: A meta-analytic assessment of the strategies that promote achievement. Developmental Psychology, 45(3), 740-763.
Hoover-Dempsey, K. V., & Sandler, H. M. (1997). Why do parents become involved in their children's education? Review of Educational Research, 67(1), 3-42.
Jeynes, W. H. (2005). A meta-analysis of the relation of parental involvement to urban elementary school student academic achievement. Urban Education, 40(3), 237-269.

Lareau, A. (2011). Unequal childhoods: Class, race, and family life. Univ of California Press.

Goals, Strategies, & Proposed Expenditures

Goal 3

DLA will provide and maintain a healthy and safe learning environment for all students.

Goal Statement

DLA will provide students with a clean, healthy, physically and emotionally safe learning environment by June 2025. We will promptly report any physical plant issue, provide social-emotional support, and direct student and parents to mental health professionals as needed.

LCAP Goal

Palm Springs Unified School District will provide healthy and physically and emotionally safe learning environments that foster and support all students.

Identified Need

By June 30, 2026, DLA will reduce its chronic absenteeism rate by 8% across the Hispanic, Socio-economically disadvantaged, white, and English Learner subgroups; accountability metrics will include tier 2 and tier 3 attendance interventions, re-engagement meeting minutes, and 10-day attendance reconciliation qualitative and quantitative data.

Desert Learning Academy (DLA) identified significant resource inequities particularly in chronic absenteeism rates. In the most recent reporting period, chronic absenteeism increased substantially across several key student groups. The 'all' students group experienced a 27.8% increase, while the English Learner subgroup saw an even higher rise of 29.6%. The Socioeconomically Disadvantaged subgroup reported a significant increase of 28.2%, the Hispanic subgroup rose by 24.3%, and the White student subgroup matched the overall increase at 27.8%. These trends highlight a pressing inequity in student access to consistent educational engagement. To address these disparities, Desert Learning Academy implemented Multi-Tiered System of Supports (MTSS) and reengagement systems at the beginning of the 2024–25 school year, aiming to provide targeted interventions and support to re-engage chronically absent students and address barriers to attendance. In response to the levels of chronic absenteeism reported at the end of the 23/24 school year, the attendance system was revised to provide better control and immediate response for students who are not regularly attending school.

In August 2024 the attendance capture method at DLA was changed for all students enrolled in grades 1-5 to the Time Value attendance accounting protocol. In California there are two primary attendance systems. Daily Attendance accounting: This traditional method involves recording student attendance on a daily basis. Schools report attendance during designated periods. The second method is Time Value Attendance accounting and is typically used for students enrolled in Independent Studies programs. For students participating in independent study programs, attendance is measured based on the time value of student work. A certificated teacher evaluates the assignments to determine the equivalent instructional time. This method applies to both traditional and course-based independent study programs. Any elementary student enrolled in grades 1-5 who was not making 90% attendance was immediately flagged for reengagement. Attendance was reconciled every two weeks which meant that any student who was not making adequate academic progress was flagged for intervention. During the 2024/25 school seven elementary students were flagged for chronic attendance concerns. Following reengagement 5 of these seven students had their registration at DLA revoked and they returned to their home schools. This 'just in time' attendance review system will make a significant impact of DLA

chronic absentee rates for the 24/25 school year. Equity Multiplier funds will be utilized to support MTSS actions to accurately monitor student attendance at DLA during the 25/26 school year. Title 1 funds have also been allocated to staff elementary student orientations before the school year begins. This orientation clearly reviews attendance requirements and reviews the consequences of chronic absenteeism for the student and family.

Approximately 38% of the students attending Desert Learning Academy's Independent Studies program (grades 6-12) actively deal and manage with social emotional issues including anxiety and depression. Students report that the hybrid learning environment provides a safe and predictable place for them to study away from the peer influences of traditional schools.

Desert Learning Academy will provide a clean, safe and welcoming learning environment for all students and their families. Support services in the form of small group counseling, mental health services (via PSUSD formal referral protocols), and social emotional learning via EDGE coaching will be provided to all enrolled students.

All visitors to the DLA campus will be required to provide a valid identification that will be used to authorize their presence on campus via the Raptor system. No costs are associated with this action as Sprigeo and Raptor screening services are centrally controlled costs.

The following actions/strategies are outlined in this iteration of the School Plan for Student Achievement (SPSA) to support the attainment of this goal:
- Title 1 funds are allocated for the provision of small group support services for students dealing with anxiety and depression.

Measuring and Reporting Results

Metric/Indicator	Baseline	Expected Outcome
Student Attendance Rates All Students (ALL)	Student attendance rates All Students (ALL) -92.9%	Student attendance rates All Students (ALL) Increase overall attendance rate by 2% to 94.9%
Chronic Absenteeism Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	Chronic Absenteeism Rates All Students (ALL) - 1.2% English Learner (EL)- 1.5% Hispanic (Hisp) -1.7% African American (AA) - 0% Socioeconomically Disadvantaged (SED)- 1.2% Students with Disabilities (SWD) No data available.	Chronic Absenteeism Rates All Students (ALL) - Decrease to 0.5% English Learner (EL) Decrease to 0.5% Hispanic (Hisp) Decrease to 0.8% African American (AA) Maintain at 0% Socioeconomically Disadvantaged (SED) Decrease to 0.6% Students with Disabilities (SWD) Maintain at 0%

Metric/Indicator	Baseline	Expected Outcome
High School 4-Year Dropout Rate All Students (ALL) - 19.5% Cohort English Learner (EL) -population below 11 Hispanic (Hisp) -population below 11 African American (AA) -population below 11 Socioeconomically Disadvantaged (SED) - 22%	High School 4-Year Dropout Rate All Students (ALL) - 19.1% English Learner (EL) - N/A Hispanic (Hisp) - 15.1% African American (AA) -N/A Socioeconomically Disadvantaged (SED) - 19.5%	High School 4-Year Dropout Rate All Students (ALL) - decrease by 5% English Learner (EL) - N/A Hispanic (Hisp) - decrease by 4% African American (AA) -N/A Socioeconomically Disadvantaged (SED) -decrease by 5%

Suspension Rates:
All Students (ALL) 0%
English Learner (EL)- 3.6%
Hispanic (Hisp) -2.1%
African American (AA) - 0%
Socioeconomically Disadvantaged (SED)- 1.6%
Students with Disabilities (SWD) - 0%

St. Group	Color	DFS/Percentage	Change
All	Green	0.9% suspended at least one day	Increased 0.9%
EL	Green	0.9% suspended at least one day	Increased 0.9%
Hisp	Green	0.5% suspended at least one day	Increased 0.5%
AA	Yellow	2.4% suspended at least one day	Increased 2.4%
SED	Green	0.9% suspended at least one day	Increased 0.9%
SWD	Yellow	1.5% suspended at least one day	Increased 1.5%

St. Group	Color	DFS/Percentage	Change
All	Blue	0.9%	Increase zero suspension
EL	Blue	0.9%	Increase zero suspension
Hisp	Blue	0.5%	Increase zero suspension
AA	Blue	2.4%	Increase zero suspension
SED	Blue	0.9%	Increase zero suspension
SWD	Blue	1.5%	Increase zero suspension

Metric/Indicator	Baseline	Expected Outcome
Expulsion Rates All Students (ALL) 0%	Expulsion Rates All Students (ALL) - 0% English Learner (EL) - 0% Hispanic (Hisp) - 0% African American (AA) - 0%	Expulsion Rates All Students (ALL) - 0% English Learner (EL) - 0% Hispanic (Hisp) - 0% African American (AA) - 0% Maintain at zero for all student groups.
Panorama Survey - School Connectedness All students EL AA Hisp	Panorama Survey – School Connectedness All Students (ALL) - 71% favorable rating English Learner (EL) - 67% favorable rating Hispanic (Hisp) - 72% favorable rating African American (AA) - 75% favorable rating	Panorama Survey – School Connectedness All Students (ALL) - Increase of 5% to 76% English Learner (EL) - Increase of 5% to 72% Hispanic (Hisp) - Increase of 5% to 77% African American (AA) - increase of 5% to 75% SED- N/A- increase of 5% to 75%

Metric/Indicator	**Baseline**	**Expected Outcome**
SED	Socioeconomically Disadvantaged- 70% favorable rating SPED- 67% favorable rating	SPED- Increase of 5% to 59%
Panorama Survey - School Safety All students: EL Two or More Hisp SED	Panorama Survey - School Safety All students: 85% favorable rating EL- 80% favorable rating Two or More- 80% favorable rating Hispanic- 86% favorable rating African American- 83% favorable rating SED- 85% favorable rating.	Panorama Survey – School Safety All Students (ALL) - Increase of 5% to 90% favorable rating English Learner (EL) -Increase of 5% to 85% favorable rating Hispanic (Hisp) - Increase of 5% to 91% favorable rating African American (AA) - Increase of 5% to 88% favorable rating. SED:- Increase of 5% to 90% favorable rating.
Williams Facilities Inspection Results	Williams Facilities Inspection Results- Exemplary rating.	Williams Facilities Inspection Result- maintain exemplary rating.

Planned Strategies/Activities

Strategy/Activity 1

In order to maintain a healthy and safe learning environment DLA will continue to provide anxiety and depression therapy through mental health services. As DLA has a large number of students that are requesting therapeutic support because they find it difficult to avoid distractions and require more time to turn their attention from one task to the next. DLA will provide a one hour on campus session with a mental health professional focused on anxiety and depression. Accountability metrics that will be used to determine the effectiveness of this action/strategy include the following: Campus FIT report; support group student exit interviews and surveys; support group attendance data; student achievement data (STAR, Short Cycle Assessment, CAASPP); Panorama survey data pertaining to social emotional learning, well being and safety.

Students to be Served by this Strategy/Activity

<u>X</u>   All

Timeline

July 1, 2024- June 30, 2025

Person(s) Responsible

Administration, staff, and therapist

Proposed Expenditures for this Strategy/Activity

Amount

4000

Source

Title I

Budget Reference

5800: Professional/Consulting Services And Operating Expenditures

Description

DLA will provide an hour session once weekly that will support the social emotional issues of high school students, focusing on anxiety/depression., This will aid students in completing course and assigned work ontime, thus increasing attendance.

The importance and positive impact of mental heath/counseling support services for k-12 students is very well documented in the peer reviewed research based.

Kutcher, S., Wei, Y., & Coniglio, C. (2016). Mental health literacy: Past, present, and future. The Canadian Journal of Psychiatry, 61(3), 154-158. - This paper discusses the importance of mental health literacy in schools and how it can be improved to support students.

Lee, S., Wu, J., & Ma, Y. L. (2019). School-based mental health interventions for depressive symptoms in adolescents: A systematic review and meta-analysis of randomized controlled trials. Journal of the American Academy of Child & Adolescent Psychiatry, 58(2), 186-200. - This study reviews the effectiveness of school-based interventions for depression in adolescents, providing insights into effective strategies.

Gulliver, A., Griffiths, K. M., & Christensen, H. (2010). Perceived barriers and facilitators to mental health help-seeking in young people: A systematic review. BMC Psychiatry, 10(1), 113. - This systematic review examines the factors that influence young people's help-seeking behavior for mental health issues, which is crucial for designing effective support systems.

Merikangas, K. R., He, J. P., Burstein, M., Swanson, S. A., Avenevoli, S., Cui, L., ... & Swendsen, J. (2010). Lifetime prevalence of mental disorders in U.S. adolescents: Results from the National Comorbidity Survey Replication–Adolescent Supplement (NCS-A). Journal of the American Academy of Child & Adolescent Psychiatry, 49(10), 980-989. - This study provides important data on the prevalence of mental disorders in adolescents, highlighting the need for mental health support.

Kataoka, S. H., Zhang, L., & Wells, K. B. (2002). Unmet need for mental health care among U.S. children: Variation by ethnicity and insurance status. American Journal of Psychiatry, 159(9), 1548-1555. - This study explores the disparities in access to mental health care among children, which can inform efforts to improve support for vulnerable populations.

Strategy/Activity 2

In order to maintain a healthy and safe learning environment DLA will provide students with access to report bullying through Sprigeo.

Accountability metrics that will be used to determine the effectiveness of this action/strategy include the following: Sprigeo student reports; student Synergy referrals.

Students to be Served by this Strategy/Activity

X	All

Timeline

July 1, 2024-June 30, 2025

Person(s) Responsible

Administration, Staff

Proposed Expenditures for this Strategy/Activity

Amount	0.00
Source	None Specified
Budget Reference	0000: Unrestricted
Description	PSUSD will provide access to the Sprigeo system. This system will provide DLA parent and student access to the an anonymous tip line prevents school tragedies on a daily basis.

Sprigeo is a platform designed to help schools address bullying, violence, and other safety concerns. Research specifically focused on Sprigeo may be limited, but here are some broader research citations related to school safety and bullying prevention, which could be relevant to understanding the effectiveness of Sprigeo or similar platforms:

Bradshaw, C. P., Waasdorp, T. E., Debnam, K. J., & Johnson, S. L. (2014). Measuring school climate in high schools: A focus on safety, engagement, and the environment. Journal of School Health, 84(9), 593-604.
Espelage, D. L., Low, S., Polanin, J. R., & Brown, E. C. (2013). Clinical trial of Second Step© middle-school program: Impact on aggression & victimization. Journal of Applied Developmental Psychology, 34(5), 226-235
.Holt, M. K., & Espelage, D. L. (2007). Perceived social support among bullies, victims, and bully-victims. Journal of Youth and Adolescence, 36(8), 984-994.
Swearer, S. M., Wang, C., Berry, B., Myers, Z. R., & Marquart, A. (2019). Reducing bullying: Application of social cognitive theory in a school-based bullying prevention program. Theory into Practice, 58(4), 317-326.
Waasdorp, T. E., & Bradshaw, C. P. (2015). The overlap between cyberbullying and traditional bullying. Journal of Adolescent Health, 56(5), 483-488.

Amount	0.00

Strategy/Activity 3

To reduce current chronic absenteeism rates, Desert Learning Academy will continue to implement clearly defined re-engagement strategies to all students enrolled in grades 2-12 to significantly reduce chronic absenteeism rates for all student sub-groups by 8%.
Accountability metrics that will be used to determine the effectiveness of this action/strategy include the following: 2025/26 revocation rates; re-engagement minutes; attendance reconciliation data (every two weeks); and learning coach structures.

Students to be Served by this Strategy/Activity

X	All

Timeline

July 1, 2025- June 30, 2026.

Person(s) Responsible

Mrs. Darci Syfert- MTSS coach; Michael Grainger- DLA Principal; Esperanza Orozco- Community Liaison.

Proposed Expenditures for this Strategy/Activity

Amount

0.00

Description

Desert Learning Academy (DLA) aims to reduce chronic absenteeism by 8% through the strategic use of its current re-engagement systems. These systems identify and reengage students who do not meet the 90% attendance requirement every two weeks.

Students falling below this threshold are immediately flagged for reengagement, which includes outreach from staff, individualized support plans, and consistent monitoring of attendance improvements. The reengagement process spans four weeks, during which students are expected to show measurable progress toward meeting attendance expectations.

If a student's attendance does not improve during this four-week period, their continued enrollment at DLA is at risk. The school may revoke registration to maintain academic integrity and ensure that students enrolled are actively participating. This systematic and time-bound approach allows DLA to proactively address attendance issues, provide support, and ultimately improve overall student engagement.

Equity Multiplier funds are allocated to support extra duty for the site part-time MTSS coach related to re-engagement actions/duties.

Eklund, K., Burns, M. K., Oyen, K., de Marchena, S., & McCollom, E. M. (2020). Addressing chronic absenteeism in schools: A meta-analysis of evidence-based interventions. School Psychology Review, 51(1), 95–111. https://doi.org/10.1080/2372966X.2020.1789436

Freeman, J., Sugai, G., Goodman, S., Flannery, B., & Sears, S. (2020). Improving attendance and reducing chronic absenteeism. Center on PBIS. Retrieved from https://www.pbis.org/resource/improving-attendance-and-reducing-

chronic-absenteeism:contentReference{index=18}

Rogers, T., Duncan, T., Wolford, T., Ternovski, J., Subramanyam, S., & Reitano, A. (2017). A randomized experiment using absenteeism information to "nudge" attendance. REL 2017–252. Institute of Education Sciences. Retrieved from https://eric.ed.gov/?id=ED572488:contentReference{index=30}

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program's goals and will be performed as a centralized services. Note: the total amount of each categorical program must be aligned with the Consolidated Application.

School Goal #1: Increase Academic Achievement				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development	**Start Date Completion Date**	**Proposed Expenditure**	**Estimated Cost**	**Funding Source (itemize for each source)**
Technology TOSAs	July 1, 2025 - June 30, 2026	Support the integration of technology into instruction for both staff and students	11,611	Title II
Secondary Literacy Coach	July 1, 2025 - June 30, 2026	Onsite PD and Support with evidence-based practices to build best first instruction in grades 6-12	15,474	LCFF
NGSS TOSA	July 1, 2025 - June 30, 20265	Onsite PD and support with evidence-based practices to build best first instruction	6,247	LCFF
Secondary Math Coach	July 1, 2025 - June 30, 2026	Onsite PD and support with evidence-based practices to build best first instruction in grades 6-12	17,992	LCFF
History/Social Science TOSA	July 1, 2025 - June 30, 2026	Onsite PD and support with evidence based practices to build best first instruction in grades 6-12	16,908	Title IV

School Goal #2: Increase Parent and Community Partnerships				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development	**Start Date Completion Date**	**Proposed Expenditure**	**Estimated Cost**	**Funding Source (itemize for each source)**
Family engagement events and classes	July 1, 2025 - June 30, 2026	Parenting classes on effective strategies and structures. Parent/community engagement activities.	1,500	LCFF

School Goal #3: Maintain Healthy and Safe Learning Environment				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development	**Start Date Completion Date**	**Proposed Expenditure**	**Estimated Cost**	**Funding Source (itemize for each source)**
Youth Mental Health First Aid Training	July 1, 2025 - June 30, 2026	Training and accompanying books and materials.	2,962	Title IV

Note: Centralized services may include the following direct services:

- *Evidence-based instructional strategies, curriculum development, school climate, and data disaggregation for instructional staff*
- *District-wide staff providing specific services to schools, e.g., English Language Development Coordinator, Teachers on Special Assignment, Instructional Coaches*
- *After-school and Summer School programs funded by categorical programs*
- *Data analysis services, software, and training for assessment of student progress*

Centralized Services do not include administrative costs.

Budget Summary and Consolidation

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$63,236
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$78,956.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I	61,963	0.00
Title I Part A: Parent Involvement	1,273	0.00
LCFF	15,720	0.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I	$61,963.00
Title I Part A: Parent Involvement	$1,273.00

Subtotal of additional federal funds included for this school: $63,236.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
	$0.00
LCFF	$15,720.00
None Specified	$0.00

Subtotal of state or local funds included for this school: $15,720.00

Total of federal, state, and/or local funds for this school: $78,956.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
LCFF	15,720.00
None Specified	0.00
Title I	61,963.00
Title I Part A: Parent Involvement	1,273.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
0000: Unrestricted	0.00
1000-1999: Certificated Personnel Salaries	14,293.00
2000-2999: Classified Personnel Salaries	1,273.00
4000-4999: Books And Supplies	23,020.00
5000-5999: Services And Other Operating Expenditures	11,870.00
5800: Professional/Consulting Services And Operating Expenditures	28,500.00
None Specified	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
1000-1999: Certificated Personnel Salaries	LCFF	2,800.00
5000-5999: Services And Other Operating Expenditures	LCFF	7,920.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	5,000.00
0000: Unrestricted	None Specified	0.00
None Specified	None Specified	0.00
0000: Unrestricted	Title I	0.00
1000-1999: Certificated Personnel Salaries	Title I	11,493.00
4000-4999: Books And Supplies	Title I	23,020.00
5000-5999: Services And Other Operating Expenditures	Title I	3,950.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	23,500.00
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	1,273.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

 1 School Principal

 4 Classroom Teachers

 1 Other School Staff

 3 Parent or Community Members

 3 Secondary Students

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Michael J Grainger, Ed. D (Chairperson)	X				
Mrs. Christine Kirov		X			
Mrs. Stacy Brennan		X			
Mrs. Melissa Ferguson		X			
Mr. Stephen Nelson (Vice Chairperson)				X	
Mrs. Elizabeth Mars Reid				X	
Mr. RIchard Madain				X	
Master Troy Samora					X
Master Mathew Rdoriguez					X
Master Alejandro Meza Valdez					X
Mr. Michael Svoboda		X			
Ms. Andrea Rodriguez Vargas (Secretary)			X		
Numbers of members of each category:	**1**	**4**	**1**	**3**	**3**

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Other: School Safety Committee- CSO Rebecca Bloom

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on May 14, 2025..

Attested:

	Principal, Michael J Grainger, Ed. D on 05.14.25
	SSC Chairperson, Michael J Grainger, Ed D on 05.14.25

Title I and LCFF Funded Program Evaluation

Goal #1:
Desert Learning Academy will conduct an annual review of the hybrid learning program to ensure parity with the traditional school courses and content. By June 2025 DLA will increase on time course completion by 5%, maintain chronic absenteeism at less than 15%, improve overall mathematics proficiency by 8% and improve overall language arts proficiency by 6%.

Actions/ Activities (Strategies)	What is working and why? (Effective indicators) *Specific evidence/indicators of success/effectiveness in implementing this activity or strategy, including:*	What is not working and why? (Ineffective indicators) *Specific evidence/indicators showing that this activity or strategy is not working, including:*	Modification(s) based on evaluation results *Continue or discontinue and why?*
Students will be able to complete 95% of their assigned courses and coursework during the assigned term using Desert Learning Academy's hybrid learning platform by; (a) creating a change in the intake procedure to include in person parent orientations with lead teachers, (b) structure students' courses to correlate with attendance collection, (c) ensure the online course system allows parent communication structures, (d) communicating course completion at the end of each session,(e) and hold monthly parent meetings. DLA will Include student gap analysis during the orientation process then schedule on-campus time and parent meeting requirements. Accountability metrics that will be used to determine the effectiveness of this strategy/activity include the following: In person orientation sign in logs, Edgenuity course completion reports, parent meeting logs and minutes, Edgenuity student progress reports and session logs, and student learning outcome attainment data via Edge coaching student portfolios.			
Students will demonstrate mastery on academic standards as presented by site, district, and state with specific focus Mathematics increasing normed scores 6% annually by; Students will take one math course per session. Each session will have a math lab to support that class, Students will			

improve their CAASPP score to show mastery on mathematics standards, provide math interventions daily, and use online adaptive math program to support filling gaps in students' understanding. Accountability metrics that will be used to determine the effectiveness of this strategy/activity include the following: PSUSD STAR benchmark data reports, CAASPP summative assessments, Short Cycle Assessment pre and post data reports, and ALEKS student progress reports.			
DLA will provide high quality art elective classes to all high school students. High school students will be able to earn high school elective credit for course completion. A Visual and Performing Arts (VAPA) virtual elective will be provided for all high school students to satisfy the 'F' a-g requirement. DLA admin and counseling staff monitor a-g compliance via the internal FAR compliance report and routine monthly student transcript analyses. Accountability metrics that will be used to determine the effectiveness of this strategy/activity include the following: PSUSD internal FAR a-g compliance report, student transcript reviews, VAPA course high-school enrollment and attendance data.			
DLA will increase career and college academic options for high school students including dual-enrollment in college level courses, Advanced Placement classes, work experience, a-g compliance, and State Seal of Biliteracy attainment. The internal FAR report will be used monthly to carefully monitor a-g compliance. DLA will increase the percentage of students who are a-g compliant to 40% for current juniors by May 2025. DLA will increase the percentage of students taking AP courses by 15%. Accountability metrics that will be used to determine the effectiveness of this strategy/activity include the following: Enrollment and attendance data for AP courses and dual enrollment in college courses, and PSUSD internal FAR a-g compliance report.			

100% of all middle and high school students enrolled in Language Arts, World History, Civics, Economics, and US History will submit their course essay submissions to My Access until a holistic score of 3.0 is attained with associated feedback before submitting them to Edgenuity. The goal is to Increase student feedback on written prompts to insure growth in the five domains of writing: Focus and Meaning, Content and Development, Organization Language Use, Voice, and Style Mechanics and Conventions. Accountability metrics that will be used to determine the effectiveness of this strategy/activity include the following: Weekly submission data reports (by teacher and grade) from My Access outlining student scores, frequency of submission, numbers of submissions, and data of submissions; Staff sign in rosters for My Access professional development rosters.			
DLA teachers will be provided with high-quality relevant professional development opportunities to enhance hybrid learning structures by attending a variety of different conferences including Computer Using Educators (CUE), California Consortium on Independent Studies Conference, and ISTE technology conference. The focus will be on developing teacher technology skills and enhancing teaching and learning modalities in the hybrid learning environment. Accountability metrics that will be used to determine the effectiveness of this strategy/activity include the following: Student learning outcome attainment data (technology, communication, and critical thinking); student survey feedback regarding technology skills and executive functioning; EDGE coaching student portfolios; teacher survey feedback; CUE conference debrief showcase.			
DLA will Increase the Mathematics proficiency of all English Learners and Hispanic students by 8%. All DLA students identified as English Learners and/or Hispanic will be provided with additional mathematics intervention time using DLA's hybrid learning platform.			

Actions will focus vocabulary development, the use of manipulatives to bridge from conceptual to abstract learning, the use of real-life mathematics applications, language support, cultural Relevance, technology integration, and heterogeneous collaborative learning. Accountability metrics that will be used to determine the effectiveness of this strategy/activity include the following: Short cycle pre and post assessment data by student sub-group, interim STAR benchmark data reports by student sub-group, and summative CAASPP mathematics assessment data.			
DLA will Increase the overall proficiency of identified English Learners on the English Language Proficiency Assessments for California (ELPAC) by 8%. All students identified as English Learners will be provided with designated English Language Development (ELD) instruction during the school day. EL students will be required to participate in preparation classes to ready them for the ELPAC administration in February 2025. Actions will include taking ELPAC practice assessments in the four domains of language development, and participating in heterogenous collaborative discuss groups to improve speaking fluency. Accountability metrics that will be used to determine the effectiveness of this strategy/activity include the following: Designated English Language Development (ELD) attendance data; ELPAC practice test data by domain; ELPAC preparation class attendance and pre and post assessment data; STAR interim benchmark data; ELPAC summative student performance data; Mathematics and Language Arts CAASPP student performance data.			
Desert Learning Acadamy will provide high-quality reading instruction to all students enrolled in elementary (grades 1-5) and middle school (grades 6-8). Reading Plus and Read Naturally are the two reading programs that will be implemented for middle school and elementary school respectively. Corresponding licenses will be			

assigned to each student to support literacy development. Reading intervention time is built into both elementary and middle school schedule during which the licenses will be utilized.			

Goal #2:
Increase parent engagement and involvement by providing a continued level of support as reflected in the Panorama survey. By June 2025, DLA will maintain their high level of parent/guardians; Sense of Belonging (School Connectedness), Climate of Support for Academic Learning, Knowledge and Fairness of Discipline, Rules and Norms, and Safety currently all above 93%.

Actions/ Activities (Strategies)	What is working and why? (Effective indicators) *Specific evidence/indicators of success/effectiveness in implementing this activity or strategy, including:*	What is not working and why? (Ineffective indicators) *Specific evidence/indicators showing that this activity or strategy is not working, including:*	Modification(s) based on evaluation results *Continue or discontinue and why?*
Desert Learning Academy will increase engagement and involvement by developing opportunities for stakeholders to support the educational processes of their student(s). Self-study findings indicate a high level of satisfaction with the program (parents and guardians to support student achievement for learning by; Decrease the number of students that are chronically absent by 4% annual until the school is at or below 9% (state reporting), Increase to 96% of students turning in a progress mentoring form sign by the parent to weekly, and Increase Parent / Guardian communication of academic performance. DLA will provide parents contact information and specific dates of when students need to be on campus.			

Goal #3:
DLA will provide students with a clean, healthy, physically and emotionally safe learning environment by June 2025. We will promptly report any physical plant issue, provide social-emotional support, and direct student and parents to mental health professionals as needed.

Actions/ Activities (Strategies)	What is working and why? (Effective indicators) *Specific evidence/indicators of success/effectiveness in implementing this activity or strategy, including:*	What is not working and why? (Ineffective indicators) *Specific evidence/indicators showing that this activity or strategy is not working, including:*	Modification(s) based on evaluation results *Continue or discontinue and why?*

In order to maintain a healthy and safe learning environment DLA will continue to provide anxiety and depression therapy through mental health services. As DLA has a large number of students that are requesting therapeutic support because they find it difficult to avoid distractions and require more time to turn their attention from one task to the next. DLA will provide a one hour on campus session with a mental health professional focused on anxiety and depression. Accountability metrics that will be used to determine the effectiveness of this action/strategy include the following: Campus FIT report; support group student exit interviews and surveys; support group attendance data; student achievement data (STAR, Short Cycle Assessment, CAASPP); Panorama survey data pertaining to social emotional learning, well being and safety.			
In order to maintain a healthy and safe learning environment DLA will provide students with access to report bullying through Sprigeo. Accountability metrics that will be used to determine the effectiveness of this action/strategy include the following: Sprigeo student reports; student Synergy referrals.			
To reduce current chronic absenteeism rates, Desert Learning Academy will continue to implement clearly defined re-engagement strategies to all students enrolled in grades 2-12 to significantly reduce chronic absenteeism rates for all student sub-groups by 8%. Accountability metrics that will be used to determine the effectiveness of this action/strategy include the following: 2025/26 revocation rates; re-engagement minutes; attendance reconciliation data (every two weeks); and learning coach structures.			

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64004 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65004, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA-and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64004(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I.   The development of the SPSA shall include both of the following actions:

A.   Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

1.   The comprehensive needs assessment of the entire school shall:

a.   Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

b.   Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

i.   Help the school understand the subjects and skills for which teaching and learning need to be improved; and

ii.   Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

iii.   Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

iv.   Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

v.   Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

B.   Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II.   The SPSA shall include the following:

A.   Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B.   Evidence-based strategies, actions, or services (described in Strategies and Activities)

1.   A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

a.   provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

b.   use methods and instructional strategies that:

       i.   strengthen the academic program in the school,

       ii.   increase the amount and quality of learning time, and

       iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

    c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

       i.   strategies to improve students' skills outside the academic subject areas;

       ii.   preparation for and awareness of opportunities for postsecondary education and the workforce;

       iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

       iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

       v.   strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

1. Ensure that those students' difficulties are identified on a timely basis; and

2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);

2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);

3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64004[a] as amended by Assembly Bill [AB] 716, effective January 1, 2049).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2049).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64004(a), both as amended by AB 716, effective January 1, 2049.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

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