



## School Plan for Student Achievement (SPSA) Template

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

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

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

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

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

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

<b>School Name</b>	Desert Learning Academy
<b>Address</b>	2248 E. Ramon Road Palm Springs, CA 92262
<b>County-District-School (CDS) Code</b>	33-67173-3330925
<b>Principal</b>	Todd Reed
<b>District Name</b>	Palm Springs Unified School District

**SPSA Revision Date** 07/01/2019 to 06/30/2020

**Schoolsite Council (SSC) Approval Date** 10/28/2019

**Local Board Approval Date** November 26, 2019

☒ This certifies that updates to my SPSA are completed

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

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# School Vision and Mission

## Mission

Desert Learning Academy's mission is to provide a high-quality personalized education that prepares each student for a dynamic future, by creating a community that develops the essential skills required for a lifetime of success.

## Vision

The Desert Learning Academy will produce people that have a passion for lifelong learning and a growth mindset in many situations by obtaining the skills to be successful for life.

## School Wide Learning Expectations of Growth

1. Students will be effective Collaborators
2. Students will be able to Think Critically to solve complex problems
3. Students will Adapt to different learning situations
4. Students will have Initiative when in different situations
5. Students will be able to write and speak clearly to Communicate fact, thoughts, and opinions
6. Students will know how to Access and Analyze information to make a factual decision
7. Students will be Imaginative in their resolution of ideas

# School Profile

The Desert Learning Academy is a hybrid school that is part of the Palm Springs Unified School District. Established in 2015, this is a hybrid environment provides many alternatives to traditional brick-and-mortar schools. Desert Learning Academy serves the Coachella Valley and South East Riverside County areas and adjoining counties. The school serves students in grade 2 through 12 looking for an alternative to traditional daily learning, students placed by the board through suspended expulsion as a chance to refocus their learning and behavior, and Home / Hospital students that are too ill to attend a school at all.

As an independent study program, Desert Learning Academy follows Ed Code. All students use the online curriculum as their primary source 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.

Parents need to be part of the learning process. Desert Learning Academy requires parents to be an active part of their students' education. Parents attend an orientation when their students start, they 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 Site Council (SSC) meets regularly during school year to review and update the school plan including proposed expenditures of Title I funds. School goals are based upon comprehensive needs assessment that includes the analysis of verifiable state data, including information displayed on the CA School Dashboard. Other district and school data, including interim assessments, are utilized to further measure and monitor achievement throughout the

school year. School goals are aligned with PSUSD LCAP goals and include the same metrics/indicators. Input and advice is solicited from school advisory committees including the ELAC and School Leadership team. The DLA 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.

## Stakeholder 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 an opportunity to be apart of the school site council as a member or a public participant. These meetings take place twice a quarter to support all parents understanding of the school plan. The completed plan 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 elected 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 a half shall be (b) half parents, or community members elected by the parents and half students elected by the entire student body (parent side). The council will be made up of no fewer than 12 members. Parent

#### Members

A parent is a person who is a mother, father, or legal guardian of a student attending a particular school, but who are 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 is 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:

- 3 classroom teachers
- 1 other school staff members
- 4 parents or community members

- 1 school principal
- 3 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 or the nearest approximation thereof, of each representative group shall be elected during odd years, and the remaining shall number elected 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 a vote of the council. Absentee ballots shall not be permitted. Voting by proxy is not permitted.

#### Section D: Termination of Membership

The council may, by the 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).

#### Meetings Dates

August 28th (Review and Adjustments), October 23rd (Safety Plan), February 12th (New Plan and Members), April 29th (Review and Reporting of Progress).

Desert Learning Academy ELAC is incorporated into our School Site Council.

#### SSC Dates and topics:

August 29th, 2018 - Staff nominations for SSC reps in Elementary, middle and high schools. Then nominations were confirmed at the meeting. Parent – James Ireland was voted in as Elementary parent rep and Jessica Muse as Middle school parent rep. Community member Brenda Gunderson was approved on this same date. Annual Training and elections were conducted, bylaw review and expectations clarified.

September 26th, 2018 – Review student data indicators and targets for the year. Review budgeted items and current allocations. Updated bylaws and elected a new secretary, Grade Deigan former student rep.

November 7th, 2018 - Presentation of resources and benefits to the school. 4th grade field trips. Review Targets in academic growth data from MAP growth assessment. District disproportionality survey reviewed and completed.

January 29th, 2019 – Safety and security plan reviewed. Change in title 1 Funds allocation to include ALEKS for math support. Reviewed CA Dashboard Results.

March 27th, 2019 - Reviewed new plan goals for the SSC looking at 2019 2020 school year. LCAP and title 1 budgets request for the New Year, presented.

April 24th, 2019 - Review updated SSC plan and approved all sections as presented.

As part of the planning process the School Site Council did provide changes to the proposed support plan. Students will be assessed for growth in the 2019-2020 school year by using the MAP growth assessment for all grade levels.



# Resource Inequities

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

Desert Learning Academy takes great stakes to ensure equity to the allocation and use of resources (people, time, and money) to create student experiences that enable all children to reach empowering and rigorous learning outcomes. Resources are funded by the percentage of students in each of the programs (elementary, middle, high schools). The needs are identified by the data collected (Course Completion, Achievement of Standards, and Growth through multiple measures) linked to the schools' goals and mission. Students in our programs are lacking math proficiency. During the 2018/2019 school year, Desert Learning Academy instructional sessions from 8 AM to 9 AM daily.

Students were still not completing Math at a level that would make them ready for high school graduation in four years. Desert Learning Academy included the ALEKS program an adaptive online math content to support students with their gaps in math. This will need to continue to aid in having students complete content at a level to graduate in four years. With the refocus of the PLC process, our teachers will be supported by the inclusion.

## 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, homeless youth, and foster youth have led to improved performance for these students.

Math Indicator - Needs Improvement. Student have a 15% greater completion ratio in IM1 over the last year. Students still struggle on the CAASPP test.

ELA Indicator- The report displays the relative positive result in CAASPP ELA test based on response patterns. Desert Learning Academy required more students to write and respond to informational text through the use of the My Access systems. Students are provided feedback quickly and are forced to revise written work before meeting with the lead teacher for grading.

Suspension Rate Indicator- Suspension Rate has decreased by the support of behavioral counseling and training in WHY TRY classroom goals setting. These supports are continuing to be used to effect student behavior, particularly in the Rebound program for suspend expelled students.

Graduation Rate Indicator- The graduation rate continues to increase in percentage and number. Desert Learning Academy has used teachers to support Get Focused Stay Focused programs to aid 8th, 9th, and 10th graders to achieve a higher ratio of course completion.

Career and College Indicator - baseline for DLA.

Chronic Absenteeism- baseline for DLA.

## Greatest Progress





Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category. Additionally, identify any areas that the school has determined need significant improvement based on review of state indicators, local performance indicators or other local indicators. What steps is the school planning to take to address these areas with the greatest need for improvement?

## Greatest Needs

**Math Indicator** - Based on 2017 -2018 data, DLAs math report displays students scoring low in all demographic areas with a greater loss over certain target priorities not focused on by the online systems. Alignment of online content with Common Core Priority Targets is represented through "crosswalks" based on the reported standards from the developers and summative data like that in the target report. Connecting to the content is useful when supporting our students with the specific needs in math. The treatment of content is consistent with that described in the target but students are not taking on the challenge of completing the online work to ensure mastery. The development of conceptual understanding, procedural fluency, and applications are balanced, with explicit connections are not there yet. Success indicators are consistent with board expectations of a 4% growth per year until all students are mastering standards. This is a struggling district-wide in Math. DLA baseline measures start in the 2015-2016 school year. The schools CAASPP summative baseline for math is 2424.2 mean score. Our reported growth to the CA dashboard is 0.5% from 2016 to 2018 testing report. The report below removes the HH students assigned to the school from every other school in the district. This changes the actual growth of the school to report a different picture of growth for full-time students at DLA. Full-Time student change during the same time period is 4.6%. Our district uses the School City analytics for a reporting system to aid in the collection of all data from formative assessments to summative state reports.

**Actions in Math** - Mid way through the 2018-2019 school year DLA include ALEKS math to provide Tier III interventions for students in all high school math courses. This action will continue into the 2019-2020 school supported by Title 1 Funds. The system diagnoses the needs/ gaps in student learning and provides specific support for their needs by video, online testing, and practice.

**Chronic Absenteeism**- baseline for DLA. The online system has assignments in increments consistent with the program that the student is enrolled in. Student work must be turned in as specified in the work. Teachers evaluate completed assignments and award attendance credit based on their determination of the time value of the work. Late independent study work may not be credited against earlier assignment periods. Schools report attendance for students on the independent study using the district's attendance system as they would for students in classroom-based programs. However, there will be a delay in reporting independent study attendance since the attendance cannot be reported until the student submits the completed assignments and the teacher determines the time value of that work. Desert Learning Academy has many students in alternative programs that do not complete assignments as expectations require. Thus the student can easily fall into the Chronic absenteeism. The school is modeling after other successful programs in the county to support student completion of assigned work.

**Actions in Attendance**- DLA will change the program structure to include sessions in which students complete course work. This puts earlier pressure on the student to complete the assigned work and gather attendance. The SSC has supported the the transition to support completion in courses assigned.

**Career and College Indicator** - baseline for DLA.



Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. Additionally, identify any areas in which the school has determined there are significant performance gaps based on review of local performance indicators or other local indicators. What steps is the school planning to take to address these performance gaps?

DLA has no performance gaps based on an identified student group performance. Math remains the biggest area of concern for our school site. DLA devotes funding to serve all of their third through tenth-grade students who are scoring two grades behind grade level in math. Next year, we plan to select which students to enroll in the program based on the level of support we can provide during independent study. This will allow us to evaluate the effectiveness of the tutorials. Student course completion in math is 20% lower than any other course rate. This keyed us to into providing more one campus math support and more structures for math over time.

## Performance Gaps

### Socioeconomically Disadvantaged

Student Group State



Orange

102.2 points below standard

Increased 10.2 Points (9)

Number of Students: 47

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
American Indian	2%	1%	%	3	2	
African American	8%	7%	%	11	14	
Asian	0%	1%	%	0	0	
Filipino	1%	1%	%	1	3	
Hispanic/Latino	60%	62%	%	79	123	
Pacific Islander	0%	.5%	%	0	1	
White	27%	24%	%	36	48	
Multiple/No Response	2%	3%	%	2	6	
Total Enrollment				133	197	

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	16-17	17-18	18-19
Kindergarten	2	0	
Grade 1	3	0	
Grade 2	8	1	
Grade 3	6	10	
Grade 4	4	7	
Grade 5	7	11	
Grade 6	10	16	
Grade 7	8	18	
Grade 8	8	10	
Grade 9	10	18	
Grade 10	20	34	
Grade 11	18	36	
Grade 12	29	36	
Total Enrollment	133	197	

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
English Learners	18	23		13.5	11.7	
Fluent English Proficient (FEP)	4	5		3.0	2.5	
Reclassified Fluent English Proficient (RFEP)	18	31		13.5	16.2	

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	8	14		10	10		8	10		80	72	
Grade 4	9	9		9	4		9	4		69.2	44	
Grade 5	12	13		25	11		14	11		69	84	
Grade 6	24	15		25	9		25	9		80	60	
Grade 7	20	26		20	25		20	25		69.4	96	
Grade 8	30	17		31	22		31	22		66.67	77	
Grade 11	47	59		32	48		47	48		66.12	81	
All Grades	150	153		150	129		154	129		71.48	84	

\* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	*	2461.		*	4		*	1		*	2		*	4	
Grade 4	*	2396.		*	*		*	*		*	2		*	4	
Grade 5	*	2452.		*	1		*	3		*	0		*	7	
Grade 6	2443.	2525		0	2		16.67	3		22.2	2		61.11	2	
Grade 7	2491.	2503		5.88	4		23.53	3		29.41	7		41.18	11	
Grade 8	2487.	2515		25.53	3		22.73	8		27.3	8		45.45	7	
Grade 11	2556.	2579		17.5	10		30	11		25	11		27.5	11	
All Grades	N/A	N/A	N/A	10.40	24		24.8	30		26.4	32		38.4	46	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	0	50		12.5	45.5		50	32.93	
Grade 4	11	*		56.6	*		33.3	*	
Grade 5	41.5	7		33.3	38		25	33.85	
Grade 6	8	25		50	42		41	34.15	
Grade 7	5	20		50	32		40	42.87	
Grade 8	10	14		53.3	35		36.7	41.87	
Grade 11	31.9	28		42.6	45		25.5	26.5	
All Grades	18	19.96		48.7	37		32.7	38	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	12.5	16.16		50	43.99		37.5	39	
Grade 4	11.1	*		44.4	*		44.4	*	
Grade 5	25	21.11		58.3	42		16.7	37	
Grade 6	4.2	13.29		37.5	40		58.3	47	
Grade 7	10	19.64		40	44		45	36.5	
Grade 8	16.7	16.36		33.3	46		50	38	
Grade 11	10.6	24.13		57.4	43		31.9	32	
All Grades	12	14.52		46	38.1		41.3	46.77	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	0	30		0	62.03		50	21	
Grade 4	11.1	*		11.1	*		33.3	*	
Grade 5	16.7	8		16.7	57		33.3	29	
Grade 6	4.2	0		4.2	59		29.2	28	
Grade 7	15	8		15.0	58		35	33	
Grade 8	3.3	9		3.3	65		26.7	25	
Grade 11	21.3	16		21.3	60		19.1	22	
All Grades	12	12.1		12.3	61.1		14	27	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	0	23		62.5	47		37.5	29	
Grade 4	11.1	*		66.7	48		22.2	29	
Grade 5	25	26		50	43		25	31	
Grade 6	4.2	23		54.2	47		41.7	30	
Grade 7	15	24		45	45		35	31	
Grade 8	13.3	23		50	47		36.7	29	
Grade 11	21.3	26		53.2	46		25.5	26	
All Grades	14	19.35		52.7	44.35		32	36.29	

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	8	14		8	11		*	11		*	75	
Grade 4	9	9		9	7		*	7		*	50	
Grade 5	12	13		12	11		12	11		*	84	
Grade 6	24	15		24	11		24	11		100	60	
Grade 7	20	26		20	24		20	24		100	97	
Grade 8	30	17		30	15		30	15		100	85	
Grade 11	47	59		47	50		47	50		88	88	
All Grades	138	153		150	134		126	134		90	87	

\* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	*	2411.		*	2		*	3		*	1		*	5	
Grade 4	*	24.56		*	*		*	*		*	4		*	3	
Grade 5	*	2442.		*	1		*	0		*	3		*	7	
Grade 6	2421	2464.		0	1		5.56	2		16.67	3		77.78	5	
Grade 7	2442.	2474		5.56	2		5.56	2		22.22	9		66.67	11	
Grade 8	2497.	2420.		9.09	0		18.18	2		13.64	0		59.09	13	
Grade 11	2474.	2480.		0	1		5	4		17.5	7		77.5	38	
All Grades	N/A	N/A	N/A	2.28	7		9.52	13		21.43	27		66.67	82	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	0	27.27		12.5	18.18		87.5	54.4	
Grade 4	0	*		22.2	*		77.8	*	
Grade 5	0	7.69		41.7	23.8		58.3	69.23	
Grade 6	5.56	8.33		11.11	25		83.33	66.67	
Grade 7	5.56	8.33		27.78	37.5		66.67	54.17	
Grade 8	9.09	0		27.27	20		63.64	80	
Grade 11	2.50	0		15.00	12.2		80.9	20.8	
All Grades	3.97	5.6		21.43	87.8		74.60	73	



<b>Problem Solving &amp; Modeling/Data Analysis</b> <b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	12.5	18.18		25	36.36		62.5	45.45	
Grade 4	0	*		44.4	*		55.6	*	
Grade 5	8.3	0		41.7	31		50	39	
Grade 6	0	8		33.33	50		66.67	69	
Grade 7	5	8		33.33	42		61.11	42	
Grade 8	9.09	7		27.27	27		63.64	50	
Grade 11	0	2		42.50	30		57.50	67	
All Grades	3.97	5.6		37.30	34.34		58.73	60	

<b>Communicating Reasoning</b> <b>Demonstrating ability to support mathematical conclusions</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	0	27		75	27		25	45.45	
Grade 4	11.1	*		44.4	*		44.4	*	
Grade 5	0	0		58.3	46		41.7	53	
Grade 6	0	8		38.89	50		61.11	41	
Grade 7	5.56	17		33.33	50		61.11	33	
Grade 8	13.64	0		40.91	33		45.45	67	
Grade 11	0	2		32.50	42		67.50	56	
All Grades	3.97	7.2		41.27	40.80		54.76	52.0	

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	0		0		0		0	
Grade 1	0		0		0		0	
Grade 2	1462		1483		1451		2	
Grade 3	0		0		0		0	
Grade 4	1491		1431		1452		3	
Grade 5	1573		1616		1530		1	
Grade 6	1498		1491		1505		1	
Grade 7	1543		1542		1544		3	
Grade 8	1573		1577		1574		2	
Grade 9	1543		1489		1574		1	
Grade 10	1575		1577		1483		8	
Grade 11	1532		1514		1550		3	
Grade 12	1562		1567		1557		1	
All Grades	1525		1561		1512		21	

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
7	25		50		0		25		3	
All Grades	33		62		04		8		21	

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
2	0		066		0		33		3	
7	0		50		25		25		3	
10	25		65		10		0		8	
All Grades	19		67		14		4		21	

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
7	0		50		25		25		3	
11	33		33		33		0		3	
All Grades	10		42		42		9		21	

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
2	NA		NA		NA		NA		
4	NA		NA		NA		NA		
5	NA		NA		NA		NA		
All Grades	NA		NA		NA		21		

Speaking Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
All Grades	NA		NA		NA		21		

Reading Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
All Grades	NA		NA		NA		21		

Writing Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
All Grades							21		

# School and Student Performance Data

## Student Population

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

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
197	155	23	3
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	23	23
Foster Youth	3	3
Homeless	19	9.6
Socioeconomically Disadvantaged	155	155
Students with Disabilities	21	10.6

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	14	7.1
American Indian	2	1
Asian	2	1
Filipino	3	1.5
Hispanic	123	62.4
Two or More Races	6	3
Pacific Islander	3	0.5
White	48	24.5



# Annual Review and Update

SPSA Year Reviewed: 2017-18

## Goal 1

Desert Learning Academy will ensure a quality educational environment that is rigorous, standards-based, and highly personalized for the satisfactory achievement on content standardized, progression toward graduation, and prepared for college and careers goals.

## 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)	<p>"Blue" or "Green" student groups: Maintain status in either blue or green performance levels for each group per the corresponding 5x5 Color Table for the Academic Indicator from 2017 results.</p> <p>"Yellow" student groups: Meet or exceed targets for the "Increased" change column for each student group from 2017 results. Target growth for ELA will be an increase of 7 to 20 points for each group.</p> <p>"Orange" student groups: Meet targets for the "Increased" change column for each student group from 2017 results. Target growth for ELA will be an increase of 7 to 20 points for each group.</p> <p>"Red" student groups: Meet targets for the "Increased Significantly" change column for each student group from 2017 results. Target growth for ELA will be an increase of 20 or more points for each group.</p>	<p>California School Dashboard - Academic Indicator for English Language Arts (Color(DFM) - Status - Level - Change) All Students (Yellow(-14.3) - Low - Incr. Sig.- 40.4 ) English Learners (EL) (none) Hispanic (Yellow- Low- Incr. Sig.- 46.5) African American (AA) (none) Socioeconomically Disadvantaged (SED) Yellow(-25.2) - Low -Incr. Sig.- 41.3 Students with Disabilities (None)</p>
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)	<p>"Blue" or "Green" student groups: Maintain status in either blue or green performance levels for each group per the corresponding 5x5 Color Table for the Academic Indicator from 2017 results.</p> <p>"Yellow" student groups: Meet or exceed targets for the "Increased" change column for each student group from 2017 results. Target growth for Mathematics will be an increase of 5 to 15 points for each group.</p> <p>"Orange" student groups: Meet targets for the "Increased" change column for each student group from</p>	<p>California School Dashboard - Academic Indicator for Mathematics (Color (DFM)- Status - Level - Change) All Students (Orange(-102.7) Increased, Very Low - 11.1) English Learners (EL) None Hispanic (None - Incr Sig -34.7) African American (AA) None Socioeconomically Disadvantaged (SED) Orange(-108.2), Very Low, Incr Sig, 18.7 Students with Disabilities (SWD) None</p>





Metric/Indicator	Expected Outcomes	Actual Outcomes
	<p>2017 results. Target growth for Mathematics will be an increase of 5 to 15 points for each group.</p> <p>"Red" student groups: Meet targets for the "Increased Significantly" change column for each student group from 2017 results. Target growth for Mathematics will be an increase of 15 or more points for each group.</p>	
<p>California School Dashboard - English Learner Progress Indicator (ELPI)</p>	<p>Upon release of ELPI in the Fall Dashboard:</p> <p>"Blue" or "Green" 2017 result: Maintain status in either blue or green performance levels for each group per the corresponding 5x5 Color Table for the ELPI from 2017 results.</p> <p>"Yellow" 2017 result: Meet or exceed targets for the "Increased" change column from 2017 results. Target growth for the ELPI will be an increase of 1.5% to 10%.</p> <p>"Orange" 2017 result: Meet targets for the "Increased" change column from 2017 results. Target growth for the ELPI will be an increase of 1.5% to 10%.</p> <p>"Red" 2017 result: Meet targets for the "Increased Significantly" change column from 2017 results. Target growth for the ELPI will be an increase of 10% or more.</p>	<p>California School Dashboard - English Learner Progress Indicator</p> <p>Baseline Results: 21 students tested</p> <p>Level 4: 5</p> <p>Level 3: 11</p> <p>Level 2: 4</p> <p>Level 1: 1</p> <p>Oral Language</p> <p>Level 4: 8</p> <p>Level 3: 9</p> <p>Level 2: 4</p> <p>Level 1: 1</p> <p>Written Language</p> <p>Level 4: 5</p> <p>Level 3: 8</p> <p>Level 2: 6</p> <p>Level 1: 2</p> <p>Listening-</p> <p>Well developed: 8</p> <p>Somewhat/ Moderately: 11</p> <p>Beginning: 2</p> <p>Speaking-</p> <p>Well developed: 15</p> <p>Somewhat/ Moderately: 5</p> <p>Beginning: 1</p> <p>Reading-</p> <p>Well developed: 8</p> <p>Somewhat/ Moderately: 8</p> <p>Beginning: 5</p> <p>Writing-</p> <p>Well developed: 1</p> <p>Somewhat/ Moderately: 18</p> <p>Beginning: 2</p>
<p>English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate</p>	<p>The English Learner RFEP Reclassification Rate will meet or exceed the Riverside County in 2017-2018.</p>	<p>English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate</p> <p>Grade 3</p> <p>3 test takers - did not achieve target</p> <p>Grade 4</p> <p>2 test takers - did not achieve target</p> <p>Grade 5</p> <p>1 test takers - did not achieve target</p> <p>Grade 6</p> <p>2 test takers - did not achieve target</p> <p>Grade 7</p>

Metric/Indicator	Expected Outcomes	Actual Outcomes
		5 test takers - did not achieve target Grade 8 3 test takers - did not achieve target Grade 9 3 test takers - did achieve target Grade 10 6 test takers - did achieve target Grade 11 1 test takers - did achieve target Grade 12 1 test takers - did achieve target
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)	Increase overall and subgroup 3rd grade ELA SBAC proficiency by 4% from 2017 level. Increase EL, Hispanic, and African American student groups ELA SBAC proficiency by 6% from 2017 level.	3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results. (Percent of Students who Met or Exceeded Standard) (Color(DFM) - Status - Level - Change) All Students (Yellow(-14.3) - Low - Incr. Sig.- 40.4 ) English Learners (EL) (none) Hispanic (Yellow- Low- Incr. Sig.- 46.5) African American (AA) (none) Socioeconomically Disadvantaged (SED) Yellow(-25.2) - Low -Incr. Sig.- 41.3 Students with Disabilities (None)
3rd Grade MAP Growth creates a personalized assessment experience that accurately measures performance. Timely, easy-to-use reports help teachers teach, students learn, and administrators lead.	Growth reveals how much growth has occurred between testing events and, when combined with our norms, shows projected proficiency as a 1.5 or greater growth in a 1.0 year in 2018-2019	Grade 3 Test takers: 3/ Test RIT 10 Point Range 151-160 RIT Score average: 155 Language Usage: Writing: Plan, Organize, Develop, Revise, Research 155 Language Usage: Language: Understand, Edit for Grammar, Usage 155 Language Usage: Language: Understand, Edit Mechanics 155
Williams Textbook/Materials Compliance	Williams Textbook/Materials Compliance	Williams Textbook/Materials Compliance 100%
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)	Increase 8th grade Math SBAC proficiency by 4% from 2018 data. Increase EL, Hispanic, and Black/African American subgroup Math SBAC proficiency by 6% from 2018 level.	8th Grade Smarter Balanced Assessment Consortium (Color (DFM)- Status - Level - Change) All Students (Orange(-102.7) Increased, Very Low - 11.1) English Learners (EL) None Hispanic (None - Incr Sig -34.7) African American (AA) None

Metric/Indicator	Expected Outcomes	Actual Outcomes
8th Grade Mathematics Interim Assessments All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	Determine baseline performance on April 2018 Interim Test for "all students" and each student group	Socioeconomically Disadvantaged (SED) Orange(-108.2), Very Low, Incr Sig, 18.7 Students with Disabilities (SWD) None  8th Grade Mathematics Interim Assessments Reports students scoring at standard met threshold on the April interim test. All Students (ALL) Thorough Understanding- 16.3%, Blue Adequate Understanding - 55.22%, Green Partial Understanding - 18.4%, Yellow Minimal Understanding - 14%, Red English Learners (EL) - 0% testers Hispanic (Hisp) - 50% Yellow, 50% Red African American (AA) - 0% Socioeconomically Disadvantaged (SED) - 75% yellow, 25% Red Students with Disabilities (SWD) 0%
California School Dashboard - Graduation Rate Indicator All Students (ALL) English Learners (EL) Hispanic (Hisp) Adequate Understanding African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	<p>"Blue" or "Green" 2016-2017 result: Maintain status in either blue or green performance levels for each group per the corresponding 5x5 Color Table for the Graduation Rate Indicator.</p> <p>"Yellow" 2016-2017 result: Meet or exceed targets for the "Increased" change column from 2017 results. Target growth for Graduation Rate will be an increase of 1.0% to 5.0%.</p> <p>"Orange" 2016-2017 result: Meet targets for the "Increased" change column from 2017 results. Target growth for Graduation Rate will be an increase of 1.0% to 5.0%.</p> <p>"Red" 2016-2017 result: Meet targets for the "Increased Significantly" change column from 2017 results. Target growth for Graduation Rate will be an increase of 5.0% or more.</p> <p>CDE DataQuest Graduation Rate: Increase a minimum of 1% for all students and equitably reported student groups from 2016-2017 data. Increase graduation rate by a minimum of 5.0% for EL and SWD student groups from 2016-2017 data.</p>	California School Dashboard - Graduation Rate Indicator (Color (%)- Stautus - Level - Change) All Students (ALL) 80.5 % Rate 41 students, 9.9% increase, Green All Students 70.6% African American 100% English Learners 75% Hispanic 75% Homeless 66.7% Socioeconomically Disadvantaged 70% Students with Disabilities 50%

<b>Metric/Indicator</b>	<b>Expected Outcomes</b>	<b>Actual Outcomes</b>
UC and/or CSU Entrance Requirement Completion Rate All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED)	Increase overall and subgroup UC and/or CSU Entrance Requirement Completion Rate by 3% from 2016-2017 levels. Increase EL, Hispanic, and African American UC and/or CSU Entrance Requirement Completion Rates by 4% from 2016-2017 levels.	UC and/or CSU Entrance Requirement Completion Rate All Students (ALL) 10% English Learners (EL) 0% Hispanic (Hisp) 0% African American (AA) 0% Socioeconomically Disadvantaged (SED) 0%
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)	Increase overall and student group percentages of students passing one or more AP exam (score of 3 or higher) from 2018 percentage by 2%. Increase African American student group results by 5% from 2017 levels.	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) 3 test takers, taking 6 tests, 50% 3 or higher English Learners (EL) 0% Hispanic (Hisp) 33.3% African American (AA) 0% Socioeconomically Disadvantaged (SED) 0%
College and Career Indicator (CCI) All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED)	New Indicator - Baseline Results	College and Career Indicator (CCI) (Color (%)- Status - Level - Change) All Students (ALL) 38 students, 15.8% prepared, Increased 9.1% English Learners (EL) 2 students, 0 prepared Hispanic (Hisp) 27 students, 7.4% prepared, 7.4 increase African American (AA) 3 students, 0% prepared Socioeconomically Disadvantaged (SED) 3 students, 0% prepared

## Strategies/Activities for Goal 1

<b>Planned Actions/Services</b>	<b>Actual Actions/Services</b>	<b>Proposed Expenditures</b>	<b>Estimated Actual Expenditures</b>
Teachers will take one course and ensure this course contains effective support for Standards by providing extended thinking opportunities (Writing, Project, Pre-Test, Post-Test)	Each teacher has reviewed their online content area courses. They have evaluated the standards and found all appropriate for continued use.	Substitute teacher to cover teacher. 1000-1999: Certificated Personnel Salaries Title I 774  Teacher extra duty time to attend staff development opportunities 1000-1999: Certificated Personnel Salaries Title I	Substitute teacher to cover teacher. 1000-1999: Certificated Personnel Salaries Title I 774  Teacher extra duty time to attend staff development opportunities 1000-1999: Certificated Personnel Salaries Title I

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		3365	3365
		Substitute teacher to cover teacher. 3000-3999: Employee Benefits Title I 170	Substitute teacher to cover teacher. 1000-1999: Certificated Personnel Salaries Title I 170
Diagnostic math and reading assessment for all incoming students to measure growth of student grade level skills over the course of a year.	MAP Growth measured what students know and informs what they're ready to learn next. By dynamically adjusting to each student's responses, MAP Growth creates a personalized assessment experience that accurately measures performance. Timely, easy-to-use reports help teachers teach, students learn, and administrators lead. Assessment was used pinpoint the instructional areas your students are ready to tackle—whether they're on, above, or below grade level.	Students will have personalized support in math and reading after taking a diagnostic assessment in both academic areas. MAP Growth is accurate and reliable data on which students need more help so they can support them with timely interventions. MAP Growth to support intervention programs that make a difference. This tests begin with a question appropriate for the student's grade level, then dynamically adapt throughout the test in response to student performance. This progressive refinement allows it to challenge top performers without overwhelming students whose skills are below grade level. 0001-0999: Unrestricted: Locally Defined LCFF 5038	NWEA Map Growth 0001-0999: Unrestricted: Locally Defined LCFF 6000
Provide students "Why Try" sessions during the school day to support their SELs and Academic advancements toward graduation.	The WhyTry Program at DLA provided flexible lesson plan that allows us to effectively teach program concepts in a ten-minute solution-focused therapy session or in an hour-long class. The program has been used in open and closed groups; it's been	The WhyTry Program utilizes a flexible lesson plan that allows you to effectively teach program concepts in a ten-minute solution-focused therapy session or in an hour-long class. The program has been used in open and closed	Why Try and Counseling 0001-0999: Unrestricted: Locally Defined Title I 7698

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	incorporated into the daily lesson repertoire and supported by a behavioral specialist.	groups; it's been incorporated into the daily lesson repertoire of teachers and as a ready-made toolkit in school counselors' offices. The program fits into all three tiers of the RTI model, but is used primarily for Tiers 2 and 3. 0001-0999: Unrestricted: Locally Defined Title I 6000	
Increase academic options for students including College level courses (e Dynamic learning, vidcode, ALEKS) for students in High School wanting another option to AP or Dual enrollment.	DLA provide extra online curriculum for students looking to find a dynamic learning experience. This year we added Vidcode for coding, My access for writing support, and high school SAT, AP exams, and AP courses.	Students who are most successful with dual courses are usually highly motivated and have the ability to adapt their schedule to meet the expectations of the college course. If you are already overbooked with studying, sports, and activities, adding a college course probably isn't a good idea. If it works for you, fine, but if not, enjoy high school and do the best you can. 0001-0999: Unrestricted: Locally Defined LCFF 5250	VidCode 0001-0999: Unrestricted: Locally Defined LCFF 5220
		Students who are most successful with dual courses are usually highly motivated and have the ability to adapt their schedule to meet the expectations of the college course. If you are already overbooked with studying, sports, and activities, adding a college course probably isn't a good idea. If it works for you, fine, but if not, enjoy high school and do the best you can.	AP and College courses 0001-0999: Unrestricted: Locally Defined LCFF 1200

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		5000-5999: Services And Other Operating Expenditures Title I 1000	
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	My Access Writing development program was used by elementary and middle school program.	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 None Specified 3708	My Access 5000-5999: Services And Other Operating Expenditures None Specified 3708
Students have two methods to support the ongoing mastery over content standards in math. Students can attend the on-campus session to support progress during the course. Students are allowed to retake quizzes and tests to improve their scores and display mastery over multiple trails. ALEKS uses research-based artificial intelligence to determine precisely what each student knows, doesn't know and is most ready to learn in a given course. ALEKS interacts with students like a personal tutor, helping them study more effectively and efficiently by delivering	Provide students that have not passed or displayed mastery over the content standards to use ALEKS to fill in the learning gaps for students that have not yet mastered the content at 70% level.	The research behind ALEKS is briefly discussed in non-technical terms in "The Assessment of Knowledge in Theory and in Practice" 5000-5999: Services And Other Operating Expenditures Title I 5400	ALEKS 5000-5999: Services And Other Operating Expenditures Title I 5400



Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
the exact instruction they need, right when they need it. The ability to assist students at all levels using real-time feedback and inherent motivators has resulted in significant improvements in retention, success and confidence. While the hallmark of ALEKS was its data-driven computational excellence, this new level of research on student behavior and archetypes will allow the learning system to focus more on conceptual learning and increase student motivation and persistence.			

## Analysis

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

The Desert Learning Academy provides students with an educational setting that supports student learning and the goal stated by researching the best online options for student to have a deep rigorous learning experience that is approved by all agencies for online use and to transfer to the next level of education.

High school allows time during the day for students to work directly with content teachers to support their understanding of content. Teachers work with district content professionals to ensure content is equivalent to the class-based instruction.

As part of our middle school program, students have access to individualized instruction on Tuesdays and Thursdays with their content teacher who can understand and support gaps in their instruction. These appointment sessions are scheduled by the teacher and the parent to support the progress of students based on the performance of assigned work.

Our elementary intervention program provides opportunities for students who are struggling to have access to their teachers during in-class situations as they work on core content.

Our Rebound program teacher trained in Why Try. The WhyTry Program utilizes a flexible lesson plan that allows us to effectively teach program concepts in a ten-minute solution-focused therapy session. The program fits into all three tiers of the RTI model but is used primarily for Tiers 2 and 3.

DLA also implemented the My Access which supported student writing. We launched the use of the product in grades 4-12. Our teachers received wonderful training from the organization. The many writing topics offer a variety of genres and levels of writing that students can use to explore their responses on many interesting topics.

We also included educational elective options from eDynamic Learning through Edgenuity. These provide students a possibility to have CTE experiences in an online school. We include enough to provide three CTE pathways for students Mental Health, Business, and Computer programming.

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.

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 intended support plans were provided to students. The costs changes limited the amount of Professional Development the site could provide. The focus on Math leads us to include ALEKS adaptive math program as an intervention for students that could not complete the math course at the current academic level. These changes in funding were made by the changes to the PD and online course budgets.

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.

DLA use of online programs that are intended to offer opportunities for structured choices and organizational experiences. The inclusion of ALEKS is to continue the support for MATH and provide master on standards were students have displayed gaps in their understanding. The open-response questioning to identify precisely what each student knows and doesn't know. Through truly individualized learning and assessment. The dashboard reflects that math continues to be a need and this program aids students with their understanding. All other items were provided as presented.

# Annual Review and Update

## SPSA Year Reviewed: 2017-18

### Goal 2

Increase parent involvement by providing Spanish translation services.

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Student Attendance Rates All Students (ALL)	Improve overall and each student group attendance rates from 2016-2017 rates by 1% or maintain 95% attendance rate.	Student Attendance Rates All Students (ALL) - Orange, 33% total, decreased 12%,
Chronic Absenteeism Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	Establish baseline California School Dashboard Performance Level for each student group from 2016-2017 data upon CDE release in 2017-2018.	Chronic Absenteeism Rates (Color - Status - Level Change) All Students (ALL) (Orange, very Low, 12% drop) English Learner (EL) Hispanic (Hisp) (Orange, very low, 9.8% drop) African American (AA) Socioeconomically Disadvantaged (SED) (Orange, very low, 7% drop) Students with Disabilities (SWD)
Family School Connectedness via Panorama Family Climate Survey All Students (ALL) Elementary School Students (ES) Secondary School Students English Learner (EL) Hispanic (Hisp) African American (AA)	Baseline for family connectedness will be determined using the Sense of Belonging (School Connectedness) measure of the district's family climate survey via the Panorama Education system.	Family School Connectedness via Panorama Family Climate Survey Baseline Results: All Students (ALL) 71%, 8 point drop Elementary School Students (ES) 72%, 9 point drop Secondary School Students 69%, 2 point drop English Learner (EL) 55% Hispanic (Hisp) 65% African American (AA) 70%
High School 4-Year Dropout Rate All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED)	Decrease overall and student group four-year cohort high school dropout rates by 1% from 2016-2017. Decrease EL and SWD subgroup rates by 2% from 2016-2017 data.	High School 4-Year Dropout Rate All Students (ALL) 19.5% Cohort Socioeconomically Disadvantaged (SED) 22%

### Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Educate parents on how to understand graduation	Provide parent meetings once each month. Hosted	Translation for	Parent Meetings

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
requirements and credit evaluation to ensure student success. Enlighten parents on post high school college planning and career options including University eligibility, Community College, Trade School, Apprenticeships and Military options.	student of the month light snacks and water to ensure some parents would come. Innovation night host parents, community members, and students outside of the school day.	"Conversations with the Principal" and other parent meetings.  4000-4999: Books And Supplies Title I Part A: Parent Involvement 600  Parent Class supplies 4000-4999: Books And Supplies Title I Part A: Parent Involvement 77	0001-0999: Unrestricted: Locally Defined Title I Part A: Parent Involvement 600  Parent Class supplies 4000-4999: Books And Supplies Title I Part A: Parent Involvement 77
Recognize students for their academic timeliness (attendance) on a monthly basis.	Hosted student on the month breakfast and student awards at end of the year.	Award academic behaviors. 0000: Unrestricted None Specified 500  Certificates None Specified None Specified 100	academic awards 0000: Unrestricted None Specified 500  Certificates None Specified None Specified 160
Parent Liaison for academic progress	Outreached has helped students meeting their expected outcomes thus far.	Pay extra duty for one clerk one hour a day to communicate academic timelines to parents. 2000-2999: Classified Personnel Salaries Title I 11000  2000-2999: Classified Personnel Salaries Title I 1500	Pay extra duty for one clerk one hour a day to communicate academic timelines to parents. 2000-2999: Classified Personnel Salaries Title I 11000  2000-2999: Classified Personnel Salaries Title I 1500

## Analysis

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

The panoramic survey to provide schools a clear understanding of social-emotional learning results being provided by the school. Based on the parent results, all areas have increased at least 2 percentage points, with knowledge and fairness of discipline, rules, and norms reported an 8 percentage point increase. The LCAP section identifies that parents reporting would like some type of organization that they can build a better understanding of the school and support that can be provided. 86% of the 66 reporting parents respond favorably to the organization of the school. Increasing the security personnel and security cameras are key needs with the reporting parents.

167 Student reported that the sense of belonging is in need of improvement. As an independent study program, the link to school is going to be low. Many of our student report that when they come into the program they have social-emotional issues. Student report that they have responded 48% favorably in making a connection to other students.

Self-efficacy was identified by the school as a need for student and the action as follows were taken as outlined in this plan. We are building upon student successes. The old adage: 'Nothing breeds success like success.' That is why DL have included Student of the month breakfasts to help students improve their self-efficacy. Also using a regular practice of goal-setting and goal-monitoring lets students see the larger process of learning, rather than merely the obstacles and outcomes and communicate that to parents.

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

As part of making the connection to parents, we increased the budget of food so parents would be more willing to come to the campus. This added 85 dollars to the budget and helped educate parents about the program. All items were completed and the majority of the budget expenses came from site-based funds. Translation services were provided as needs by site personnel and district professionals. These costs were included in the budget.

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.

Research shows that chronic absenteeism in schools is a primary cause of low academic achievement and a powerful predictor of which students are at a higher risk for dropping out. This is even more evident with Independent Study students due to the link between school work and attendance. DLA is making systematic changes to the school course completion expectations and communication to the parents to relay the expectations will change the needs and funds provided for this action. This indicator we are raising awareness of school personnel, parents, guardians, caregivers, community partners, and local businesses of the effects of chronic absence and truancy.

# Annual Review and Update

## SPSA Year Reviewed: 2017-18

### Goal 3

Provide students with a clean, healthy, physically and emotionally safe learning environment.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Suspension Rates: All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	<p>"Blue" or "Green" 2016-2017 result: Maintain status in either blue or green performance levels for each group per the corresponding 5x5 Color Table for the Suspension Rate Indicator.</p> <p>"Yellow" 2016-2017 result: Meet or exceed targets for the "Declined" change column. Target growth for Suspension Rate will be a decrease of 0.3% to 2.0%.</p> <p>"Orange" 2016-2017 result: Meet targets for the "Declined" change column. Target growth for Suspension Rate will be a decrease of 0.3% to 2.0%.</p> <p>"Red" 2016-2017 result: Meet targets for the "Declined Significantly" change column. Target growth for Suspension Rate will be a decrease of 2.0% or more.</p>	Suspension Rates: (Color (%)- Status - Level - Change) All Students (ALL) 0.7%, Blue, High, 2.6% reduced African American (AA) 6.3% suspended, Orange, 1% increase Hispanic 0.4%, Blue, Declined 2% Students with Disabilities (SWD) 3.6% suspended, Orange, 1.5 increase Socioeconomically Disadvantaged- 0.9% suspended, Blue, 3.4% declined
Expulsion Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	<b>Expulsion Rate Targets</b> ALL: maintain under 0.5% EL: maintain under 0.5% Hisp: maintain under 0.5% AA: decline to under 0.5% SED: maintain under 0.5% SWD: decline to under 0.5%	<b>Expulsion Rates</b> All Students (ALL) 0% English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)
Panorama Survey - School Connectedness All students EL AA Hisp SED	Baseline data will be collected and reported for school connectedness and growth targets will be set	Panorama Survey - School Connectedness Baseline Data: All Students (ALL) 71%, 8 point drop Elementary School Students (ES) 72%, 9 point drop Secondary School Students 69%, 2 point drop English Learner (EL) 55% Hispanic (Hisp) 65% African American (AA) 70%

Metric/Indicator	Expected Outcomes	Actual Outcomes
Panorama Survey - School Safety All students: EL AA Hisp SED	Baseline data will be collected and reported for school safety and growth targets will be set.	Panorama Survey - School Safety Baseline Data: All students: 85% EL: 77% AA: 91% Hisp: 84% SED: 91%
Williams Facilities Inspection Results	Maintain 100% Williams Facilities Compliance - Met	Williams Facilities Inspection Results - Met

### Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
The percentage of students surveyed who state they have a clean, healthy, physically and emotionally safe learning environment will increase 10% over last years program.	Online Survey displays that students like the DLA programs and feel welcomed by the staff and faculty. We maintain a 87% rating and far exceed the national average of 75%.	Student will take in house surveys to support the changes in the specific needs for SELs. 0000: Unrestricted None Specified 0.00	0
Communicate bullying prevention strategies in individualized sessions with lead teachers.	We have hosted many on site training on the factors that influence the emotional stability of our students. These are used in part for the mentor-ship meetings held on a weekly biases	Students/ parents will report acts of bullying on the Sprigeo 0000: Unrestricted None Specified 0.00	0
Student and visitor identification system to support safety for egress and ingress.	Raptor maintains an effective on campus tracker. 100% of all students and visitors use the system.	The site will have a system to direct all visitors/ students to through the office and identify those visitors egress and ingress. 0000: Unrestricted None Specified 0.00	0
Provide Students with Mental Health sessions weekly that relate to Anxiety and depression.	These session were supportive of students social emotional needs and as a site we would like to increase service if possible.	PSUSD Mental health services will be provided in group sessions to students suffering from Anxiety and academic performance issues. These session we be held weekly to support the development of students SELs.	PSUSD Mental health services will be provided in group sessions to students suffering from Anxiety and academic performance issues. These session we be held weekly to support the development of students SELs.



**Planned  
Actions/Services**

**Actual  
Actions/Services**

**Proposed  
Expenditures**

**Estimated Actual  
Expenditures**

1000-1999: Certificated  
Personnel Salaries  
Title I  
7114

1000-1999: Certificated  
Personnel Salaries  
Title I  
7000

## Analysis

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

Desert Learning Academy uses the Panaoramic survey, student survey, and orientation to data for analysis of students' social-emotional needs. During this year out plan was to ensure all student signed into the Raptor system to account for their on-campus time. Costs for Raptor were covered by the district. Parents also use the system to evaluate any safety threats.

Desert Learning Academy follows district guidelines for student behavior to ensure that students are not victimized by hateful speech. The school performs regular fire, active shooter, duck and cover and earthquake drills yearly. Student and parents also use Spriego to report any issues of bullying or other reports to the site. This system cost is covered by the district. The school has counselors on site for immediate student assistance as well as referral for one on one sessions for support.

Desert Learning Academy uses Common Sense media to provide instruction for online safety. District software controls student access to technology, therefore, restricting access to unsafe websites. The school performs regular fire, active shooter, duck and cover and earthquake drills yearly.

Both of our online curriculum programs, Edgenuity and Canvas, have a component to allow parents to actively monitor their child's engagement with the coursework. Parents are made aware of this at registration and at various points when they speak with teachers, administration or the counselor.

Student success and struggles are seen and address as soon as they diagnosed. With our open door policy and the collaborative nature of our staff, we are able to address student issues almost in real time. The staff is made aware of student needs when they arise and they work to support and monitor those students, adding additional supports when the need is determined. Teachers, the guidance coordinator and the principal talk constantly regarding students and student need. There are many formal conversations but even more informal classroom conversations or office meetings in the staff room as needed.

Online Survey displays that students like the DLA programs and feel welcomed by the staff and faculty. We maintain an 87% rating and far exceed the national average of 75%.

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

All the intended as part of our goal budgeted were completed as presented. The therapy sessions presented were budgeted a little higher than actual expenditures. This savings of \$114 went to supporting parents with translation services and awards to students.

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 actions for this goal will remain the same including student safety (Raptor and Sriegio) and Mental Health (group sessions). The budgeting information will remain the same for mental health and all other items are at no cost to the site.

# Goals, Strategies, & Proposed Expenditures

## Goal 1

Increase Academic Achievement

### Goal Statement

Desert Learning Academy will review annually the online program to ensure parity with the traditional school courses and content. By June 2020 DLA will increase on time course completion (decreasing chronic absenteeism) by 4% and increase Summative math scores by the same 4%. By June

### LCAP Goal

All students will graduate high school prepared with the academic and technical skills necessary for college and career readiness.

### Identified Need

Students will be able to complete 96% of their assigned courses on time. This indicator is linked to graduation and chronic absenteeism where the site graduation data reports 80.5% complete with a 9% growth in the last year and chronic absenteeism decreased by 12%. The site is looking to systematize course sessions. This is a no-cost change that provides student one course at a time. This also includes specific instruction to students in need. The site can change the teaching schedule to fit the need.

Math continues to be a focus for students with the student average in all grades are 108 points below standard. Site-based data displays full-time students have mastery over standards at a 72% rate on two trails.

English Language Art indicator results are 14.3 points below standard and students in the socioeconomically disadvantaged group are 25.2 points below standard. Site-based data displays full-time students have mastery over standards at a 91% rate on two trails.

### Expected Annual Measurable Outcomes

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)	California School Dashboard - Academic Indicator for English Language Arts (Color(DFM) - Status - Level - Change) All Students (Yellow(-14.3) - Low - Incr. Sig.- 40.4 ) English Learners (EL) (none) Hispanic (Yellow- Low- Incr. Sig.- 46.5) African American (AA) (none) Socioeconomically Disadvantaged (SED) Yellow(-25.2) - Low -Incr. Sig.- 41.3 Students with Disabilities (None)	California School Dashboard - Academic Indicator for English Language Arts All Students (ALL) See Significant increases in all sub group (4% growth) English Learners (EL) No Color (Less than 11 students) Hispanic (Hisp) No Color (-27.3) Increased +46.5 African American (AA) No Color (Less than 11 students) Socioeconomically Disadvantaged (SED) Yellow(-25.2)- Low, Increased Significantly, +43.1 Students with Disabilities (SWD) No Color (Less than 11 students)
California School Dashboard - Academic Indicator for Mathematics All Students (ALL)	California School Dashboard - Academic Indicator for Mathematics	California School Dashboard - Academic Indicator for Mathematics

Metric/Indicator	Baseline	Expected Outcome
English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	(Color (DFM)- Status - Level - Change) All Students (Orange-(-102.7) Increased, Very Low - 11.1) English Learners (EL) None Hispanic (None - Incr Sig -34.7) African American (AA) None Socioeconomically Disadvantaged (SED) Orange(-108.2), Very Low, Incr Sig, 18.7 Students with Disabilities (SWD) None	All Students (ALL) Orange (-102.7) Low, Increased Significantly +11.1 English Learners (EL) No Color (Less than 11 students) Hispanic (Hisp) No Color, Low, (-107.1), increased Significantly, +34.7 African American (AA) No Color (Less than 11 students) Socioeconomically Disadvantaged (SED) Orange - (-108.2) Low, Increased Significantly, +18.2 Students with Disabilities (SWD) No Color (Less than 11 students)
California School Dashboard - English Learner Progress Indicator (ELPI)	California School Dashboard - English Learner Progress Indicator Baseline Results: 21 students tested Level 4: 5 Level 3: 11 Level 2: 4 Level 1: 1 Oral Language Level 4: 8 Level 3: 9 Level 2: 4 Level 1: 1 Written Language Level 4: 5 Level 3: 8 Level 2: 6 Level 1: 2 Listening- Well developed: 8 Somewhat/ Moderately: 11 Beginning: 2 Speaking- Well developed: 15 Somewhat/ Moderately: 5 Beginning: 1 Reading- Well developed: 8 Somewhat/ Moderately: 8 Beginning: 5 Writing- Well developed: 1 Somewhat/ Moderately: 18 Beginning: 2	California School Dashboard - English Learner Progress Indicator (ELPI)ELPAC Baseline Results: Well Developed Level 4 - indicator below 11students Moderately Developed Level 3 - indicator below 11 students Somewhat Developed Level 2 - indicator below 11 students Beginning Stage - indicator below 11 students *Goals set following 2nd year of ELPAC results
English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate	English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate 7%	English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate Reclassification Rate - 9%

<b>Metric/Indicator</b>	<b>Baseline</b>	<b>Expected Outcome</b>
3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results. All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results. All Students (ALL) - ELA - 16.5% met or exceeded standards	3rd Grade Smarter Balanced Assessment Consortium English All Students (ALL) See Significant increases in all sub group (4% growth) All Students ) All Students (ALL) ELA - 20.5% met or exceeded standards
3rd Grade Map Growth Assessment Fall Winter Spring All Students (ALL)	Grade 3 Test takers: 3/ Test RIT 10 Point Range 151-160 RIT Score average: 155. 1.0 years Language Usage: Writing: Plan, Organize, Develop, Revise, Research 155, 1.0 years Language Usage: Language: Understand, Edit for Grammar, Usage 155, 1.0 years Language Usage: Language: Understand, Edit Mechanics 155, 1.0 years	3rd Grade Display a 1.2 year growth ratio for all students (ALL)
Williams Textbook/Materials Compliance	Williams Textbook/Materials Compliance 100%	Williams Textbook/Materials Compliance (maintain)
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 (Color (DFM)- Status - Level - Change) All Students All Students (ALL) Orange-(-102.7) Increased, Very Low - 11.1) English Learners (EL) No Color, - Hispanic (Hisp) No Color, - African American (AA) No Color, - Socioeconomically Disadvantaged (SED) No Color, - Students with Disabilities (SWD) No Color, -	8th Grade Smarter Balanced Assessment Consortium Mathematics (SBAC Math) Results. All Students (ALL) See Significant increases in all sub group (4% growth) 13% All Students (ALL) Increase 4% in raw scores and students achievement of student exceeding standard and Met standards
8th Grade Map Growth Assessment Fall Winter Spring All Students (ALL)	8th Grade Test takers: 21/ Test RIT 10 Point Range Projected Growth 2.5 School Conditional Growth Index - 0.26 School Conditional Growth Percentile 40 All students 2.3 years growth in 1.0 years Baseline Mean RIT 219.3 Norm/Grade Level Mean RIT 230.4	8th Grade Display a 1.2 year growth ratio for all students Projected Growth 2.5 Maintain School Conditional Growth Index - 0.12 School Conditional Growth Percentile 55 All students 2.3 years growth in 1.0 years Baseline Mean RIT 223.3 Norm Grade Level Mean RIT 230.4

<b>Metric/Indicator</b>	<b>Baseline</b>	<b>Expected Outcome</b>
California School Dashboard - Graduation Rate Indicator All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	California School Dashboard - Graduation Rate Indicator (Color (%)- Status - Level - Change) All Students (ALL) 80.5 % Rate 41 students, 9.9% increase, Green All Students 70.6% African American 100% English Learners 75% Hispanic 75% Homeless 66.7% Socioeconomically Disadvantaged 70% Students with Disabilities 50%	California School Dashboard - Graduation Rate Indicator 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. Students with Disabilities (SWD)- Increase 5% annually until meeting district average.
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/ Baseline All Students (ALL) 10% English Learners (EL) 0% Hispanic (Hisp) 12% African American (AA) 0% Socioeconomically Disadvantaged (SED) 0%	UC and/or CSU Entrance Requirement Completion Rate All Students (ALL)- Increase 5% annually until meeting district average. English Learners (EL)- Increase 5% annually until meeting district average. Hispanic (Hisp)- Increase 5% annually until meeting district average. African American (AA)- Increase 5% annually until meeting district average. Socioeconomically Disadvantaged (SED)- Increase 5% annually until meeting district average.
Advanced Placement (AP) Test Results Reported as percent of students passing one or more AP exam with a score of 3 or higher. All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED)	Advanced Placement (AP) Test Results Reported as percent of students passing one or more AP exam with a score of 3 or higher. All Students (ALL) 3 test takers, taking 6 tests, 50% 3 or higher English Learners (EL) 0% Hispanic (Hisp) 33.3% African American (AA) 0% Socioeconomically Disadvantaged (SED) 0%	Advanced Placement (AP) Test Results Reported as percent of students passing one or more AP exam with a score of 3 or higher. All Students (ALL)- Increase 5% annually until meeting district average. English Learners (EL)- Increase 5% annually until meeting district average. Hispanic (Hisp)- Increase 5% annually until meeting district average. African American (AA)- Increase 5% annually until meeting district average. Socioeconomically Disadvantaged (SED)- Increase 5% annually until meeting district average.

Metric/Indicator	Baseline	Expected Outcome
College and Career Indicator (CCI) All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED)	College and Career Indicator (CCI) (Color (%)- Status - Level - Change) All Students (ALL) 38 students, 15.8% prepared, Increased 9.1% English Learners (EL) 2 students, 0% prepared Hispanic (Hisp) 27 students, 7.4% prepared, 7.4 increase African American (AA) 3 students, 0% prepared Socioeconomically Disadvantaged (SED) 3 students, 0% prepared	College and Career Indicator (CCI) (Color(%) - Status - Level - Change) 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.

## Planned Strategies/Activities

### Strategy/Activity 1

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.

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

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

### Timeline

July 1, 2019-June 30, 2020

### Person(s) Responsible

Administration Teachers, support staff, students, and parents

### Proposed Expenditures for this Strategy/Activity

Amount	7443
Source	LCFF
Budget Reference	4000-4999: Books And Supplies

## Description

DLA will include the MAP Growth measures to ensure students progress and growth in their particular grade and standards. This system supports the identification of what content, targets, and standards the student are most likely to be ready to learn next. In our elementary program, the MAP assessment creates a pathway for students to fill in the ready to learn gaps in performance. The timely, easy-to-use reports help teachers teach, students learn, and administrators lead. This online assessment system reveals how much growth has occurred between testing events and when combined with our norms, shows projected proficiency. In our Middle and High School programs the Map Growth test aids in the diagnoses of interventions required to support the course completion and achievement of standards. NWEA, (2018). Ohio District Uses MAP Growth in High School to Drive Systemic Change, Case study. Taylor, M. (2018).NWEA MAP Reading Scores in Grades 1 to 3. Online Submission.

## 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, 2019-June 30, 2020

## Person(s) Responsible

Administration,  
Teachers, support staff

## Proposed Expenditures for this Strategy/Activity

Amount	5400
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
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 ICCEL 2018 13th International Conference on e-Learning (p. 336). Academic Conferences and publishing limited.

## Strategy/Activity 3

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.

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

- ☒ All
- ☒ Specific Student Groups:  
High School and Middle School Students

### Timeline

July 1, 2019-June 30, 2020

### Person(s) Responsible

Administration, Teachers, support staff

### Proposed Expenditures for this Strategy/Activity

Amount	2915
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Provide students with electives that they find interesting and relevant to their success. DLA will buy online curriculum to support CTE and electives. Rosen, R., Visser, M., & Beal, K. (2018). Career and Technical Education: Current Policy, Prominent Programs, and Evidence. MDRC.

### Strategy/Activity 4

Increase academic options for students including College level courses

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

- ☒ All

### Timeline

July 1, 2019-June 30, 2020

### Person(s) Responsible

Administration, Teachers, support staff

### Proposed Expenditures for this Strategy/Activity

Amount	3246
Source	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	DLA will provide students in all grades access to elective art classes with a community artist. Students will attend once a week for an hour based on grade level (High, Middle, and Elementary schools. The community artist provides 20 sessions during the year in multi-media to support student understanding of art and art concepts. No credit is awarded for these opportunities



## 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
- ☒ Specific Student Groups:
  - Middle and Elementary groups

## Timeline

July 1, 2019-June 30, 2020

## Person(s) Responsible

Administration, Teachers, support staff

## Proposed Expenditures for this Strategy/Activity

Amount	3244
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.

# 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 panoramic survey. By June 2020, 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 ensure all students are actively engaged in learning and connected in meaningful ways to their school community.

### 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.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Student Attendance Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	Student Attendance Rates All Students (ALL) - 88% of full time DLA students.	Student Attendance Rates All Students (ALL) - met district average 91.5%
Chronic Absenteeism Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	Chronic Absenteeism Rates (Color - Status - Level Change) All Students (ALL) (Orange, very Low, 12% drop) English Learner (EL) Hispanic (Hisp) (Orange, very low, 9.8% drop) African American (AA) no data Socioeconomically Disadvantaged (SED) (Orange, very low, 7% drop) Students with Disabilities (SWD) no data	Chronic Absenteeism Rates Decrease Chronic absenteeism rate by 5% annual until we meet or decrease district average. All Students (ALL) 8% decrease in uncompleted work as assigned. Hispanic (Hisp) 3% Socioeconomically Disadvantaged (SED) 2%
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)	Family School Connectedness via Panorama Family Climate Survey Baseline Results: All Students (ALL) 71%, 8 point drop Elementary School Students (ES) 72%, 9 point drop	Family School Connectedness via Panorama Family Climate Survey Baseline Results: Maintain status All Students (ALL) 71%, 8 point drop Elementary School Students (ES) 72%, 9 point drop

Metric/Indicator	Baseline	Expected Outcome
Hispanic (Hisp) African American (AA)	Secondary School Students 69%, 2 point drop English Learner (EL) 55% Hispanic (Hisp) 65% African American (AA) 70%	Secondary School Students 69%, 2 point drop English Learner (EL) 55% Hispanic (Hisp) 65% African American (AA) 70%
High School 4-Year Dropout Rate All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED)	High School 4-Year Dropout Rate All Students (ALL) 19.5% Cohort Socioeconomically Disadvantaged (SED) 22%	High School 4-Year Dropout Rate Decrease Chronic absenteeism rate by 5% annual until we meet or exceed district average. All Students (ALL) 19.5% Cohort Socioeconomically Disadvantaged (SED) 22%

## 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, 2019-June30, 2020

### Person(s) Responsible

Translators for meetings, counselors, staff and administration.

### Proposed Expenditures for this Strategy/Activity

Amount	677
Source	Title I Part A: Parent Involvement
Budget Reference	4000-4999: Books And Supplies
Description	Water and light snacks for Meetings
Amount	77
Source	Title I
Budget Reference	4000-4999: Books And Supplies

**Description**

Parent University, orientation and ongoing meetings on academic performance of their student

**Strategy/Activity 2**

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.

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

☒ All

**Timeline**

Ongoing

**Person(s) Responsible**

Counselor, staff, and administration.

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	1200
<b>Source</b>	Title I
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Translators for Meetings
<b>Amount</b>	500
<b>Source</b>	Title I
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Notebooks and office supplies for parents during meetings.

**Strategy/Activity 3**

DLA will share goals and expectations openly with parents, and ask them to do the same and also connect with parents in-person as much as possible through a parent liaison.

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

☒ All

**Timeline**

July 1, 2019-June 30, 2020

**Person(s) Responsible**

Counselors, teachers, staff, and administration.

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	11000
<b>Source</b>	Title I

<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Pay extra duty for one clerk one hour a day to communicate academic timelines to parents.
<b>Amount</b>	1500
<b>Source</b>	Title I
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Benefits for employees time

# 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 2020, 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 will provide students with a clean, healthy, physically and emotionally safe learning environments.

### Identified Need

DLA has many students that choose to start the independent study program because they have social-emotional issues (anxiety/depression). 76% of the students polled asked to have some on-campus support for students with social-emotional issues.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Suspension Rates: All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	Suspension Rates: (Color (%)- Status - Level - Change) All Students (ALL) 0.7%, Blue, High, 2.6% reduced African American (AA) 6.3% suspended, Orange, 1% increase Hispanic 0.4%, Blue, Declined 2% Students with Disabilities (SWD) 3.6% suspended, Orange, 1.5 increase Socioeconomically Disadvantaged- 0.9% suspended, Blue, 3.4% declined	Suspension Rates: (Color (%)- Status - Level - Change) All Students (ALL) Maintain English Learner (EL) Maintain Hispanic (Hisp) Maintain African American (AA) decrease by 1% Socioeconomically Disadvantaged (SED) Maintain Students with Disabilities (SWD) decrease by 1%
Expulsion Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	Expulsion Rates All Students (ALL) 0% English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	Expulsion Rates All Students (ALL) - Maintain English Learner (EL) Maintain Hispanic (Hisp) Maintain African American (AA) Maintain Socioeconomically Disadvantaged (SED) Maintain Students with Disabilities (SWD) Maintain
Panorama Survey - School Connectedness All students EL AA Hisp	Panorama Survey - School Connectedness Baseline Data: All Students (ALL) 71%, 8 point drop Elementary School Students (ES) 72%, 9 point drop	Panorama Survey - School Connectedness All students Maintain EL Maintain AA Maintain Hisp Maintain

Metric/Indicator	Baseline	Expected Outcome
SED	Secondary School Students 69%, 2 point drop English Learner (EL) 55% Hispanic (Hisp) 65% African American (AA) 70%	SED Maintain
Panorama Survey - School Safety All students: EL AA Hisp SED	Panorama Survey - School Safety Baseline Data: All students: 85% EL: 77% AA: 91% Hisp: 84% SED: 91%	Panorama Survey - School Safety All students: EL increase to school average of 85%. AA Maintain Hisp Maintain SED Maintain
Williams Facilities Inspection Results	Williams Facilities Inspection Results 0%	Williams Facilities Inspection Results Maintain

## 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

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

### Timeline

July 1, 2019-June 30, 2020

### Person(s) Responsible

Administration, staff, and therapist

### Proposed Expenditures for this Strategy/Activity

Amount	7000
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	DLA will provide an hour session once weekly that will support the social emotional issues of high school students, focusing on anxiety/depression.

<b>Amount</b>	500
<b>Source</b>	LCFF
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	In order to maintain a low suspension rate DLA will provide our rebound program Counseling services and " Why Try " sessions. These sessions are to support the link to learning for students that have been placed at DLA for a second chance at learning.

## 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, 2019 -June 30, 2020

### Person(s) Responsible

Administration, Staff

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	0.00
<b>Source</b>	None Specified
<b>Budget Reference</b>	0000: Unrestricted
<b>Description</b>	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, 2018-June 30, 2019

### Person(s) Responsible

Administration, Staff, Parents and students

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	0.00
<b>Source</b>	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, 2019 - June 30, 2020	Support the integration of technology into instruction for both staff and students	11,965	Title II

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)

School Goal #3: Maintain Healthy and Safe Learning Environment				
Actions to be Taken to Reach This Goal  Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development	Start Date Completion Date	Proposed Expenditure	Estimated Cost	Funding Source (itemize for each source)

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 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	\$33,513
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$44,702.00

## Allocations by Funding Source

Funding Source	Amount	Balance
Title I	32,836	0.00
Title I Part A: Parent Involvement	677	0.00
LCFF	11,189	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	\$32,836.00
Title I Part A: Parent Involvement	\$677.00

Subtotal of additional federal funds included for this school: \$33,513.00

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	\$11,189.00
None Specified	\$0.00

Subtotal of state or local funds included for this school: \$11,189.00

Total of federal, state, and/or local funds for this school: \$44,702.00

## Expenditures by Funding Source

Funding Source	Amount
LCFF	11,189.00
None Specified	0.00
Title I	32,836.00
Title I Part A: Parent Involvement	677.00

## Expenditures by Budget Reference

Budget Reference	Amount
0000: Unrestricted	0.00
1000-1999: Certificated Personnel Salaries	7,000.00
2000-2999: Classified Personnel Salaries	13,700.00
4000-4999: Books And Supplies	9,197.00
5000-5999: Services And Other Operating Expenditures	11,559.00
5800: Professional/Consulting Services And Operating Expenditures	3,246.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	LCFF	7,943.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	3,246.00
0000: Unrestricted	None Specified	0.00
1000-1999: Certificated Personnel Salaries	Title I	7,000.00
2000-2999: Classified Personnel Salaries	Title I	13,700.00
4000-4999: Books And Supplies	Title I	577.00
5000-5999: Services And Other Operating Expenditures	Title I	11,559.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	677.00

# 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 secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 2 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
Todd Reed, Ed.D.	X				
Robert Wheaton, High School Rep		X			
Jan Ligman, Elementary Rep		X			
Darci Busk-Syfert, Middle School Rep		X			
Molly Thorpe, Community Rep				X	
Brenda Gunderson, Community Rep				X	
James Ireland, ES Parent Rep				X	
Grace Denigan, PS Student Rep					X
Jenna Carvetto, ASB Rep					X
Allison Zuniga, Student Rep					X
Maria DeLaFeunte, Classified Rep			X		
Rosie Mendoza, Staff Rep			X		
<b>Numbers of members of each category:</b>	<b>1</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>3</b>

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



# Recommendations and Assurances

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

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

Special Education Advisory Committee

Other: School Safety Committee



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 05172019.

Attested:



Principal, Todd Reed, Ed.D. on June, 4th 2019

SSC Chairperson, Roberto Wheaton on June 4th 2019

