



School Plan for Student Achievement (SPSA) Template

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

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

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

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

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

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

School Name	Desert Learning Academy
Address	2248 East Ramon Road Palm Springs, CA 92262
County-District-School (CDS) Code	33-67173-3330925
Principal	Michael J Grainger, Ed. D
District Name	Palm Springs Unified School District
SPSA Revision Date	07.01.23- 06.30.24

Schoolsite Council (SSC) Approval Date

October 17, 2023.

Local Board Approval Date

November 14, 2023

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 Mission Statement (Revised March 2021)

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 Vision Statement (Revised March 2021)

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

Student learning outcomes: (Revised March 2021)

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 Kindergarten through 12 looking for an alternative to traditional daily learning/ DLA serves students who are placed by the 'suspended expulsion 'process by the Board of Education as a chance to refocus their learning and behavior. 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 use the online curriculum as their primary source of instruction. 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.

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 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 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 completed outline is 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.

The council shall be composed of the following members, the principal, teachers elected by other teachers, and other school personnel selected by other school personnel, parents elected by other parents, in secondary schools' students chosen by the entire student body, and community members elected by such 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 2022/23 school year nomination documents were sent out via Google documents on September 8, 2022, to students, parents, and teachers for these stakeholder groups to nominated 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 September 19, 2022, via Google docs. The votes were tallied, and results shared with stakeholder groups. New council members were formally welcomed at the September 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:

- Three classroom teachers
- One other school staff member
- Four 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 meeting dates for 2023/24 school year

Monday August 28, 2023

Monday September 25, 2023

Monday October 30, 2023

Monday January 29, 2024

Monday February 26, 2024

Monday March 25, 2024

Monday April 29, 2024

SSC meeting dates and topics for the 2022/23 school year:

10.06.22

- 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

01.30.23

- Review of Panorama survey data.

- Review of WASC report for mid-cycle visit
- Update of current SPSA expenditures
- Preview of state testing schedule for 2023

02.07.23

- Review of ELAC procedures and responsibilities
- Reviewed current California dashboard metrics for DLA
- Reviewed California Technical Education (CTE) requirements for DLA.
- Designated and Integrated ELD presentation and Q & A

05.02.23

- Review DRAFT of 2023/24 SPSA
- Review proposed expenditures for 2023/24 SPSA

05.16.23

- Approval of 2022/23 SPSA

In preparation for the development of the new iteration of the school plan for the 23/24 school year, the following recommendations were made by School Site Council (SSC) members:

- Additional FTE to support hybrid learning model at the middle and high school levels.
- Additional resources must be allocated to support the enrollment of students in AP classes at DLA
- Additional resources for mathematics intervention and support services.

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.

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 DLA correctly constituted an English Language Advisory Committee 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, and California Association of Bilingual Educators (CABE) conference attendance and advocacy.

English Language Advisory Meeting Dates for the 2022/23 School Year

Wednesday January 25, 2023: 8:00am-9:00am

Annual ELAC training:

Zero attendees

February 22, 2023: 8:30am-9:30am

Annual ELAC training.

Agenda items:

- Review ELAC handbook
- Review election process and procedures
- Review byelaws
- District English Language Advisory Committee purpose and roll

March 21, 2023: 8:30am-9:30am

Agenda items:

- CAASPP data review- 2022: Mathematics and Language Arts
- Independent Studies attendance review.
- ELD data review

o Emerging

o Bridging

o Reclassification

- Review of English Language Proficiency Assessment CA (ELPAC)

o Review of four domains

o Review of practice questions

May 3, 2023: 8:30am-9:30am

Agenda items:

- Review of School Plan for Student Achievement (SPSA)

o Title 1 expenditures

? English Learner actions and expenditures

? Needs assessment discussion and planning

o LCFF expenditures

o Title 1 PI

- California Bilingual Educators (CABE) conference review for March 2024.

Proposed ELAC meeting dates for 2023/24:

Tuesday September 5, 2023: Topic- Review SBAC data

Tuesday October 3, 2023: Topic- Practice questions for the Speaking ELPAC domain and CABE; Reclassification

Tuesday November 7, 2023: Topic- Practice questions for the Listening ELPAC domain; Reclassification

Tuesday February 6, 2024: Topic- Practice questions for the Writing ELPAC domain; Reclassification

Tuesday March 5, 2024: Topic- Practice questions for the Reading ELPAC domain; Reclassification

Tuesday April 2, 2024: TBD.

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. During the 2022/23 school year, short cycle assessment protocols were established across all grade levels to assess the effectiveness of mathematics instruction and remediate where necessary. For the 2023/24 school a hybrid content delivery platform will be implemented with a strategic focus on quality math intervention aligned to individual anchor content standards. During the 2022/23 school year, 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 2023/24 school year. The COVID-19 pandemic meant that in person instruction was moved to 100 percent online instruction. AB 130 provisions severely impacted student and parent willingness to physically attend the DLA campus for in person support. For the 2023/24 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 2021/22 and 2022/23 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.

Despite the ongoing mandates of AB 130 related to tiered reengagement and the provision of tiered intervention support, DLA had a productive year relative to the strategies outlined under goal 1- Academic Achievement.

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.

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 all grade levels. 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.

MTSS Data: During the period September -May 2023:
58% (89) of middle school students were provided with Tier2/3 interventions as outlined in the MTSS; Of these 89 students, 69% (62) students had their registration revoked as the Independent Studies platform was not deemed appropriate and the student returned to their home school. Major factors included not meeting the 80% attendance requirement, not attending AB130 mandated weekly check-in meetings, and low work output.

Reflections: Success

23% (45) of enrolled high school students were provided with Tier2/3 interventions; of these 45 students, 68% (31) 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, 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 10.01.22- 05.15.23:

Mathematics Course #	of students	Average hours in ALEKS	Beginning Knowledge	Ending Knowledge
Integrated Math 1	65	10.6	24%	33%
Integrated Math 2	72	9.8	32%	38%
Integrated Math 3	64	8.5	44%	52%

COVID-19 school closures exacerbated chronic student absenteeism rates at the beginning of the 2021/22 school. For the 2022/23 school the collective focus turned to improving attendance rates at DLA.

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.

This immediate response to chronic attendance significantly improved attendance rates for the first two semesters of the current school year. For students who did not respond positively to the allocation of tier 2 and tier 3 interventions, probation was initiated for a four-week period. When on probation students were required to meet with a teacher, administrator, or counselor to identify barriers to appropriate attendance and on time course completion.

Attendance data as of May 1, 2023:

Average daily attendance rates for Desert Learning Academy (DLA) to date is 99.8% (46,565 out of 46,666 days) with a chronic absenteeism rate of 0.5% (2 out of 441 students). 4

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?

Mathematics: Students in the ‘All students’ groups scored 103.1 points below standard. There were five student sub-groups scoring in the very low category with the following scores: English Learners (115.2 points below standard); Hispanic (100.6 points below standard); Socioeconomically disadvantaged (104.7 points below standard); Students with disabilities (182.1 points below standard); and White (113.7 points below standard).

Students enrolling at DLA have 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 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 2022/23 school year, three 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. Completion rates for the Winter STAR administration were as follows: 9th grade- 62%; 10th grade- 84%; 11th grade- 65% and 12th grade-2%. These completion rates compare as follows to the FALL administration 9th grade- (10/22)-45%; 10th grade- (42/50)- 84%; 11th grade- (34/52)65%; and 12th grade- (5/53)-9%. The DLA learning community must make strategic efforts to improve the overall completion rates on the STAR assessments so that data-driven intervention may be provided to students in a timely manner.

During the 2022/23 school year there continues to be an increase in the percentage of students in grades 3 three through five who have met or exceeded benchmark on mathematics standards. Data from the Winter administration include the following meeting or exceeding standards percentages: 8th grade- 33%; 7th grade- 28%; 6th grade- 48%; 5th grade- 47%; 4th grade- 46%; 3rd grade- 70%; 2nd Grade- 45%, and 1st grade-36%. To ensure student mastery, short cycle assessment protocols will be utilized to assess mastery

Reflections: Identified Need

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. 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 2023/24 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 2023/24 school year, the hybrid delivery model is being modified to a weekly 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 was adopted for the 2020/21 school year to provide customized learning paths for all high school students based on an initial knowledge check. All high school students were assigned to the ALEKS intervention platform but despite ongoing encouragement from lead teachers, students did not complete the assigned work in addition to their integrated math course work. For this reason, for the 2022/23 school year, ALEKS was embedded in the Edgenuity courses providing the student assessment credit for the course. Once students were over the initial push back, ALEKS motivated students to complete their learning paths and they received course credit for the effort. It is hoped that this strategy will significantly increase high school mathematics scores when they are released in the next few weeks.

English Language Arts: Students in the 'All students' groups scored 53.5 points below standard. There was one sub-group in the 'Very Low' category- English Learners with a score of 89.4 points below standard. There were three student sub-groups scoring in the low category with the following scores: English Learners (115.2 points below standard); Hispanic (54.9 points below standard); and Socioeconomically disadvantaged (55.5 points below standard).

English Language Learners – 34.8% of English Learners are making progress towards English Language proficiency. 32% of students decreased at least 1 ELPI level, 33% maintained their ELPI level (levels 1-3). A total of 115 student were identified as English Learners enrolled across, the following four programs: Home and Hospital, Independent Studies, Virtual Learning, and Distance Learning. During the 2021/22 school year designated instruction was not provided to ELs, and no strategic instructional focus was placed on integrated English Language Development other than the resources embedded in the Edgenuity course structures. 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. 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.

10.13.23: 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.

During the 2022/23 school year, students enrolled in grades Kindergarten through five transitioned over to DLA's Virtual Learning 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.

The COVID-19 pandemic and AB 130 mandates had a severe impact on chronic absenteeism rates at DLA during the 2021/22 school year. A new iteration of the independent study attendance policy was developed and published in August 2022, 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 approximately 48% of students enrolled in grades 6-8 had their registration at DLA revoked. The MTSS will be revised for the 2023/24 school year, to consider the sunset of AB130; however, no fiscal resources have been allocated to this revision process.

In September 2021, a new high school teacher was hired with a Career and Technical Education (CTE) credential to support the development and expansion of the CTE curriculum. 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.

Desert Learning Academy was provided as the alternative education option for all parents and students who opted to not return to their home schools at the beginning of the 2022/23 school year. As of 10.10.21 current enrollment stood at 514 students: Elementary- 145; Middle school- 103; and High School -182. This represents a 46% decrease in enrollment over the previous school year. In addition to students enrolled in grades K-12, DLA currently is providing Home and Hospital services to 54 students in grades 1-12. DLA is not currently able to provide Home and Hospital teachers for all these students due to a shortage of available teachers.

High school mathematics performance data from the May 2022 administration of SBAC highlighted a need for proactive mathematics interventions in the Integrated mathematics Edgenuity courses. 14% of the 46 high school 11th graders who were assessed 'met standard' with 72% 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 2022/23 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. Unfortunately, students were reluctant to participate in these interventions and therefore the funding was reassigned for the 2023/24 school year.

10.13.23: 2023 CAASPP data released in August 2023, reflected a 50% decline in performance proficiency for 11th grade students over 2022 data. Language Arts performance data for 11th grade students reflects a decline of 17% in proficiency. Short Cycle Assessments are currently being provided to all 7th, 8th, and 11th grade students to increase overall mathematics proficiency on the 2024 CAASPP administration. School Site Council approved additional Title 1 funds to be spent on compensating teachers for SCA planning and administration and to purchase additional ALEKS licenses for all students enrolled in grades 7-8.

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

Mathematics-All Students, and Students with Disabilities

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.

Specialized Academic Instruction based on IPE goals delivered during 45 minute weekly intervention time by the IEP case manager at DLA.

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,

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

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	1.6%	0.85%	0.92%	4	7	4
African American	4.9%	8.02%	7.8%	12	66	34
Asian	0.4%	0.61%	0.23%	1	5	1
Filipino	0.4%	2.31%	2.29%	1	19	10
Hispanic/Latino	68.4%	72.66%	67.2%	169	598	293
Pacific Islander	0.4%	0.12%	0.23%	1	1	1
White	19.8%	12.64%	18.12%	49	104	79
Multiple/No Response	4.1%	2.79%	3.21%	10	23	14
Total Enrollment				247	823	436

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	11	33	12
Grade 1	7	61	12
Grade 2	10	60	31
Grade 3	11	61	28
Grade 4	10	53	24
Grade 5	10	58	27
Grade 6	17	49	24
Grade 7	21	69	38
Grade 8	24	63	44
Grade 9	22	69	25
Grade 10	36	76	52
Grade 11	35	96	52
Grade 12	33	75	67
Total Enrollment	247	823	436

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners		23	18		10.7%	7.3%
Fluent English Proficient (FEP)		46	46		21.4%	18.6%
Reclassified Fluent English Proficient (RFEP)		3			10.3%	

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
823	96.8	21.3	0.4
Total Number of Students enrolled in Desert Learning Academy.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	175	21.3
Foster Youth	3	0.4
Homeless	29	3.5
Socioeconomically Disadvantaged	797	96.8
Students with Disabilities	74	9.0

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	66	8.0
American Indian	7	0.9
Asian	5	0.6
Filipino	19	2.3
Hispanic	598	72.7
Two or More Races	23	2.8
Pacific Islander	1	0.1
White	104	12.6

Conclusions based on this data:

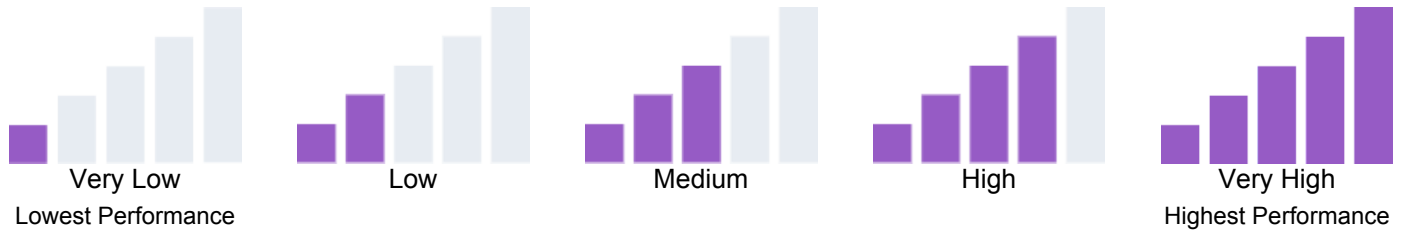
1. During the 2021/22 school year, DLA's population of students was 60% higher than in previous years. This exponential growth was a result of AB130 mandates.
2. For the first time since DLA's inception, the independent studies program now serves more than 21 students which necessitated the constitution of an English Language Advisory Committee (ELAC). The committee was constituted in September 2022 and meetings have been held monthly.
3. African American students do not constitute a major sub-group at DLA .

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts <p>Low</p>	Graduation Rate <p>Medium</p>	Suspension Rate <p>Very Low</p>
Mathematics <p>Very Low</p>	Chronic Absenteeism <p>Very Low</p>	
English Learner Progress <p>Very Low</p>		
College/Career Not Reported in 2022		

Conclusions based on this data:

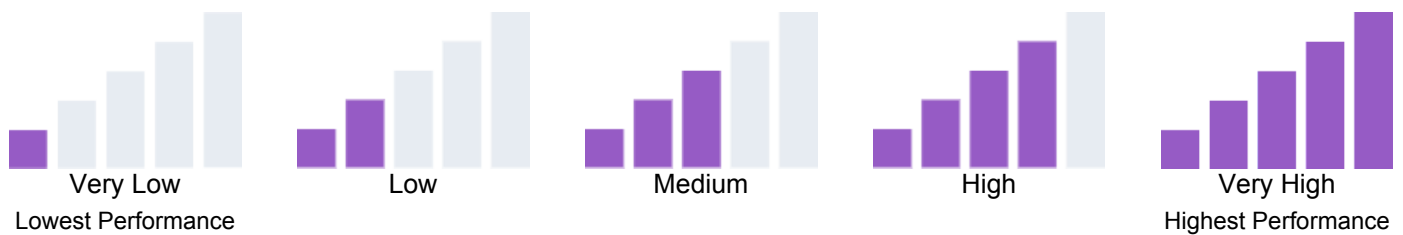
1. The digital attendance capture system developed at the end of the 2021/22 school year provided a very efficient system to capture accurate Independent Studies. The chronic absenteeism rate is currently reported at less than 1%
2. During the 2021/22 school year one student behavior referral was written and there were no students suspended from school.
3. Academic indicators: Mathematics- 103.1 (Dfs) is the new benchmark data for ALL students; Language Arts- 54.3 (Dfd) is the new benchmark data for ALL students.

School and Student Performance Data

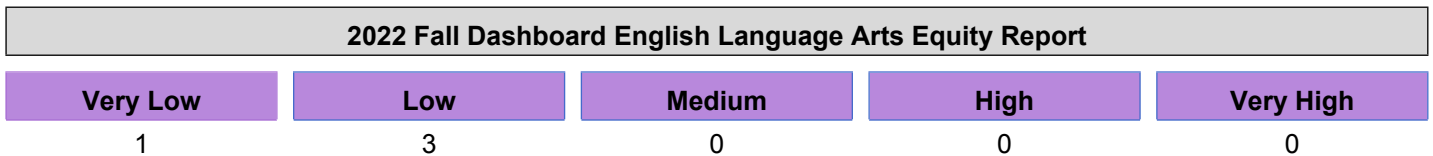
Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

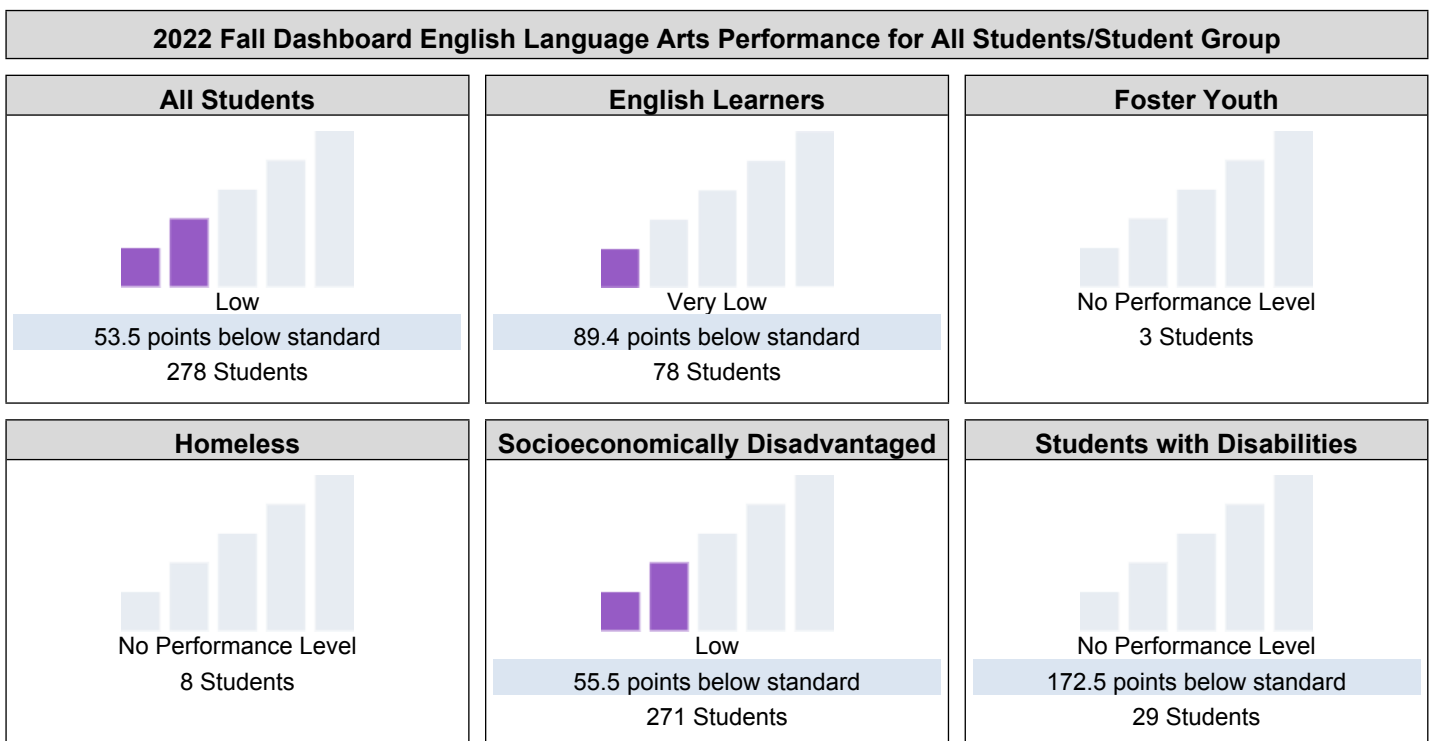
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



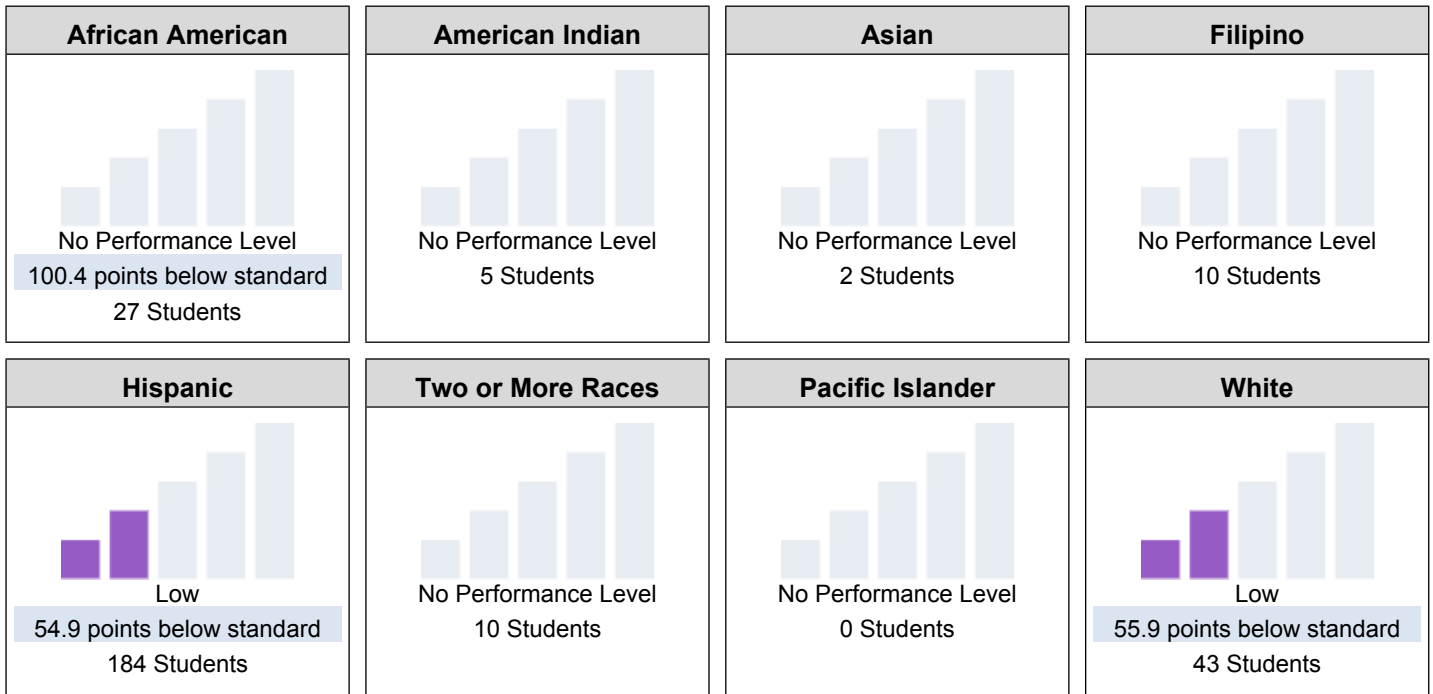
This section provides number of student groups in each level.



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.



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



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.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
128.4 points below standard 50 Students	28.6 points below standard 29 Students	53.1 points below standard 167 Students

Conclusions based on this data:

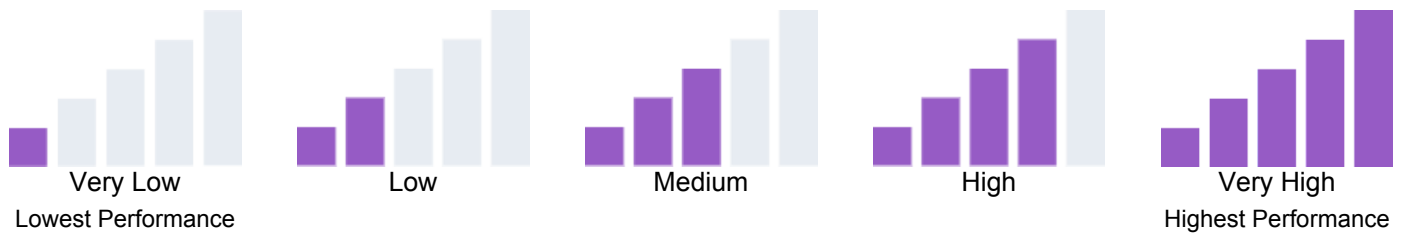
- Students with disabilities (SWD) subgroup is scoring significantly lower (120 dfs) than the All students group for Language Arts proficiency. Strategic efforts must be made to close this achievement gap via the provision of targeted specialized instruction in the hybrid learning environment.
- English learners (EL) subgroup is scoring lower (36 Dfs) than the ALL students subgroup.
- 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

School and Student Performance Data

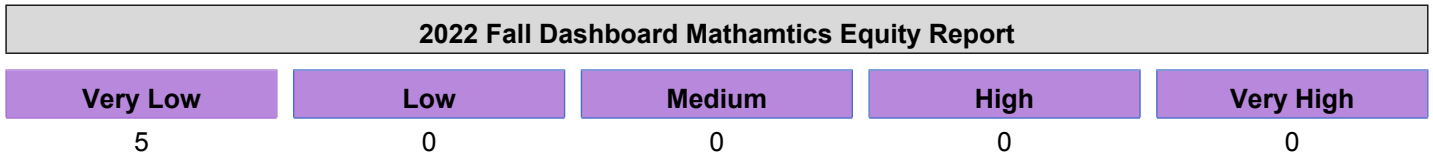
Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

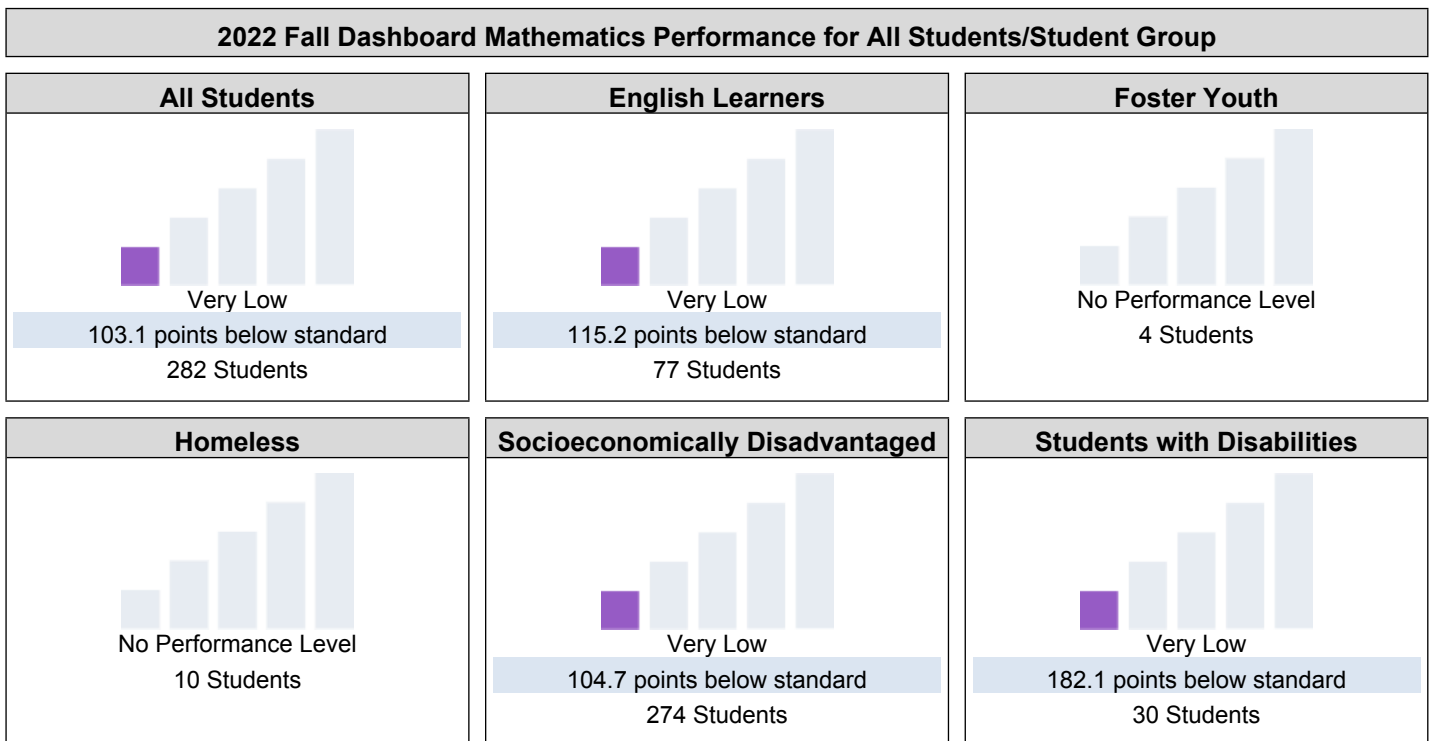
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



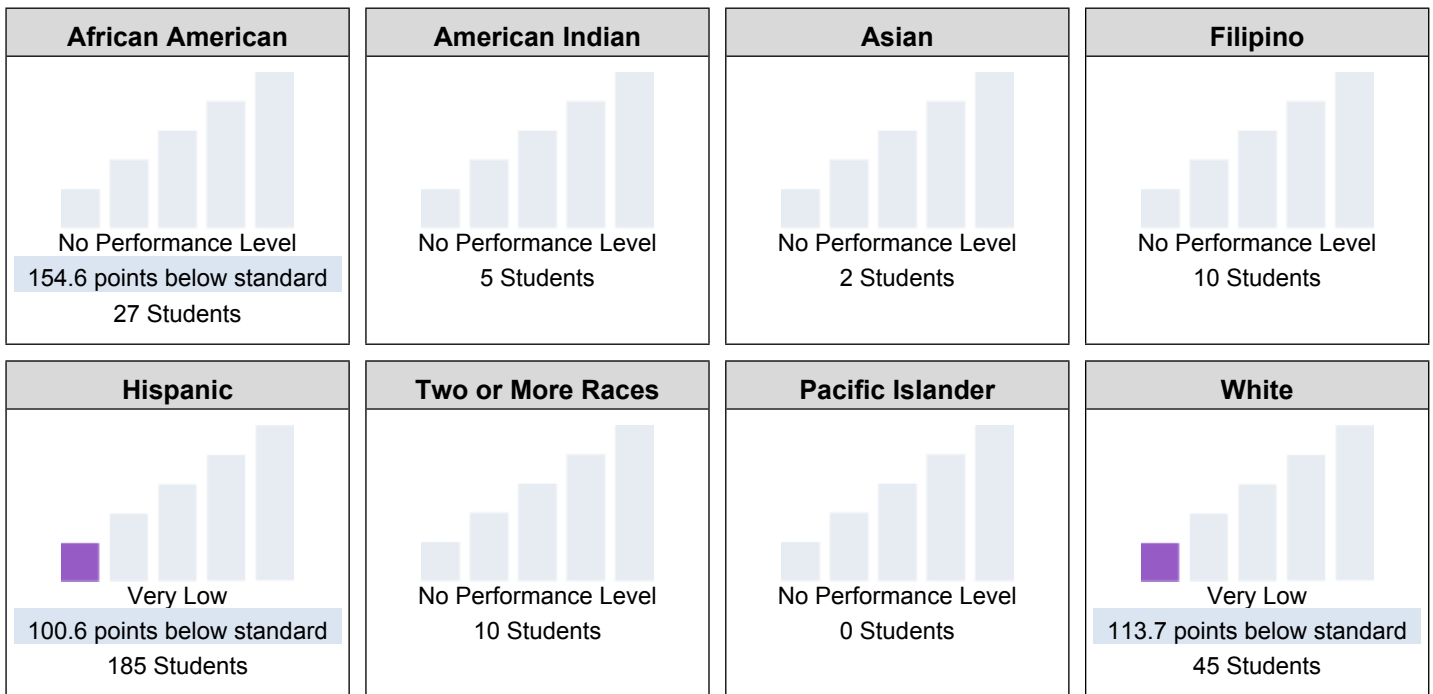
This section provides number of student groups in each level.



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.



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p style="background-color: #e6f2ff;">141.2 points below standard</p> <p>50 Students</p>	<p style="background-color: #e6f2ff;">79.2 points below standard</p> <p>29 Students</p>	<p style="background-color: #e6f2ff;">102.3 points below standard</p> <p>170 Students</p>

Conclusions based on this data:

1. The new mathematics benchmark achievement score is 103.1 dfs for ALL students.
2. Student with Disabilities subgroup achievement score was 79 dfs points below the ALL student achievement score. Strategic efforts must be made to improve mathematics learning outcomes for the SWD sub-group using targeted Academic Instruction that utilizes research based instructional strategies including cognitively guided direct instruction, Thinking Maps to support critical thinking, and instructional scaffolds.
3. The high school mathematics hybrid learning program will be revised in 23/24 to provide assessment driven intervention and supports to students enrolled in the IM1, IM2, and IM3 math courses.

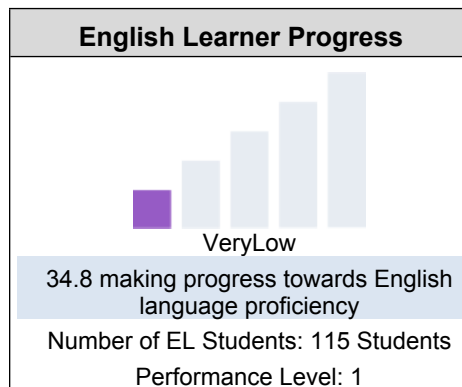
School and Student Performance Data

Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

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

2022 Fall Dashboard English Learner Progress Indicator



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.

2022 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
32.2%	33.0%	3.5%	31.3%

Conclusions based on this data:

1. The 2021/22 school year was the first year that the school site served more than 21 English Learners. With 175 identified English Learners last year, the four DLA programs struggled to provide quality supports to ELs using the fully virtual learning platform. Beginning in second semester, designated English Language Development classes were provided to all high school and middle school students using Study-Sync the district adopted ELD curriculum.
2. English Language Advisory Committee (ELAC) was correctly constituted in September 2022 and the committee has met each month to cover a wide variety of agenda items.

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

African American	American Indian	Asian	Filipino
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
Hispanic	Two or More Races	Pacific Islander	White
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

Class of 2017	Class of 2018	Class of 2019
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 CTE courses that were provided following approval in November 2022.
- The focus for the 23/24 school year will be dual-enrollment at community college (COD) to increase college and career indicators, readiness and preparation.

School and Student Performance Data

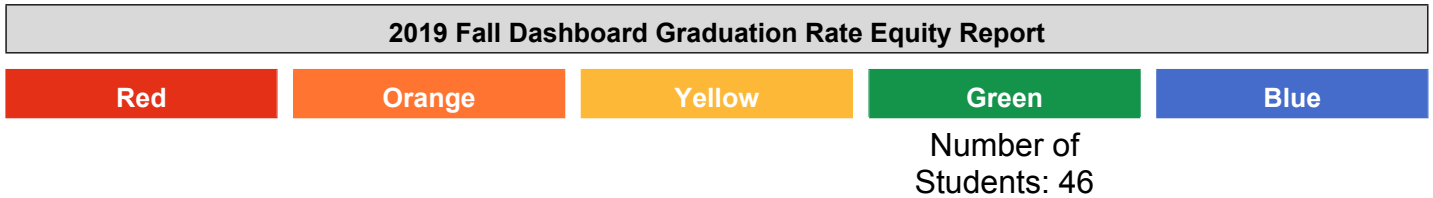
Academic Engagement Graduation Rate

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%: Green	Less than 11 students - data not displayed for privacy	Less than 11 students - data not displayed for privacy
Increased 2.1%	More student required to report	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 displayed for privacy	80% graduated	Less than 11 students - data not displayed for privacy
Number of Students: 6	Increased 1.1%	More student required to report
	Number of Students: 40	

2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
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
Hispanic	Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	No Performance Color	No Performance Color
80% graduated Declined 5.2%	Less than 11 students - data not displayed for privacy Number of Students: 4	Less than 11 students - data not displayed for privacy	83.3% graduated 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

2018	2019
80.5	82.6% graduated: Increased 2.1%: Green

Conclusions based on this data:

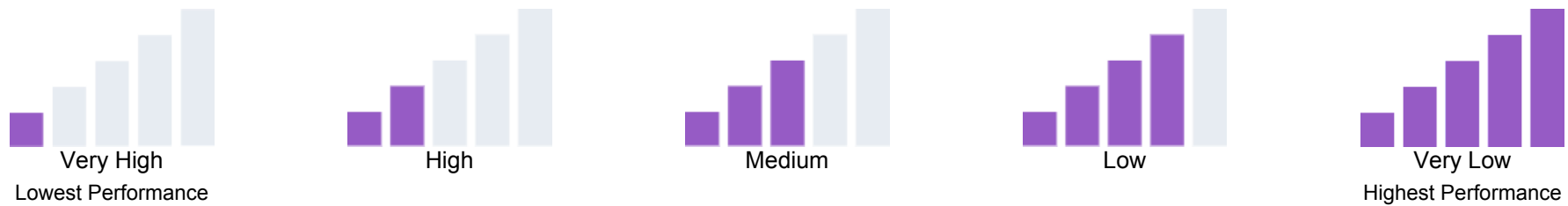
- The high school graduation rate increased by 3% over the previous data report. This increase was due in part to credit reduction waivers for high school students under CDE COVID guidelines and the site's mentor teacher policy that carefully monitors course completion and on time course completion.

School and Student Performance Data

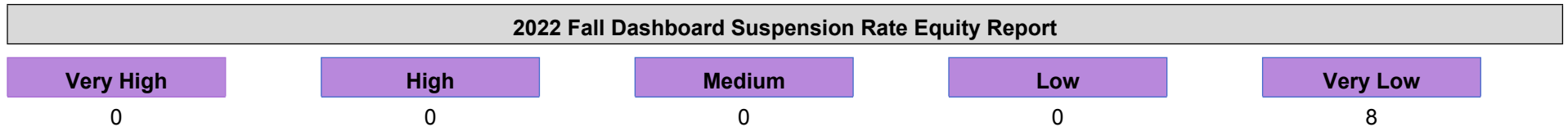
Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

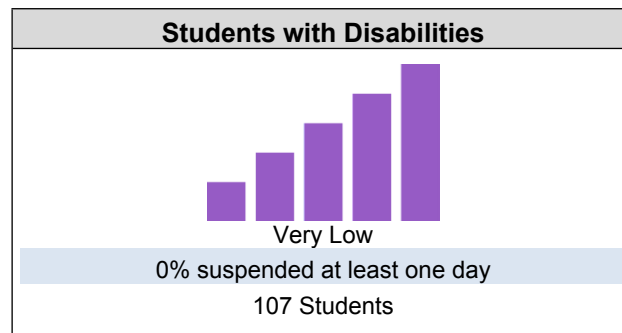
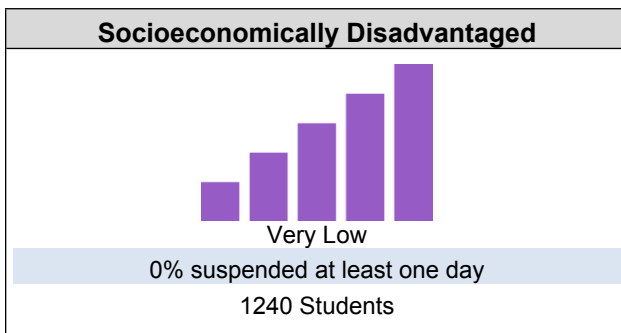
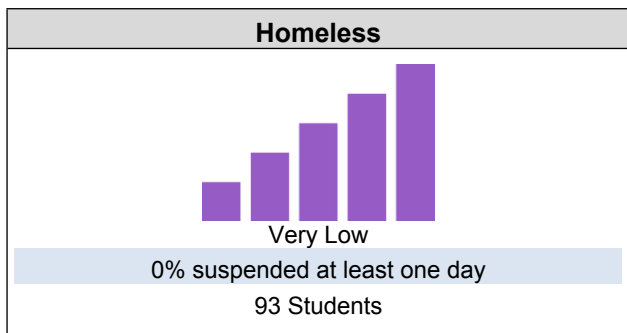
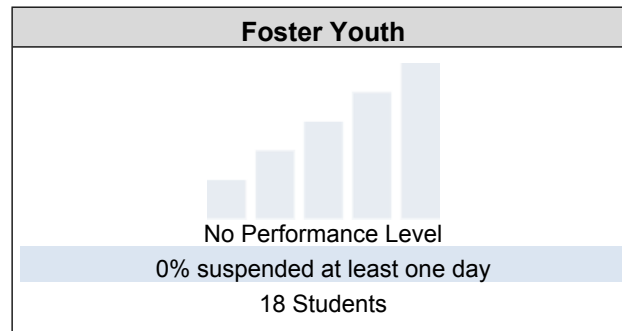
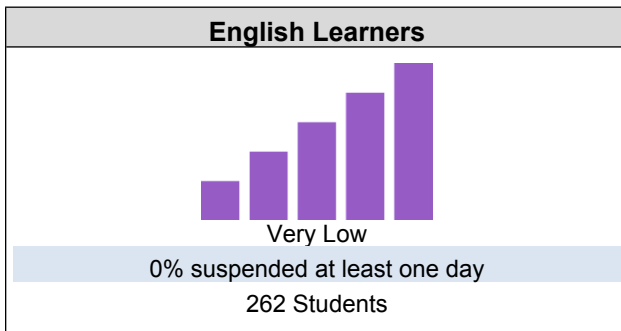
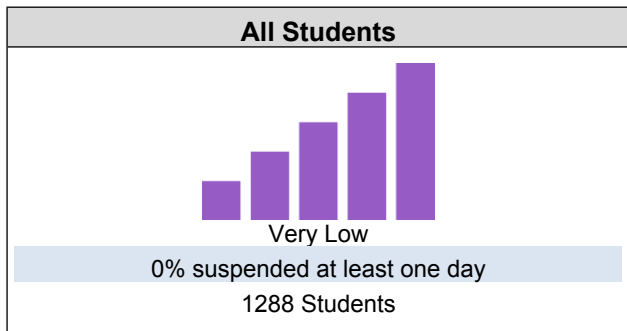


This section provides number of student groups in each level.

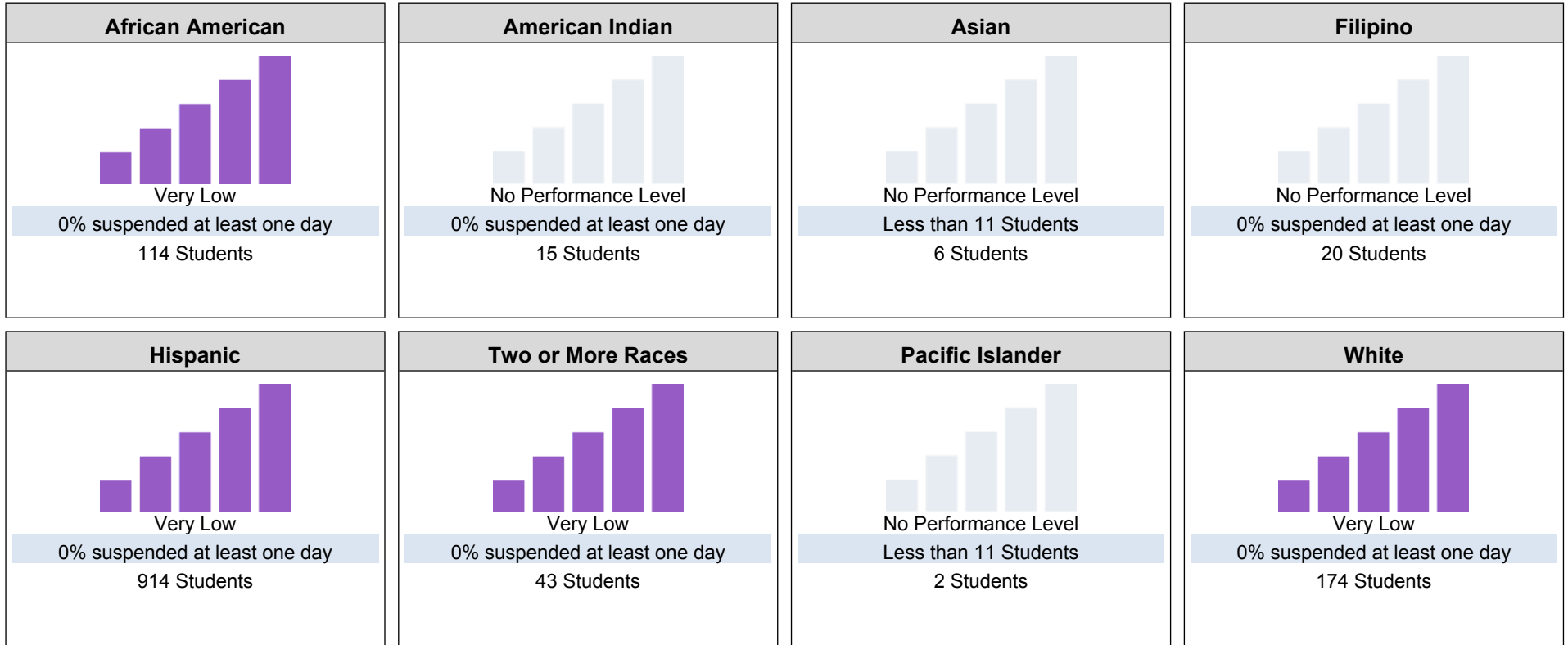


This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2022 Fall Dashboard Suspension Rate for All Students/Student Group



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

1. During the 2022/23 school year, zero students were suspended from school. The plan is to maintain this level of suspension for the 2023/24 school year.
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.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 1 – Increased Academic Achievement

Desert Learning Academy will review annually the online program to ensure parity with the traditional school courses and content. By June 2024 DLA will increase on time course completion by 5% and maintain chronic absenteeism rates at less than 1% Summative mathematics scores for all students will increase by 6%.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes				Actual Outcomes
California School Dashboard - Academic Indicator for English Language Arts All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	St. Group	Color	DFS/Percentage	Change	California School Dashboard - Academic Indicator for English Language Arts All Students (ALL)- 53.5 points below standard (278 students) English Learners (EL)- 89.4 points below standard (78 students) Hispanic (Hisp)- 54.9 points below standard (184 students) African American (AA)- 100.4 points below standard (27 students) Socioeconomically Disadvantaged (SED)- 55.5 points below standard (271 students) Students with Disabilities (SWD)- 172.5 points below standard (29 students)
	All	Yellow	7.4 below standards	+3	
	EL	No Performance Color	82.5 below standard	+3	
	Hisp	Yellow	36.1 below standard	+3	
	AA	No performance Color		+3	
	SED	Yellow	22.5 below standard	+3	
	SWD	No Performance Color		+3	
California School Dashboard - Academic Indicator for Mathematics All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	St. Group	Color	DFS/Percentage	Change	California School Dashboard - Academic Indicator for Mathematics All Students (ALL)- 103.1 points below standard (282 students) English Learners (EL)- 115.2 points below standard (77 students) Hispanic (Hisp)- 100.8 points below standard (185 students) African American (AA)- 154.6 points below standard (27 students) Socioeconomically Disadvantaged (SED)- 104.7 points below standard (274 students) Students with Disabilities (SWD)- 182.1 points below standard (30 students)
	All	Orange	99.9 below standard	+3	
	EL	No Performance Color	165.9 below standard	+3	
	Hisp	Orange	130.2 below standard	+3	
	AA	No performance color		+3	
	SED	Orange	114 below standard	+3	
	SWD	No Performance Color		+3	

Metric/Indicator	Expected Outcomes	Actual Outcomes																				
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 – Increase to 16.5 % of students will Meet or Exceed Standards	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 School Dashboard - English Learner Progress Indicator (ELPI)	California School Dashboard - English Learner Progress Indicator (ELPI)ELPAC Baseline Results: Dashboard Status and Percentage – Increase to 48% of the students making progress toward English language proficiency	California School Dashboard - English Learner Progress Indicator (ELPI) 34.8 % of students are making progress towards English Language proficiency (115 students)																				
English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate	English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate - 6% Growth	English Learner Redesignated Fluent English Proficient (RFEP) Grade Total (EO) (IFEP) (EL) (RFEP) (ADEL) KN 33 66.7% 0.0% 33.3% 0.0% 0.0% 01 61 68.9% 0.0% 31.1% 0.0% 0.0% 02 60 73.3% 0.0% 26.7% 0.0% 0.0% 03 61 63.9% 6.6% 24.6% 4.9% 0.0% 04 53 56.6% 0.0% 24.5% 18.9% 0.0% 05 58 60.3% 5.2% 20.7% 13.8% 0.0% 06 49 61.2% 2.0% 30.6% 6.1% 0.0% 07 69 59.4% 0.0% 15.9% 24.6% 0.0% 08 63 49.2% 0.0% 30.2% 20.6% 0.0% 09 69 53.6% 2.9% 15.9% 27.5% 0.0% 10 76 53.9% 5.3% 14.5% 26.3% 0.0% 11 96 52.1% 3.1% 15.6% 29.2% 0.0% 12 75 61.3% 2.7% 9.3% 26.7% 0.0%																				
California School Dashboard - Graduation Rate Indicator 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>Green</td> <td>90% graduated</td> <td>7.4% Increase</td> </tr> <tr> <td>EL</td> <td>Green</td> <td>Less than 11 students - data not displayed for privacy</td> <td>More student required to report</td> </tr> <tr> <td>Hisp</td> <td>Green</td> <td>90% graduated</td> <td>10% Increase</td> </tr> <tr> <td>AA</td> <td>Green</td> <td>Less than 11 students - data not displayed for privacy</td> <td>More student required to report</td> </tr> </tbody> </table>	St. Group	Color	DFS/Percentage	Change	All	Green	90% graduated	7.4% Increase	EL	Green	Less than 11 students - data not displayed for privacy	More student required to report	Hisp	Green	90% graduated	10% Increase	AA	Green	Less than 11 students - data not displayed for privacy	More student required to report	California School Dashboard - Graduation Rate Indicator All Students (ALL)- 83.5% of students graduated (91 students) English Learners (EL)- No data available. Hispanic (Hisp)- 85.5% graduated (62 students) African American (AA)- No data available. Socioeconomically Disadvantaged (SED)- 84.1% of students graduated (88 students) Students with Disabilities (SWD)- No data available.
St. Group	Color	DFS/Percentage	Change																			
All	Green	90% graduated	7.4% Increase																			
EL	Green	Less than 11 students - data not displayed for privacy	More student required to report																			
Hisp	Green	90% graduated	10% Increase																			
AA	Green	Less than 11 students - data not displayed for privacy	More student required to report																			

Metric/Indicator

Expected Outcomes

Actual Outcomes

SED	Green	90% graduated	10% Increase
SWD	Green	Less than 11 students - data not displayed for privacy	More student required to report

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	Green	50% prepared	Increase 40%
EL	Green	Less than 11 students - data not displayed for privacy	More student required to report
Hisp	Green	50% prepared	Increase 42%
AA	Green	Less than 11 students - data not displayed for privacy	More student required to report
SED	Green	50% prepared	Increase 41%
SWD	Green	Less than 11 students - data not displayed for privacy	More student required to report

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

CCI results were not published for the Fall 2022 dashboard. Data updated will be available for the Fall 2023 dashboard.

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)- 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.

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 - 2% increase

Career Technical Education (CTE) Program Completion Rate

Metric/Indicator	Expected Outcomes	Actual Outcomes
<p>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)</p>	<p>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.</p>	<p>Advanced Placement (AP) Test Results Reported as percent of students passing one or more AP exam with a score of 3 or higher. The target was for 20 DLA students to take AP examinations, but only 6 students actually completed assessments. The percentage completion scores below are a percentage of the 6 students who completed the assessments in May 2022. 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.</p>
<p>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)</p>	<p>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</p>	<p>3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results. All Students (ALL)- 38.46 of students met or exceeded standard English Learners (EL)- No data available. Hispanic (Hisp)- 40% met or exceeded standard. African American (AA)- No data available. Socioeconomically Disadvantaged (SED)- 37.14% met or exceeded standards. Students with Disabilities (SWD)- No data available.</p>
<p>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)</p>	<p>8th Grade Smarter Balanced Assessment Consortium All Students- Increase student achievement by 4% to total 35% of the student to meet or exceed standards</p>	<p>8th Grade Smarter Balanced Assessment Consortium Mathematics (SBAC Math) Results. All Students (ALL)- 5.17% of students met or exceeded standard. English Learners (EL)- 8.33% met or exceeded standards. Hispanic (Hisp)- 5.72% of students met or exceeded standard. African American (AA)- No data available. Socioeconomically Disadvantaged (SED)- 1.96% met or exceeded standards. Students with Disabilities (SWD)- No data available.</p>
<p>Williams Textbook/Materials Compliance</p>	<p>Williams Textbook/Materials Compliance maintain 100% compliance - Maintain</p>	<p>Williams Textbook/Materials Compliance 100% compliance was maintained.</p>

Metric/Indicator

Expected Outcomes

Actual Outcomes

Strategies/Activities for Goal 1

**Planned
Actions/Services**

Students will be able to complete 96% of their assigned courses and coursework during their assigned terms with Desert Learning Academy programs by; creating a change in the intake procedure to include parent orientations with lead teachers, Structure students' courses to correlates with attendance collection, ensure the online course system allows parent communication structures, communicating course completion at the end of each session, and hold monthly parent meetings. Include student gap analysis during the orientation process then schedule on-campus time and parent meeting requirements.

**Actual
Actions/Services**

The Edge foundation based in Seattle WA, was contacted at the begining of the school year to plan the implementaton of the staff professional develoment. The required time committment for the implementation of the PD schedule was too aggressive given the time already dedicated to National Blended Teacher Comptency PD with the DLA staff from October to May. Title 1 funds were allocated to contract with Edge Foundation in the 2023/24 SPSA.

Teacher intervention planning was able to be accomplished during the school work day so extra duty compensation was not necessary. These Title 1 funds were not utilized.

Mr. Roberto Wheaton was compensated for the extensive work he completed on the high school tracking tool that was adopted during the most recent WASC visit. Compensation was paid on an extra duty time card at the district extra duty rate.

**Proposed
Expenditures**

Edge Coaching for all DLA classroom teachers focused on the implementation of the student centric mentor model.
5000-5999: Services And Other Operating Expenditures
LCFF
3650

Compensation for teacher intervention planning-High School
1000-1999: Certificated Personnel Salaries
Title I
2000

DLA High School Tracker stipend.
1000-1999: Certificated Personnel Salaries
Title I
800

**Estimated Actual
Expenditures**

Edge Coaching for all DLA classroom teachers focused on the implementation of the student centric mentor model.
5000-5999: Services And Other Operating Expenditures
LCFF
0.00

Compensation for teacher intervention planning-High School
1000-1999: Certificated Personnel Salaries
Title I
0.00

DLA High School Tracker stipend.
1000-1999: Certificated Personnel Salaries
Title I
800

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<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>In August 2022, ALEKS licenses were purchased for all DLA high school students who are enrolled in mathematics classes. A small reserve of licenses were purchased for future students to ensure that sufficient licenses were available when new students enrolled at DLA. Mr. David Barrios Escamilla- DLAs high-school mathematics teacher managed the allocation of all ALEKS licenses and coordinate the purchase of additional licenses when needed.</p> <p>PD on the use and implementation of the ALEKS licenses was provided by Mr. David Barrios Escamillo- DLAs high school teacher during the regular a scheduled Fiday afternoon 2-1-2 meeting.</p> <p>Mr. David Barrios Escamilla was compensated for the extensive work he completed on the allocation and management of the ALEKS database Compensation was paid on an extra duty time card at the district extra duty rate.</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., & Smeaton, A. F. (2018, June). Modelling math learning on an open access intelligent tutor. In International Conference on Artificial Intelligence in Education (pp. 36-40). Springer, Cham. Raju, A., Nair, M., Nair, A., & Seenivasan, R. (2018, July). Hybrid Learning Environment: Learning Mathematics using ALEKS software. In ICEL 2018 13th International Conference on e-Learning (p. 336). Academic Conferences and publishing limited.</p> <p>4000-4999: Books And Supplies Title I 7500</p> <p>Professional development for all DLA staff members on the use and interpretation of ALEKS reports and services to be provided in August 2021 and January 2022.</p> <p>5000-5999: Services And Other Operating Expenditures Title I</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., & Smeaton, A. F. (2018, June). Modelling math learning on an open access intelligent tutor. In International Conference on Artificial Intelligence in Education (pp. 36-40). Springer, Cham. Raju, A., Nair, M., Nair, A., & Seenivasan, R. (2018, July). Hybrid Learning Environment: Learning Mathematics using ALEKS software. In ICEL 2018 13th International Conference on e-Learning (p. 336). Academic Conferences and publishing limited.</p> <p>4000-4999: Books And Supplies Title I 8368</p> <p>Professional development for all DLA staff members on the use and interpretation of ALEKS reports and services to be provided in August 2021 and January 2022.</p> <p>5000-5999: Services And Other Operating Expenditures Title I</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		1500 ALEKS high school coordinator stipend. 1000-1999: Certificated Personnel Salaries Title I 800	0.00 ALEKS high school coordinator stipend. 1000-1999: Certificated Personnel Salaries Title I 800
<p>Desert Learning Academy will create a clear pathway for students to be prepared for post-graduation plans by improving their career and college indicators by 4% annually. Self-study findings indicate a need to improve the a-g graduation rate, college/career indicators, and other dashboard indicators of a schools success by; achievement levels increasing 4% per year until all students score of Level 3 or higher on both ELA and Mathematics, 75% of students will Score of 3 or higher on two AP exams, 10% growth in our students will completing CTE Pathways with a C- or better in the capstone course until the school reach 95%, increasing by 4% annually in college course completion with a grade of C- or better, and 10% growth in the competition in a-g requirements with a C- or better until the school reaches 95% of above.</p>	<p>Technology purchases were not ordered using the allocated funds as DLA was without a paraprofessional technology teacher. The position is still currently vacant with the plan to possibly add additional hours via the collapse of another vacant classified position pending cabinet's approval.</p> <p>During the 2022/23 school year, a total of 6 students enrolled in a total of nine AP examinations. Due to the lower than expected number of AP enrollments, only \$744 was allocated to this action. For the 2023/24 school year, fees associated with AP examinations will be covered using central office funding not site allocations.</p>	<p>Purchase of additional technology for digital media class. 4000-4999: Books And Supplies LCFF 1500</p> <p>Advanced Placement (AP) examination registration fees and preparation support. 5800: Professional/Consulting Services And Operating Expenditures Title I 2000</p>	<p>Purchase of additional technology for digital media class. 4000-4999: Books And Supplies LCFF 0.00</p> <p>Advanced Placement (AP) examination registration fees and preparation support. 5800: Professional/Consulting Services And Operating Expenditures Title I 744</p>
<p>Increase academic options for students including College level courses</p>	<p>Fifty middle and high school students are scheduled to attend a field trip to UC San Deigo on</p>	<p>Field trips to local colleges and universities; Bus charter and related expenses.</p>	<p>Field trips to local colleges and universities; Bus charter and related expenses.</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	Thursday May 18, 2023 for the entire day.	5000-5999: Services And Other Operating Expenditures LCFF 2700	5000-5999: Services And Other Operating Expenditures LCFF 2581
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	In August 2022, My Access licenses were purchased for all middle and high school students enrolled at DLA. Mrs. Colby was compensated for managing the My Access databased, coordination the Clever single user access to the licenses ,and enrolling students in the database. Compensation was paid on an extra duty time card at the district extra duty rate.	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 5800	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
		My Access high school coordinator stipend. 1000-1999: Certificated Personnel Salaries Title I 800	My Access high school coordinator stipend. 1000-1999: Certificated Personnel Salaries Title I 800
Provide Leading Edge digital certification for all Desert Learning Academy teachers who have not completed the certification	Despite expressed interest in the completion of the Leading Edge certification by DLA teachers, there were no DLA teachers who expressed and interest in completing this certification.	Course fees for DLA teachers to receive the Leading Edge digital certification to be fully trained as a hybrid teacher. 5000-5999: Services And Other Operating Expenditures LCFF 400	Course fees for DLA teachers to receive the Leading Edge digital certification to be fully trained as a hybrid teacher. 5000-5999: Services And Other Operating Expenditures LCFF 0.00

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
All students attending DLA will have access to high quality digital learning to support Project Based Learning for mathematics and language arts.	The position control form was submitted to reduce the number of hours for the established paraprofessional computer lab position from 5.75 to 4.0. The additional funding was allocated the hiring of math tutors. Unfortunately DLA was not successful in hiring any math tutors so Title 1 funds were not allocated in the 2023/24 plan to provide mathematics intervention support.	Math tutors to provide support for middle school and high school students. PCF for JR submitted to remove additional 1.75 hours. 1000-1999: Certificated Personnel Salaries Title I 8182	Math tutors to provide support for middle school and high school students. PCF for JR submitted to remove additional 1.75 hours. 1000-1999: Certificated Personnel Salaries Title I 0.00
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.	Mr. Charlie Ciali devilered high quality art lessons to stuents enrolled at DLA during the 2022/23 school year. All funds were expended as planned.	Art lessons for all high school students- Mr. Charlie Ciali 5800: Professional/Consulting Services And Operating Expenditures Title I 2539	Art lessons for all high school students- Mr. Charlie Ciali 5800: Professional/Consulting Services And Operating Expenditures Title I 2539
Desert Learning Academy teachers will be provided with relevant professional development during the 2022-23 to improve their pedagogy. The focus will be on CTE course completion, technology integration, virtual learning/indepednent studies best practices, and rigous lesson planning.	All expenditures were executed as planned during the 2022/23 school year. Three middle school teachers attended the Eduprotocol PD in south Orange County in July 2022. Eduprotocol learning theory was embraced and implemented in the middle school program in grades 6-8.	Art lessons for all middle and high school students- Mr. Charlie Ciali 5800: Professional/Consulting Services And Operating Expenditures LCFF 4441	Art lessons for all middle and high school students- Mr. Charlie Ciali 5800: Professional/Consulting Services And Operating Expenditures LCFF 4441
		Eduprotocol Professional Development- July 2022- Orange County, CA: All DLA Middle School teachers. 5800: Professional/Consulting Services And Operating Expenditures Title I 4325	Eduprotocol Professional Development- July 2022- Orange County, CA: All DLA Middle School teachers. 5800: Professional/Consulting Services And Operating Expenditures Title I 4287

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	<p>9 DLA teachers attended the CUE conference in March 2023. Staff shared 'new learning' and take aways at the DLA staff meeting on May 19, 2023.</p> <p>Ms. Moreno Nicholas DLA CTE teacher and Dr. Grainger the school principal attended the CTE conference in Sacramento CA in February 2023. During the conference some networking contacts were made and Ms. Moreno was able to establish contact with different drone vendors to introduce a hands on drone program at DLA during the 2023/24 school year at no site cost.</p> <p>Mrs. Heather Staker coauthor of the seminal work Ready to Blend provided extensive year-long professional development on the National Blended Learning Teacher Competency Frameworks. Teachers were exposed to the 12 national comptencies and were required to complete assignments linked to each of the competencies.</p>	<p>Registration for three DLA teachers to attend the Computer Using Educators conference in Palm Springs, CA -March 2023. 5800: Professional/Consulting Services And Operating Expenditures Title I 1200</p> <p>California Technical Education (CTE) Conference registration for DLA CTE teacher and principal. 5800: Professional/Consulting Services And Operating Expenditures Title I 3000</p> <p>Staff professional development on National Frameworks for Blended Learning. 5800: Professional/Consulting Services And Operating Expenditures Title I 11500</p> <p>DLA Leadership team attendance at CCIS National COncference 2023. 5800: Professional/Consulting Services And Operating Expenditures Title I 9750</p>	<p>Registration for three DLA teachers to attend the Computer Using Educators conference in Palm Springs, CA -March 2023. 5800: Professional/Consulting Services And Operating Expenditures Title I 3500</p> <p>California Technical Education (CTE) Conference registration for DLA CTE teacher and principal. 5800: Professional/Consulting Services And Operating Expenditures Title I 2661</p> <p>Staff professional development on National Frameworks for Blended Learning 5800: Professional/Consulting Services And Operating Expenditures Title I 16500</p> <p>DLA Leadership team attendance at CCIS National COncference 2023. 5800: Professional/Consulting Services And Operating Expenditures Title I 13746</p>
<p>The DLA Virtual Learning Program will fund an additional bilingual paraprofessional. The bilingual paraprofessional will support</p>	<p>Ms. Andrea Rodriguez Vargas was hired into this position in November 2022 and has provided support services to students enrolled in</p>	<p>Salary and Benefits for 7-hour position</p>	<p>Salary and benefits for 7-hour position.</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
break-out rooms and small group instruction for grades 3, 4, and 5.	grades 3, 4 and 5. Andrea has administered the ELPAC test to all English Learners enrolled in the grades K-5.	2000-2999: Classified Personnel Salaries Title I 50200	Title I 42176
Purchase instructional technology for students in grades 3-5 attending the Virtual Learning Program	Title 1 funds were not expended on this expenditure as Mr. Rivera was able to centralized funding for these devices from the technology department.	Purchase touchscreen Chromebook devices for VL students in grades 3-5. 4000-4999: Books And Supplies Title I 24250	Purchase touchscreen Chromebook devices for VL students. 4000-4999: Books And Supplies Title I 0.00

Analysis

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

High school mathematics scores are below acceptable proficiency levels with an 'all student' proficiency score of 103.1 points below standard. Five student sub-groups (English learners, Hispanic, Students with disabilities, and socio economically disadvantaged students all scored in the VERY LOW category on the California dashboard. Contributing factors to this outcome include the following: (a) refusal/reluctance of high school students to attend math intervention either in person or remotely; (b) migration of low performing students (credit deficient) from traditional high schools at each semester to the DLA independent studies program; and (c) high turnover rate for high school enrollment; (d) wide disparity in cohort comparisons from year to year. The provision of ALEKS licenses provided access to high-quality differentiated math support for all students. Students continue to routinely struggle with completing ALEKS assignments. Despite daily mathematics labs being made available to students, a very low percentage of students have participated in these labs so for the 2023/24 school the hybrid learning platform is being completely changed to bring it in line with current best practices. The platform will be assessment driven and require students to attend weekly interventions as part of the enrollment conditions as outlined in the revised master agreement for next year. No funds will be allocated to this action as it simply requires support systems and some revision to the master schedule.

High school language arts scores are above district averages with all students scoring in the LOW category at 53.5 points below standard. English learners were the only sub-group in the VERY LOW category with a score of 89.4 points below standard. Integrated and designated English language development were implemented during the 2022/23 school year to address language development in the four domains. My Access licenses were provided to all students to support them in improving the quality of writing and essay submissions.

Due to recent burgeoning enrollment at DLA caused in part by the recent COVID-pandemic, DLA received a significant increase in Title 1 funds. For the first time in many years, this provided DLA teachers with different opportunities to attend several professional development opportunities outside of the school district. EduProtocol PD provided different strategies to our middle school teachers to plan instruction with a strategic focus on the scaffolding of critical thinking skills. EduProtocols are instructional lesson frames that are designed to engage students in learning through critical thinking, collaboration, communication, and creativity. EduProtocols can be used with any subject, any grade level, kindergarten through adult. This model fit perfectly into the existing hybrid learning model currently implemented at DLA. Evidence of the implementation of these strategies was documented during classroom visits throughout the year.

DLA teachers also attended the CUE conference in Palms Springs in March 2023. This provided teachers with opportunities to participate in relevant workshops and peruse appropriate learning and teaching applications that they might adopt for use in their own classrooms.

The site principal and members of the site leadership team visited Nashville, TN to participate in the Learning Consortium conference focused on hybrid and blended learning strategies. While most of the participants were from higher education, there was a small K-12 contingent. This provided wonderful networking opportunities to connect with hybrid leaders and plans are already underway to broaden the PLC for mutual benefit. Active collaboration with Heather Staker and members of the DLA high school faculty is currently underway to revise the hybrid learning schedule for next year.

Bilingual paraprofessional Andrea Rodriguez Vargas worked with English Learners in grades 3-5 and facilitates small group virtual collaboration via Zoom with Virtual Learning students. Ms. Vargas also administrated the ELPAC to all eligible students in grades K-5.

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 planned expenditures were implemented, however some of the associated costs were not aligned with the original expenditure. The costs associated with the Learning Consortium conference were 38% higher than expected largely in part to escalating travel expenses. Contract fees for the National Blended Framework PD were also considerably higher than originally planned due to the fact that additional sessions were negotiated into the contract.

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.

The Title 1 allocations for staff professional development will be significantly reduced next year as enrollment during the 2022/23 significantly declined over 2021/22. The PD focuses for next year in the implementation of an effective mentor coaching model for teacher and students with a year long sustained focus on engagement, goal setting, intervention, and on-time course completion. Art lessons with DLA's art teacher Mr. Charlie Ciali will continue. During the 22/23 school year, 18 students participated in art classes earning high school elective credits. Funding for the paraprofessional bilingual position will shift to ESSER 3 from site allocations for the 2023/24 school year.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 2 – Parent Engagement

Increase parent engagement and involvement by providing a continued level of support as reflected in the Panorama survey. By June 2022, 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 - 75 surveys	Parent Participation in Stakeholder Input Processes - SSC, PTA, Rising Stars, and Safety Committee. A total of 49 Panorama surveys were completed by parents as part of the Panorama Survey administration Three parents attended each English Language Advisory Committee meeting, DLA does not currently have a Parent Teacher Association Safety Committee- zero parents participated in the Safe Schools Committee. .
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) -99% (1% increase) Elementary School Students (ES) 99% (increase of 5 points) Secondary School Students-99% (1% increase) English Learner (EL) -100% (maintain) Hispanic (Hisp)-100% favorable rating (1% increase) African American (AA)-NA	Family School Connectedness via Panorama Family Climate Survey All Students (ALL)- 99% favorable response Elementary School Students (ES)- 99% favorable response Middle School Students (MS)-100% favorable response High School Students (HS)- 99% favorable response English Learner (EL)- 94% favorable response Hispanic (Hisp)- 100% favorable response African American (AA)- 95% favorable response
Climate of Support for Academic Learning via Panorama Family Climate Survey Climate Survey <ul style="list-style-type: none"> All Students (ALL) 	Climate of Support for Academic Learning via Panorama Family Climate Survey <ul style="list-style-type: none"> All Students (ALL)- 99% (increase of 2%) Hispanic (Hisp) -100% (Maintain) 	Climate of Support for Academic Learning via Panorama Family Climate Survey Climate Survey <ul style="list-style-type: none"> All Students (ALL)- 100% favorable response Hispanic (Hisp) -100% favorable response

Metric/Indicator	Expected Outcomes	Actual Outcomes
<ul style="list-style-type: none"> Hispanic (Hisp) Two or more 	<ul style="list-style-type: none"> Two or more - 97% (increase of 5%) * Special Education- 100% (maintain) 	<ul style="list-style-type: none"> Two or more - 100% favorable response
<p>Number of Attendees Attending 1 or more school/parent center sponsored events at site- 100% to student orientations</p>	<p>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%)</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 Mentor meetings- less than 10% Site sponsored events: (STEAM nights)- Approximately 60% Parent teacher conferences- 58%</p>

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>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; Decreasing the number of students who 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 signed weekly by the parent, and Increase Parent / Guardian communication of</p>	<p>Title PI funds were allocated during the school year to support activities and actions for English Language Advisory Committee, and virtual learning STEAM nights held at DLA every other month. Funds were used to compensate staff for extra duty for the provision of different activities.</p>	<p>Parent Meetings and seminars 1000-1999: Certificated Personnel Salaries Title I Part A: Parent Involvement 1049</p>	<p>Parent Meetings and seminars 1000-1999: Certificated Personnel Salaries Title I Part A: Parent Involvement 1049</p>
		<p>Family STEM Nights to support DLA Virtual Learning students and families. 1000-1999: Certificated Personnel Salaries Title I Part A: Parent Involvement 2587</p>	<p>Family STEM Nights to support DLA Virtual Learning students and families. 1000-1999: Certificated Personnel Salaries Title I Part A: Parent Involvement 2587</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
academic performance. DLA will provide parents with contact information and specific dates of when students need to be on campus.			
DLA will provide opportunities for parents to connect with the school by Volunteer shifts, class activities, or parent-teacher committees are all great engagement opportunities. Recognize students for their academic achievements on a monthly basis.	Front office personnel were available to provide any necessary translation services for a wide variety of meetings including parent teacher conferences. These fund will not be assigned for the 2023/24 school year.	Translators for Meetings 1000-1999: Certificated Personnel Salaries LCFF 400.00	Translators for Meetings 1000-1999: Certificated Personnel Salaries LCFF 0.00

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 three strategies outlined under this goal were successful in meeting the desired outcomes relative to parent involvement in different events on the DLA campus. During the 2022/23 school year the VL program staged five evening events. Attendance data is as follows: 09.21.22- Dot Day: 8%; 10.26.22- Weird Wednesday Creepy Science Family Night-33%; 12.07.23-Computer Science Night-15%; 02.01.23-Geeky Game Night- 22%; 03.29.23-Drone Family Night-16%. SSC, and ELAC were correctly constituted and a variety of different parents participated.

Chronic attendance as of May 1 2023 stands at < 1% which is the lowest chronic attendance score in the district. This extremely low data point is a direct result of the 'reengagement' language outlined in the current iteration of the master agreement.

Weekly mentor meetings were offered by lead teachers for all students attending DLA. Parents were invited to participate in these meetings. A total of 45 mass communication notifications were disseminated to parents outlining master schedules, volunteer and committee participating opportunities, and community events.

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 significant difference between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal

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.

Additional LCFF funds will be allocated under goal 2 to support the continued expansion of parent participation on the DLA campus. The following events are already scheduled on the 2023/24 school calendar: Innovation Night - an opportunity for DLA students to showcase their many talents across all grade levels; FAFSA completion night for all high school seniors and their families; STEAM nights for all DLA students and their families; In person parent teacher conferences; and in person back to school night at the beginning of the school year.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 3 – Safe and Healthy Learning Environment

DLA will provide students with a clean, healthy, physically and emotionally safe learning environment by June 2022, 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)	Student Attendance Rates 95% of high school students enrolled at DLA will meet work completion targets.	Student Attendance Rates All Students (ALL) As of May 3, 2023, 99.8% of students had appropriate attendance
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) Decrease by 10% (Yellow) English Learner (EL) Decrease by 10% Hispanic (Hisp) Decrease by 10% African American (AA) Decrease by 10% Socioeconomically Disadvantaged (SED) Decrease by 10% Students with Disabilities (SWD) Decrease by 10%	Chronic Absenteeism Rates All Students (ALL) -0% of students are chronically absent English Learner (EL)- 0% of students are chronically absent Hispanic (Hisp) -0% of students are chronically absent African American (AA) -0% of students are chronically absent Socioeconomically Disadvantaged (SED) -0% of students are chronically absent Students with Disabilities (SWD) -0% of students are chronically absent
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 6% English Learner (EL) - N/A Hispanic (Hisp) - decrease by 4% African American (AA) -N/A Socioeconomically Disadvantaged (SED) -decrease by 6%	High School 4-Year Dropout Rate All Students (ALL) - 13.3% English Learner (EL) -No data available. Hispanic (Hisp) -12.9% African American (AA) -No data available Socioeconomically Disadvantaged (SED) - 12.6%

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	Green	.5%	1% Decrease
EL	Green	2.6%	1% Decrease
Hisp	Green	1.1%	1% Decrease
AA	Blue	0%	0%
SED	Green	.6%	1% Decrease
SWD	Blue	0%	%

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

Expulsion Rates
 All Students (ALL)
 English Learners
 African American
 Hispanic
 Socially Economically Disadvantaged

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

Expulsion Rates
 All Students (ALL) 0%
 English Learners- 0%
 Hispanic - 0%
 African American- 0%
 Socially Economically Disadvantaged- 0%

Panorama Survey - School Connectedness
 All students
 EL
 AA
 Hispanic
 SED

Panorama Survey – School Connectedness
 All Students (ALL) - Increase of 2% to 90%
 English Learner (EL) - Increase of 3% to 98%
 Hispanic (Hisp) - Increase of 3% to 95%
 African American (AA) - N/A

Panorama Survey - School Connectedness
 All students -63% favorable rating
 English Learners - 64% favorable rating
 African American- 50% favorable rating
 Hispanic- 64% favorable rating
 Socially Economically Disadvantaged- Data not available.
 Special Education- 54% favorable rating.

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

Panorama Survey – School Safety
 All Students (ALL) - Increase 1% to 99%
 English Learner (EL) - Increase 1% to 98%
 Hispanic (Hisp) - Increase 1% to 99%
 African American (AA) - N/A
 SED: Increase of 1% to 99%

Panorama Survey - School Safety
 All students: 84%
 English Learner-100%
 Two or More -80% favorable rating
 Hispanic -85% favorable rating
 African American- 58% favorable rating
 Socially Economically Disadvantaged- 92%
 Special Education- 70% favorable rating

Williams Facilities Inspection Results

Williams Facilities Inspection Results remain at 100%

Williams Facilities Inspection Results
 100% compliance rate was maintained.

Metric/Indicator

Expected Outcomes

Actual Outcomes

Strategies/Activities for Goal 3

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 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.</p>	<p>The support group was offered to students in October 2022 and is still in session as of May 1, 2023. The group will terminate on June 1, 2023.</p>	<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. 1000-1999: Certificated Personnel Salaries Title I 3800</p>	<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. 1000-1999: Certificated Personnel Salaries Title I 6500</p>
<p>In order to maintain a healthy and safe learning environment DLA will continue provide students with access to report bullying through Sprigeo.</p>	<p>All students attending DLA were provided with access to and resources for Sprigeo- the PSUSD anonymous tip line.</p>	<p>PSUSD will provide access to the Sprigeo system. This system will provide DLA parent and student access to the an anonymous tip line with the intent of immediately reporting bullying and preventing school tragedies on a daily basis. 0000: Unrestricted None Specified 0.00</p>	<p>PSUSD will provide access to the Sprigeo system. This system will provide DLA parent and student access to the an anonymous tip line with the intent of immediately reporting bullying and preventing school tragedies on a daily basis. 0000: Unrestricted None Specified 0.00</p>
<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</p>	<p>All parents and visitors to the DLA campus were processed through the Raptor system. During the 2022/23 school year there were not reports of any unauthorized persons on the DLA 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</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</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
and out. All visitors will sign in and out.		0.00	0.00
A community liaison will be hired to support both DLA and DLA Virtual. The community liaison will make home visits, phone calls, data entry, and provide consistent monitoring of student attendance.	Esperanza Orozco was hired as the site community liaison in November 2022. During the past 6 months Esperanza has been instrumental in her ability to immediately respond when a home visit is needed to engage parents and students in the parenting and learning process. A visit from a site staff member sends a very clear message to parents that DLA sees the parent's role as a learning coach in the Independent Studies process as vital. When parents are non responsive to the site's attempts to communicate a home visit by our community liaison resolved the communication immediately. Esperanza also routinely manages the data management side of the attendance reconciliation process and routinely	Community Liaison Salary and Benefits 2000-2999: Classified Personnel Salaries Title I 55200	Community Liaison Salary and Benefits 2000-2999: Classified Personnel Salaries Title I 61573

Analysis

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

The four strategies outlined under goal three have been effective in achieving targeted goals:

During the 2022/23 school year all adults entering the campus were routinely processed through the Raptor system effectively monitoring every adult (including contractors working on the current construction project) who entered the campus. During the year there were no unauthorized entries onto the DLA campus.

Throughout the current school year, all students were provided with social emotional support focused on anti-bullying and reporting tools for students to use to anonymously report incidences of bullying and to report any suspicious behaviors on and off the campus. During 2022/23 there were no bullying incidents reported to the administration necessitating investigation.

A social emotional support group was developed to provide a safe place for students to receive support with anxiety and depression. The group was facilitated by a DLA parent who is licensed as a group counselor. Approximately 9 students participated in the group so far this year, providing them with opportunities to build rapport with trusted adults, share ideas, and solicit support. Following the recent COVID-19 pandemic and school closures, many middle school girls found themselves isolated and lonely often dealing with other sources of trauma including death of a close family members, lack of resources, and mental health issues. Student participants are representative of the major subgroups attending DLA including English Learners, Hispanic and African American students and students who are gender fluid and non-binary.

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

Due to the overall success and demand for the student social emotional support group, additional Title 1 funding has been allocated under Goal 3 in the 2023/24 SPSA. Funding was increased to \$8000 to expand the group and provide additional support resources. District leadership authorized the transfer of funding for the site prevention specialist to ESSER 3 funds for the 2023/24 school year. Activity data will be carefully maintained during the next school year to measure the effectiveness of this position at this time next year. Data collection includes the following: home visit details; comprehensive attendance data capture every two-week reconciliation period; communication logs with parents and students; English Language Advisory Committee minutes; designated and integrated English Language Development attendance data; IEP case management; and contact logs in Synergy student conference. This data will be used to identify the effectiveness of the position relative to student attendance, work completion, and document completion.

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.

Due to the overall success of the strategies outlined under this goal, no significant changes are planned for the 2023/24 SPSA. There will be a slight increase in Title funding for the social emotional support group for next year under goal 3.

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 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%.

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 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%.

Students will be able to complete 95% of their assigned courses on time. This indicator is directly linked to graduation and chronic absenteeism where the site graduation data reports 83.5% (a 3% growth over previous data), and chronic absenteeism which currently reports at less than 1%.

Math continues to be a focus for students with the student average in all grades are 103.1 points below standard representing an increase of 7 points over previous data.

English Language Art indicator results are 53.5 points below standard and students in the socioeconomically disadvantaged group are 55.5 points below standard.

Measuring and Reporting Results

Metric/Indicator

Baseline

Expected Outcome

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

St. Group	Color	DFS/Percentage	Change
All	Low	53.5 points below standard	
EL	Very Low	89.4 points below standard	
Hisp	Low	54.9 points below standard	
AA	No Performance Level	100.4 points below standard	
SED	Low	55.5 points below standard	
SWD	No Performance Level	172.5 points below standard	

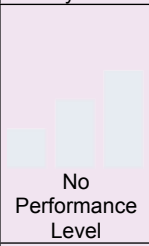
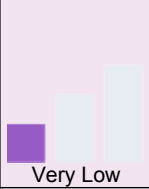
St. Group	Color	DFS/Percentage	Change
All		49.5 points	+4
EL		85.4 points	+4
Hisp		50.9	+4
AA		No data	No data
SED		50.5	+5
SWD		166.5	+6

Metric/Indicator

Baseline

Expected Outcome

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




St. Group	Color	DFS/Percentage	Change
All	 Very Low	103.1 points below standard	
EL	 Very Low	115.2 points below standard	
Hisp	 Very Low	100.6 points below standard	
AA	 No Performance Level	154.6 points below standard	
SED	 Very Low	104.7 points below standard	
SWD	 Very Low	182.1 points below standard	

St. Group	Color	DFS/Percentage	Change
All		99.1	+4
EL		110.2	+5
Hisp		96.6	+4
AA		148.6	+6
SED		100.7	+4
SWD		176.1	+6

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

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

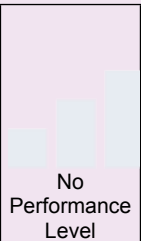

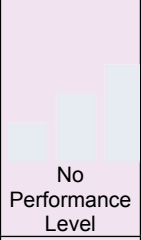

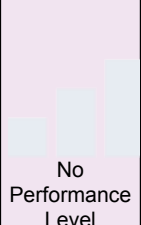
Metric/Indicator	Baseline	Expected Outcome																																
	Level 2: 65% of high school students nearly met standards Level 1: 15% of high school students did not meet standards.																																	
California School Dashboard - English Learner Progress Indicator (ELPI)	California School Dashboard - English Learner Progress Indicator (ELPI) 34.8 % of students are making progress towards English Language proficiency (115 students)	California School Dashboard - English Learner Progress Indicator (ELPI)ELPAC Baseline Results: Dashboard Status and Percentage – Increase to 40% of the students making progress toward English language proficiency																																
English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate	English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate Grade Total English Only (EO) Initial Fluent English Proficient (IFEP) English Learner (EL) Reclassified Fluent English Proficient (RFEP) Adult English Learner (ADEL) To Be Determined (TBD) KN 33 66.7% 0.0% 33.3% 0.0% 0.0% 0.0% 01 61 68.9% 0.0% 31.1% 0.0% 0.0% 0.0% 02 60 73.3% 0.0% 26.7% 0.0% 0.0% 0.0% 03 61 63.9% 6.6% 24.6% 4.9% 0.0% 0.0% 04 53 56.6% 0.0% 24.5% 18.9% 0.0% 0.0% 05 58 60.3% 5.2% 20.7% 13.8% 0.0% 0.0% 06 49 61.2% 2.0% 30.6% 6.1% 0.0% 0.0% 07 69 59.4% 0.0% 15.9% 24.6% 0.0% 0.0% 08 63 49.2% 0.0% 30.2% 20.6% 0.0% 0.0% 09 69 53.6% 2.9% 15.9% 27.5% 0.0% 0.0% 10 76 53.9% 5.3% 14.5% 26.3% 0.0% 0.0% 11 96 52.1% 3.1% 15.6% 29.2% 0.0% 0.0% 12 75 61.3% 2.7% 9.3% 26.7% 0.0% 0.0%	English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate - 6% Growth																																
California School Dashboard - Graduation Rate Indicator All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	<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></td> <td>83.5% graduated</td> <td></td> </tr> </tbody> </table>	St. Group	Color	DFS/Percentage	Change	All		83.5% graduated		<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></td> <td>85.5%</td> <td>+2</td> </tr> <tr> <td>EL</td> <td></td> <td>No data</td> <td>No data</td> </tr> <tr> <td>Hisp</td> <td></td> <td>83.5%</td> <td>+2</td> </tr> <tr> <td>AA</td> <td></td> <td>93.9%</td> <td>+3</td> </tr> <tr> <td>SED</td> <td></td> <td>87.1</td> <td>+3</td> </tr> </tbody> </table>	St. Group	Color	DFS/Percentage	Change	All		85.5%	+2	EL		No data	No data	Hisp		83.5%	+2	AA		93.9%	+3	SED		87.1	+3
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Metric/Indicator

Baseline

Expected Outcome

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EL		Less than 11 Students	
Hisp		85.5% graduated	
AA		90.9% graduated	
SED		84.1% graduated	
SWD		Less than 11 Students	

SWD		No data	No data

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

Williams Textbook/Materials Compliance
 100%

Williams Textbook/Materials Compliance (maintain)

Metric/Indicator	Baseline	Expected Outcome
<p>UC and/or CSU Entrance Requirement Completion Rate All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED)</p>	<p>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.</p>	<p>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</p>
<p>Career Technical Education (CTE) Program Completion Rate</p>	<p>Career Technical Education (CTE) Program Completion Rate-No data.</p>	<p>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</p>
<p>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)</p>	<p>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.</p>	<p>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.</p>
<p>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)</p>		<p>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</p>

Metric/Indicator	Baseline	Expected Outcome
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
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.

Students to be Served by this Strategy/Activity

- English Learner
- Foster Youth
- Low Income
- Students with Disabilities

Timeline

July 1, 2023- July 30, 2024

Person(s) Responsible

Administration Teachers, support staff, students, and parents

Proposed Expenditures for this Strategy/Activity

Amount	18000
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Edge Coaching for all DLA classroom teachers focused on the implementation of the student centric mentor model.
Amount	1200
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Attendance Tracker Stipend: This stipend will compensate DLA teacher ROberto Wheaton for the update and implementation of this tracking tool which monitors student course completion, attendance, and social emotional status and endurance.
Amount	5000
Source	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Informed K12- Annual Contract for Customized E Forms

Strategy/Activity 2

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.

Students to be Served by this Strategy/Activity

All

Timeline

July 1, 2023- June 30, 2024

Person(s) Responsible

Administration,
Teachers, support staff

Proposed Expenditures for this Strategy/Activity

Amount	16340
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	ALEKS is an adaptive, online math program that uses artificial intelligence and open-response questioning to identify precisely what each student knows and doesn't know. Through truly individualized learning and assessment, ALEKS delivers a personalized learning path on the exact topics each student is most ready to learn. Azcona, D., Hsiao, I. H., & Smeaton, A. F. (2018, June). Modelling math learning on an open access intelligent tutor. In International Conference on Artificial Intelligence in Education (pp. 36-40). Springer, Cham. Raju, A., Nair, M., Nair, A., & Seenivasan, R. (2018, July). Hybrid Learning Environment: Learning Mathematics using ALEKS software. In ICEL 2018 13th International Conference on e-Learning (p. 336). Academic Conferences and publishing limited.
Amount	8000
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	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.
Amount	1200
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	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.

Strategy/Activity 3

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.

Students to be Served by this Strategy/Activity

Specific Student Groups:
High School and Middle School Students

Timeline

July 1, 2023- June 30, 2024

Person(s) Responsible

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

Proposed Expenditures for this Strategy/Activity

Amount	12000
Source	Title I
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Charlie Ciali- High School Art Teacher
Amount	1568
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Art supplies for high school art classes

Strategy/Activity 4

Increase academic options for students including college level courses

Students to be Served by this Strategy/Activity

All

Timeline

July 1, 2023- June 30, 2024

Person(s) Responsible

Administration, Teachers, support staff

Proposed Expenditures for this Strategy/Activity

Amount	4500
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Field trips to local colleges and universities; Bus charter and related expenses.

Strategy/Activity 5

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

Students to be Served by this Strategy/Activity

All

Timeline

July 1, 2023- June 30, 2024

Person(s) Responsible

Administration, Teachers, support staff

Proposed Expenditures for this Strategy/Activity

Amount	5500
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	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.
Amount	2500
Source	Title I

Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Compensate district mathematics and language arts TOSA for aligning Edgenuity to PSUSD Scope and Sequence (July 2023)
Amount	3500
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Purchase Reading Plus accelerated reading program for all 6th grade virtual learning students.

Strategy/Activity 6

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.

Students to be Served by this Strategy/Activity

All

Timeline

July 1, 2023-June 30, 2024

Person(s) Responsible

Dr. Michael J Grainger- DLA Principal; Mr. Eduardo Rivera- Coordinator of Distance Learning.

Proposed Expenditures for this Strategy/Activity

Amount	7500
Source	Title I
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	20 DLA teachers will attend the Computer Using Educators Conference in Palm Springs- March 2024.

Strategy/Activity 7

Purchased instructional technology to support teacher hybrid instruction in the classroom

Students to be Served by this Strategy/Activity

All

Timeline

07.01.23- 06.30.24

Person(s) Responsible

Dr. Michael J Grainger- Principal; Mr. Eduardo Rivera- Coordinator of Distance learning.

Proposed Expenditures for this Strategy/Activity

Amount	2000
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Purchase 2 E-Glass presentation units
Amount	480
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Purchase XP Pen Tablets for teachers to use with their ViewSonic devices (8 @ \$60)

Strategy/Activity 8

Increase the overall proficiency of identified English Learners on the English Language Proficiency Assessments for California (ELPAC0 by 12%.

Students to be Served by this Strategy/Activity

English Learner

Timeline

07.0123- 06.30.24

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	8000.00
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	ELPAC preparation classes on the DLA campus from November 2023-February 2024.

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 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%.

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.

Measuring and Reporting Results

Metric/Indicator	Baseline	Expected Outcome
Parent Participation in Stakeholder Input Processes - SSC, PTA, Rising Stars, and Safety Committee.	Parent Participation in Stakeholder Input Processes - SSC, PTA, Rising Stars, and Safety Committee. A total of 49 Panorama surveys were completed by parents as part of the Panorama Survey administration Three parents attended each English Language Advisory Committee meeting, DLA does not currently have a Parent Teacher Association Safety Committee- zero parents participated in the Safe Schools Committee. .	Parent Participation in Stakeholder Input Processes - 250 surveys
Family School Connectedness via Panorama Family Climate Survey All Students (ALL)	. Family School Connectedness via Panorama Family Climate Survey All Students (ALL)- 99% favorable response	Family School Connectedness via Panorama Family Climate Survey 150 Parents will complete Panorama surveys

Metric/Indicator	Baseline	Expected Outcome
Elementary School Students (ES) Middle School Students (MS) High School Students (HS) English Learner (EL) Hispanic (Hisp) African American (AA)	Elementary School Students (ES)- 99% favorable response Middle School Students (MS)-100% favorable response High School Students (HS)- 99% favorable response English Learner (EL)- 94% favorable response Hispanic (Hisp)- 100% favorable response African American (AA)- 95% favorable response	All Students (ALL) -100% (1% increase) Elementary School Students (ES) 100% (1% increase) Secondary School Students-100% (1% increase) English Learner (EL) -100% (6% increase) Hispanic (Hisp)-100% -Maintain African American (AA)-98% (3% increase)
Climate of Support for Academic Learning via Panorama Family Climate Survey <ul style="list-style-type: none"> • All Students (ALL)- 97% • Hispanic (Hisp) -97% • Two or more - 100% 	Climate of Support for Academic Learning via Panorama Family Climate Survey <ul style="list-style-type: none"> • All Students (ALL)- 100% favorable response • Hispanic (Hisp) -100% favorable response • Two or more - 100% favorable response 	Climate of Support for Academic Learning via Panorama Family Climate Survey <ul style="list-style-type: none"> • All Students (ALL)- 100% maintain • Hispanic (Hisp) -100% Maintain • Two or more - 100% maintain * Special Education- 100% maintain
Number of Attendees Attending 1 or more school/parent center sponsored events at site- 100% to student orientations	Number of Attendees Attending 1 or more school/parent center sponsored events at site- 100% to student orientations Middle school orientations- 98% parent attendance Mentor meetings- less than 10% Site sponsored events: (STEAM nights)- Approximately 60% Parent teacher conferences- 58%	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%)

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

All

Timeline

July 1, 2022- June 30, 2023

Person(s) Responsible

Translators for meetings, counselors, staff and administration.

Proposed Expenditures for this Strategy/Activity

Amount	2500
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Parent Meetings and seminars
Amount	1772
Source	Title I Part A: Parent Involvement
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Family STEM Nights to support DLA Virtual Learning students and families.
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 Anaheim, CA in February 2024.

Strategy/Activity 2

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.

Students to be Served by this Strategy/Activity

All

Timeline

July 1, 2023- June 30, 2024.

Person(s) Responsible

Ms. Veronica Nicholas- Spcial Media coordinator; Mr. Eduardo Rivera- Coordinator of Distance Learning.

Proposed Expenditures for this Strategy/Activity

Amount	1200
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	DLA Website and Social Media Coordinator Stipend

Goals, Strategies, & Proposed Expenditures

Goal 3

Maintain Healthy and Safe Learning Environment

Goal Statement

DLA will provide students with a clean, healthy, physically and emotionally safe learning environment by June 2022, we will report any physical plant issues promptly, 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 30% 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.

Measuring and Reporting Results

Metric/Indicator	Baseline	Expected Outcome
Student Attendance Rates All Students (ALL)	Student Attendance Rates All Students (ALL) As of May 3, 2023, 99.8% of students had adequate attendance.	
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) -0% of students are chronically absent English Learner (EL)- 0% of students are chronically absent Hispanic (Hisp) -0% of students are chronically absent African American (AA) -0% of students are chronically absent	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%

Metric/Indicator	Baseline	Expected Outcome																																																								
	Socioeconomically Disadvantaged (SED) -0% of students are chronically absent Students with Disabilities (SWD) -0% of students are chronically absent																																																									
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) - 13.3% English Learner (EL) -No data available. Hispanic (Hisp) -12.9% African American (AA) -No data available Socioeconomically Disadvantaged (SED) - 12.6%	High School 4-Year Dropout Rate All Students (ALL) - decrease by 5% English Learner (EL) - N/A Hispanic (Hisp) - decrease by 4% African American (AA) -N/A Socioeconomically Disadvantaged (SED) -decrease by 5%																																																								
Suspension Rates: All Students (ALL) 0% English Learner (EL)- 3.6% Hispanic (Hisp) -2.1% African American (AA) - 0% Socioeconomically Disadvantaged (SED)- 1.6% Students with Disabilities (SWD) - 0%	<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>1.5% suspended at least once</td> <td>Increased 0.8%</td> </tr> <tr> <td>EL</td> <td>Orange</td> <td>3.6% suspended at least once</td> <td>Increased 3.6%</td> </tr> <tr> <td>Hisp</td> <td>Yellow</td> <td>2.1% suspended at least once</td> <td>Increased 1.7%</td> </tr> <tr> <td>AA</td> <td>Blue</td> <td>0% suspended at least once</td> <td>Declined 6.3%</td> </tr> <tr> <td>SED</td> <td>Yellow</td> <td>1.6% suspended at least once</td> <td>Increased 0.7%</td> </tr> <tr> <td>SWD</td> <td>Blue</td> <td>0% suspended at least once</td> <td>Declined 3.6%</td> </tr> </tbody> </table>	St. Group	Color	DFS/Percentage	Change	All	Yellow	1.5% suspended at least once	Increased 0.8%	EL	Orange	3.6% suspended at least once	Increased 3.6%	Hisp	Yellow	2.1% suspended at least once	Increased 1.7%	AA	Blue	0% suspended at least once	Declined 6.3%	SED	Yellow	1.6% suspended at least once	Increased 0.7%	SWD	Blue	0% suspended at least once	Declined 3.6%	<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</td> <td>Decreased 1.5%</td> </tr> <tr> <td>EL</td> <td>Blue</td> <td>0% suspended</td> <td>Decreased 3.6%</td> </tr> <tr> <td>Hisp</td> <td>Blue</td> <td>0% suspended</td> <td>Decreased 2.1%</td> </tr> <tr> <td>AA</td> <td>Blue</td> <td>0% suspended</td> <td>Maintained</td> </tr> <tr> <td>SED</td> <td>Blue</td> <td>0% suspended</td> <td>Decreased 1.6^%</td> </tr> <tr> <td>SWD</td> <td>Blue</td> <td>0% suspended</td> <td>Maintained</td> </tr> </tbody> </table>	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
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Expulsion Rates All Students (ALL) 0%	Expulsion Rates All Students (ALL) 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	Panorama Survey - School Connectedness All students -63% favorable rating English Learners - 64% favorable rating African American- 50% favorable rating Hispanic- 64% favorable rating	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																																																								

Metric/Indicator	Baseline	Expected Outcome
Hisp SED	Socially Economically Disadvantaged- Data not available. Special Education- 54% favorable rating.	SED- N/A SPED- Increase of 5% to 59%
Panorama Survey - School Safety All students: 94% EL -100% Two or More 90% Hisp -84% SED 92%	Panorama Survey - School Safety All students: 84% English Learner-100% Two or More -80% favorable rating Hispanic -85% favorable rating African American- 58% favorable rating Socially Economically Disadvantaged- 92% Special Education- 70% favorable rating	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%
Williams Facilities Inspection Results	Williams Facilities Inspection Results 0%	Williams Facilities Inspection Results remain at 100%

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.

Students to be Served by this Strategy/Activity

All

Timeline

July 1, 2023- June 30, 2024

Person(s) Responsible

Administration, staff, and therapist

Proposed Expenditures for this Strategy/Activity

Amount	8000
Source	Title I
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	DLA will provide an hour session once weekly that will support the social emotional issues of high school students, focusing on anxiety/depression., This will aid students in completing course and assigned work ontime, thus increasing attendance.

Strategy/Activity 2

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

Students to be Served by this Strategy/Activity

All

Timeline

July 1, 2023-June 30, 2024

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.

Strategy/Activity 3

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.

Students to be Served by this Strategy/Activity

All

Timeline

July 1, 2023- June 30, 2024

Person(s) Responsible

Administration, Staff, Parents and students

Proposed Expenditures for this Strategy/Activity

Amount

0.00

Source

None Specified

Budget Reference

0000: Unrestricted

Description

The site will have a system to direct all visitors/ students go through the office and identify those visitors egress and ingress.

Centralized Services for Planned Improvements in Student Performance

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

School Goal #1: Increase Academic Achievement				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development	Start Date Completion Date	Proposed Expenditure	Estimated Cost	Funding Source (itemize for each source)
Technology TOSAs	July 1, 2023 - June 30, 2024	Support the integration of technology into instruction for both staff and students	11,611	Title II
Secondary Literacy Coach	July 1, 2023 - June 30, 2024	Onsite PD and Support with evidence-based practices to build best first instruction in grades 6-12	15,474	Title I
NGSS TOSA	July 1, 2023 - June 30, 2024	Onsite PD and support with evidence-based practices to build best first instruction	6,247	Title I
Secondary Math Coach	July 1, 2023 - June 30, 2024	Onsite PD and support with evidence-based practices to build best first instruction in grades 6-12	17,992	Title I
History/Social Science TOSA	July 1, 2023 - June 30, 2024	Onsite PD and support with evidence based practices to build best first instruction in grades 6-12	16,908	Title IV

School Goal #2: Increase Parent and Community Partnerships				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development	Start Date Completion Date	Proposed Expenditure	Estimated Cost	Funding Source (itemize for each source)
Family engagement events and classes	July 1, 2023 - June 30, 2024	Parenting classes on effective strategies and structures. Parent/community engagement activities.	1,851	Title I

School Goal #3: Maintain Healthy and Safe Learning Environment				
Actions to be Taken to Reach This Goal	Start Date Completion Date	Proposed Expenditure	Estimated Cost	Funding Source (itemize for each source)
Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development				
Conscious Education Professional Development	July 1, 2023 - June 30, 2024	Training, substitutes and accompanying books and materials.	3,703	Title IV
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	\$101,260
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$115,660.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I	99,488	0.00
Title I Part A: Parent Involvement	1,772	0.00
LCFF	14,400	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	\$99,488.00
Title I Part A: Parent Involvement	\$1,772.00

Subtotal of additional federal funds included for this school: \$101,260.00

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	\$14,400.00
None Specified	\$0.00

Subtotal of state or local funds included for this school: \$14,400.00

Total of federal, state, and/or local funds for this school: \$115,660.00

Expenditures by Funding Source

Funding Source	Amount
LCFF	14,400.00
None Specified	0.00
Title I	99,488.00
Title I Part A: Parent Involvement	1,772.00

Expenditures by Budget Reference

Budget Reference	Amount
0000: Unrestricted	0.00
1000-1999: Certificated Personnel Salaries	18,372.00
2000-2999: Classified Personnel Salaries	8,000.00
4000-4999: Books And Supplies	23,888.00
5000-5999: Services And Other Operating Expenditures	28,000.00
5800: Professional/Consulting Services And Operating Expenditures	37,400.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
5000-5999: Services And Other Operating Expenditures	LCFF	4,500.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	9,900.00
0000: Unrestricted	None Specified	0.00
1000-1999: Certificated Personnel Salaries	Title I	16,600.00
2000-2999: Classified Personnel Salaries	Title I	8,000.00
4000-4999: Books And Supplies	Title I	23,888.00
5000-5999: Services And Other Operating Expenditures	Title I	23,500.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	27,500.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Parent Involvement	1,772.00

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				
Ms. Veronica Nicholas Moreno		X			
Mrs. Stacy Brennan		X			
Mr. Cleofas De La Cruz		X			
Mr. Stephen Nelson (Vice Chairperson)				X	
Mrs. Elizabeth Mars Reid				X	
Summer Norris				X	
Master Troy Samora					X
Miss Hailey Barnhill					X
Miss Albino Alfou Loufrancied					X
Mr. Michael Svoboda		X			
Ms. Andrea Rodriguez Vargas (Secretary)			X		
Numbers of members of each category:	1	4	1	3	3

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee



Other: School Safety Committee- CSO Rebecca Bloom

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

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

This SPSA was adopted by the SSC at a public meeting on October 17, 2023..

Attested:



Principal, Michael J Grainger, Ed. D on 10.23.23



SSC Chairperson, Michael J Grainger, Ed D on 10.23.23

Title I and LCFF Funded Program Evaluation

Goal #1:
Desert Learning Academy will conduct an annual review of the hybrid learning program to ensure parity with the traditional school courses and content.
By June 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%.

Actions/ Activities (Strategies)	What is working and why? (Effective indicators)	What is not working and why? (Ineffective indicators)	Modification(s) based on evaluation results
	<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.			
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.			
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.			
Increase academic options for students including college level courses			
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			
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.			
Purchased instructional technology to support teacher hybrid instruction in the classroom			
Increase the overall proficiency of identified English Learners on the English Language Proficiency Assessments for California (ELPAC) by 12%.			

Goal #2:

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%.

Actions/ Activities (Strategies)	What is working and why? (Effective indicators)	What is not working and why? (Ineffective indicators)	Modification(s) based on evaluation results
	<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.			
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.			

Goal #3:

DLA will provide students with a clean, healthy, physically and emotionally safe learning environment by June 2022, we will report any physical plant issues promptly, provide social-emotional support, and direct student and parents to mental health professionals as needed.

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

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