



## 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.

<b>School Name</b>	Desert Learning Academy
<b>Address</b>	2248 East Ramon Road Palm Springs, CA 92262
<b>County-District-School (CDS) Code</b>	33-67173-3330925
<b>Principal</b>	Michael J Grainger, Ed. D
<b>District Name</b>	Palm Springs Unified School District
<b>SPSA Revision Date</b>	07.01.24- 06.30.25

**Schoolsite Council (SSC) Approval Date**

October 9, 2024 2024

**Local Board Approval Date**

December 17, 2024

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

Desert Learning Academy's mission is to provide a dynamic and inclusive learning environment that combines the best elements of traditional classroom instruction with innovative online technologies, offering students a flexible and personalized educational experience that prepares them for success in a rapidly evolving world.

Desert Learning Academy Mission Statement: Desert Learning Academy provides rigorous high-quality personalized hybrid learning experiences to all students, with a strategic focus on character development, career and college readiness, and technology skill refinement.

Desert Learning Academy's vision is to empower students to become lifelong learners and critical thinkers, equipped with the skills and knowledge needed to thrive in a digital age. We strive to cultivate a community of engaged learners, where collaboration, creativity, and adaptability are fostered, enabling each student to reach their full potential.

Desert Learning Academy Vision Statement: Every learner attending Desert Learning Academy can use blended learning to realize their full potential.

## Student learning outcomes

Student learning outcomes (SLOs) are specific statements that describe the knowledge, skills, attitudes, or values that students are expected to gain or demonstrate by the end of a lesson, course, program, or educational experience. SLOs are typically measurable and help educators assess student progress and the effectiveness of their teaching.

Desert Learning Academy's current Student Learning Outcomes:

Technology: Students will locate, organize, understand, critically analyze, and use information from various sources using a variety of technologies..

Communication: Students will communicate clearly and effectively using a variety of different communication tools including cooperative and collaborative learning groups.

Critical Thinking: Students will apply critical thinking skills and reasoning to demonstrate continuous inquiry, problem solving, and reflective learning.

Life Skills: Students will use effective self-management and interpersonal skills to develop a mindset for lifelong learning and self-improvement.

Content Learning: Students will demonstrate mastery of each discipline's content standards, principles, methodologies, and perspectives.

Accountability/Responsibility: Students will develop a maturing sense of ethics and accountability and the ability to make healthy, responsible and sustainable life choices based on appropriate autonomous goal-setting.

# School Profile

Desert Learning Academy (DLA) is a hybrid school of choice that is part of the Palm Springs Unified School District. Established in 2015, DLA provides a hybrid learning environment that provides many alternatives to traditional brick-and-mortar schools. Desert Learning Academy serves the Coachella Valley and southeast Riverside County areas and adjoining counties. The school serves students in grades 1 through 12 looking for an alternative to traditional daily learning. Finally, DLA also provides Home and Hospital services to students who are too ill to attend their regular school. PSUSD teachers are hired to serve as Home and Hospital teachers. They are required to provide five hours of service in the family home for the duration of the approved Home and Hospital contract.

As an Independent Study (IS) program, Desert Learning Academy must adhere to California Education Code that governs alternative education establishments in the state. All students enrolling at Desert Learning Academy must complete a Master Agreement prior to enrollment. This document outlines the contractual obligations between the LEA and family. Students enrolled in grades 1-5 use district adopted curriculum while students enrolled in grades 6-12 receive instruction via Edgenuity. Our learning program requires students to have or develop a positive mindset around learning. Teachers help students to focus their mindset by mentoring/ coaching using a mentor model and the EDGE coaching on which all teachers have been trained. Effective August 2025 all students enrolled in grades 1-5 will receive instruction using district adopted curriculum delivered by a virtual learning platform. For students enrolled in grades 6-12 all students receive instruction using Edgenuity and are required to physically attend the DLA campus for district and state testing, intervention classes, and select elective classes.

Within the Independent Studies program, parents serve a vital role as learning coaches. It is the parent's responsibility to monitor work completion, provide guidance and support with content, and serve as a bridge between the home and school. Parents are required to attend a course orientation when their students enroll. Parents are invited to be part of the learning process by monitoring student grades, coming to student meetings, and creating structures at home to guide their student progress at expected levels.

## 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)

➤ 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 on the last Tuesday of each month 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 assessments 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 provides all parents with an opportunity to be a part of the school site council as a member or a public participant. School Site Council meetings take place on the last Tuesday of each calendar month. The agenda and minutes are posted on the school web page so all stakeholders will have the opportunity to review the progress, process, and expenditures. During the first and last meeting of the year, the SSC reviews academic data reported to the state on the school's success. The site also uses parents, students, and staff members survey data to inform on the social-emotional and safety perceptions of these groups via the administration of the Panorama survey in early Spring each year.

The council shall be composed of the following members, the principal, teachers elected by other teachers, other school personnel selected by other school personnel, parents elected by other parents. In secondary schools, students are chosen by the entire student body, and community members elected by parents. Classroom teachers are the majority on the school staff side. Each member has equal voting rights. The principal is responsible for the elections of staff members. Half of the membership shall be (a) principal, classroom teachers, and other school personnel (staff side); and the other half shall be (b) half parents, or community members elected by the parents and half students selected by the entire student body (parent side). The council will be made up of no fewer than 12 members.

#### The Election Process

Teachers: On a two-year cycle, teachers are asked via an email to nominate another staff member to be part of the SSC. This request is broken into three parts, one for each level at the school. Elementary, Middle, and High school teachers all have one representative as part of the council. After nominations, teachers are sent a google survey to vote for their teacher rep by program level. All ballot results are verified through the council chairman.

For the 2023/24 school year nomination documents were sent out via Google documents on September 11, 2023, to students, parents, and teachers for these stakeholder groups to nominate candidates for this school year. Once the nominations were received, an official ballot was crafted and shared with all members of the DLA learning community (parents, students, and teachers). The official ballot was sent to all stakeholders for voting on October 24, 2023, via Google docs. The votes were tallied, and results shared with stakeholder groups. New council members were formally

welcomed at the October 2023 SSC meeting held remotely via Zoom.

Parents: On a two-year cycle, parents are asked via an email to nominate another parent to be part of the SSC. This request is broken into three parts, one for each level at the school. Elementary, middle, and high school Parents all have one representative as part of the council. After nominations if there are more than one name put forth for each level, parents are sent a google survey to vote for their parent rep by program level. In the event that no parents' names are put forth for nomination, community members can be selected. This process follows the same process as parent voting. All ballot results are verified by the council chairman.

Students: Every year students are selected by their peers to be part of the school site council. These students are nominated via the help of ASB and or ASB then provide ballots for voting. Students on the council are required to be in high or middle school. Thus, only middle and high school students vote for students reps. All ballot results are verified by the council chairman.

#### Members

A parent is a person who is a mother, father, or legal guardian of a student attending a particular school, but who is not employed at the school attended by such student.

Council members chosen to represent parents may be employees of the school district so long as they are not employed at this school site (EC 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.

The Desert Learning Academy SSC will be composed of:

- Four classroom teachers
- One other school staff member
- Three parents or community members
- One school principal
- Three students (secondary schools only)

#### Section B Term of office

Council members shall be elected for a 2-year term. If the term is for two years, half of the nearest approximation thereof, of each representative group shall be elected during odd years, and the remaining shall number selected during even years. At the first regular meeting of the council, each member's current term of office shall be recorded in the minutes of the meeting. Section C: Voting Rights

Each member is entitled to one vote and may cast that vote on any matter submitted to most of the council. Absentee ballots shall not be permitted. Voting by proxy is not allowed.

#### Section D: Termination of Membership

The council may, by an affirmative vote of two-thirds of all its members, suspend or expel a member. Any elected member may terminate his or her membership by submitting a written letter of resignation to the council chairperson.

#### Section E. Transfer of membership

Membership on the council may not be assigned or transferred.

#### Section F: Vacancy

Any vacancy on the council occurring during the term of a duly elected member shall be filled by a duly noticed regular election or the seating of a previously elected alternate member to fill the remainder of the term of the vacant seat).

Proposed SSC meeting dates for 2024/25 school year

Tuesday September 24, 2024

Tuesday October 29, 2024

Tuesday November 26, 2024

Tuesday January 28, 2025

Tuesday February 25, 2025

Tuesday March 25, 2025

Tuesday April 29, 2025

SSC meeting dates and topics for the 2023.24 school year:

10.03.23

- 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 revise expenditures.
- Reviewed California Safe School Plan for DLA
- Reviewed 2023 SBAC performance data and ELPAC data

11.07.23

- Quorum not established meeting not held

01.30.24

- Quorum not established meeting not held

02.28.24

- Panorama survey data review
- Review of ELAC procedures and responsibilities
- Review schedule for ELPAC preparation class
- Reviewed current California dashboard metrics for DLA
- Approved reassigned title 1 expenditures
- Designated and Integrated ELD presentation and Q & A
- Reviewed STAR assessment data by grade level.

04.24.24

- Review DRAFT of 2024/25 SPSA
- Review proposed expenditures for 2024/25 SPSA
- Reviewed Equity Multiplier plan for 2025- focus on ELs- Mathematics and Hispanic Mathematics
- Complete Needs Assessment for 24/25
- Approval of 2024/25 SPSA

05.15.24

- 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 24/5 school year and aligned actions/services accordingly.
- Approved revised version of the 2024/25 SPSA.

In preparation for the development of the new iteration of the school plan for the 24/25 school year, the following recommendations were made by School Site Council (SSC) members:

- Additional FTE to support hybrid learning model at the high school levels utilizing Equity funds assigned to DLA for the 24/25 school year.
- Additional resources must be allocated to support the enrollment of students in AP classes at DLA- preferably dual enrollment with Palm Springs High School
- Additional resources for mathematics intervention and support services.
- ELPAC support classes for English Learners
- A variety of different parent/community events houses in the new DLA E-Sports facility.
- Extended learning opportunities for Spring Break 2025
- Additional intervention support time for middle school and high school mathematics



As a data team the SSC is responsible for: (a) collecting and analyzing a variety of types of school data; (b) evaluating the methods used to support students,(c) examining data from an equity perspective; (d) using tools to guide the identification of student-learning problems; (e) consulting research to investigate issues, causes, and best practices that provide results in the success indicators; and (f) coordinating with school leadership to develop a plan that provides for students annually.

Exposure to the tested content, particularly in mathematics, is another critical factor we considered when looking at an assessment to administer to students. The information can help teachers know what to teach next, and some students who aren't exposed to these concepts in the classroom are getting exposure to them at home or from other sources. For the 2022/23 school year Short Cycle assessment protocols were introduced at all grade levels to assess mathematics instruction. This system will continue during the 24/25 school year and will include 6th grade independent studies students.

The other considerations we made during the SSC data review were to provide support in the form of online interventions. The team looked at the decision to continue the ALEKS program. MAP was discontinued at the end of the 2020/21 school year since PSUSD mandated the administration of the STAR interim assessment district wide. ALEKS uses artificial intelligence (AI) to map the details of each student's knowledge. ALEKS "knows" at each moment, concerning each topic, whether each student has mastered that topic.

Using the same data points for students, we researched reading and writing support programs. My access has supported our students and teachers through the writing process; this tool instantly evaluates student writing against a standard rubric and provides students with suggestions to improve their writing. All of its feedback is aligned to the core traits of writing: Focus, Organization, Content Development, Language Use, and Grammar. Our students have continued to make progress and the council has agreed to continue the use of this software.

#### English Language Advisory Committee (ELAC)

For the first time during the 23/24 school year DLA correctly constituted an English Language Advisory Committee (ELAC) since more than 21 English Learners were enrolled during the school year. Once nominations and elections were completed, meetings were scheduled for the first Tuesday of every month at 8:30am at the school site. 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 2023/24 School Year

October 19, 2023: 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 2023 administration
- + Review of growth targets for EL students for 23/24 school year
- + Review of ELPAC blueprint and test questions.
- + Revision to needs assessment for 23/24

November 28, 2023: 8:30am-9:30am

##### Agenda Items:

- + Annual training for ELAC members( review for new members)
- + DELAC debrief with DLA's DLAC representative
- + Planning sessions for ELPAC preparation classes in January and Febaury 2024.
- + Review of STAR performance data for Fall 2023. Focus on performance trends for English Learners.

February 27, 2023: 8:30am-9:30am

##### Agenda items:

- + CAASPP data review- 2022: Mathematics and Language Arts
- + ELPAC bootcamp debrief: Attendance, instruction, assessment etc.
- + DELAC debrief with DLA's DLAC representative
- + Independent Studies attendance review and review of SART/SARB process
- + STAR Winter data review-all grades
- + Review of English Language Proficiency Assessment CA (ELPAC)s

April 30, 2024: 8:30am-10:00am

#### Agenda items:

- + DELAC debrief with DLA's DLAC representative
- + 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
- + Title 1 Parent Involvement allocation review
- + California Bilingual Educators (CABE) conference review for March 2024.

#### Proposed ELAC meeting dates for 2024/25:

Tuesday September 3, 2024: Topic- Review SBAC and ELPAC data for 23/24.

Tuesday October 8, 2024: Topic- Practice questions for the Speaking ELPAC domain and CABE; Reclassification

Tuesday November 5, 2024: Topic- Practice questions for the Listening ELPAC domain; Reclassification

Tuesday February 4, 2025: Topic- Practice questions for the Writing ELPAC domain; Reclassification

Tuesday March 4, 2025: Topic- Practice questions for the Reading ELPAC domain; Reclassification

Tuesday April 8, 2025: Needs assessment and feedback on actions for the 25/26 SPSA.

School Site Council elections were held during the first weeks of September 2024. The official ballot was sent to different stakeholder groups for the following vacancies:

2- teacher vacancies; 2 -student vacancies; 1- parent vacancy.

The official nomination document was submitted via Parent Square to secure nominations for the category vacancies. Once nominations were received using Google forms, an official ballot was submitted to each stakeholder group to solicit votes for each of the nominees in each category.

The following school site council meetings have been completed as of 10.30.24. Here are the respective agenda items for each meeting:

September 25, 2024: 3:00pm-4:15pm

- + 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.

October 9, 2024: 3:00pm-4:15pm

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

October 30, 2024: 3:00pm-3:45pm

- + Reviewed CAASPP student performance data for mathematics and language arts (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.

## Resource Inequities

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

Desert Learning Academy makes strategic efforts to ensure equity in the allocation and use of resources (people, time, and money) to create quality hybrid student learning experiences that enable all children to reach empowering and rigorous learning outcomes—funded by the percentage of students in each of the programs (elementary, middle, high schools). Student needs are identified by a variety of accessible quantitative and qualitative data collected linked to the schools' goals and mission. Data from the following systems is used to assess student learning and make informed decisions regarding intervention and the allocation of tier2 and tier three academic supports: ALEKS, My Access, Edgenuity, SchoolCity, and Synergy.

Students enrolled in DLA's programs lack math proficiency and need high-quality data driven interventions. During the 2023/24 school year, short cycle assessment protocols were established across all grade levels to assess the effectiveness of mathematics instruction and remediate where necessary. Assessments were administered every two weeks at the 11th grade level providing targeted interventions to students focused on anchor IM2 and IM3 mathematics standards. For the 2023/24 school a hybrid content delivery platform was implemented with a strategic focus on the provision of quality math intervention aligned to individual anchor content standards. Desert Learning Academy provided mathematics labs three times each week that were open to all high school mathematics students; however, a very small percentage of students participated in these labs either in person or virtually. Instructional sessions occurred under the direct supervision of our credentialed mathematics teacher. It is imperative that the DLA learning community make every effort to reengage students in the learning process using blended learning platforms at the onset of the 24/25 school year. The COVID-19 pandemic necessitated the transition of instruction to 100% remote instruction. The transition back to hybrid learning has been a real struggle with parents and students reluctant to attend the campus for in person interventions. Master agreement language for the 2024/25 school year has been revised effectively mandating in person attendance on the DLA campus for intervention support. This expectation is clearly aligned in the revised Multi-Tiered System of Support (MTSS) for the 24/25 school year. For the 2024/25 school year, considerable effort will be focused on returning students to campus for face-to-face instruction using blended learning strategies.

STAR benchmark assessments were administered at the prescribed times (August, January, and May) during the 2023/24 school year. ALEKS was embedded in each of the high school Edgenuity mathematics courses to replace the embedded Edgenuity assessment content. The rationale for this action was to provide each math student with a differentiated learning path for mathematics success and remove the ability for students to solicit answers to the Edgenuity assessments using the internet. STAR assessment data from the most recent January 2023 administration indicate that 46% of 9th graders, 67% of 10th graders, 100% of 11th graders met standard; however, due to the low number of students who were willing to participate in the assessment, this data is significantly skewed due to the low testing numbers. 2021/22 SBAC testing data reflected that 19% of 11th grade students who took the two mathematics assessments scored proficient which is several percentage points below the district average of 21%.

Students enrolled in the independent studies program are expected to work for 30 hours each week on their online courses and any additional assignments. This performance expectation is clearly stated in the master agreement and is reiterated to parents and students during course orientations. Students, on average, put in less than 20 hours of work each week. With some offline assignments (approximately 10% of the time required spend offline), it is predicted that a student spends an average of 22 hours a week working. Courses are reported by Edgenuity to have 55-70 hours of work to complete in each course. Our data shows that 36% of the students will not complete a course on time. The high school staff has found the ratio of completion of tasks online to time spent working to be 1 to 7 minutes. Research data states that the online course needs to be taught by highly qualified teachers who have a comprehensive student orientation, and the student should be provided with effective mentoring and opportunities for high quality intervention and support when needed.

## 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 productive 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 2023:

All student group: Mathematics (97.3 points below standard) and increase of 12.7 points over the previous year-ORANGE indicator. Language Arts (21.4 points below standard) and an increase of 34.9 points over the previous year-YELLOW indicator.

English Learners: Language Arts (87.3 points below standard) an increase of 4.2 points over previous year- ORANGE indicator.

Hispanic students: Language Arts (35.6 points below standard) an increase of 21.4 points over previous year-YELLOW indicator.

Socioeconomically disadvantaged students: Mathematics (93.8 points below standard) an increase of 17.5 points over previous year-YELLOW indicator. Language Arts (18.2 points below standard) an increase of 40.23 points over previous year- YELLOW indicator.

In May 2022, DLA teachers opted via Memorandum of Understanding (MOU) to change the teacher evaluation standards for the 2022/23 school year. The California Standards for the Teaching Profession were effectively replaced by the iNACOL National Blended Teacher Competency Frameworks. Title 1 funds were set aside in the school plan in the October revise to compensate Heather Stacker -coauthor of the seminal work Ready to Blend (Thorne & Stacker, 2015) to teach the new teacher evaluation framework throughout the 2022/23 school year. Teachers meet once a month with facilitator Stacker to review each of the 12 teacher competencies necessary to serve as a high-quality blended learning educator. According to Blackboard class completion data, all DLA teachers have completed their course work for each of the competencies and have submitted the required artifacts for each of the competencies for grading and feedback. A second MOU was approved in February 2024 by DLA members to include all DLA teachers 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 one teacher needing the iNACOL professional development at the beginning of the 24/25 school year. Plans are to provide a condensed and abridged professional development to this teacher using resources provided during the year long training.

Following the previous Western Association of School and Colleges (WASC) accreditation visit, all areas of refinement were addressed to improve learning outcomes for students. These included the following: (a) complete revision of Desert Learning Academy's mission and vision statements; (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) New Edgenuity based CTE pathways were presented to the secondary curriculum advisory committee and approved in November 2022. Students were actively enrolled in these courses beginning second semester; (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 carefully monitor student progress and assign academic probation if necessary; (g) short cycle assessment protocols were developed and implemented to monitor the effectiveness of mathematics and language arts instruction across grades 7 through 12. The follow up WASC mid-cycle visit findings report in March 2022, affirmed the above referenced actions with DLA being returned to full accreditation status. Members of the DLA learning community are currently preparing for the mid-cycle evaluation visit planned for February 2025. Actions include collecting teacher feedback on current SPSA and WASC high-priority actions, completing the WASC training webinars to prepare for the visit and the preliminary data collection necessary for Chapters 1 and 2 of the WASC report.

At the beginning of the 23/24 school year short cycle assessment protocols were established and implemented to provide targeted mathematics intervention to students in grades 11, 7, and 8. Scheduled 4-1 time on Friday afternoons has been dedicated to the creation of intervention lessons to address learning deficits identified via pre-assessment data. ALEKS was used to create the pre and post assessments to assess student mastery of target standards. To date, 11 iterations of the Short Cycle Assessment protocols have been executed. Data reflects that 84% of eligible 11th grade students and 92% of middle school students attended the interventions.

Mathematics: A comparison of pre and post mathematics SCA assessment data reflects that approximately 58% of students improved their math scores overall on the assessed standards. Language Arts: A comparison of pre and post language arts SCA assessment data reflects that approximately 63% of students improved their language arts scores overall on the assessed standards.

MTSS Data: During the period September -May 2024:

40% (49) 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 49 students, 51% (25) 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 probation process during which SMART goals are identified and measured. Major factors contributing to this revocation included not meeting the 80% attendance requirement, not attending AB130 mandated weekly check-in meetings, low levels of parent support at home, low work output, and an unwillingness to participate in intervention classes provided to all grades.

33% (74) of enrolled high school students were provided with Tier2/3 interventions; of these 74 students, 10 (14%) 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.

ALEKS data: Period 08.09.23- 05.01.24:

Mathematics Course	# of students	Average hours in ALEKS	Beginning Knowledge	Ending Knowledge
Integrated Math 1	88	12.3	23%	34%
Integrated Math 2	81	8.0	23%	30%
Integrated Math 3	157	7.1	25%	34%

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. During the 22/23 school year chronic attendance rates were less than 2%. Once Home and Hospital and virtual learning data were assimilated under Desert Learning Academy's overall data, the current chronic attendance rate stands at 23%. This percentage includes 132 out of 534 students- 94% of which are enrolled in Home and Hospital and Virtual learning. Average daily attendance has improved significantly since December 2023 rising from 83% to 92.8% currently.

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 recently hired community liaison. For the 23/24 school year a master agreement was not required which meant that instructional agreements could not be enforced as they were for students enrolled in Independent Studies in grades 7-12. A total of 6 Student Attendance Review Team (SART) meetings were completed in January and February 2024 to address chronic attendance for Home and Hospital and virtual learning students. Of these 6 students – follow up analysis reflects that (83%) have met the 80% attendance threshold for all programs.

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?

Following the 2023 CASSPP administration, student mathematics performance at DLA yielded the following scores: Students in the ‘All students’ group scored 97.3 points below standard representing a slight increase in achievement over the previous year (12.7 points). There were two student sub-groups scoring in the very low category (RED) with the following scores: English Learners- 143 points below standard (an increase of 25 points) and Hispanic-106.2 points below standard (an increase of 1.7 points). Both student sub-groups will be targeted with strategic actions in this iteration of the SPSA including additional intervention support, an additional mathematics teacher, and designated mathematics intervention support for English Learners. Title 1 allocations and Equity Multiplier funds assigned to DLA will be used to provide these additional resources.

## Reflections: Identified Need

Students enrolling at DLA have traditionally struggled with math at the foundational level. MAP Growth assessments were eliminated at the beginning of the 2021/22 school year and replaced with the STAR assessment -the adopted benchmark examination for all PSUSD schools. Short Cycle Assessment protocols were developed by DLA mathematics teachers at grades 7,8, and 11, to monitor student learning. STAR assessment data are used to establish benchmark data on mathematics standards. Anchor standards are then identified and taught to mastery using the established SCA protocols. During the 2023/24 school year, eleven iterations of short cycle assessment protocols were implemented by both mathematics and language arts teachers. Math and language arts teachers faced challenges in engaging students in the completion of the STAR interim assessments. For the 2023/24 school all students were asked to report to campus to take their STAR assessments. This action had a significant impact on completion rates for the Fall 23 and Winter 24 STAR administration: Fall- 9th-77%; 10th- 66%; and 11th-85%; Winter 9th- 85%; 10th-84%; and 11th-95%. These rates represent an increase of 10% points over the previous year.

High school mathematics performance data from the May 2023 administration of SBAC highlighted a need for proactive mathematics interventions in the Integrated mathematics Edgenuity courses. CAASPP data released in August 2023, reflected a 50% decline in performance proficiency for 11th grade students over 2022 data. 7% of the 42 high school 11th graders assessed ‘met standard’ with 93% of students scoring

below standard. District mastery data was very similar indicating a need for additional mathematics support and interventions. A Multi-Tiered System of Support (MTSS) was implemented at DLA in August 2023 to provide tier 2 and tier 3 interventions in the form of hybrid content support labs on the DLA campus. Short Cycle Assessments were implemented during the 2023/24 school year. Data from these assessments will be embedded in the WASC report and TLC reports to cabinet this year to support student learning outcomes. Last year, additional Title 1 funds were allocated to compensate single subject mathematics teachers to provide math support to high school students enrolled in the IM1, IM2 and IM3 mathematics courses.

During the 23/24 school year there continues to be an increase in the percentage of students in grades 3 through eight who have met or exceeded benchmark on mathematics standards. Data from the Winter STAR administration include the following meeting standards percentages: 8th grade- 28%; 7th grade- 43%; 6th grade- 39%; 5th grade- 17%; 4th grade- 45%; 3rd grade- 53%; 2nd Grade- 38%, and 1st grade-30%. To ensure student mastery, short cycle assessment protocols will be utilized to assess mastery of claim one-concepts and procedures. An iterative sequencing of lessons seems to facilitate learning and transfer of knowledge, particularly of mathematical procedures. Our findings support an iterative perspective for the development of knowledge of concepts and procedures.

Traditionally, full-time hybrid middle and high school students have shown lower performance in math than their counterparts in traditional brick-and-mortar schools; however, research is lacking in what kind of programmatic interventions might be well-suited for online learning to improve math performance.

Engaging students in self-reflection is a potentially promising pedagogical approach for supporting math learning. The self-reflection process involves multiple phases. Different theories and models exist in the process of reflection. For example, Dewey (1933) suggested that one makes meaning from experience through the five stages of reflective thinking: (a) suggesting a solution, (b) intellectualizing the difficulty or perplexity that one felt, (c) making hypothesis as a leading idea about the situation, (d) reasoning about and elaborating the idea, and (e) testing the hypothesis through overt or imaginative action. Our program has been adapted to include goal setting to support the self-reflection of general performance. Students are asked to self-reflect in a specific manner by (a) becoming aware of difficult feelings and thoughts, (b) analyzing and examining the situation, attitudes, and knowledge, and (c) developing a new perspective on the situation. The entire DLA learning community were trained at the beginning of the current school year in the EDGE coaching model. This student-led goal setting framework supports students with their individual goal setting and provides structures for trust development, and cognitive functioning coaching. Support of middle school and high school students in this manner should continue to see growth in summative assessments.

Resources have been set aside in the 2024/25 iteration of the school plan to support the continued implementation of ALEKS. DLA students require more support in the foundations of the common core mathematics standards and the differentiated learning path provided by ALEKS provides students with this foundational support. Our hybrid learning platform provides frequent opportunities for students to receive this support face-to-face or in a virtual environment. The mentor lead teacher model provides each high school student with an adult mentor who prescribes differentiated support and collaborates with colleagues to secure content specific support. Despite the provision of almost daily hybrid intervention labs a very small percentage of students participated in the labs to receive mathematics support. For the 2024/25 school year, the hybrid delivery model will continue to provide an assessment-based intervention model. Students will be required to take weekly assessments to determine mastery. Students will then be provided with mandatory intervention support. Language will be embedded in DLA's master agreement contract to reflect this intervention requirement. The allocated resources will continue to provide access to ALEKS licenses for all high school mathematics students and provide extensive professional development to teachers on the use of the platform and analysis of available reports. ALEKS implementation continued through the 23/24 school year to provide customized learning paths for all high school students based on an initial knowledge check. Embedded Edgenuity assessments were removed from the course structure and replaced with ALEKS differentiated learning paths for each high school mathematics student. Once students were over the initial push back, ALEKS continues to motivate students to complete their learning paths and they now receive course credit for their effort. It is hoped that this strategy will significantly increase high school mathematics scores when they are released in summer 2024.

English Language Arts: Students in the 'All students' groups scored 21.4 points below standard which represents a 34.9-point increase over previous year's data. There were no student sub-groups scoring in the 'very low' category for the 2023 CAASPP administration. This represents a significant increase over the previous school year as three student sub-groups were identified as low performing.

ELPAC data released in September 2023 indicated that 80% (41) of students identified as English Learners improved at least one EL proficiency based, 17% (7) of students regressing one proficiency band, and 3% (1) student regressing two proficiency bands. Currently 12% (7 students) scored at level 1, 46% (26 students) scored at overall level 2, 37% (21 students) scored at level 3, and 5% (3 students) scored at level 4. Currently DLA identified 11 at-risk long-term English learners (ARLTTEL). At the October School Site Council meeting council approved funds to provide speaking, writing, reading, and listening ELPAC classes for enrolled English learners.

English Language Learners – 38.3% of English Learners are making progress towards English Language proficiency. 28.8% of students decreased at least 1 ELPI level, 32.2% maintained their ELPI level (levels 1-3). A total of 60 students were identified as English Learners enrolled across, the following four programs: Home and Hospital, Independent Studies, and Virtual Learning. During the 2023/24 school year designated instruction was provided to all ELs, During the 2022/23 school year, designated and Integrated ELD was provided to all English Learners. Title 1 funds were reassigned to provide designated instruction for all high school students enrolled in grades 9-12. Title 1 funds will be once again aligned with several SPSA actions to address EL mastery including additional intervention time, and preparation classes to prepare for the ELPAC administration in February 2025. My Access will continue to be used by teachers in grades 6-12 to improve the overall quality of student essays and writing samples. Due to the lack of immersion opportunities in the four domains of English language development, Independent Studies is not an ideal learning platform for English Learners. Regardless, integrated, and designated learning will be provided next year in the newly revised hybrid learning schedule for both middle and high school students. During the 2022/23 school year, students enrolled in grades Kindergarten through five transitioned over to DLA's Virtual Learning (VL) program. Teachers teaching in grades K-5 use district adopted curriculum for the four major content areas. VL students are required to participate via Zoom from 8:30am until 3:30m Monday through Friday. Students are not provided with any opportunities to physically attend the DLA campus to receive intervention support. VL staff adhere to the district's 2-1-2 professional development schedule that takes place on Wednesday afternoon. The program is administered by Mr. Eduardo Rivera who serves as the coordinator of distance learning. Mr. Rivera manages all aspects of the VL program including the evaluation of teachers using the California Standards for the Teaching Profession, the delivery of staff professional development, and the analysis of student performance data and interventions. Effective July 2023, the administration of the Virtual learning program transitioned to the site principal and staff were effectively amalgamated into one unified staff adhering to DLA's established MOU for 4-1 time on Friday afternoons. Staffing reductions for the 24/25 school year have necessitated the creation of an elementary master schedule that incorporates both synchronous and asynchronous learning time. Three teachers will staff grades 1-5 using a blended grade format. Attendance will be captured using the time allocation method due to embedded asynchronous work time for students. Elementary teachers will implement Short Cycle Assessment protocols for the 24/25 school year aligned to the current district scope and sequence. Title 1 funds are set aside in the 24/25 iteration of the SPSA to compensate staff for working outside of the workday.

A new iteration of the independent study attendance policy was developed and published in August 2023, and attendance was monitored using a multi-tiered system of support (MTSS). The adopted MTSS included a formal referral to a four-week probation process which required student and parent to attend a weekly probation meeting with the site principal to review attendance, course complete, and set weekly goals to overcome any real or perceived barriers to success. Frequently many families did not respond to the interventions that were provided and 25 students enrolled in grades 6-8 had their registration at DLA revoked. The MTSS will be revised for the 2024/25 school year, to mandate student participation in intervention classes supported by a revised master agreement. No fiscal resources have been allocated to this revision process.

During the 2022/23 school year CTE course access was transitioned over to Edgenuity. The new courses were approved by the secondary curriculum advisory committee in November 2022, and students were enrolled in the courses for second semester. CTE course enrollment as a career and college indicator is one of the WASC focus areas currently being tracked in readiness for our mid-cycle visit in February 2025. Currently only 23 students are enrolled in CTE courses for the second semester. Strategic efforts are underway to increase the number of students who take AP classes (via dual enrollment at PSHS), take CTE courses (via Edgenuity), complete work experience elective credits, and are a-g compliant. DLA was recently added to the FAR a-g tracking report in January 2024. This report allows counselors and administration to carefully monitor how many high school students and a-g compliance. Following each of the 8 grading reports during the school year, the FAR report is analyzed, and course adjustments made based on transcript reviews.

The following student groups (based on the most recent performance data) are experiencing performance gaps:

Mathematics- English Learners and Hispanic students.

SPSA Applications/Actions: Mandatory mathematics intervention classes will be provided to students in grades 7-12. Master agreement language has been revised to mandate participation using the hybrid learning program. This requires a revision to the master schedule and the allocation of time within the school day to plan for instruction and regularly review performance data. No funds are required to support this action.

English Language Learners

SPSA Applications/Actions: Designated English Language Development for all EL students provided using the hybrid learning model during the instructional day. No funds are required to support this action.

Additional mathematics instruction via the hybrid learning platforms for all English learners.

Parent/student mathematics evenings at DLA to provide support to students and families on elementary

and secondary mathematics instruction provided by PSUSD mathematics teacher on special assignment (TOSA).

Embedding additional integrated English Language Development strategies in the Edgenuity online curriculum.

As of Tuesday October 29, 2024, official student performance data for the 2024 CAASPP administration has not been posted to the California Department of Education school dashboard.

Unofficial data released by Palm Springs Unified School District' educational services department reflects the following data:

Grade Level Math Proficiency +/- change from 2023 Language Arts Proficiency +/- change from 2023

3 31% -13% 42% +14%

4 26% +5% 34% -5%

5 3% -26% 17% -35%

6 22% +12% 41% +30%

7 18% +2% 34% +4%

8 12% -4% 36% +2%

11 22% +15% 51% +6%

School site council met twice during October 2024 to review student performance data on the CAASPP administration. Grade level student performance data in language arts and mathematics were reviewed with SSC members.

Significant gains were made at the 11th grade level as the 6% growth target was realized for both language arts and mathematics. This growth is partly attributed to the short cycle assessment protocols that were implemented throughout the school year with fidelity.

Middle school grades 6-8 made an average of growth of 12% in language arts while middle school mathematics proficiency saw an average growth of approximately 3.5%.

Virtual learning grades 1-5, saw significant average proficiency declines in both language arts and mathematics proficiency overall. A second mathematics teacher was hired in July 2024 to provide mathematics support to both middle and high school mathematics students. Students identified as Hispanic and English learners are strategically targeted for mathematics support and intervention, as these are the lowest performing sub-groups on the school dashboard for mathematics.

Of the 63 English Learners who took the English Language Proficiency Assessment California (ELPAC) assessment saw the following growth metrics:

- 11 students declined one or more ELPAC levels (17%)
- 24 students made no growth (38%)
- 28 students grew one or more ELPAC levels (44%)

While 44% of English Learners made growth in their language development- actions are aligned in the current iteration of the school plan to provide ELPAC support for English learners in the form of weekend-based preparation classes. Also, ELPAC parent education nights are planned for November and January to educate parents on the ELPAC assessment and provide examples of questions that students must be able to answer to pass this rigorous assessment. Title 1 funds are assigned to compensate teachers for their prep and language development instruction during these ELPAC preparation classes. Also Title 1 parent engagement funds are assigned to purchase snacks, and learning support materials for the ELPAC parent education evenings in November and January 2025.



# 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
<b>Total Enrollment</b>				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
Grade 3	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
<b>Total Enrollment</b>	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 2023 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.

2022-23 Student Population			
<b>Total Enrollment</b>	<b>Socioeconomically Disadvantaged</b>	<b>English Learners</b>	<b>Foster Youth</b>
<b>436</b>	<b>96.3</b>	<b>17</b>	Students whose well being is the responsibility of a court.
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.	

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
<b>English Learners</b>	74	17
<b>Foster Youth</b>		
<b>Homeless</b>	10	2.3
<b>Socioeconomically Disadvantaged</b>	420	96.3
<b>Students with Disabilities</b>	31	7.1

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
<b>African American</b>	34	7.8
<b>American Indian</b>	4	0.9
<b>Asian</b>	1	0.2
<b>Filipino</b>	10	2.3
<b>Hispanic</b>	293	67.2
<b>Two or More Races</b>	14	3.2
<b>Pacific Islander</b>	1	0.2
<b>White</b>	79	18.1

**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.
2. DLA experienced a significant decline in student enrollment for the 23/24 school year. The migration of students in and out of the program triggered revenues identified as Equity Multiplier funds that will be used to address mathematics proficiency deficits during the 24/25 school year.
3. During the 22/23 school year, DLA served a total of 31 students with disabilities. 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







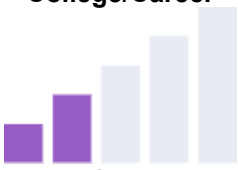
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The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California 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.”



### 2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Yellow	<b>Graduation Rate</b>  Orange	<b>Suspension Rate</b>  Blue
<b>Mathematics</b>  Orange	<b>Chronic Absenteeism</b>  Green	
<b>English Learner Progress</b>  Yellow		
<b>College/Career</b>  Low		

**Conclusions based on this data:**

1. The current attendance reconciliation system has accurately reported attendance (based on work completion and submission) for students enrolled in Independent Studies (grades 7-12) yielding an excellent overall attendance rate and very low chronic absenteeism rate for the 22/23 school year.
2. During the 2022/23 school year one student behavior referral was written and there were no students suspended from school.
3. Academic indicators: Mathematics- 97.3 (Dfs) is the new benchmark data for ALL students ( a improvement of 12.7 points over previous year's data); Language Arts- 21.4 (Dfs) is the new benchmark data for ALL students ( an improvement of 34.9 points over previous year's data)

# School and Student Performance Data

## Academic Performance English Language Arts

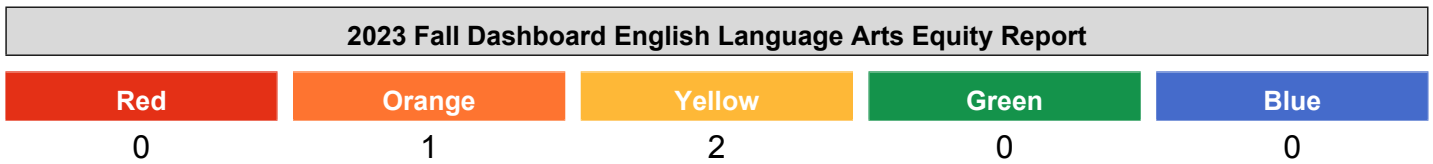
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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




This section provides number of student groups in each level.



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.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Yellow</p> <p>21.4 points below standard</p> <p>Increased Significantly +34.9 points</p> <p>152 Students</p>	<p><b>English Learners</b></p> <p>Orange</p> <p>87.3 points below standard</p> <p>Increased +4.2 points</p> <p>32 Students</p>	<p><b>Foster Youth</b></p> <p>Less than 11 Students</p> <p>0 Students</p>
<p><b>Homeless</b></p> <p>Less than 11 Students</p> <p>4 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Yellow</p> <p>18.2 points below standard</p> <p>Increased Significantly +40.2 points</p> <p>146 Students</p>	<p><b>Students with Disabilities</b></p> <p>Not significant sub-group</p> <p>203.5 points below standard</p> <p>Decreased Significantly -15.5 points</p> <p>17 Students</p>

**2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
65.7 points below standard Increased Significantly +38.9 points 12 Students	Less than 11 Students  2 Students	Less than 11 Students  1 Student	Less than 11 Students  6 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 35.6 points below standard Increased Significantly +21.4 points 103 Students	Less than 11 Students  8 Students	Less than 11 Students  0 Students	23.9 points above standard Increased Significantly +86.3 points 22 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

**2023 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
105.7 points below standard Increased Significantly +27.1 points 23 Students	93.5 points below standard Decreased Significantly -64.9 points 11 Students	11.6 points below standard Increased Significantly +45.2 points 103 Students

**Conclusions based on this data:**

- Designated and integrated ELD instruction will be delivered via the Edegneuity LMS(integrated) and direct instruction (designated) during the 2022/23 school year using district adopted StudySync curriculum
- There was a 34.9 point improvement over the previous year's English Language Arts scores for the 'all students' group. The current distance from standard (DFS) is 21.4 compared to 53.5 for the 2022 administration. There are no student sub-groups with the 'very low' designation.
- There was a significant decrease (64.9 points dfs) in LA performance for students identified as reclassified English Learners. There was a significant increase (27.1 points) in the LA proficiency of current English Learners



# School and Student Performance Data

## Academic Performance Mathematics

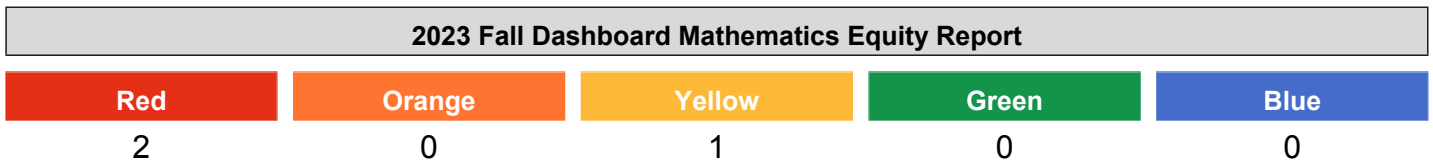
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The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California 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 number of student groups in each level.



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.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Orange</p> <p>97.3 points below standard</p> <p>Increased +12.7 points</p> <p>153 Students</p>	<p><b>English Learners</b></p> <p>Red</p> <p>143 points below standard</p> <p>Decreased Significantly -25.2 points</p> <p>32 Students</p>	<p><b>Foster Youth</b></p> <p>Less than 11 Students</p> <p>0 Students</p>
<p><b>Homeless</b></p> <p>Less than 11 Students</p> <p>4 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Yellow</p> <p>93.8 points below standard</p> <p>Increased Significantly +17.5 points</p> <p>147 Students</p>	<p><b>Students with Disabilities</b></p> <p>Not significant sub-group</p> <p>226.6 points below standard</p> <p>Decreased -13.9 points</p> <p>17 Students</p>

### 2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
114.5 points below standard Increased Significantly +47.6 points 12 Students	Less than 11 Students  2 Students	Less than 11 Students  1 Student	Less than 11 Students  6 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red 106.2 points below standard Maintained -1.7 points 104 Students	Less than 11 Students  8 Students	Less than 11 Students  0 Students	72.5 points below standard Increased Significantly +59.3 points 22 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

### 2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
150.3 points below standard Maintained -0.9 points 23 Students	165 points below standard Decreased Significantly -85.8 points 11 Students	90.8 points below standard Increased Significantly +20.5 points 104 Students

#### Conclusions based on this data:

- There are two student sub-groups who are identified in the 'very low' performance category- English Learners and Hispanic students. Hispanic students constitute 67% of the student population at DLA. Actions are outlined in the 24/25 iteration of the SPSA to address the math proficiency of these two sub-groups.
- Mathematics proficiency of students identified as reclassified English Learners decreased significantly by 85.8 points over 2022 data. The current dfs is 165 points below standard.
- The overall mathematics proficiency of the 'all students' group improved by 12.7 points to a current dfs of 97.3.

# School and Student Performance Data

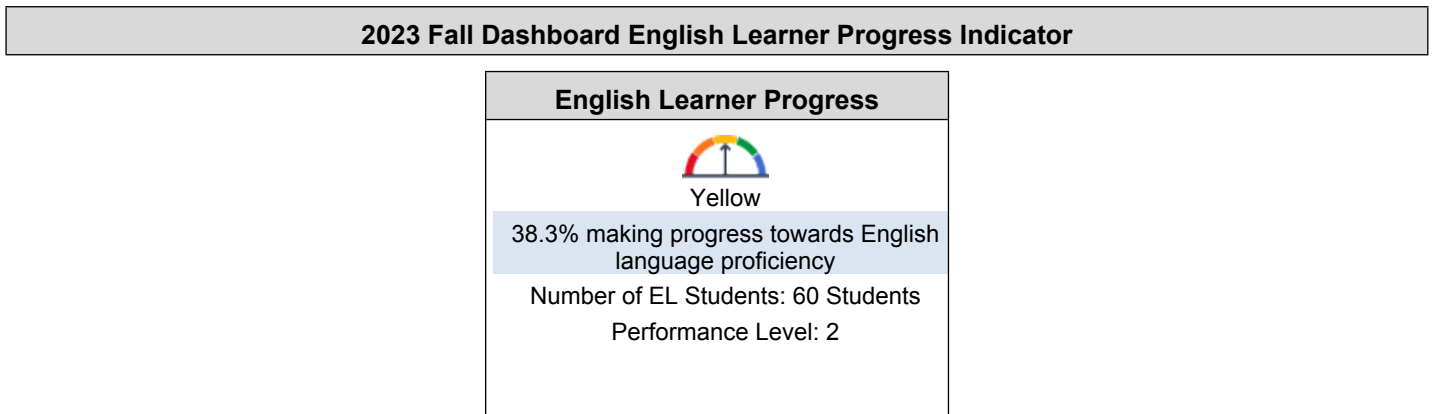
## Academic Performance English Learner Progress

The 2023 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.



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.

2023 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	19	2	21

### Conclusions based on this data:

1. 35.6% of English Learners (21 students) progressed at least one ELPI level compared to 31.3% in 2022.
2. 28.8% of English Learners (17 students) decreased at least one ELPI level compared to 32.2 in 2022.
3. Currently 38.3% of students identified as English Learners are making adequate progress towards English Language proficiency compared to 34.8% in 2022.

# School and Student Performance Data

## Academic Performance College/Career

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

This section provides number of student groups in each color.

### 2019 Fall Dashboard College/Career Equity Report



Number of Students: 43

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

### 2019 Fall Dashboard College/Career for All Students/Student Group

All Students	English Learners	Foster Youth
<p>Red</p> <p>9.3% prepared: declined 7.8%: Red</p> <p>Declined 7.8%</p> <p>Number of Students: 43</p>	<p>No Performance Color</p> <p>Less than 11 students - data not displayed for privacy</p> <p>More student required to report</p> <p>Number of Students: 6</p>	<p>No Performance Color</p> <p>Number of Students: 3</p>
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
<p>No Performance Color</p> <p>Number of Students: 6</p>	<p>Red</p> <p>8.1% prepared</p> <p>Declined 7.7%</p> <p>Number of Students: 37</p>	<p>No Performance Color</p> <p>Less than 11 students - data not displayed for privacy</p> <p>Less than 11 students - data not displayed for privacy</p> <p>Number of Students: 3</p>

**2019 Fall Dashboard College/Career by Race/Ethnicity**

<b>African American</b>	<b>American Indian</b>	<b>Asian</b>	<b>Filipino</b>
No Performance Color Less than 11 students - data not displayed for privacy Less than 11 students - data not displayed for privacy Number of Students: 4	No Performance Color	No Performance Color	No Performance Color
<b>Hispanic</b>	<b>Two or More Races</b>	<b>Pacific Islander</b>	<b>White</b>
No Performance Color 8.7% prepared Maintained 1.3% Number of Students: 23	No Performance Color	No Performance Color	No Performance Color 16.7% prepared Declined 28.8% Number of Students: 12

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

**2019 Fall Dashboard College/Career 3-Year Performance**

<b>Class of 2017</b>	<b>Class of 2018</b>	<b>Class of 2019</b>
17.1 Prepared	17.1 Prepared	9.3 Prepared
12.2 Approaching Prepared	12.2 Approaching Prepared	18.6 Approaching Prepared
70.7 Not Prepared	70.7 Not Prepared	72.1 Not Prepared

**Conclusions based on this data:**

- DLA students now have access to Edgenuity curated California Technical Education (CTE) courses that were provided following approval in November 2022.
- The focus for the 24/25 school year will be dual-enrollment at community college (COD) to increase college and career indicators, readiness and preparation.
- The current 'all students' group indicator reflects that 9.3% of students are prepared for college- which represents a decline of 7.8%.

# School and Student Performance Data

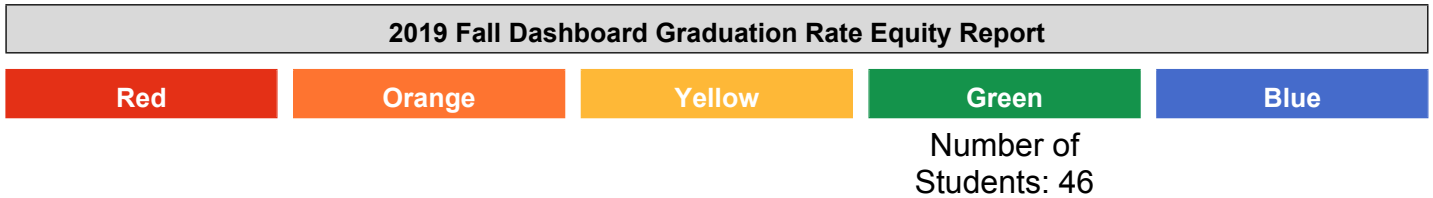
## Academic Engagement Graduation Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
Green	No Performance Color	No Performance Color
82.6% graduated: Increased 2.1%: <small>Green</small> Increased 2.1%	Less than 11 students - data not <small>displayed for privacy</small> More student required to report	Less than 11 students - data not <small>displayed for privacy</small> Number of Students: 3
Number of Students: 46	Number of Students: 6	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Green	No Performance Color
Less than 11 students - data not <small>displayed for privacy</small> Number of Students: 6	80% graduated Increased 1.1%	Less than 11 students - data not <small>displayed for privacy</small> More student required to report
	Number of Students: 40	

**2019 Fall Dashboard Graduation Rate by Race/Ethnicity**

<b>African American</b>	<b>American Indian</b>	<b>Asian</b>	<b>Filipino</b>
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 students - data not displayed for privacy to More student required to report	Less than 11 students - data not displayed for privacy	Less than 11 students - data not displayed for privacy	Less than 11 students - data not displayed for privacy
<b>Hispanic</b>	<b>Two or More Races</b>	<b>Pacific Islander</b>	<b>White</b>
No Performance Color	No Performance Color	No Performance Color	No Performance Color
80% graduated	Less than 11 students - data not displayed for privacy	Less than 11 students - data not displayed for privacy	83.3% graduated
Declined 5.2%	Number of Students: 4		Increased 1.5%
Number of Students: 25			Number of Students: 12

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

**2019 Fall Dashboard Graduation Rate by Year**

<b>2018</b>	<b>2019</b>
80.5	82.6% graduated: Increased 2.1%: Green

**Conclusions based on this data:**

- The high school graduation rate decreased by 4.9% to 78.7% over the previous graduation rate of 83.5%

# School and Student Performance Data

## Conditions & Climate Suspension Rate

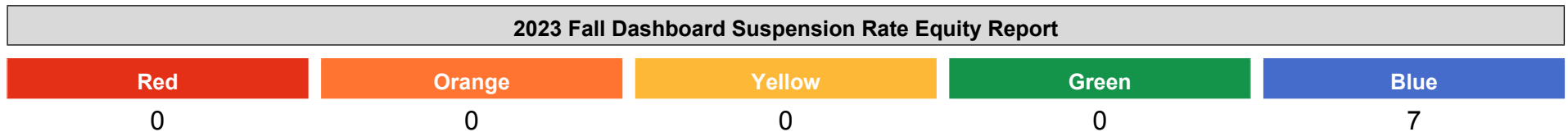
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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 number of student groups in each level.




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.



**2023 Fall Dashboard Suspension Rate for All Students/Student Group**


**All Students**

  
 Blue

0% suspended at least one day

Maintained 0  
 673 Students

**English Learners**

  
 Blue


0% suspended at least one day

Maintained 0  
 112 Students

**Foster Youth**

Less than 11 Students  
 3 Students


**Homeless**

  
 Blue

0% suspended at least one day

Maintained 0  
 43 Students


**Socioeconomically Disadvantaged**

  
 Blue

0% suspended at least one day

Maintained 0  
 633 Students




**Students with Disabilities**

  
 Blue

0% suspended at least one day

Maintained 0  
 61 Students

**2023 Fall Dashboard Suspension Rate by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 Blue 0% suspended at least one day Maintained 0 65 Students	Less than 11 Students 7 Students	Less than 11 Students 1 Student	0% suspended at least one day Maintained 0 11 Students
Hispanic	Two or More Races	Pacific Islander	White
 Blue 0% suspended at least one day Maintained 0 445 Students	0% suspended at least one day Maintained 0 23 Students	Less than 11 Students 2 Students	 Blue 0% suspended at least one day Maintained 0 119 Students

**Conclusions based on this data:**

1. During the 2023/24 school year, 5 students were suspended from school. This will reflect a moderate increase in the suspension rate when data is populated on the dashboard in Summer 2024.
2. 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.
3. Panorama survey feedback from students and teachers reflect a high safety rating for the DLA campus.










# Annual Review and Update

SPSA Year Reviewed: 2023-24

## 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 2024 DLA will increase on time course completion by 5%, maintain chronic absenteeism at less than 1%, improve overall mathematics proficiency by 6% and improve overall language arts proficiency by 4%.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes				Actual Outcomes				
	St. Group	Color	DFS/Percentage	Change	St. Group	Color	DFS/Percentage	Change	
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)	All	Orange	49.5 points	+4	All	 Yellow	21.4 points below standard	Increased Significantly +34.9 points	
	EL	Orange	85.4 points	+4	EL	 Orange	87.3 points below standard	Increased +4.2 points	
	Hisp	Yellow	50.9	+4	Hisp	 Yellow	35.6 points below standard	Increased Significantly +21.4 points	
	AA	N/A	No data	No data	AA	 Not significant sub-group	65.7 points below standard	Increased Significantly +38.9 points	
	SED	Yellow	50.5	+5	SED	 Yellow	18.2 points below standard	Increased Significantly +40.2 points	
	SWD	Not significant sub-group	166.5	+6	SWD	 Not significant sub-group	203.5 points below standard	Decreased Significantly -15.5 points	
	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)	All	Orange	99.1	+4	All	 Orange	97.3 points below standard	Increased +12.7 points
		EL	Orange	110.2	+5	EL	 Red	143 points below standard	Decreased Significantly -25.2 points
Hisp		Orange	96.6	+4	Hisp	 Red	106.2 points below standard	Maintained -1.7 points	
AA		Not significant sub-group	148.6	+6					











**Metric/Indicator**

**Expected Outcomes**

**Actual Outcomes**

California Science Test - Percent of Students Who Meet or Exceed Standard High School –
California School Dashboard - English Learner Progress Indicator (ELPI)
English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate
California School Dashboard - Graduation Rate Indicator All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)

SED	Orange	100.7	+4
SWD	Not significant sub-group	176.1	+6
California Science Test - Percent of Students Who Meet or Exceed Standard High School – Increase to 28% of students will Meet or Exceed Standards			
	Color	DFS/Percentage	Change
English Learner Progress Indicator	Yellow		Increase 8 points
English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate - 6% Growth			
St. Group	Color	DFS/Percentage	Change
All	Orange	85.5%	+2
EL	No data	No data	No data
Hisp	Orange	83.5%	+2
AA	No data	93.9%	+3
SED	Orange	87.1	+3
SWD	Not a significant sub-group	No data	No data

AA		114.5 points below standard	Increased Significantly +47.6 points
SED		93.8 points below standard	Increased Significantly +17.5 points
SWD		226.6 points below standard	Decreased - 13.9 points
35.29% of 10th grade students taking the CAST met or exceeded proficiency.,			
	Color	DFS/Percentage	Change
English Learner Progress Indicator		38.3%	Increased 5%
Redesignated Fluent English Proficient (RFEP)- 9.4% (7 students)			
St. Group	Color	DFS/Percentage	Change
All		78.7% graduated	Decreased - 4.9
EL		80% graduated	
Hisp		84.9% graduated	Maintained - 0.6
AA		No data	Less than 11 Students
SED		79.3% graduated	Decreased - 4.8
SWD		No data	Less than 11 Students

**Metric/Indicator**


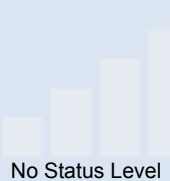
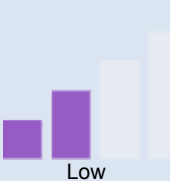
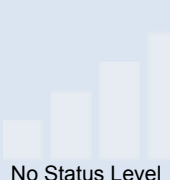
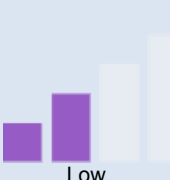
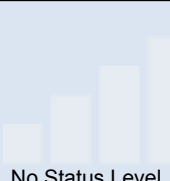
**Expected Outcomes**

**Actual Outcomes**

College and Career Indicator (CCI)  
 All Students (ALL)  
 English Learners (EL)  
 Hispanic (Hisp)  
 African American (AA)  
 Socioeconomically Disadvantaged (SED)

St. Group	Color	DFS/Percentage	Change
All	Low	N/A	
EL	No data	N/A	
Hisp	Low	N/A	
AA	No data	N/A	
SED	Low	N/A	
SWD	No data	N/A	

	Not a significant sub-group		
--	-----------------------------	--	--

St. Group	Color	DFS/Percentage	Change
All		15.7 Prepared	
EL		13.3 Prepared	
Hisp		20.8 Prepared	
AA			Less than 11 Students
SED		16.1 Prepared	
SWD			Less than 11 Students

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 Students with Disabilities (SWD) - 2% increase	UC and/or CSU Entrance Requirement Completion Rate All Students (ALL) - 30% White- 35.7% English Learners (EL) - No data available Hispanic (Hisp) - 26.7% African American (AA) - No data available Socioeconomically Disadvantaged (SED) - No data available Students with Disabilities (SWD) - No data available
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	No data available for DLA.
Advanced Placement (AP) Test Results Reported as percent of students passing one or more AP exam with a score of 3 or 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 or 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 or higher. All Students (ALL)- 100% English Learners (EL)- No data available for DLA Hispanic (Hisp)- 100% African American (AA)- No data available for DLA Socioeconomically Disadvantaged (SED)- No data available for DLA.
3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results. All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA)	3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results. All Students (ALL)- 4% increase. English Learners (EL)- 4% increase. Hispanic (Hisp)- 3% 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)- 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.

Metric/Indicator	Expected Outcomes	Actual Outcomes
Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)		
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- Increase student achievement by 4% to total 35% of the student to meet or exceed standards	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- Students with Disabilities- No data available.
Williams Textbook/Materials Compliance	Williams Textbook/Materials Compliance maintain 100% compliance - Maintain	Williams Textbook Materials compliance-100% compliance.

## 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	EDGE foundation employees worked with the entire Desert Learning Academy learning community to train the EDGE coaching model using the triad coaching format. Staff met for five total sessions during 4-1 time on Friday afternoons for 2 hours from 1:00pm-3:00pm. EDGE coaching strategies have been implemented across grades 6-12 and are being measured/monitored using Progress Advisor.	Edge Coaching for all DLA classroom teachers focused on the implementation of the student centric mentor model. 5000-5999: Services And Other Operating Expenditures Title I 18000  Attendance Tracker Stipend: This stipend will compensate DLA teacher ROberto Wheaton for the update and implementation of this tracking tool which monitors	Edge Coaching for all DLA classroom teachers focused on the implementation of the student centric mentor model. 5000-5999: Services And Other Operating Expenditures Title I 18000  Attendance Tracker Stipend: This stipend will compensate DLA teacher ROberto Wheaton for the update and implementation of this tracking tool which monitors

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>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.</p>	<p>Mr. Wheaton has been compensated for two hours each month to oversee and train staff on the attendance tracker tool.</p> <p>The renewal of the current Informed K12 contract was due in March each fiscal year. A partial payment of \$2500 was made from this year's allocation to bring the contact due for renewal in July at the commencement of the fiscal year. Funds have been set aside in next year's plan to cover the \$5K contact cost.</p>	<p>student course completion, attendance, and social emotional status and endurance. 1000-1999: Certificated Personnel Salaries Title I 1200</p> <p>Informed K12- Annual Contract for Customized E Forms 5800: Professional/Consulting Services And Operating Expenditures LCFF 5000</p>	<p>student course completion, attendance, and social emotional status and endurance. 1000-1999: Certificated Personnel Salaries Title I 1200</p> <p>Informed K12- Annual Contract for Customized E Forms 5800: Professional/Consulting Services And Operating Expenditures LCFF 2500</p>
<p>Students will demonstrate mastery on academic standards as presented by site, district, and state with specific focus Mathematics increasing normed scores 4% 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.</p>	<p>ALEKS licenses were purchased in late July and early January to support High school and middle school mathematics learning. Mr. Barrios Escamilla is the DLA ALEKS administrator and manages the allocation of ALEKS licenses to newly enrolled students. Progress data is shared every two weeks with DLA teachers so they can track math progress for each of their lead students.</p> <p>11 iterations of the short cycle assessment protocols have been administered during the 2023/24 school year to all 11th grade students. Middle school students have received 8 SCA cycle over the current school year. 4-1 time is provided to teachers to develop intervention lessons, and analyze student performance data.</p>	<p>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. 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., &amp; 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., &amp; Seenivasan, R. (2018, July). Hybrid Learning Environment: Learning Mathematics using ALEKS software. In ICEL 2018</p>	<p>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. 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., &amp; 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., &amp; Seenivasan, R. (2018, July). Hybrid Learning Environment: Learning Mathematics using ALEKS software. In ICEL 2018</p>



Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	<p>Mr. Barrios Escamilla has received two hours of extra duty compensation for serving as DLA's ALEKS administrator during the 2023/24 school year. Student progress reports for all students enrolled in igh school mathematics courses is shared with lead teachers every two weeks to monitor student progress.</p>	<p>13th International Conference on e-Learning (p. 336). Academic Conferences and publishing limited. 4000-4999: Books And Supplies Title I 16340</p>	<p>13th International Conference on e-Learning (p. 336). Academic Conferences and publishing limited. 4000-4999: Books And Supplies Title I 16700</p>
		<p>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 7th, 8th, and 11th grade students will participate in Language Arts and Mathematics short cycle assessments very two weeks. 1000-1999: Certificated Personnel Salaries Title I 8000</p>	<p>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 7th, 8th, and 11th grade students will participate in Language Arts and Mathematics short cycle assessments very two weeks. 1000-1999: Certificated Personnel Salaries Title I 5825</p>
		<p>ALEKS high school coordinator stipend: This stipend compensates DLA lead high school mathematics teachers 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</p>	<p>ALEKS high school coordinator stipend: This stipend compensates DLA lead high school mathematics teachers 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</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>DLA will provide high quality art elective classes to all high school and middle school students. High school students will be able to earn high school elective credit for course completion.</p>	<p>Mr. Ciali has provided virtual and performing arts (VAPA) art elective classes to high school students this year. A virtual option was developed in late December that satisfies the F- Visual and Performing arts requirement. A total of 13 high school students have completed the two one semester courses to satisfy this requirement. Art supplies were purchased as planned for the art electives that were taught.</p>	<p>Charlie Ciali- High School Art Teacher 5800: Professional/Consulting Services And Operating Expenditures Title I 12000</p> <p>Art supplies for high school art classes 4000-4999: Books And Supplies Title I 1568</p>	<p>Charlie Ciali- High School Art Teacher 5800: Professional/Consulting Services And Operating Expenditures Title I 12000</p> <p>Art supplies for high school art classes 4000-4999: Books And Supplies Title I 1568</p>
<p>Increase academic options for students including college level courses</p>	<p>One CTE field trip to UCR and one 8th grade field trip to UCSD were delivered this year. Costs for the UCR trip were covered using UCR funds and only the UCSD bus costs were incurred by DLA. The total cost was \$1925</p>	<p>Field trips to local colleges and universities; Bus charter and related expenses. 5000-5999: Services And Other Operating Expenditures LCFF 4500</p>	<p>Field trips to local colleges and universities; Bus charter and related expenses. 5000-5999: Services And Other Operating Expenditures LCFF 1925</p>
<p>Increase student feedback on written prompts to insure growth by a scoring system, which provides students with even more feedback than a comprehensive holistic score, breaking down their submission into each of the standard domains of writing: Focus and Meaning, Content and Development, Organization Language Use, Voice, and Style Mechanics and Conventions</p>	<p>My Access licenses were purchased in early July 2024 for middle and high school students.</p> <p>During July and August 2023, two secondary district TOSAs were asked to align the Edgenuity Mathematics and Language Arts courses with the PSUSD scope and sequence. This work was completed during the summer months to prepare DLA to sync with traditional high schools in terms of the collective scope and sequence of instruction for each high school mathematics and language arts course.</p>	<p>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 frequently by providing them with immediate feedback. 5000-5999: Services And Other Operating Expenditures Title I 5500</p>	<p>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 frequently by providing them with immediate feedback. 5000-5999: Services And Other Operating Expenditures Title I 5825</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	<p>Reading Plus was not purchased as planned, The purchase will be deferred to the 24/25 school year to address reading deficits.</p>	<p>Compensate district mathematics and language arts TOSA for aligning Edgenuity to PSUSD Scope and Sequence (July 2023) 1000-1999: Certificated Personnel Salaries Title I 2500</p>	<p>Compensate district mathematics and language arts TOSA for aligning Edgenuity to PSUSD Scope and Sequence (July 2023) 1000-1999: Certificated Personnel Salaries Title I 2350</p>
<p>DLA teachers will be provided with high-quality relevant professional development to prepare for hybrid learning structures. The focus will be on developing teacher technology skills, and enhancing teaching and learning modalities in the hybrid learning environment.</p>	<p>18 DLA teachers attended the Computer Using Educators (CUE) conference on Friday March 22, 2024. A variety of conference sessions were attended. Staff share out following the conference reflected a keen interest in the impact artificial intelligence (AI) is and will have on virtual learning and the impact it will have on authenticating student work.</p>	<p>Purchase Reading Plus accelerated reading program for all 6th grade virtual learning students. 4000-4999: Books And Supplies Title I 3500</p>	<p>Purchase Reading Plus accelerated reading program for all 6th grade virtual learning students. 4000-4999: Books And Supplies Title I 0</p>
<p>Purchased instructional technology to support teacher hybrid instruction in the classroom</p>	<p>Two e-glass units were purchased as planned and delivered to high school mathematics teachers Barrios Escamilla and Nicholas. There have been some technical issues connecting the devices to teacher computers and to date the devices are not being used to deliver annotated hybrid instruction.</p>	<p>20 DLA teachers will attend the Computer Using Educators Conference in Palm Springs- March 2024. 5800: Professional/Consulting Services And Operating Expenditures Title I 7500</p>	<p>20 DLA teachers will attend the Computer Using Educators Conference in Palm Springs- March 2024. 5800: Professional/Consulting Services And Operating Expenditures Title I 7325</p>
		<p>Purchase 2 E-Glass presentation units 4000-4999: Books And Supplies Title I 2000</p>	<p>Purchase 2 E-Glass presentation units 4000-4999: Books And Supplies Title I 1125</p>
		<p>Purchase XP Pen Tablets for teachers to use with their ViewSonic devices ( 8 @ \$60) 4000-4999: Books And Supplies Title I</p>	<p>Purchase XP Pen Tablets for teachers to use with their ViewSonic devices ( 8 @ \$60) 4000-4999: Books And Supplies Title I</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	XP pens were not ordered as it was decided that they were obsolete given the functionality of the current ViewSonic devices.	480	0
Increase the overall proficiency of identified English Learners on the English Language Proficiency Assessments for California (ELPAC) by 12%.	ELPAC preparation classes were provided to student in three cohorts-Elementary, Middle, and High School. Classes were scheduled on the DLA campus in late January 2023 and early February 2024. ELPAC testing did not start until March 1 2024 to provide adequate time for students to prepare for the assessment. The following attendance rates were achieved: Elementary-86% of eligible students; Middle School-48% of eligible students; and High school- 79% of eligible students. Performance on the 2024 ELPAC will be cross referenced with participation in ELPAC preparation classes to determine overall impact and effectiveness.	ELPAC preparation classes on the DLA campus from November 2023-February 2024. 2000-2999: Classified Personnel Salaries Title I 8000.00	ELPAC preparation classes on the DLA campus from November 2023-February 2024. 1000-1999: Certificated Personnel Salaries Title I 4128

## Analysis

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

The implementation of the EDGE coaching framework has provided all students enrolled at DLA in grades 6-12 with structured goal setting and self-reflection on their learning. Informal classroom observation data reflects that EDGE coaching skills are being implemented to support goal setting, elevate social emotional wellbeing, and have improved inter-staff relationships on the campus.

ALEKS licenses were purchased according to the established timeline and provided to middle and high school students. ALEKS progress data reflects that once knowledge checks are completed students are making incremental growth in their mastery of grade level standards. ALEKS student progress is shared with lead teachers by the site ALEKS administrator so that student progress in mathematics classes may be carefully monitored. Progress indicators reflect that students are mastering grade level standards, and the hope is that transference of this knowledge will take place during state testing that will take place in May 2024.

MY ACCESS licenses were purchased according to timeline and provided to all middle and high school students. Essays are submitted to My Access for a holistic writing score. Feedback is then provided to the student and the student is required to revise the narrative with the goal of improving the overall score. The

goal of this implementation was to improve the overall writing skills of all students enrolled in grades 6-12. Data from My Access reflects that student writing skills are improving and again the hope is that transference take placed on the state assessments in May 2024.

Mr. Ciali has delivered high-quality art instruction to 16 high school students during the first and second semester of the current school year. This elective class qualified under the F-Visual and Performing Arts category which qualifies students for a-g recognition. This improves the students' readiness for career and college readiness.

DLA teachers were provided with the opportunity to attend the CUE conference in Palm Springs in March 2024 with the goal of improving their knowledge and application of recent technological trends and developments specific to hybrid learning. Collective debriefs following the conference reflect a consolidation of knowledge relative to artificial intelligence, application of new learning applications, and hybrid lesson delivery.

English Language learners were provided with ELPAC preparation classes in January and February 2024. Attendance was outstanding for the Saturday morning classes. Student participation will be cross references with current ELPAC performance once the administration data is released in Fall 2024.

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

All the planned expenditures were implemented as planned. There were very minor deviations in the planned and actual expenditures with some minor exceptions. Allocations for different field trips were not needed as UCR paid for some of the transportation costs. Also, the planned expenditures for the ELPAC preparation classes came in under budget as some of the costs were shared with Raymond Cree Middle School as middle school aged English Learners attended the ELPAC prep classes over at the RCMS campus. The School Site Council reassigned the funds to purchase some drone equipment for our CTE class that will be based on the DLA campus next year. A decision was made not to purchase the Reading Plus program as the current elementary reading materials will suffice.

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.

Short Cycle Assessment protocols will be expanded to high school grades 9 and 10 next year, so additional funding has been allocated to compensate teachers outside of the school day for this work. Funding to support ELPAC preparation classes has also been reduced based on this year's overall expenditures for this action. ALEKS licenses will not be purchased using Title 1 funds next year as they are now included in the new secondary mathematics adoption that will be implemented in August 2024. All remaining expenditures will remain as action items under the academic achievement goal as overall indicators reflect that student achievement has improved.

# Annual Review and Update

SPSA Year Reviewed: 2023-24

## Goal 2 – Parent Engagement

Increase parent engagement and involvement by providing a continued level of support as reflected in the Panorama survey. By June 2024, 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 95%.

## 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 - 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 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 38 parents completed Panorama surveys  All Students (ALL) -96% Elementary School Students (ES)-94% Secondary School Students-100% English Learner (EL) -100% Hispanic (Hisp)-99% African American (AA)-88%
Climate of Support for Academic Learning via Panorama Family  Climate Survey <ul style="list-style-type: none"> <li>All Students (ALL)- 97%</li> <li>Hispanic (Hisp) -97%</li> <li>Two or more - 100%</li> </ul> + Special education- 99%	Climate of Support for Academic Learning via Panorama Family Climate Survey <ul style="list-style-type: none"> <li>All Students (ALL)- 100% maintain</li> <li>Hispanic (Hisp) -100% Maintain</li> <li>Two or more - 100% maintain</li> </ul> * Special Education- 100% maintain	Climate of Support for Academic Learning via Panorama Family Climate Survey <ul style="list-style-type: none"> <li>All Students (ALL)- 93%</li> <li>Hispanic (Hisp) - 90%</li> <li>Two or more - 100%</li> </ul> * Special Education- 93%



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, 100% monthly mentoring meetings. Increase parent attendance at site sponsored events to the following: Student orientations (98%); and Mentor meetings (48%); and site sponsored events (50%)

## 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 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.	The desert learning academy campus has been a construction zone for the past 18 months. Teachers and administrative staff are currently sharing classrooms and there is no physical communal space to host parent meetings. That said all parent meetings have been conducted remotely this year including parent teacher conferences, probation meetings, SART meetings, FAFSA meetings. Parent orientations however have been conducted in person this year for middle and high school student enrollment. These orientations were completed during the teacher work day that did not require additional compensation.  Planned family STEM nights did not occur again due to a lack of safe space to house parents and students.	Parent Meetings and seminars 1000-1999: Certificated Personnel Salaries Title I 2500  Family STEM Nights to support DLA Virtual Learning students and families. 1000-1999: Certificated Personnel Salaries Title I Part A: Parent Involvement 1772  Three parent members of the site English Language Advisory Committee will participate in the California Bilingual Educators conference in Anaheim, CA in February 2024. 5800: Professional/Consulting Services And Operating Expenditures LCFF	Parent Meetings and seminars 1000-1999: Certificated Personnel Salaries Title I 0  Family STEM Nights to support DLA Virtual Learning students and families. 1000-1999: Certificated Personnel Salaries Title I Part A: Parent Involvement 0  Three parent members of the site English Language Advisory Committee will participate in the California Bilingual Educators conference in Anaheim, CA in February 2024. 5800: Professional/Consulting Services And Operating Expenditures LCFF

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	The planned expenditures for attendance at the California Bilingual Educators conference in Anaheim were not realized as two parents decided not to attend and the expenses for one other parent were covered by the English Language Learners coordinators office at the district office.	4900	0
DLA will provide opportunities for parents to connect with the school via volunteer shifts, class activities, or parent-teacher committees are all great engagement opportunities. Recognize students for their academic achievements on a monthly basis. Parent will be able to easy access information via a wide variety of current social media applications and the official DLA website.	The DLA website was updated as planned and two hours of extra duty compensation were paid each month to Ms. Moreno Nicholas the social media coordinator.	DLA Website and Social Media Coordinator Stipend 1000-1999: Certificated Personnel Salaries Title I 1200	DLA Website and Social Media Coordinator Stipend 1000-1999: Certificated Personnel Salaries Title I 1200

## Analysis

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

The goal of increasing parent engagement and involvement by providing a continued level of support as reflected in the Panorama survey fell short during the past school year. The primary reason for this lack of growth was the ongoing construction on the DLA campus which effectively eliminated any communal space for parents to meet and/or congregate. The demolition of the school's multi-purpose room and adjoining classrooms and delay in completing the new E-Sports facility has significantly impacted the learning community's ability to improve in person parent involvement measures. This lack of space and a sense of overcrowding created by the sharing of classrooms for high school faculty members has exacerbated the issue. Most events on the DLA campus this past year were provided remotely with the exception of middle school mathematics and language arts intervention, and all new student orientations. Parent teacher conferences at the elementary and middle school levels were conducted remotely with an overall participation rate of 68% for elementary and 58% for middle school. GOA recognition ceremonies were also provided remotely with the semester one ceremonies attracting 95 parents for the high school GPA recognition ceremony in January 2024. Once DLA staff have access to the new buildings, the plan for next year will be to welcome parents back to the DLA campus in person utilizing the many custom meeting spaces the new building has to offer. Meetings will be schedule in the evening hours and staff will be compensated using allocated funds for their attendance and participation. ELAC and SSC meetings took place as schedule and for the most part quorum was established for each scheduled planned meeting.



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

STEM nights were not implemented as planned due to a lack of communal space to host such events. These events in addition to A-G and FAFSA parent nights are planned for the 24/25 school year. Back to School Night will also be hosted in person this year to begin the process of connecting with parents and generating interest for the many committees (ELAC, GATE, SSC, etc.) for the 24/25 school year.

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.

Once the new E-Sports facility is available to DLA staff, all current actions will be implemented effective August 2024. Funding sources include Title 1 Parent Involvement and Title 1.

# Annual Review and Update

SPSA Year Reviewed: 2023-24

## 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 report any physical plant issues promptly, 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)- 99%	Student Attendance Rates All Students (ALL)- 99%	Student Attendance Rates All Students (ALL)- 92.8%
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) - Maintain at 0% English Learner (EL) Maintain at 0% Hispanic (Hisp) Maintain at 0% African American (AA) Maintain at 0% Socioeconomically Disadvantaged (SED) Maintain at 0% Students with Disabilities (SWD) Maintain at 0%	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.
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) - decrease by 5% English Learner (EL) - N/A Hispanic (Hisp) - decrease by 4% African American (AA) -N/A Socioeconomically Disadvantaged (SED) -decrease by 5%	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%







**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%

St. Group	Color	DFS/Percentage	Change
All	Blue	0% suspended	Decreased 1.5%
EL	Blue	0% suspended	Decreased 3.6%
Hisp	Blue	0% suspended	Decreased 2.1%
AA	Blue	0% suspended	Maintained
SED	Blue	0% suspended	Decreased 1.6^%
SWD	Blue	0% suspended	Maintained

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

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%

Panorama Survey - School Connectedness  
 All students  
 EL  
 AA  
 Hisp  
 SED

Panorama Survey – School Connectedness  
 All Students (ALL) - Increase of 5% to 68%  
 English Learner (EL) - Increase of 5% to 69%  
 Hispanic (Hisp) - Increase of 5% to 69%  
 African American (AA) - N/A  
 Socioeconomically Disadvantaged- Increase by 5% to 70%  
 SPED- Increase of 5% to 59%

Panorama Survey – School Connectedness  
 All Students (ALL) - 71%  
 English Learner (EL) - 67%  
 Hispanic (Hisp) - 72%  
 African American (AA) - 75%  
 Socioeconomically Disadvantaged- 70%  
 SPED- 67%

Panorama Survey - School Safety  
 All students: 94%  
 EL -100%  
 Two or More 90%  
 Hisp -84%  
 SED 92%

Panorama Survey – School Safety  
 All Students (ALL) - Increase 5% to 89%  
 English Learner (EL) - Maintain  
 Hispanic (Hisp) - Increase 5% to 90%  
 African American (AA) - Increase 4% to 62%  
 SED: Increase of 5% to 75%

Panorama Survey – School Safety  
 All Students (ALL) - 85%  
 English Learner (EL) - 80%  
 Hispanic (Hisp) - 86%  
 African American (AA) - 83%  
 SED: 85%

Metric/Indicator	Expected Outcomes	Actual Outcomes
Williams Facilities Inspection Results	Williams Facilities Inspection Results remain at 100%	Williams Facilities Inspection Results- 100% compliance.

### 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 the 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.	Counseling sessions were provided as planned to middle school students each week. A total of 24 students participated in the group throughout the course of the school year. All participants identified as female. Work completion and attendance for the students who attended were carefully tracked to determine effectiveness.	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. 5800: Professional/Consulting Services And Operating Expenditures Title I 8000	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. 5800: Professional/Consulting Services And Operating Expenditures Title I 7800
In order to maintain a healthy and safe learning environment DLA will continue provide students with access to report bullying through Sprigeo.	The Sprigeo system was implemented as planned from the temporary admin office in room 404 on campus.	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. 0000: Unrestricted None Specified 0.00	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. 0000: Unrestricted None Specified 0.00

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>In order to maintain a healthy and safe learning environment DLA will continue provide the Raptor system as a method of monitoring student and visitor egress and ingress. Every student will sign in and out. All visitors will sign in and out.</p>	<p>All visitors to the DLA campus were required to check in with the front office staff and present identification before entering the campus.</p>	<p>The site will have a system to direct all visitors/ students go through the office and identify those visitors egress and ingress. 0000: Unrestricted None Specified 0.00</p>	<p>The site will have a system to direct all visitors/ students go through the office and identify those visitors egress and ingress. 0001-0999: Unrestricted: Locally Defined None Specified 0.00</p>

## Analysis

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

The strategies as outlined in this goal were simple non-funded systems that if implemented correctly and consistently guarantee students attending DLA a safe and predictable learning environment. All strategies were successful in achieving the goal as there were zero security issues during the school year and all visitors were accurately screened before entering the campus.

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 differences between the intended implementation and/or the budgeted expenditures to implement the strategies to meet the articulated goal which was to provide students with a clean, healthy, physically and emotionally safe learning environment. Staff committed to report any physical plant issues promptly, provide social-emotional support, and direct student and parents to mental health professionals as needed. The FIT report for DLA this year yielded an exemplary rating.

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.

No planned changes will be made to this goal as the strategies to achieve this goal were successful. With the transition to the new administration office, there is dedicated ingress and egress which will make the monitoring of all visitors to the DLA campus easier for front office staff including campus security.

# 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 20%, 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

Desert Learning Academy (DLA) 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 18%, improve overall mathematics proficiency by 6% and improve overall language arts proficiency by 8%. Math continues to be a focus for students with the student average in all grades are 97.3 points below standard representing an increase of 12.7 points over previous data. There are currently two RED indicators on the dashboard related to mathematics performance. These two sub-groups are: (a) English Learners-scoring at 143 points below standard- representing a decline of 25.2 points over previous years scores; and (b) Hispanic students-scoring 106.2 points below standard- representing a maintain score of -1.7 over previous year's scores.

Various actions in the plan provide resources to compensate teachers for the planning and administration of 12 short cycle assessments during the 2024/25 school year.

English Language Art indicator results are 21.4 points below standard and students in the socioeconomically disadvantaged group are 18.2 points below standard. Actions to address improvement in English Language Arts proficiency include additional compensation for teachers to plan and administer 12 short cycle assessments during the 2024/25 school year and purchase My Access licenses to support students with improving their writing skills.

Desert Learning Academy will improve the percentage of students prepared for college and career to 35% via the following actions: (a) provide dual enrollment with College of the Desert in college level courses; (b) improve a-g compliance rate by 15% via transcript analysis and FAR data analysis; (c) provide access to Advanced Placement (AP) courses via Edgenuity and dual-enrollment with Palm Springs High School; and (d) provide Visual and Performing Arts virtual option to all high school students.

Desert Learning Academy teachers will be provided with follow-up high-quality professional development on EDGE coaching skills. The goal is to help students develop cognitive functioning skills that will enable them to organize and manage their learning, and access a wide-variety of online resources.






















Students identified as English Language Learners and/or Hispanic will be provided with designated mathematics intervention support funded by an additional high school mathematics teachers using Equity Multiplier funds.

As of October 30, 2024, preliminary CAASPP data results reflect significant growth in 11th grade in both mathematics and language arts (6% and 15% respectively). Middle school proficiency varied depending on the grade level. See data below:

Grade	Math Proficiency	Math +/- change	Language Arts Proficiency	Language Arts +/- change
3	31%	-13%	42%	+14%
4	26%	+5%	34%	+5%
5	3%	-26%	17%	-35%
6	22%	+12%	41%	-30%
7	18%	+2%	34%	+4%
8	12%	-4%	36%	+2%
11	22%	+15%	51%	+6%

Additional Title 1 funds have been allocated to support parent community outreach and involvement in the areas of mathematics proficiency specifically for students identified as Hispanic and English Learners.

## Measuring and Reporting Results






Metric/Indicator	Baseline	Expected Outcome																																																								
<b>California School Dashboard - Academic Indicator for English Language Arts</b> All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	<table border="1"> <thead> <tr> <th>St. Group</th> <th>Color</th> <th>DFS/Percentage</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>All</td> <td> Yellow</td> <td>21.4 points below standard</td> <td>Increased Significantly +34.9 points</td> </tr> <tr> <td>EL</td> <td> Orange</td> <td>87.3 points below standard</td> <td>Increased +4.2 points</td> </tr> <tr> <td>Hisp</td> <td> Yellow</td> <td>35.6 points below standard</td> <td>Increased Significantly +21.4 points</td> </tr> <tr> <td>AA</td> <td> Not significant</td> <td>65.7 points below standard</td> <td>Increased Significantly +38.9 points</td> </tr> <tr> <td>SED</td> <td> Yellow</td> <td>18.2 points below standard</td> <td>Increased Significantly +40.2 points</td> </tr> <tr> <td>SWD</td> <td> Not significant sub-group</td> <td>203.5 points below standard</td> <td>Decreased Significantly -15.5 points</td> </tr> </tbody> </table>	St. Group	Color	DFS/Percentage	Change	All	 Yellow	21.4 points below standard	Increased Significantly +34.9 points	EL	 Orange	87.3 points below standard	Increased +4.2 points	Hisp	 Yellow	35.6 points below standard	Increased Significantly +21.4 points	AA	 Not significant	65.7 points below standard	Increased Significantly +38.9 points	SED	 Yellow	18.2 points below standard	Increased Significantly +40.2 points	SWD	 Not significant sub-group	203.5 points below standard	Decreased Significantly -15.5 points	<table border="1"> <thead> <tr> <th>St. Group</th> <th>Color</th> <th>DFS/Percentage</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>Green</td> <td>11 points below standard</td> <td>Increase +10</td> </tr> <tr> <td>EL</td> <td>Yellow</td> <td>81.3 points below standard</td> <td>Increase +6</td> </tr> <tr> <td>Hisp</td> <td>Green</td> <td>25.6 points below standard</td> <td>Increase +10</td> </tr> <tr> <td>AA</td> <td>No data</td> <td>N/A</td> <td>N/A N/A</td> </tr> <tr> <td>SED</td> <td>Green</td> <td>10.2 points below standard</td> <td>Increase +8</td> </tr> <tr> <td>SWD</td> <td>No data</td> <td>N/A</td> <td>N/A N/A</td> </tr> </tbody> </table>	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
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<b>California School Dashboard - Academic Indicator for Mathematics</b> All Students (ALL) English Learners (EL) Hispanic (Hisp)	<table border="1"> <thead> <tr> <th>St. Group</th> <th>Color</th> <th>DFS/Percentage</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>All</td> <td> Orange</td> <td>97.3 points below standard</td> <td>Increased +12.7 points</td> </tr> </tbody> </table>	St. Group	Color	DFS/Percentage	Change	All	 Orange	97.3 points below standard	Increased +12.7 points	<table border="1"> <thead> <tr> <th>St. Group</th> <th>Color</th> <th>DFS/Percentage</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>Yellow</td> <td>91.3 points below standard</td> <td>Increase +6</td> </tr> <tr> <td>EL</td> <td>Orange</td> <td>128 points below standard</td> <td>Increase +15</td> </tr> </tbody> </table>	St. Group	Color	DFS/Percentage	Change	All	Yellow	91.3 points below standard	Increase +6	EL	Orange	128 points below standard	Increase +15																																				
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**Metric/Indicator**

**Baseline**

**Expected Outcome**

African American (AA)  
Socioeconomically Disadvantaged (SED)  
Students with Disabilities (SWD)

EL	 Red	143 points below standard	Decreased Significantly -25.2 points
Hisp	 Red	106.2 points below standard	Maintained - 1.7 points
AA		114.5 points below standard	Increased Significantly +47.6 points
SED	 Yellow	93.8 points below standard	Increased Significantly +17.5 points
SWD	 Not significant sub-group	226.6 points below standard	Decreased - 13.9 points


Hisp	Orange	91.2 points below standard	Increase +15
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

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  
Level 1: 15% of high school students did not meet standards.

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

California School Dashboard - English Learner Progress Indicator (ELPI)

	Color	DFS/Percentage	Change
English Learner Progress Indicator	 Yellow	38.3%	Increased 5%


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

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)

St. Group	Color	DFS/Percentage	Change
All	 Orange	78.7% graduated	Decreased - 4.9

St. Group	Color	DFS/Percentage	Change
All	Yellow	83.7%	Increase +5








**Metric/Indicator**

**Baseline**

**Expected Outcome**

African American (AA)  
Socioeconomically Disadvantaged (SED)  
Students with Disabilities (SWD)

EL	 No data available	80% graduated	
Hisp	 Yellow	84.9% graduated	Maintained - 0.6
AA	 No data	No data	Less than 11 Students
SED	 Orange	79.3% graduated	Decreased - 4.8
SWD	 Not a significant sub-group	No data	Less than 11 Students

EL	No data available	N/A	N/A
Hisp	Green	89.9%	Increase +5
AA	No data	N/A	N/A N/A
SED	Yellow	84.3%	Increase +5
SWD	No data	N/A	N/A N/A

College and Career Indicator (CCI)  
All Students (ALL)  
English Learners (EL)  
Hispanic (Hisp)  
African American (AA)  
Socioeconomically Disadvantaged (SED)  
Students with disabilities (SWD)

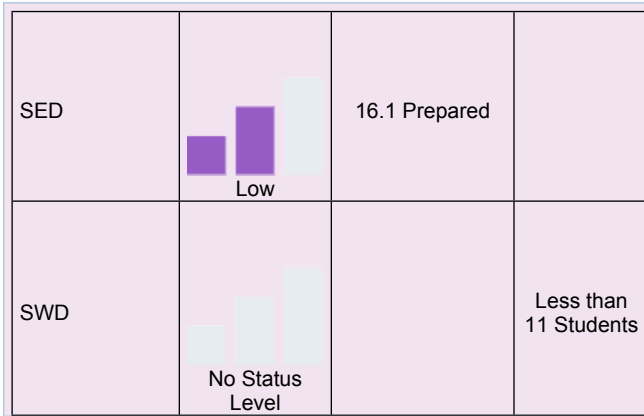
St. Group	Color	DFS/Percentage	Change
All	 Low	15.7 Prepared	
EL	 No Status Level	13.3 Prepared	
Hisp	 Low	20.8 Prepared	
AA	 No Status Level		Less than 11 Students

St. Group	Color	DFS/Percentage	Change
All	3 out of 5 (35% prepared)	25 prepared	Increase 1 cell bar
EL	No data	N/A	N/A N/A
Hisp	3 out of 5 (35% prepared)		Increase 1 cell bar
AA	No data	N/A	N/A N/A
SED	3 out of 5 (35% prepared)		Increase 1 cell bar
SWD	No data		N/A N/A

**Metric/Indicator**

**Baseline**

**Expected Outcome**



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) - 2% increase  
 English Learners (EL) - 2% increase  
 Hispanic (Hisp) - 2% increase  
 African American (AA) - 2% increase  
 Socioeconomically Disadvantaged (SED) - 2% increase  
 Students with Disabilities (SWD) - 2% 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

Advanced Placement (AP) Test Results  
 Reported as percent of students passing one or more AP exam with a score of 3 or 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 or 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.  
 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.

Advanced Placement (AP) Test Results  
 Reported as percent of students passing one or more AP exam with a score of 3 or 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.

Metric/Indicator	Baseline	Expected Outcome
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

All

## Timeline

July 1, 2024- July 30, 2025

## Person(s) Responsible

Administration Teachers, support staff, students, and parents

## Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	8500
<b>Source</b>	Title I
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	Edge Coaching for all DLA classroom teachers focused on the implementation of the student centric mentor model. Self reported grades and the articulation of student expectations and goal setting have an overall effect 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 cognitive functioning skills specifically around organization and planning.
<b>Amount</b>	2500
<b>Source</b>	Title I
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	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 information 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**

5000

**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.

**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**

All

**Timeline**

July 1, 2024- June 30, 2025

**Person(s) Responsible**

Administration,  
 Teachers, support staff

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	0
<b>Source</b>	Title I
<b>Budget Reference</b>	0000: Unrestricted
<b>Description</b>	<p>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.</p> <p>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., &amp; 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., &amp; 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.</p> <p>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.</p> <p>J. Matayoshi, H. Uzun. Learning, forgetting, and the correlation of knowledge in knowledge space theory. Journal of Mathematical Psychology, Volume 109, 2022.</p>

<b>Amount</b>	9500
<b>Source</b>	Title I
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	<p>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.</p> <p>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.</p> <p>Chappuis, J., &amp; 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., &amp; Brookhart, S. M. (2019). Advancing formative assessment in every classroom: A guide for instructional leaders (2nd ed.). ASCD.</p>

<b>Amount</b>	1200
<b>Source</b>	Title I
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	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.
<b>Amount</b>	2504
<b>Source</b>	Title I
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Certificated extra duty compenstion for community outreach efforts related to English Learner learner mathematics competency and improved literacy. Actions will include extra duty to attend parent education evenings, and community outreach efforts,

### 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

Specific Student Groups:  
All High School students

### Timeline

July 1, 2024- June 30, 2025

### Person(s) Responsible

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

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	14000
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**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** All**Timeline**

July 1, 2024- June 30, 2025

**Person(s) Responsible**

Administration, Teachers, support staff

**Proposed Expenditures for this Strategy/Activity****Amount**

3060



<b>Source</b>	LCFF
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	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 opportunities. 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.

### 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

All

### Timeline

July 1, 2024- June 30, 2025

### Person(s) Responsible

Administration, Teachers, support staff

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	5796
<b>Source</b>	Title I
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	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 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 characteristic of these high-performing schools is that they have an ongoing writing performance assessment and feedback program (Hattie, 2012).

## 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

All

## Timeline

July 1, 2024-June 30, 2025

## Person(s) Responsible

Dr. Michael J Grainger- DLA Principal

## Proposed Expenditures for this Strategy/Activity

**Amount**

7500

**Source**

Title I

<b>Budget Reference</b>	5800: Professional/Consulting Services And Operating Expenditures
<b>Description</b>	<p>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.</p> <p>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 &amp; Teacher Education. Retrieved May 3, 2024 from <a href="https://www.learntechlib.org/primary/p/5320/">https://www.learntechlib.org/primary/p/5320/</a>.</p> <p>Lawless, K. A., &amp; 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. <a href="https://doi.org/10.3102/0034654307309921">https://doi.org/10.3102/0034654307309921</a></p>
<b>Amount</b>	4200
<b>Source</b>	Title I
<b>Budget Reference</b>	5800: Professional/Consulting Services And Operating Expenditures
<b>Description</b>	California Consortium on Independent Studies Conference- San Diego
<b>Amount</b>	3200
<b>Source</b>	Title I
<b>Budget Reference</b>	5800: Professional/Consulting Services And Operating Expenditures
<b>Description</b>	California Technical Educators Conference Sacramento
<b>Amount</b>	3200
<b>Source</b>	Title I
<b>Budget Reference</b>	5800: Professional/Consulting Services And Operating Expenditures
<b>Description</b>	<p>ISTE technology Conference. Two DLA teachers will attend the ICTE conference that will take place in July 2025. The impact of ongoing professional development for classroom teachers with a focus of integrating technology is well documented in peer-reviewed literature.</p> <p>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 &amp; Teacher</p>

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/10.3102/0034654307309921>

**Amount**

1000

**Source**

Title I

**Budget Reference**

5800: Professional/Consulting Services And Operating Expenditures

**Description**

Professional development supplemental to the PSUSD Edgenuity contract. New teachers to the DLA learning community will be provided with a two hour professional development focused on teacher permissions, program structures, and course management.

## 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 on 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

- English Learner
- Specific Student Groups:  
Hispanic

## Timeline

07.01.24- 06.30.25:

## 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 heterogeneous collaborative discussion 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**
 English Learner
**Timeline**

07.01.24- 06.30.25

**Person(s) Responsible**

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

**Proposed Expenditures for this Strategy/Activity****Amount**

5000

**Source**

Title I

**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 acquisition 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 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.

### Students to be Served by this Strategy/Activity

- English Learner
- All

### Timeline

October 1, 2024 through 06.30.25

### Person(s) Responsible

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

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	2200
<b>Source</b>	Title I
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Rading Plus reading curriculum license,
<b>Amount</b>	1400
<b>Source</b>	Title I
<b>Budget Reference</b>	4000-4999: Books And Supplies

**Description**

Elementary Reading program:

# 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 Long Beach 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.

### 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.	Parent Participation in Stakeholder Input Processes - 250 surveys



Metric/Indicator	Baseline	Expected Outcome
	<p>A total of 38 Panorama surveys were completed by parents as part of the Panorama Survey administration</p> <p>Three parents attended each English Language Advisory Committee meeting,</p> <p>DLA does not currently have a Parent Teacher Association</p> <p>Safety Committee- zero parents participated in the Safe Schools Committee. .</p>	
<p>Family School Connectedness via Panorama Family Climate Survey</p> <p>All Students (ALL)</p> <p>Elementary School Students (ES)</p> <p>Middle School Students (MS)</p> <p>High School Students (HS)</p> <p>English Learner (EL)</p> <p>Hispanic (Hisp)</p> <p>African American (AA)</p>	<p>Family School Connectedness via Panorama Family Climate Survey</p> <p>All Students (ALL)- 99% favorable response</p> <p>Elementary School Students (ES)- 99% favorable response</p> <p>Middle School Students (MS)-100% favorable response</p> <p>High School Students (HS)- 99% favorable response</p> <p>English Learner (EL)- 94% favorable response</p> <p>Hispanic (Hisp)- 100% favorable response</p> <p>African American (AA)- 95% favorable response</p>	<p>Family School Connectedness via Panorama Family Climate Survey</p> <p>150 Parents will complete Panorama surveys</p> <p>All Students (ALL) -100% (1% increase)</p> <p>Elementary School Students (ES) 100% (1% increase )</p> <p>Secondary School Students-100% (1% increase)</p> <p>English Learner (EL) -100% (6% increase)</p> <p>Hispanic (Hisp)-100% -Maintain</p> <p>African American (AA)-98% (3% increase)</p>
<p>Climate of Support for Academic Learning via Panorama Family Climate Survey</p> <p>Climate Survey</p> <ul style="list-style-type: none"> <li>• All Students (ALL)- 97%</li> <li>• Hispanic (Hisp) -97%</li> <li>• Two or more - 100%</li> </ul>	<p>Climate of Support for Academic Learning via Panorama Family Climate Survey</p> <ul style="list-style-type: none"> <li>• All Students (ALL)- 93%</li> <li>• Hispanic (Hisp) - 90%</li> <li>• Two or more - 100%</li> </ul> <p>* Special Education- 93%</p>	<p>Climate of Support for Academic Learning via Panorama Family Climate Survey</p> <ul style="list-style-type: none"> <li>• All Students (ALL)- Increase by 4% points to 97%</li> <li>• Hispanic (Hisp) -Increase by 4% points to 94%</li> <li>• Two or more - 100% maintain</li> </ul> <p>* Special Education- Increase by 4% points to 97%</p>
<p>Number of Attendees Attending 1 or more school/parent center sponsored events at site- 100% to student orientations</p>	<p>Number of Attendees Attending 1 or more school/parent center sponsored events at site- 100% to student orientations</p> <p>Middle school orientations- 98% parent attendance</p> <p>High school orientations- 84% parent attendance</p> <p>High school mentor meetings- less than 20%</p> <p>Site sponsored events: Approximately 45% (all virtual for 2023/24)</p> <p>Parent teacher conferences- 58%</p>	<p>Number of Parent Attendees attending 1 or more site/parent center sponsored events - 100% to student orientations, 100% monthly mentoring meetings.</p> <p>Increase parent attendance at site sponsored events to the following: Student orientations (75%); and Mentor meetings (75); and site sponsored events (50%)</p>

Metric/Indicator	Baseline	Expected Outcome

**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**

X All

**Timeline**

July 1, 2024- June 30, 2025

**Person(s) Responsible**

Translators for meetings, counselors, staff and administration.

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	3400
<b>Source</b>	Title I
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	<p>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.</p> <p>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.</p>

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**

1690

**Source**

Title I Part A: Parent Involvement

**Budget Reference**

1000-1999: Certificated Personnel Salaries

**Description**

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 family life*. Univ of California Press.

**Amount**

4900

**Source**

LCFF

**Budget Reference**

5800: Professional/Consulting Services And Operating Expenditures

**Description**

Three parent members of the site English Language Advisory Committee will participate in the California 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: 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.

**Amount**

5000.00

**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

### 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
















Approximately 45% 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.

### 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

Metric/Indicator	Baseline	Expected Outcome																																																				
		All Students (ALL) Increase overall attendanc rate by 2% to 94.9%																																																				
<p>Chronic Absenteeism Rates  All Students (ALL)  English Learner (EL)  Hispanic (Hisp)  African American (AA)  Socioeconomically Disadvantaged (SED)  Students with Disabilities (SWD)</p>	<p>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.</p>	<p>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%</p>																																																				
<p>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%</p>	<p>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%</p>	<p>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%</p>																																																				
<p>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%</p>	<table border="1"> <thead> <tr> <th>St. Group</th> <th>Color</th> <th>DFS/Percentage</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>All</td> <td> Blue</td> <td>0% suspended at least one day</td> <td>Maintained 0</td> </tr> <tr> <td>EL</td> <td> Blue</td> <td>0% suspended at least one day</td> <td>Maintained 0</td> </tr> <tr> <td>Hisp</td> <td> Blue</td> <td>0% suspended at least one day</td> <td>Maintained 0</td> </tr> <tr> <td>AA</td> <td> Blue</td> <td>0% suspended at least one day</td> <td>Maintained 0</td> </tr> <tr> <td>SED</td> <td> Blue</td> <td>0% suspended at least one day</td> <td>Maintained 0</td> </tr> </tbody> </table>	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	<table border="1"> <thead> <tr> <th>St. Group</th> <th>Color</th> <th>DFS/Percentage</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>Blue</td> <td>zero suspensions</td> <td>Maintain 0</td> </tr> <tr> <td>EL</td> <td>Blue</td> <td>zero suspensions</td> <td>Maintain 0</td> </tr> <tr> <td>Hisp</td> <td>Blue</td> <td>zero suspensions</td> <td>Maintain 0</td> </tr> <tr> <td>AA</td> <td>Blue</td> <td>zero suspensions</td> <td>Maintain 0</td> </tr> <tr> <td>SED</td> <td>Blue</td> <td>zero suspensions</td> <td>Maintain 0</td> </tr> <tr> <td>SWD</td> <td>Blue</td> <td>zero suspensions</td> <td>Maintain 0</td> </tr> </tbody> </table>	St. Group	Color	DFS/Percentage	Change	All	Blue	zero suspensions	Maintain 0	EL	Blue	zero suspensions	Maintain 0	Hisp	Blue	zero suspensions	Maintain 0	AA	Blue	zero suspensions	Maintain 0	SED	Blue	zero suspensions	Maintain 0	SWD	Blue	zero suspensions	Maintain 0
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Metric/Indicator	Baseline	Expected Outcome				
	<table border="1"> <tr> <td data-bbox="558 164 726 253">SWD</td> <td data-bbox="726 164 879 253">  </td> <td data-bbox="879 164 1062 253">0% suspended at least one day</td> <td data-bbox="1062 164 1201 253">Maintained 0</td> </tr> </table>	SWD		0% suspended at least one day	Maintained 0	
SWD		0% suspended at least one day	Maintained 0			
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 SED	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 Socioeconomically Disadvantaged- 70% favorable rating SPED- 67% 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% 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**

All

**Timeline**

July 1, 2024- June 30, 2025

**Person(s) Responsible**

Administration, staff, and therapist

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	6000
<b>Source</b>	Title I
<b>Budget Reference</b>	5800: Professional/Consulting Services And Operating Expenditures
<b>Description</b>	<p>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.</p> <p>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.</p> <p>Kutcher, S., Wei, Y., &amp; 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.</p> <p>Lee, S., Wu, J., &amp; 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 &amp; Adolescent Psychiatry, 58(2), 186-200. - This study reviews the effectiveness of school-based interventions for depression in adolescents, providing insights into effective strategies.</p> <p>Gulliver, A., Griffiths, K. M., &amp; 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</p>



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

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.

# 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.

<b>School Goal #1: Increase Academic Achievement</b>				
<b>Actions to be Taken to Reach This Goal</b>  Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development	<b>Start Date Completion Date</b>	<b>Proposed Expenditure</b>	<b>Estimated Cost</b>	<b>Funding Source (itemize for each source)</b>
Technology TOSAs	July 1, 2024 - June 30, 2025	Support the integration of technology into instruction for both staff and students	11,611	Title II
Secondary Literacy Coach	July 1, 2024 - June 30, 2025	Onsite PD and Support with evidence-based practices to build best first instruction in grades 6-12	15,474	LCFF
NGSS TOSA	July 1, 2024 - June 30, 2025	Onsite PD and support with evidence-based practices to build best first instruction	6,247	LCFF
Secondary Math Coach	July 1, 2024 - June 30, 2025	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, 2024 - June 30, 2025	Onsite PD and support with evidence based practices to build best first instruction in grades 6-12	16,908	Title IV

<b>School Goal #2: Increase Parent and Community Partnerships</b>				
<b>Actions to be Taken to Reach This Goal</b>  Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development	<b>Start Date Completion Date</b>	<b>Proposed Expenditure</b>	<b>Estimated Cost</b>	<b>Funding Source (itemize for each source)</b>
Family engagement events and classes	July 1, 2024 - June 30, 2025	Parenting classes on effective strategies and structures. Parent/community engagement activities.	1,851	LCFF

<b>School Goal #3: Maintain Healthy and Safe Learning Environment</b>				
<b>Actions to be Taken to Reach This Goal</b>	<b>Start Date Completion Date</b>	<b>Proposed Expenditure</b>	<b>Estimated Cost</b>	<b>Funding Source (itemize for each source)</b>
Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development				
Conscious Education Professional Development	July 1, 2024 - June 30, 2025	Training, substitutes and accompanying books and materials.	3,703	Title I
Youth Mental Health First Aid Training	July 1, 2023 - June 30, 2024	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	\$87,790
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$100,750.00

## Allocations by Funding Source

Funding Source	Amount	Balance
Title I	86,100	0.00
Title I Part A: Parent Involvement	1,690	0.00
LCFF	12,960	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	\$86,100.00
Title I Part A: Parent Involvement	\$1,690.00

Subtotal of additional federal funds included for this school: **\$87,790.00**

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 (\$)
LCFF	\$12,960.00
None Specified	\$0.00

Subtotal of state or local funds included for this school: **\$12,960.00**

Total of federal, state, and/or local funds for this school: \$100,750.00

## Expenditures by Funding Source

Funding Source	Amount
LCFF	12,960.00
None Specified	0.00
Title I	86,100.00
Title I Part A: Parent Involvement	1,690.00

## Expenditures by Budget Reference

Budget Reference	Amount
0000: Unrestricted	0.00
1000-1999: Certificated Personnel Salaries	24,894.00
2000-2999: Classified Personnel Salaries	3,400.00
4000-4999: Books And Supplies	6,100.00
5000-5999: Services And Other Operating Expenditures	17,356.00
5800: Professional/Consulting Services And Operating Expenditures	49,000.00
None Specified	0.00



## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
5000-5999: Services And Other Operating Expenditures	LCFF	3,060.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	9,900.00
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	23,204.00
2000-2999: Classified Personnel Salaries	Title I	3,400.00
4000-4999: Books And Supplies	Title I	6,100.00
5000-5999: Services And Other Operating Expenditures	Title I	14,296.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	39,100.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Parent Involvement	1,690.00

# 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		
<b>Numbers of members of each category:</b>	<b>1</b>	<b>4</b>	<b>1</b>	<b>3</b>	<b>3</b>

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 October 9, 2024 2024.

Attested:



Principal, Michael J Grainger, Ed. D on 11.05.24



SSC Chairperson, Michael J Grainger, Ed D on 11.05.24

# Title I and LCFF Funded Program Evaluation

<b>Goal #1:</b>
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%.

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

<p>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.</p> <p>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.</p>			
<p>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.</p> <p>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.</p>			
<p>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%.</p> <p>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.</p>			

<p>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.</p> <p>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.</p>			
<p>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.</p> <p>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.</p>			
<p>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.</p>			

<p>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.</p> <p>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.</p>			
<p>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.</p> <p>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.</p>			
<p>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</p>			

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.			
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**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%.

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

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



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.

# 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.**

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

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](mailto: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](mailto: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](mailto: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, its 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](mailto: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/guidanceuseinvestment.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/guidanceuseinvestment.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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