



School Plan for Student Achievement (SPSA) Template

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

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

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

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

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

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

School Name	Desert Learning Academy
Address	2248 East Ramon Road Palm Springs, CA 92262
County-District-School (CDS) Code	33-67173-3330925
Principal	John Casato - Interim Principal
District Name	Palm Springs Unified School District
SPSA Revision Date	7/1/26-6/30/26

Schoolsite Council (SSC) Approval Date

May 6, 2026

Local Board Approval Date

June 23, 2026

X This certifies that updates to my SPSA are completed

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

Table of Contents

SPSA Title Page	1
Table of Contents.....	3
School Vision and Mission	5
School Profile.....	5
Purpose and Description.....	6
Educational Partner Involvement	6
Resource Inequities	8
Needs Assessment – Review of Performance.....	8
Reflections: Success	9
Reflections: Identified Need	9
School and Student Performance Data	11
Student Enrollment.....	11
Student Population.....	13
Overall Performance	15
Academic Performance	17
Conditions & Climate.....	28
Annual Review and Update	30
Goal 1 – Increased Academic Achievement	30
Goal 2 – Parent Engagement.....	51
Goal 3 – Safe and Healthy Learning Environment.....	57
Goals, Strategies, & Proposed Expenditures.....	66
Goal 1.....	66
Goal 2.....	76
Goal 3.....	79
Centralized Services for Planned Improvements in Student Performance	85
Budget Summary and Consolidation	87
Budget Summary	87
Allocations by Funding Source.....	87
Other Federal, State, and Local Funds	87
Expenditures by Funding Source	88
Expenditures by Budget Reference	89
Expenditures by Budget Reference and Funding Source	90
School Site Council Membership	91
Recommendations and Assurances	92
Title I and LCFF Funded Program Evaluation	93
Instructions.....	99

Instructions: Linked Table of Contents.....99

Purpose and Description.....99

Educational Partner Involvement 100

Resource Inequities 100

Goals, Strategies, Expenditures, & Annual Review 100

Annual Review 102

Budget Summary 102

Appendix A: Plan Requirements 104

Appendix B:.....106

Appendix C: Select State and Federal Programs 108

School Vision and Mission

Mission Statement

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

Vision Statement

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

Student Learning Outcomes

Academic Excellence and Lifelong Learning

Students will engage in a challenging, personalized curriculum that builds critical thinking, creativity, and problem-solving skills.

Students will continuously grow and master academic skills, preparing them for lifelong learning and success in different settings.

Character Development and Ethical Leadership

Students will demonstrate values like respect, integrity, responsibility, and empathy, contributing to a positive and inclusive school community.

Students will show ethical leadership by practicing resilience, self-discipline, and a commitment to making positive contributions to the community.

Career and College Readiness

Students will gain the knowledge, skills, and mindset needed to succeed in college, careers, or any post-high school path they choose.

Students will set personal academic and career goals and work toward them with the support and resources they need to reach their dreams.

Technology Skills and Digital Literacy

Students will build strong skills in using digital tools responsibly and effectively for learning and collaboration.

Students will be ready to adapt to new technologies and succeed in an ever-changing digital world.

Community and Global Engagement

Students will understand their role in the local and global community and learn how they can make a positive impact.

Students will practice civic responsibility, develop empathy, and engage thoughtfully with issues that affect society.

School Profile

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

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

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

At DLA, cultivating a growth mindset is central to student success. Teachers mentor and coach students by emphasizing the development of executive functioning skills. Students in grades 2–5 receive instruction through a virtual learning platform utilizing district-adopted materials. Students in grades 6–12 receive instruction via an online curriculum resource and are required to attend the DLA campus for district and state testing, intervention classes, and select elective courses.

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

Purpose and Description

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

✖ Schoolwide Program

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

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

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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

The School Site Council is composed of the following members: the principal, 4 classroom teachers, 1 other school staff member, 3 parents, and 3 secondary level students. Each SSC member holds equal voting rights. The council must have no fewer than 12 members in total and quorum is met when over 50% of the elected SSC members are present at the meeting.

Each year, Desert Learning Academy (DLA) conducts an election process to fill vacancies on the School Site Council (SSC), which includes representation from teachers, other school staff, parents/guardians, and students. The SSC plays a key role in advising and approving school improvement plans and ensuring stakeholder input in school decisions.

Nomination Process: Nominations for each group were collected using Google Forms:

- Separate Google Forms were created for students, parents, and teachers to submit nominations.
- Members of each group were invited to nominate themselves or others who were eligible to serve on the SSC.
- The nomination window remained open for a designated period, ensuring ample opportunity for community participation.

Election Process: Once nominations closed, official ballot forms were created and distributed:

- Distinct Google Forms were used for students, parents, and staff (teachers and other staff) to vote for their representatives.
- Each eligible stakeholder received a secure voting link to their respective ballot form.

- Voting was conducted anonymously to ensure fairness and confidentiality.

25/26 Election Process - Per school records, no SSC elections were needed in 2025-26 for the School Site Council.

SSC meeting dates for 2025/26 school year

Wednesday, October 8, 2025

Wednesday, November 12, 2025

Wednesday, February 4, 2026

Wednesday, March 18, 2026

Wednesday, April 15, 2026

Wednesday, May 6, 2026

2025/26 School Site Council Meetings

October 8, 2025

- Scheduled annual SCE training for all SCC members.
- Reviewed Parliamentary procedures and Roberts Rules of Order with council members.
- Reviewed recent election process and announced new teacher, student, and parent/community members of School Site Council.
- Elected new Chairperson, Vice Chairperson, and secretary for the 2025/26 school year.
- Reviewed current SPSA expenditures and provided revised Title 1 expenditure amounts for October revise.
- Reviewed and revised (based on member feedback) Parent Compact with SSC members
- Reviewed and revised (based on member feedback) Parent Engagement policies with SSC members.
- Reviewed proposed expenditures for October revise based on student performance on May 2024 CAASPP data.
- School site council approved the proposed Title 1 actions/ expenditures outlined during the meeting.

November 12, 2025

- Review of expenditures and budget updates
- Review of SSC elections and change in officers to be in compliance
- Reviewed of Uniform Complaint Procedure
- Review of 2025 CAASPP and ELPAC data
- Review of SSC training materials and discussion

February 4, 2026

- Interim principal introductions
- Review of Anderson Grant information
- Review of current budget and expenditures
- Discussion of Edgenuity work timelines combined with homework

March 18, 2026

- Introduction of second interim Principal
- Review of 25/26 SPSA actions and school performance data
- Discussion of progress in action implementation and outcomes
- Review and approval of renewal of elementary online learning platform (Seesaw)

April 15, 2026

- Review of input collected from staff for SPSA development and use of Equity Multiplier funds
- Review of input collected from ELAC regarding English Learner needs and SSC consideration of ELAC input for SPSA
- Review of student performance data related to 25/26 SPSA actions
- Review of recommended SPSA action alignment and plan structure for 26/27
- Recommendations and 26/27 SPSA development by the SSC

May 5, 2026

- Review and approval of 26/27 SPSA plan

English Language Advisory Committee (ELAC)

Nomination and elections were held for ELAC leadership in the Fall of 2025. Brenda Navarette, Alice Boyzo, and Mariel Cantu were elected as ELAC leadership members for 2025-26. DLA's community liaison, Mrs. Esperanza Orozco,

provided translation services for each ELAC meeting. Agenda topics included: advocating for English learners, a review of the four domains of the ELPAC, the path to reclassification, English Language students' performance data, California dashboard data reviews, Panorama survey data results, and California Association of Bilingual Educators (CABE) conference attendance and advocacy.

ELAC meeting dates and agenda items for 2025-26

Tuesday, October 28, 2025: DELAC representative selection, ELAC training, review of EL data from 2024-25 ELPAC, review of ELAC materials folder, EL attendance discussion

Tuesday, November 18, 2025: Review of CAASPP data for ELs and ELPI data from the 2025 CA School Dashboard, EL attendance discussion and data review

Thursday, March 26, 2026: Needs assessment and feedback on actions for the 25-26 SPSA.

Based on the ELAC's schoolwide needs assessment for English Learners, ELAC made the following recommendations to the SSC for the SPSA:

- ELPAC prep opportunities for ELs to prepare for the test.
- Tutoring opportunities that specifically address the needs of ELs in language acquisition and academic improvement.

For the upcoming 2026/27 school year, based on the evaluation of the implementation and effectiveness of the SPSA actions (see Annual Evaluation and Needs Assessment section) and the review of state-available data, district benchmarks, and Panorama Survey input, the SSC recommended the following revisions to the SPSA:

- Intervention structures need to be implemented that target student needs in academics, especially in mathematics.
- Increase targeted support for English Learners in academics and language acquisition areas.
- Align MTSS interventions with each grade span's needs to support students in a timely manner.
- Continue to develop positive parent and family interaction opportunities, leveraging successful events such as the 2025-26 Literacy Night.
- Provide additional elective and enrichment opportunities through courses and activities that connect students to the school and their learning.

Resource Inequities

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

Desert Learning Academy (DLA) makes strategic and deliberate efforts to ensure equitable allocation and use of resources to create hybrid learning experiences that enable all students to improve learning outcomes. Student needs are identified through a variety of accessible quantitative and qualitative data sources. The school's MTSS structures continue to develop to address student needs in a timely manner and provide the correct level of targeted support.

Students enrolled in DLA programs have historically demonstrated challenges in mathematics proficiency, as represented recently in multiple student groups reporting in the Red performance level on the Fall 2025 California School Dashboard. This trend continues to identify a need for high-quality instruction and data-driven intervention programs that support students in understanding mathematical concepts and demonstrating skill proficiency.

Desert Learning Academy identified significant resource inequities related to chronic absenteeism during the analysis of student performance data following the 2023-24 academic year. Steps were taken to address attendance documentation issues and remove barriers for families during the 2024-25 academic year, resulting in improved chronic absenteeism data but continuing persistent needs identified for families and students. Continued work is needed to address student work completion during online study segments, attendance in intervention and assessment blocks, and regular attendance during live online learning segments.

Needs Assessment – Review of Performance

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

Reflections: Success

Based on the 2025 Dashboard, local progress monitoring throughout the 2025-26 academic year, and educational partner input, DLA has identified the following successes.

- Chronic Absenteeism improved significantly with a decrease of 28.0% resulting in a rate of 1% of students considered chronically absent. This puts the Chronic Absenteeism indicator in the Blue performance level and Very Low Status for all student groups. This improvement is primarily credited to improved attendance tracking systems, the site attendance re-engagement program, and the work of the Equity Multiplier funded Community Liaison.
- The Suspension Rate also reported improvement from the prior year with a decrease of 0.7%, resulting in a rate of 0.2%. This places the Suspension Rate indicator in the Blue Performance Level and Very Low Status. Student interaction on campus continues to be supported during intervention and in-person sessions to build a positive school climate and create quality student interactions.
- LTEL performance on the ELPAC improved from the prior year, leading to a Green performance level on the ELPI. This success needs to be further leveraged to support all ELs in developing their English language acquisition skills.
- The Hispanic student group reporting improvements in multiple areas, including chronic absenteeism rates, graduation rate, and CCI.

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

Reflections: Identified Need

Based on the 2025 Dashboard, local progress monitoring throughout the 2025-26 academic year, and educational partner input, DLA has identified the following needs for improving performance.

Student groups reporting in the Red performance level on the Fall 2025 CA School Dashboard are as follows:

- Mathematics: English Learners (ELs), Socioeconomically disadvantaged (SED) students, Hispanic students

Academic indicator performance noted declines or maintained change levels from the prior year in both ELA and math for the all students group and nearly all student groups as reported on the Fall 2025 CA School Dashboard. ELA (185 pts below standard, +2 pts from prior year) and Math (93.6 pts below standard, -10.7) performance reported in the Orange performance level, indicating a need to improve instructional and intervention systems in academic areas.

As noted above, all three student groups with significant populations at the school reported in the Red performance level in mathematics due to significant declines in scores from the prior year. In addition, LTEL students also reported significant declines although the student count was not high enough to meet the threshold for an accountability color. This indicated a need to address mathematics instruction and intervention structures to target student needs. Progress monitoring during the 2025-26 school year indicates mixed results in student performance, therefore continuing to make this a priority area moving forward.

Educational partner input identified EL supports as a continuing need, confirming the results reported on the CA School Dashboard for the student group. EL performance on the ELPAC declined by 3.6% from the prior year, making this a target area for improvement. DLA has been providing targeted supports for ELs during the 2025-26 academic year, however educational partner input from ELAC and the staff noted that additional supports are still needed to assist students with language acquisition skills and academic performance support.

To address these needs, the following actions are planned for the 2026-27 academic year.

- EL support will be provided to target needs related to language acquisition skills and academic performance (Goal 1 Strategy 2). Funded actions within the SPSA will be further supported by Equity Multiplier funded actions noted in Goal 5 of the PSUSD LCAP.
- The school's MTSS structure, including tutoring offerings and performance analysis systems, will be refined and adjusted moving forward (Goal 1 Strategy 3, Goal 3 Strategy 1). This effort will be further supported through targeted use of instructional support times and development of improved tutoring structures.
- Professional development for staff (Goal 1 Action 4) will target instructional systems improvement designed to meet the needs of student groups through hybrid learning models used at the school.
- Equity Multiplier funded actions noted in PSUSD LCAP Goal 5 will supplement SPSA actions in providing additional resources and supports for students.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Desert Learning Academy. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	1.06%	0.63%	0.88%	4	2	2
African American	6.88%	6.94%	3.51%	26	22	8
Asian	0.53%	0.32%	%	2	1	
Filipino	1.85%	1.58%	2.19%	7	5	5
Hispanic/Latino	70.11%	73.19%	77.63%	265	232	177
Pacific Islander	0.26%	%	%	1		
White	16.40%	15.46%	13.60%	62	49	31
Multiple/No Response	2.91%	1.89%	2.19%	11	6	5
Total Enrollment				378	317	228

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Kindergarten	3		
Grade 1	11		
Grade 2	12		6
Grade3	18		9
Grade 4	18		11
Grade 5	24		9
Grade 6	29		19
Grade 7	29		23
Grade 8	40		27
Grade 9	38		18
Grade 10	41		29
Grade 11	58		43
Grade 12	57		34
Total Enrollment	378		228

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	62	52	40		16.4%	17.5%
Fluent English Proficient (FEP)	67	61	51		17.7%	22.4%

School and Student Performance Data

Student Population

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
317	89.9%	16.4%	0.0%
Total Number of Students enrolled in Desert Learning Academy.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	52	16.4%
Foster Youth	0	0.0%
Homeless	18	5.7%
Socioeconomically Disadvantaged	285	89.9%
Students with Disabilities	37	11.7%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	22	6.9%
American Indian	2	0.6%
Asian	1	0.3%
Filipino	5	1.6%
Hispanic	232	73.2%
Two or More Races	6	1.9%
Pacific Islander	0	0.0%
White	49	15.5%

Conclusions based on this data:

- DLA has a continued need to provide services to English Learners, with approximately 16.4% of students identifying in that program group.

2. DLA enrollment continues to decline over time, however student demographic ratios continue to report consistently for the site.
3. Students with disabilities continue to be focal point for services, with students participating in DLA across multiple program types.

School and Student Performance Data

Overall Performance

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



2025 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Per the Fall 2025 Dashboard release, relative strengths at the site include chronic absenteeism and suspension rate results. Both indicators reported in the Blue performance level.
2. Academic indicators continue to identify as a priority area, with ELA and mathematics both reporting in the Orange performance level.
3. Additional work is needed to improve outcomes for English Learners, as indicated by an Orange performance level on the ELPI.

School and Student Performance Data

Academic Performance English Language Arts

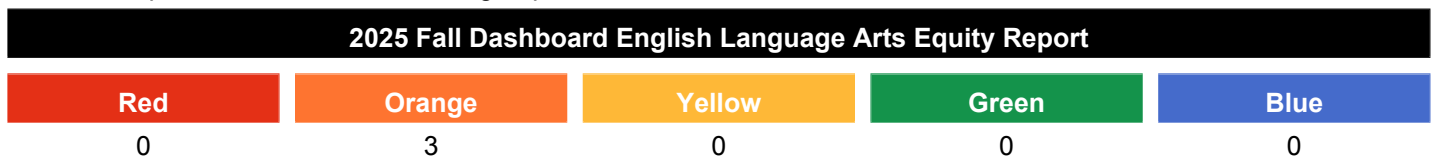
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students Orange 18.5 points below standard Maintained 2 points 111 Students	English Learners Orange 43.1 points below standard Maintained -0.2 points 31 Students	Long-Term English Learners No Performance Color 97.6 points below standard Declined 16.9 points 15 Students
Foster Youth No Performance Color Fewer than 11 students - No Data for Privacy 0 Students	Homeless No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Socioeconomically Disadvantaged Orange 24 points below standard Maintained -1.9 points 102 Students

Students with Disabilities  No Performance Color 89.9 points below standard Increased 73.9 points 15 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Hispanic  Orange 30.2 points below standard Declined 8 points 78 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 42.8 points below standard Declined 5.4 points 24 Students

Conclusions based on this data:

1. Overall performance in ELA reported in the Orange performance level due to maintained scores from the prior year. The Low status level in reporting indicates a need to improve in this area.
2. Declines were reported for the Hispanic and White student groups. Significant declines were reported for Long Term English Learners (LTELS). These results indicate a need to improve both first instruction and provide timely and effective intervention support.
3. A significant improvement was reported for Students with Disabilities from the prior year. Although results still reporting in the Very Low status level, indications point to progress being made in improving outcomes for the group.

School and Student Performance Data

Academic Performance Mathematics

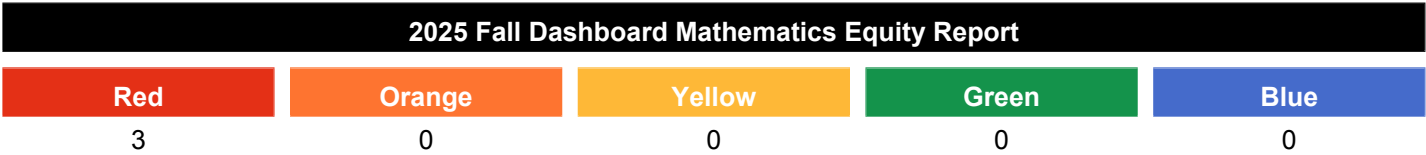
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Orange 93.6 points below standard Declined 10.7 points 111 Students	English Learners  Red 104.7 points below standard Declined 21 points 31 Students	Long-Term English Learners  No Performance Color 215.2 points below standard Declined 49.7 points 15 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 0 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Socioeconomically Disadvantaged  Red 98 points below standard Declined 13.7 points 102 Students

Students with Disabilities  No Performance Color 169.7 points below standard Increased 7.6 points 15 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Hispanic  Red 104.6 points below standard Declined 16 points 78 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 114.2 points below standard Declined 25.2 points 24 Students

Conclusions based on this data:

1. Mathematics is an area in need of improvement for all student groups at DLA. Overall performance in this indicator reported in the Orange performance level with a decline of 10.7 points from the prior year.
2. ELs, socioeconomically disadvantaged students, and Hispanic students all reported in the Red performance level with declines or significant declines from the prior year. These results indicate a need for support for these student groups, however systemic need for improvement in both first instruction and intervention in mathematics is required to improve results.
3. Students with Disabilities were the only student group to increase scores from the prior year in mathematics. Further analysis is needed to determine likely causes for this improvement and how these causes can be further leveraged for continuing improvement moving forward.

School and Student Performance Data

Academic Performance Science

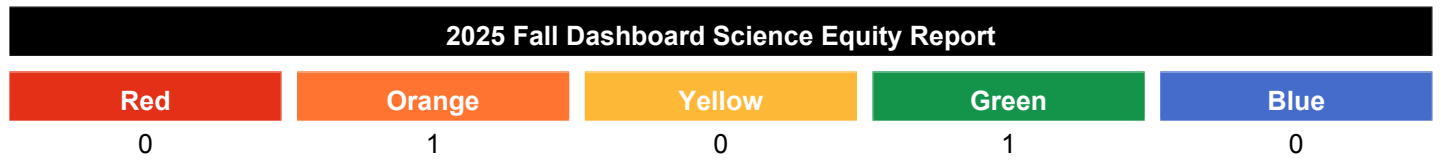
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

2025 Fall Dashboard Science Performance for All Students/Student Group		
All Students  Green 47.5 science points Increased 4.3 points 69 Students	English Learners  No Performance Color 38.1 science points Increased 3.3 points 19 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Socioeconomically Disadvantaged  Green 48.7 science points Increased 6.1 points 64 Students

Students with Disabilities  No Performance Color 21.7 science points Declined 4.5 points 11 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Hispanic  Orange 42.5 science points Maintained -1.5 points 53 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 0 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 50.8 science points Increased 11.6 points 12 Students

Conclusions based on this data:

1. Science is provided as an "information only" indicator on the Fall 2025 Dashboard. This first result is promising for DLA, with a Green performance level overall and a moderate increase of 4.3 science points from the prior year.
2. Socioeconomically disadvantaged students reported significant gains and a Green performance level. Gains were also reported for ELs and White students, although neither student group had enough test takers to qualify for an accountability color in 2024-25. This is a positive indication of improvement for multiple student groups.
3. Declines were reported for Students with Disabilities and a slight decline for Hispanic students. Differentiated outcomes between groups in this measure will require further analysis to determine whether practices within the classroom and any related intervention are contributing to any inequitable outcomes over time.

School and Student Performance Data

Academic Performance English Learner Progress

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

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

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Orange	 Green
40.8 making progress.	46.9 making progress.
Number Students: 49 Students	Number Students: 32 Students

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

2025 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
22.4%	36.7%	0%	40.8%

Conclusions based on this data:

1. ELPI performance declined on the Fall 2025 Dashboard, with 40.8% of ELs making progress on the ELPAC. This decline of 3.6% from the prior year indicates that additional supports are needed for ELs in language acquisition skills aligned with the expectations of the ELPAC.
2. Results between ELs and LTELs are quite differentiated. ELs reported a 3.6% decline and an Orange performance level, while Long-term ELs (LTELs) reported a Green performance level and an increase of 6.9% in students making progress on the ELPAC. This data suggests that EL student needs are being addressed more effectively in the secondary level after students qualify as LTELs (7 or more years in CA schools with an EL designation). This requires more targeted support in the elementary level aligned to ELPAC requirements moving forward.
3. ELD systems need to be analyzed to determine if implementation within first instruction and intervention systems are being impactful. Integrated and designated ELD systems will be reviewed in the 2026-27 academic year.

School and Student Performance Data

Academic Performance College/Career Report

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

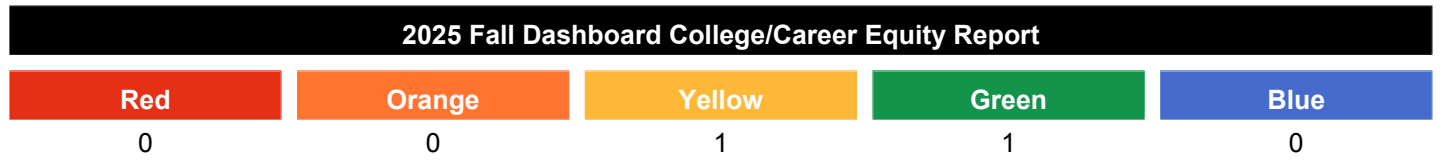
The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative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

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

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



This section provides number of student groups in each level.



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

2025 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students  Yellow Prepared 31.6% Increased 8.8% 57 Students	English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Socioeconomically Disadvantaged  Yellow Prepared 29.6% Increased 6% 54 Students

Students with Disabilities  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 0 Students	Filipino  No Performance Color 0 Students	Hispanic  Green Prepared 36.8% Increased 17.9% 38 Students
Two or More Races  No Performance Color 0 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color Prepared 23.1% Declined 13.3% 13 Students

Conclusions based on this data:

1. CCI reported overall improvement for DLA, with an 8.8% increase leading to 31.6% of the class of 2025 being designated as "prepared" based on CCI metrics. The school reported with a Yellow performance level due to this increase.
2. Hispanic students increased 17.9% and reported in the Green performance level, while socioeconomically disadvantaged students reported a 6% improvement and reported in the Yellow performance level. White students reported a decline of 13.3% indicating significant differentiation between student group results. This result indicates that systems are working for some groups but analysis is needed to determine why all groups are not benefitting.
3. DLA does not currently offer CTE pathway options, which limit opportunities to qualify as "prepared" in the CCI metric. DLA also did not complete any AP testing in the Spring of 2025, further expanding the access problem to preparedness.

School and Student Performance Data

Academic Engagement Graduation Rate

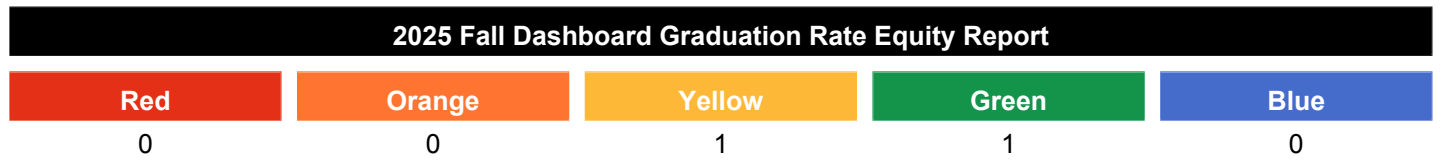
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

2025 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students  Orange 80.7% graduated Declined 2.1% 57 Students	English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Socioeconomically Disadvantaged  Yellow 81.5% graduated Maintained -0.3% 54 Students

Students with Disabilities  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 0 Students	Filipino  No Performance Color 0 Students	Hispanic  Green 89.5% graduated Increased 8.4% 38 Students
Two or More Races  No Performance Color 0 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 69.2% graduated Declined 22.4% 13 Students

Conclusions based on this data:

1. Overall graduation rate declined 2.1% between the 2024 and 2025 graduation cohorts, resulting in an Orange performance level and a 80.7% graduation rate.
2. Significantly differentiated outcomes were reported between student groups. While socioeconomically disadvantaged student rates maintained prior year results, significant increases were reported for the Hispanic student group and significant declines were reported for the White student group. This result requires systems analysis to determine the reasons for these inequitable outcomes and how barriers to graduation can be removed for students.
3. Although there is a history of credit deficiency for DLA students, systems and course offerings have not been effective in providing access to on-time graduation for all student groups.

School and Student Performance Data

Conditions & Climate Suspension Rate

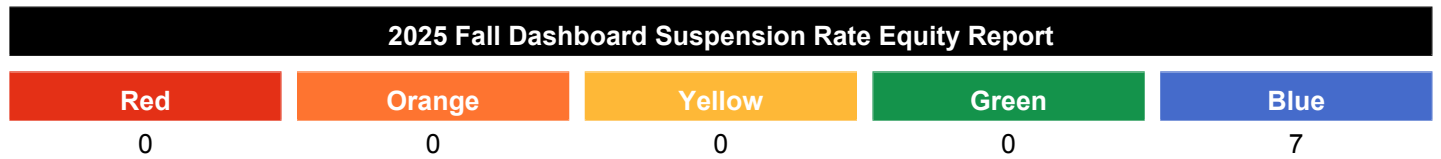
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Blue 0.2% suspended at least one day Declined 0.7% 501 Students	English Learners  Blue 0% suspended at least one day Declined 0.9% 88 Students	Long-Term English Learners  Blue 0% suspended at least one day Declined 1.5% 59 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Homeless  No Performance Color 0% suspended at least one day Declined 7.4% 18 Students	Socioeconomically Disadvantaged  Blue 0.2% suspended at least one day Declined 0.7% 454 Students

Students with Disabilities  Blue 0% suspended at least one day Declined 1.5% 67 Students	African American  Blue 0% suspended at least one day Declined 2.4% 35 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	Hispanic  Blue 0.3% suspended at least one day Maintained -0.2% 369 Students
Two or More Races  No Performance Color 0% suspended at least one day Maintained 0% 12 Students	Pacific Islander  No Performance Color 0 Students	White  Blue 0% suspended at least one day Declined 1.1% 76 Students

Conclusions based on this data:

1. Suspension rate continues to be very low at the school, as noted with the overall performance level of Blue on the CA School Dashboard.
2. Low rates are consistent across student groups, with all student groups reporting rates below 2% and Blue performance levels.
3. The current DLA program has students interacting online for most of their programmatic time, with on-campus reporting in small groups one day per week. This lack of in-person interaction limits behavioral incidents that are common for traditional programs and reduces suspension rates accordingly.

Annual Review and Update

SPSA Year Reviewed: 2025-26

Goal 1 – Increased Academic Achievement

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes				Actual Outcomes			
California School Dashboard - Academic Indicator for English Language Arts All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	St. Group	Color	DFS/Percentage	Change	St. Group	Color	DFS/Percentage	Change
	All	Yellow	15.5 points below standard	Increase 3.0 points	All	 Orange	18.5 points below standard	Maintained 2 points
	EL	Yellow	30 points below standard	Increase 3.0 points	EL	 Orange	43.1 points below standard	Maintained - 0.2 points
	Hisp	Yellow	27.2 points below	Increase 3.0 points	Hisp	 Orange	30.2 points below standard	Declined 8 points
	AA	N/A	Fewer than 11 students - No Data for Privacy	N/A N/A	AA	 No Performance Color		Fewer than 11 students - No Data for Privacy
	SED	Yellow	21.0 points below	Increase 3.0 points	SED	 Orange	24 points below standard	Maintained - 1.9 points
	SWD	N/A	74.9 points below standard	Increase 15.0 points	SWD	 No Performance Color	89.9 points below standard	Increased 73.9 points
California School Dashboard - Academic Indicator for Mathematics All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED)	St. Group	Color	DFS/Percentage	Change	St. Group	Color	DFS/Percentage	Change
	All	Yellow	90.6 points below	Increase 3.0 points	All	 Orange	93.6 points below standard	Declined 10.7 points
	EL	Yellow	89.7 points below	Increase 15.0 points	EL	 Red	104.7 points below standard	Declined 21 points
	Hisp	Yellow	89.6 points below	Increase 15.0 points	Hisp	 Orange	104.6 points below standard	Declined 16 points

Metric/Indicator	Expected Outcomes				Actual Outcomes			
Students with Disabilities (SWD)	AA	N/A	Fewer than 11 students - No Data for Privacy	N/A N/A		Red		
	SED	Yellow	83.0 points below	Increase 15.0 points	AA	 No Performance Color		Fewer than 11 students - No Data for Privacy
	SWD	NA	154.7 points	Increase 15.0 points	SED	 Red	98 points below standard	Declined 13.7 points
					SWD	 No Performance Color	169.7 points below standard	Increased 7.6 points
California Science Test - Percent of Students Who Meet or Exceed Standard High School –	California Science Test - Percent of Students Who Meet or Exceed Standard High School – Increase to 30% of students will Meet or Exceed Standards				California Science Test - 2024-25 Results Percent of Students Who Meet or Exceed Standard High School – 13.72% Overall percentage of students meeting or exceeding standard - 18.63% CA School Dashboard (Preliminary Information) Green 47.5 science points (Medium status level) Increased 4.3 points			
California School Dashboard - English Learner Progress Indicator (ELPI)		Color	DFS/Percentage	Change		Color	DFS/Percentage	Change
	English Learner Progress Indicator	Yellow	42.8%	Increase 2.0	English Learner Progress Indicator	 Orange	40.8	2 -3.6
English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate	English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate - 6% Growth				English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate 2024-25 - 7.7%			
California School Dashboard - Graduation Rate Indicator All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	St. Group	Color	DFS/Percentage	Change	St. Group	Color	DFS/Percentage	Change
	All	Green	81.7%	Increase 1.0%	All	 Orange	80.7% graduated	Declined 2.1%
	EL	N/A	N/A	N/A N/A				
	Hisp	Green	90.5%	Increase 1.0%	EL	 No Performance Color		Fewer than 11 students - No Data for Privacy

Metric/Indicator**Expected Outcomes****Actual Outcomes**

--

AA	N/A	N/A	N/A N/A
SED	Green	82.5%	Increase 1.0%
SWD	N/A	N/A	N/A N/A

Hisp	 Green	89.5% graduated	Increased 8.4%
AA	 No Performance Color		Fewer than 11 students - No Data for Privacy
SED	 Yellow	81.5% graduated	Maintained - 0.3%
SWD	 No Performance Color		Fewer than 11 students - No Data for Privacy

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

St. Group	Color	DFS/Percentage	Change
All	Yellow	33.6%	Increase 2.0%
EL	N/A	N/A	N/A N/A
Hisp	Green	38.8%	Increase 2.0%
AA	N/A	Less than 11 Students	N/A N/A
SED	Yellow	31.6%	Increase 2.0%
SWD	N/A	Less than 11 Students	N/A N/A

St. Group	Color	DFS/Percentage	Change
All	 Yellow	Prepared 31.6%	Increased 8.8%
EL	 No Performance Color		Fewer than 11 students - No Data for Privacy
Hisp	 Green	Prepared 36.8%	Increased 17.9%
AA	 No Performance Color		Fewer than 11 students - No Data for Privacy
SED	 Yellow	Prepared 29.6%	Increased 6%
SWD	 No Performance Color		Fewer than 11 students - No Data for Privacy

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

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

UC and/or CSU Entrance Requirement Completion Rate 2024-25 Cohort
All Students (ALL) - 41.3%
English Learners (EL) - *
Hispanic (Hisp) - 47.1%
African American (AA) - *
Socioeconomically Disadvantaged (SED) - 38.6%
Students with Disabilities (SWD) - *

Metric/Indicator	Expected Outcomes	Actual Outcomes
	Students with Disabilities (SWD) - 4% increase	*In order to protect student privacy, data is suppressed because fewer than 11 students tested.
Career Technical Education (CTE) Program Completion Rate	Career Technical Education (CTE) Program Completion Rate Reports completion of all CTE program required coursework with a C+ or better grade in each course - 2% increase	DLA does not currently offer a CTE pathway program, therefore there is no data for this metric.
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)- Maintain at 100% English Learners (EL)- Maintain at 100% Hispanic (Hisp)- Maintain at 100% African American (AA)- Maintain at 100% Socioeconomically Disadvantaged (SED)- Maintain at 100%	Advanced Placement (AP) Test Results Reported as percent of students passing one or more AP exam with a score of 3 or higher. DLA students did not complete any AP tests in 2024-25.
3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results. All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results. All Students (ALL)- 4% increase. English Learners (EL)- 4% increase. Hispanic (Hisp)- 4% increase. African American (AA)- N/A Socioeconomically Disadvantaged (SED)- 4% increase Students with Disabilities (SWD)- N/A	3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results of students meeting/exceeding standard. ALL- 7.69% EL- * Hisp.- * AA- NA SED- * SWD- * *In order to protect student privacy, data is suppressed because fewer than 11 students tested.
8th Grade Smarter Balanced Assessment Consortium Mathematics (SBAC Math) Results. All Students (ALL) English Learners (EL) Hispanic (Hisp)	8th Grade Smarter Balanced Assessment Consortium All Students- Increase student achievement by 4% to total 35% of the student to meet or exceed standards	8th Grade Smarter Balanced Assessment Consortium Mathematics (SBAC Math) Results of students meeting/exceeding standard. ALL- 18.18% EL- * Hisp.- 8.34%

Metric/Indicator	Expected Outcomes	Actual Outcomes
African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)		AA- NA SED- 19.36% SWD- * *In order to protect student privacy, data is suppressed because fewer than 11 students tested.
Williams Textbook/Materials Compliance	Williams Textbook/Materials Compliance maintain 100% compliance - Maintain	Williams Textbook/Materials Compliance maintain 100% compliance

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Students will be able to complete 95% of their assigned courses and coursework during the assigned term using Desert Learning Academy's hybrid learning platform by; (a) creating a change in the intake procedure to include in person parent orientations with lead teachers, (b) structure students' courses to correlate with attendance collection, (c) ensure the online course system allows parent communication structures, (d) communicating course completion at the end of each session,(e) and hold monthly parent meetings. DLA will include student gap analysis during the orientation process then schedule on-campus time and parent meeting requirements.	Licenses were purchased to support the forms for contracts and notifications. This system continued to operate as expected. The Seesaw platform was provided to support student access to the curriculum in elementary grades. Educational partner input indicates that this platform implementation has been successful and interactions with materials have been effectively routinized. The Wayground platform (formerly known as Quizzez) was implemented and used across multiple grade levels to assess student understanding. Educational partner input indicates that interactions with the system have been positive and effective in	Informed K12- Annual Contract for Customized E Forms This annual license provides DLA with the ability to customize a wide variety of documents including master agreements, probation contracts, AP contract, MTSS notification informational letters to parents and students. 5800: Professional/Consulting Services And Operating Expenditures LCFF 5000.00 Seesaw is the leading learning experience platform developed specifically for PreK-6 students. Seesaw combines instructional tools, standards-aligned lessons,	Informed K-12 contract 5000-5999: Services And Other Operating Expenditures LCFF 5000 Seesaw LMS program 5000-5999: Services And Other Operating Expenditures Title I 3750

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Accountability metrics that will be used to determine the effectiveness of this strategy/activity include the following: In person orientation sign in logs, Edgenuity course completion reports, parent meeting logs and minutes, Edgenuity student progress reports and session logs, and student learning outcome attainment data via Edge coaching student portfolios.	providing teachers with information about student conceptual understanding. The use of Edgenuity continues at DLA, with and additional elective course added for 2025-26. The SEL Curriculum noted in this activity was not implemented as planned in 2025-26. No purchases were made in this area.	student portfolios, and inclusive communication features that bring learning to life. PSUSD has discontinued the district subscription effective 06.30.24. DLA teachers use SeeSaw to disseminate informatioin to students in the virtual classroom. Industry-leading third-party LearnPlatform has validated Seesaw as an ESSA Tier III evidence-based intervention, demonstrating evidence of Seesaw usage and improved student outcomes. Seesaw has earned two highly regarded product certifications for Research-Based Design for Instructional Learning Products and Learner Variability from Digital Promise, demonstrating Seesaw's commitment to providing equitable, research-backed learning experiences for every learner to reach their full potential. Awarded the ISTE Seal of Alignment. Grounded in learning science research and based on practitioner experience, the ISTE Standards ensure that using technology for learning can create high-impact, sustainable, scalable, and equitable learning experiences for all learners 4000-4999: Books And Supplies Title I	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		3000	
		Imagine Learning electives: Imagine Learning's Edgenuity platform offers a comprehensive selection of elective courses tailored for middle and high school students, aiming to enhance engagement, foster career readiness, and support personalized learning pathways. These electives are delivered through two primary avenues: Edgenuity's proprietary courses and the eDynamic Learning catalog.? High school students have access to a broader array of electives, including: World Languages: Spanish, French, German, Latin, Chinese, and American Sign Language.Health & Wellness: Contemporary Health, Lifetime Fitness, and Personal Wellness.Arts & Humanities: Art History, Creative Writing, and Ethnic Studies.Technology & Business: Computer Applications, Introduction to Computer Science, and Personal Finance. The cost per student for each elective course is \$99.00 4000-4999: Books And Supplies Title I 2970	Imagine Learning electives: Imagine Learning's Edgenuity platform offers a comprehensive selection of elective courses tailored for middle and high school students, aiming to enhance engagement, foster career readiness, and support personalized learning pathways. These electives are delivered through two primary avenues: Edgenuity's proprietary courses and the eDynamic Learning catalog.? High school students have access to a broader array of electives, including: World Languages: Spanish, French, German, Latin, Chinese, and American Sign Language.Health & Wellness: Contemporary Health, Lifetime Fitness, and Personal Wellness.Arts & Humanities: Art History, Creative Writing, and Ethnic Studies.Technology & Business: Computer Applications, Introduction to Computer Science, and Personal Finance. The cost per student for each elective course is \$99.00 5000-5999: Services And Other Operating Expenditures Title I 2970
		Imagine Purpose is a comprehensive, CASEL-aligned Social and Emotional Learning	Imagine Purpose is a comprehensive, CASEL-aligned Social and Emotional Learning

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Students will demonstrate mastery on academic standards as presented by site, district, and state with specific focus Mathematics increasing normed scores 6% annually by; Students	Extra duty was provided for teachers to develop common assessments, conduct data analysis, and provide intervention planning. This was mostly done at the high school level, targeting the	(SEL) curriculum developed by Imagine Learning to support K–12 students and educators. It focuses on cultivating essential life skills such as self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. This curriculum will be utilized by students participating in DLA's Associate Student Body (ASB). 4000-4999: Books And Supplies Title I 5000.00	(SEL) curriculum developed by Imagine Learning to support K–12 students and educators. It focuses on cultivating essential life skills such as self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. This curriculum will be utilized by students participating in DLA's Associate Student Body (ASB). 4000-4999: Books And Supplies Title I 0
		Quizziz Site License for all content teachers: Quizizz is a gamified learning platform that enables educators to create interactive quizzes, lessons, and assignments, fostering student engagement and motivation across various educational settings. Its game-like features—such as avatars, leaderboards, and instant feedback—transform traditional assessments into enjoyable learning experiences.? 4000-4999: Books And Supplies Title I 3000	Quizziz Site License 5000-5999: Services And Other Operating Expenditures Title I 2464
		ALEKS is an adaptive, online math program that uses artificial intelligence and open-response questioning to identify precisely what each student knows and	ALEKS program 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
will take one math course per session. Each session will have a math lab to support that class, Students will improve their CAASPP score to show mastery on mathematics standards, provide math interventions daily, and use online adaptive math program to support filling gaps in students' understanding. Accountability metrics that will be used to determine the effectiveness of this strategy/activity include the following: PSUSD STAR benchmark data reports, CAASPP summative assessments, Short Cycle Assessment pre and post data reports, and ALEKS student progress reports.	needs of students to meet course requirements and A-G criteria. As noted in the description, the ALEKS program is included with the district adopted curriculum and was used by staff within program implementation. ADditional assessments were also used to evaluate student performance, monitor progress, and determine next steps in instruction.	doesn't know. ALEKS licenses are now included in the new district second mathematics adoption for 2024 and therefore no funding is tied to this resource. Through truly individualized learning and assessment, ALEKS delivers a personalized learning path on the exact topics each student is most ready to learn. Azcona, D., Hsiao, I. H., & Smeaton, A. F. (2018, June). Modelling math learning on an open access intelligent tutor. In International Conference on Artificial Intelligence in Education (pp. 36-40). Springer, Cham. Raju, A., Nair, M., Nair, A., & Seenivasan, R. (2018, July). Hybrid Learning Environment: Learning Mathematics using ALEKS software. In ICEL 2018 13th International Conference on e-Learning (p. 336). Academic Conferences and publishing limited. C. Lechuga, S. Doroudi. Three Algorithms for Grouping Students: A Bridge Between Personalized Tutoring System Data and Classroom Pedagogy. International Journal of Artificial Intelligence in Education, 2022. J. Matayoshi, H. Uzun. Learning, forgetting, and the correlation of knowledge in knowledge space	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		theory. Journal of Mathematical Psychology, Volume 109, 2022. 0000: Unrestricted Title I 0	
		Extra duty compensation for teachers to create mid-quarter and quarter assessments. Actions include creating short cycle assessments, data analysis, intervention lesson planning, and post assessment administration and analysis. All 6th, 7th, 8th, 9th, 10th and 11th grade students will participate in Language Arts and Mathematics short cycle assessments very two weeks. Short cycle assessments (SCAs) are a form of formative assessment used to gather real-time data on student learning to inform instructional decisions. Peer reviewed literature outlines the benefits of tutoring coupled with guided practice, and timely targeted feedback on students' performance. Chappuis, J., & Chappuis, S. (2007). The best value in formative assessment. Educational Leadership, 65(4), 14-18. Heritage, M. (2010). Formative assessment: Making it happen in	Extra duty for assessment development, data analysis, and intervention planning 1000-1999: Certificated Personnel Salaries Title I 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		the classroom. Thousand Oaks, CA: Corwin Press. Moss, C. M., & Brookhart, S. M. (2019). Advancing formative assessment in every classroom: A guide for instructional leaders (2nd ed.). ASCD. 1000-1999: Certificated Personnel Salaries Title I 6000	
DLA will increase career and college academic options for high school students including dual-enrollment in college level courses, Advanced Placement classes, work experience, a-g compliance, and State Seal of Biliteracy attainment. The internal FAR report will be used monthly to carefully monitor a-g compliance. DLA will increase the percentage of students who are a-g compliant to 40% for current juniors by May 2025. DLA will increase the percentage of students taking AP courses by 15%. Accountability metrics that will be used to determine the effectiveness of this strategy/activity include the following: Enrollment and attendance data for AP courses and dual enrollment in college courses, and PSUSD internal FAR a-g compliance report.	Field trips were provided for multiple grade spans in 2025-26. College visits at the secondary level were provided to connect students with potential post-secondary educational options. Elementary students were provided a trip to the Living Desert, connecting science content with a real world experience.	Field trips to local colleges and universities; Bus charter and related expenses. Field trips are open to all middle and high school students and serve to provide real-life context to career and college experiences and opportunities. Students have the opportunity to visit local college campuses, meet representatives from different careers and professions. Field trips provide real life application for students interested in attending college, and/or entering different vocational programs. 5000-5999: Services And Other Operating Expenditures LCFF 3660 Elementary school enrichment trips to local attractions. Field trips to local attractions and	Field trips to local colleges and universities 5000-5999: Services And Other Operating Expenditures LCFF 1089 Elementary school enrichment trips to local attractions.

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		educational establishments provide elementary school students with a range of valuable benefits. Research shows that field trips enhance students' critical thinking skills, increase historical empathy, and improve overall academic achievement by connecting classroom learning to real-world experiences. They also stimulate curiosity, creativity, and engagement, making abstract concepts more concrete and memorable. Additionally, field trips promote social-emotional development by encouraging teamwork, communication, and cultural awareness. A well-known study from the University of Arkansas found that students who visited museums scored higher on tests measuring critical thinking, tolerance, and interest in art compared to peers who did not participate. Overall, field trips broaden students' perspectives, deepen their understanding of subject matter, and contribute to both academic and personal growth. 5000-5999: Services And Other Operating Expenditures LCFF 4260	5000-5999: Services And Other Operating Expenditures LCFF 908
100% of all middle and high school students enrolled in Language	The BRISK writing program was implemented across multiple grade	The BRISK Writing Program (Bringing Rigorous Instruction to	BRISK Writing Program

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Arts, World History, Civics, Economics, and US History will submit their course essay submissions to My Access until a holistic score of 3.0 is attained with associated feedback before submitting them to Edgenuity. The goal is to Increase student feedback on written prompts to insure growth in the five domains of writing: Focus and Meaning, Content and Development, Organization Language Use, Voice, and Style Mechanics and Conventions. Accountability metrics that will be used to determine the effectiveness of this strategy/activity include the following: Weekly submission data reports (by teacher and grade) from My Access outlining student scores, frequency of submission, numbers of submissions, and data of submissions; Staff sign in rosters for My Access professional development rosters.	levels. Successes were primarily identified in the middle school and elementary school settings. This program will continue into 2026-27 as part of further integrating writing into the curriculum.	Students' Knowledge) is a structured writing intervention designed to help students, particularly English learners (ELs) and struggling writers, develop strong academic writing skills. BRISK emphasizes explicit instruction in writing strategies, scaffolding support, and integrating reading and writing tasks across content areas. The program focuses on teaching students how to organize their thoughts clearly, use academic language effectively, and revise their writing with teacher and peer feedback. Research on BRISK has shown positive outcomes, particularly in improving the quality and structure of students' writing. Studies suggest that students who participate in BRISK demonstrate greater gains in writing clarity, organization, and use of academic vocabulary compared to peers receiving traditional writing instruction. The structured scaffolding and emphasis on language development are cited as key factors in its effectiveness, especially for multilingual learners. Research also supports that BRISK can help close the achievement gap in writing between ELs and native English	5000-5999: Services And Other Operating Expenditures Title I 3950

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		speakers when implemented consistently across grade levels. 5000-5999: Services And Other Operating Expenditures Title I 3950	
DLA teachers will be provided with high-quality relevant professional development opportunities to enhance hybrid learning structures by attending a variety of different conferences including Computer Using Educators (CUE), California Consortium on Independent Studies Conference, and ISTE technology conference. The focus will be on developing teacher technology skills and enhancing teaching and learning modalities in the hybrid learning environment. Accountability metrics that will be used to determine the effectiveness of this strategy/activity include the following: Student learning outcome attainment data (technology, communication, and critical thinking); student survey feedback regarding technology skills and executive functioning; EDGE coaching student portfolios; teacher survey feedback; CUE conference debrief showcase.	Professional development opportunities at DLA were limited during 2025-26 due in part to leadership transitions at the site. Attendance at conferences did not occur in 2025-26, however plans are in process to return these structures in 2026-27. Similarly, the planned training in restorative practices was postponed to a later time. Training related to Summit K12 implementation occurred, providing teachers with additional understanding of the use of the system in supporting student learning. One training session was provided related to depth of knowledge targeting the needs of English Learners. DOK training also occurred as planned, working to improve understanding of depth and complexity in assignment and assessment types.	The conference features a diverse array of workshops and presentations focusing on topics such as executive functioning, artificial intelligence in education, mental health, student engagement, and personalized learning strategies. Notable sessions included “AI Revolution: Transforming Independent Study Leadership and Learning,” “Transforming Student Engagement,” and “Using Dual Enrollment to Personalize Learning.” ? 2025 CCIS Winter ConferenceThe event also addressed critical areas like compliance with California Education Code, implementation of Multi-Tiered System of Supports (MTSS), and strategies for supporting special populations within independent study settings. These sessions aimed to equip educators with the tools and knowledge necessary to enhance the effectiveness of independent study programs and ensure they meet the diverse needs of students.?	Conference attendance 5000-5999: Services And Other Operating Expenditures Title I 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Overall, the conference serves as a platform for collaboration, professional development, and the sharing of innovative approaches to independent study, reinforcing CCIS's commitment to supporting educators and promoting student success in alternative education models.? 5800: Professional/Consulting Services And Operating Expenditures Title I 15000	
		Language Arts and English Language Development teachers will be provided with high-quality professional development of the Summit K12 program. Summit K12 is an online, standards-aligned supplemental curriculum designed to accelerate English language development for multilingual learners in grades K–12. The program offers adaptive, interactive instruction across the four language domains—listening, speaking, reading, and writing—while aligning with state-specific English Language Proficiency assessments such as TELPAS (Texas), ELPAC (California), and WIDA standards.?	Summit K12 training 5800: Professional/Consulting Services And Operating Expenditures Title I 1590

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		5800: Professional/Consulting Services And Operating Expenditures Title I 1500.00	
		Carryover Title funds will be used to provide professional development for Desert Learning Academy teachers focused on designing and implementing higher-order thinking questions using Hess' Depth of Knowledge (DOK) matrix to deepen student engagement, promote critical thinking, and enhance instructional rigor across all content areas. The goal is this PD is to elevate the rigor and teacher and learning and create 'productive struggle' for students. 5800: Professional/Consulting Services And Operating Expenditures Title I 9000	DOK Training 5800: Professional/Consulting Services And Operating Expenditures Title I 6000
		Carryover Title 1 funds will be used to provide professional development for Desert Learning Academy teachers on restorative practices to strengthen positive relationships, build a supportive school culture, and equip staff with strategies to resolve conflict, promote accountability, and foster a sense of community among students.	Restorative Practices Training 5800: Professional/Consulting Services And Operating Expenditures Title I 2875

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		5800: Professional/Consulting Services And Operating Expenditures Title I 3000	
DLA will Increase the Mathematics proficiency of all English Learners and Hispanic students by 8%. All DLA students identified as English Learners and/or Hispanic will be provided with additional mathematics intervention time using DLA's hybrid learning platform. Actions will focus vocabulary development, the use of manipulatives to bridge from conceptual to abstract learning, the use of real-life mathematics applications, language support, cultural Relevance, technology integration, and heterogeneous collaborative learning. Accountability metrics that will be used to determine the effectiveness of this strategy/activity include the following: Short cycle pre and post assessment data by student sub-group, interim STAR benchmark data reports by student sub-group, and summative CAASPP mathematics assessment data.	Intervention supports were provided through the MTSS model development at the site. This was primarily funded through Equity Multiplier funds as noted in Goal 5 of the PSUSD LCAP. Assessment practices and intervention implementation continues to be focal point for improvement at DLA moving forward.	Provide designated Mathematics support for all English Learners within the confines of the DLA Independent Studies schedule for 2024/25. None Specified None Specified 0.00	Provide designated Mathematics support for all English Learners within the confines of the DLA Independent Studies schedule for 2025/26 None Specified None Specified 0
DLA will Increase the overall proficiency of identified English Learners on the English Language Proficiency Assessments for California (ELPAC) by 8%. All	ELPAC preparation occurred during the school day during the 2025-26 academic year rather than as additional after-school tutoring. Preparation classes for this work	ELPAC preparation classes on the DLA campus from November 2024-February 2025. All eligible English Learners will be asked to	ELPAC preparation classes 1000-1999: Certificated Personnel Salaries LCFF

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
students identified as English Learners will be provided with designated English Language Development (ELD) instruction during the school day. EL students will be required to participate in preparation classes to ready them for the ELPAC administration in February 2025. Actions will include taking ELPAC practice assessments in the four domains of language development, and participating in heterogenous collaborative discuss groups to improve speaking fluency. Accountability metrics that will be used to determine the effectiveness of this strategy/activity include the following: Designated English Language Development (ELD) attendance data; ELPAC practice test data by domain; ELPAC preparation class attendance and pre and post assessment data; STAR interim benchmark data; ELPAC summative student performance data; Mathematics and Language Arts CAASPP student performance data.	were not implemented as initially planned. This program will be reconstructed for the 2026-27 academic year to provide additional targeted support to ELs and LTELs.	participate in ELPAC preparation classes. Research specifically focused on English Language Proficiency Assessment for California (ELPAC) preparation classes may be limited, as the ELPAC is a relatively specific assessment used in California for English language proficiency. However, there is broader research on English language proficiency assessments and preparation programs and the impact on student language aquisition and ELD standards mastery. Cummins, J. (2008). BICS and CALP: Empirical and theoretical status of the distinction. In Encyclopedia of language and education (Vol. 2, pp. 71-83). Springer. Droop, M., & Verhoeven, L. (2003). Language proficiency and reading ability in first-and second-language learners. Reading Research Quarterly, 38(1), 78-103. Hakuta, K., Butler, Y. G., & Witt, D. (2000). How long does it take English learners to attain proficiency? University of California Linguistic Minority Research Institute. Rivera, C., Vincent, D., & Stansfield, C. W. (2015). Program effectiveness for preparing	0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		English learners for academic success. Journal of Research in Education, 25(2), 115-136. 1000-1999: Certificated Personnel Salaries LCFF 2800	
Desert Learning Academy will provide high-quality reading instruction to all students enrolled in elementary (grades 1-5) and middle school (grades 6-8). Reading Plus and Read Naturally are the two reading programs that will be implemented for middle school and elementary school respectively. Corresponding licenses will be assigned to each student to support literacy development. Reading intervention time is built into both elementary and middle school schedule during which the licenses will be utilized.	The Lexia Core 5 program was provided and was used by elementary and middle school students at the site. Students utilized the adaptive program to work on reading skills at their performance level, with teachers reviewing reporting data to determine appropriate instructional adjustments.	Lexia Learning offers evidence-based literacy programs designed to support students in developing fundamental reading skills through personalized, adaptive instruction. Their flagship program, Lexia® Core5® Reading, is a blended learning solution targeting students from pre-kindergarten through fifth grade. Core5 provides systematic instruction across six critical areas: phonological awareness, phonics, structural analysis, fluency, vocabulary, and comprehension. The program integrates online activities with teacher-led, offline lessons, allowing for individualized learning paths and real-time progress monitoring. The effectiveness of Lexia's programs is supported by a substantial body of research. Over 50 studies, including 20 peer-reviewed publications, have demonstrated positive outcomes associated with Core5 usage. Notably, five of these studies	Lexia Learning licenses for CORE 5 program 5000-5999: Services And Other Operating Expenditures Title I 9050

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		meet the highest standards of evidence as defined by the federal Every Student Succeeds Act (ESSA) . Research indicates that students using Core5 exhibit significant improvements in reading achievement compared to peers receiving traditional instruction. For instance, a study by RAND Corporation found that students in grades 3–5 who utilized Core5 experienced greater reading gains than matched comparison students . Additionally, Core5 has been shown to be effective across diverse student populations, including English learners and students with disabilities .? 4000-4999: Books And Supplies Title I 9050	
Desert Learning Academy will provide supplemental devices for classroom use in preparing, delivering, and monitoring student instruction and intervention.	Laptops were purchased for classroom use on the site as planned. Additional technology was added as needs developed during the year.	Carryover Title I funds will be used to purchase supplemental laptop devices to enhance classroom instruction and intervention. These devices will support teachers in preparing and delivering high-quality lessons, providing targeted interventions, and monitoring student progress more effectively. The additional laptops will ensure equitable access to technology for all students, enabling the use of digital tools and programs that support personalized learning, data-driven instruction, and	Classroom technology purchases 4000-4999: Books And Supplies Title I 22960

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		academic achievement for Title I students. 4000-4999: Books And Supplies Title I 17676	

Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal. The effectiveness of Goal 1 strategy implementation is pending further review at time of SPSA writing. Progress monitoring data suggests mixed outcomes related to instructional and intervention efforts, with progress reflected in some areas and limited in others. As many of the activities were not implemented as designed due in part to leadership transitions during the 2025-26 academic year, multiple activities are being reconfigured for the 2026-27 academic year to better align with identified needs noted in Spring 2026 input collection. Summative state and local data following the 2025-26 academic year will be used to further evaluate the overall academic program, and the Fall 2026 SPSA revision process will be used to further align activities to needs based on a more comprehensive review of effectiveness.
Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal. Shifts in site leadership and internal structures led to changes during the year from the initial plan design. Multiple Goal 1 activities were not implemented as designed. These include lack of implementation of the SEL curriculum, ELPAC preparation sessions not offered in settings outside of the school day, and professional development not being implemented to the extent that was originally planned. This led to significantly less expenditures than initially budgeted in these areas. Funding was used to purchase additional technology and materials than originally budgeted, meeting needs identified mid-year.
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA. The SPSA is going through a significant update for the 2026-27 academic year. Goal 1 activities will be realigned to target improvement in priority areas such as mathematics, EL supports, MTSS, and college/career readiness. Continuing implementation of past systems will be reevaluated during the 2026-27 academic year and adjusted to meet updated student needs. DLA will be transitioning leadership into the 2026-27 academic year, therefore the Fall 2025 SPSA revision period will be prioritized to further realign resources to newly identified school needs based on both end-of-year summative state data and start of year needs assessment results.

Annual Review and Update

SPSA Year Reviewed: 2025-26

Goal 2 – Parent Engagement

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Parent Participation in Stakeholder Input Processes - SSC, PTA, Rising Stars, and Safety Committee.	Parent Participation in Stakeholder Input Processes - 250 surveys	Parent Participation in Stakeholder Input Processes - 22 surveys in Winter 2026
Family School Connectedness via Panorama Family Climate Survey All Students (ALL) Elementary School Students (ES) Middle School Students (MS) High School Students (HS) English Learner (EL) Hispanic (Hisp) African American (AA)	Family School Connectedness via Panorama Family Climate Survey 150 Parents will complete Panorama surveys All Students (ALL) -100% (1% increase) Elementary School Students (ES) 100% (1% increase)) Secondary School Students-100% (1% increase) English Learner (EL) -100% (6% increase) Hispanic (Hisp)-100% -Maintain African American (AA)-98% (3% increase)	Family School Connectedness via Panorama Family Climate Survey 22 Parents completed Panorama surveys in Winter 2026 All Families (ALL) - 95% favorable
Climate of Support for Academic Learning via Panorama Family Climate Survey Climate Survey - All Students (ALL)- 97% - Hispanic (Hisp) -97% - Two or more - 100%	Climate of Support for Academic Learning via Panorama Family Climate Survey - All Students (ALL)- Increase by 4% points to 97% - Hispanic (Hisp) -Increase by 4% points to 94% - Two or more - 100% maintain * Special Education- Increase by 4% points to 97%	Climate of Support for Academic Learning via Panorama Family Survey Winter 2026 All Families (ALL)- 95% favorable
Number of Attendees Attending 1 or more school/parent center	Number of Parent Attendees attending 1 or more site/parent center sponsored events - 100% to	Number of Parent Attendees attending 1 or more site/parent center sponsored events in 2025-26 - 170

Metric/Indicator	Expected Outcomes	Actual Outcomes
sponsored events at site- 100% to student orientations	student orientations, 100% monthly mentoring meetings. Increase parent attendance at site sponsored events to the following: Student orientations (75%); and Mentor meetings (75); and site sponsored events (50%)	

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Desert Learning Academy will increase engagement and involvement by developing opportunities for stakeholders to support the educational processes of their student(s). Self-study findings indicate a high level of satisfaction with the program (parents and guardians to support student achievement for learning by; Decrease the number of students that are chronically absent by 4% annual until the school is at or below 9% (state reporting), Increase to 96% of students turning in a progress mentoring form sign by the parent to weekly, and Increase Parent / Guardian communication of academic performance. DLA will provide parents contact information and specific dates of when students need to be on campus.	DLA offered multiple family engagement opportunities during the 2025-26 academic year. Back to School Night and individualized on-boarding meetings are provided as introductory interaction experiences. Family Literacy Nights were well attended, particularly by elementary grade level families. Additional family engagement nights, such as STEM and EL family nights, were not implemented as planned in 2025-26, however planning is underway to incorporate these offerings in 2026-27.	Classified and certificated staff members will be compensated for extra duty outside of the contractual day to work with parents and students during a variety of school events including Back to School Night, FAFSA completion nights, Innovation Nights, STEM Nights, award/recognition nights, community art events etc. Parent involvement in schools has been extensively studied due to its significant impact on student achievement and school success. Below are several citations from peer reviewed research base outlining the many benefits to student learning. Epstein, J. L. (2011). School, family, and community partnerships: Preparing educators	Family Engagement Nights Extra Duty 1000-1999: Certificated Personnel Salaries Title I Part A: Parent Involvement 1306

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		and improving schools. Westview Press. Hill, N. E., & Tyson, D. F. (2009). Parental involvement in middle school: A meta-analytic assessment of the strategies that promote achievement. <i>Developmental Psychology</i>, 45(3), 740-763. Hoover-Dempsey, K. V., & Sandler, H. M. (1997). Why do parents become involved in their children's education? <i>Review of Educational Research</i>, 67(1), 3-42. Jeynes, W. H. (2005). A meta-analysis of the relation of parental involvement to urban elementary school student academic achievement. <i>Urban Education</i>, 40(3), 237-269. Lareau, A. (2011). <i>Unequal childhoods: Class, race, and family life</i>. Univ of California Press. 2000-2999: Classified Personnel Salaries Title I Part A: Parent Involvement 1306	
		Classified and certificated staff members will be compensated for extra duty for participation in family English Learner education nights on the DLA campus. These sessions will feature guest speakers and PSUSD specialists.	Classified extra duty for family engagement nights 2000-2999: Classified Personnel Salaries Title I 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		1000-1999: Certificated Personnel Salaries Title I 2493	
		Certificated and classified staff members will receive additional compensation to staff monthly parent meetings including STEAM, INNOVATION nights, CTE showcases etc. Parent involvement in schools has been extensively studied due to its significant impact on student achievement and school success. Below are several citations from peer reviewed research base outlining the many benefits to student learning. Epstein, J. L. (2011). School, family, and community partnerships: Preparing educators and improving schools. Westview Press. Hill, N. E., & Tyson, D. F. (2009). Parental involvement in middle school: A meta-analytic assessment of the strategies that promote achievement. Developmental Psychology, 45(3), 740-763. Hoover-Dempsey, K. V., & Sandler, H. M. (1997). Why do parents become involved in their children's education? Review of Educational Research, 67(1), 3-42.	Extra duty costs for STEAM, innovation nights, and other supplemental family engagement opportunities. 1000-1999: Certificated Personnel Salaries Title I 199

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Jeynes, W. H. (2005). A meta-analysis of the relation of parental involvement to urban elementary school student academic achievement. <i>Urban Education</i>, 40(3), 237-269. Lareau, A. (2011). <i>Unequal childhoods: Class, race, and family life</i>. Univ of California Press. 1000-1999: Certificated Personnel Salaries Title I 1500.00	

Analysis

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

Implementation of Goal 2 strategies was limited through the year due to transitions in school leadership and other site-based needs that were identified during the year. DLA successfully implemented literacy nights, engaging families in reading skill development and literacy related activities. Educational partner input indicated that these events were successful and there is a desire to continue to provide these opportunities moving forward. Additional planned nights targeting topics in STEM, CTE, and other academic areas were not held as planned. Other parent outreach opportunities, such as the connections made by the Community Liaison and individual parent contact structures, appear to have been successful in connecting parents to the school and their child's learning. The evaluation of the action as a whole leads to an undetermined status due to lack of full implementation, however positive feedback regarding items that were implemented indicates a need to offer additional opportunities in 2026-27 and reassess the activities at that time.

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

Due in part to leadership transitions during the school year, family engagement nights for topics such as STEAM, innovation, and CTE were not held as planned. This led to lower than expected expenditures in this area and less services provided than initially planned.

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 SPSA is going through a significant update for the 2026-27 academic year. Goal 2 activities will be focused on parent and family engagement programs that leverage successful implementation from the 2025-26 academic year and new opportunities to meaningfully connect families to the school. Continuing implementation of past systems will be reevaluated during the 2026-27 academic year and adjusted to meet updated student needs. DLA will be transitioning

leadership into the 2026-27 academic year, therefore the Fall 2025 SPSA revision period will be prioritized to further realign resources to newly identified school needs based on both end-of-year summative state data and start of year needs assessment results.

Annual Review and Update

SPSA Year Reviewed: 2025-26

Goal 3 – Safe and Healthy Learning Environment

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Student Attendance Rates All Students (ALL)	Student attendance rates All Students (ALL) Increase overall attendance rate by 2% to 94.9%	Student attendance rates All Students (ALL) - 88%
Chronic Absenteeism Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	Chronic Absenteeism Rates All Students (ALL) - Decrease to 0.5% English Learner (EL) Decrease to 0.5% Hispanic (Hisp) Decrease to 0.8% African American (AA) Maintain at 0% Socioeconomically Disadvantaged (SED) Decrease to 0.6% Students with Disabilities (SWD) Maintain at 0%	Chronic Absenteeism Rates - Fall 2025 CA School Dashboard All Students (ALL) - Blue 1.0% (declined 28%) English Learner (EL) - Green 2.9% (declined 28.2%) Hispanic (Hisp) - Blue 0.6% (declined 25.4%) African American (AA) - no color due to group size, 6.7% (declined 38.8%) Socioeconomically Disadvantaged (SED) - Blue 1.0% (declined 28.4%) Students with Disabilities (SWD) - no color due to group size, 5.6% (declined 38.2%)
High School 4-Year Dropout Rate All Students (ALL) - 19.5% Cohort English Learner (EL) -population below 11 Hispanic (Hisp) -population below 11 African American (AA) -population below 11 Socioeconomically Disadvantaged (SED) - 22%	High School 4-Year Dropout Rate All Students (ALL) - decrease by 5% English Learner (EL) - N/A Hispanic (Hisp) - decrease by 4% African American (AA) -N/A Socioeconomically Disadvantaged (SED) -decrease by 5%	High School 4-Year Dropout Rate 2024-25 Cohort All Students (ALL) - 10.5% English Learner (EL) - N/A due to student sample size Hispanic (Hisp) - 5.3% African American (AA) - N/A due to student sample size Socioeconomically Disadvantaged (SED) - 11.1%

Metric/Indicator	Expected Outcomes				Actual Outcomes			
Suspension Rates: All Students (ALL) 0% English Learner (EL)- 3.6% Hispanic (Hisp) -2.1% African American (AA) - 0% Socioeconomically Disadvantaged (SED)- 1.6% Students with Disabilities (SWD) - 0%	St. Group	Color	DFS/Percentage	Change	St. Group	Color	DFS/Percentage	Change
	All	 Blue	0.2% suspended at least one day	Declined 0.7%	All	 Blue	0.2% suspended at least one day	Declined 0.7%
	EL	 Blue	0% suspended at least one day	Declined 0.9%	EL	 Blue	0% suspended at least one day	Declined 0.9%
	Hisp	 Blue	0.3% suspended at least one day	Declined - 0.2%	Hisp	 Blue	0.3% suspended at least one day	Maintained - 0.2%
	AA	 Blue	0% suspended at least one day	Declined 2.4%	AA	 Blue	0% suspended at least one day	Declined 2.4%
	SED	 Blue	0.2% suspended at least one day	Declined 0.7%	SED	 Blue	0.2% suspended at least one day	Declined 0.7%
	SWD	 Blue	0% suspended at least one day	Declined 1.5%	SWD	 Blue	0% suspended at least one day	Declined 1.5%
	Expulsion Rates All Students (ALL) 0%	Expulsion Rates All Students (ALL) - 0% English Learner (EL) - 0% Hispanic (Hisp) - 0% African American (AA) - 0% Maintain at zero for all student groups.				Expulsion Rates 2024-25 All Students (ALL) - 0% English Learner (EL) - 0% Hispanic (Hisp) - 0% African American (AA) - 0%		
Panorama Survey - School Connectedness All students EL AA Hisp SED	Panorama Survey – School Connectedness All Students (ALL) - Increase of 5% to 76% English Learner (EL) - Increase of 5% to 72% Hispanic (Hisp) - Increase of 5% to 77% African American (AA) - increase of 5% to 75% SED- N/A- increase of 5% to 75% SPED- Increase of 5% to 59%				Panorama Survey – School Connectedness 29 students in Winter 2026 All Students (ALL) - 65% English Learner (EL) - 68% Hispanic (Hisp) - 67% African American (AA) - N/A SED- 61% SWD- 75%			
Panorama Survey - School Safety All students: EL Two or More Hisp SED	Panorama Survey – School Safety All Students (ALL) - Increase of 5% to 90% favorable rating English Learner (EL) -Increase of 5% to 85% favorable rating Hispanic (Hisp) - Increase of 5% to 91% favorable rating				Panorama Survey – School Safety 29 students in Winter 2026 All Students (ALL) - 88% English Learner (EL) - 89% Hispanic (Hisp) - 67% African American (AA) - N/A SED- 86%			

Metric/Indicator	Expected Outcomes	Actual Outcomes
	African American (AA) - Increase of 5% to 88% favorable rating. SED:- Increase of 5% to 90% favorable rating.	SWD- 91%
Williams Facilities Inspection Results	Williams Facilities Inspection Result- maintain exemplary rating.	Williams Facilities Inspection Result 2025-26 - Exemplary

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
In order to maintain a healthy and safe learning environment DLA will continue to provide anxiety and depression therapy through mental health services. As DLA has a large number of students that are requesting therapeutic support because they find it difficult to avoid distractions and require more time to turn their attention from one task to the next. DLA will provide a one hour on campus session with a mental health professional focused on anxiety and depression. Accountability metrics that will be used to determine the effectiveness of this action/strategy include the following: Campus FIT report; support group student exit interviews and surveys; support	Contracted SEL support was implemented at the school site, providing supports to students in individual and group settings throughout the year. District resources were provided to students as needed, however additional weekly SEL lessons above the district provided materials was not implemented.	DLA will provide an hour session once weekly that will support the social emotional issues of high school students, focusing on anxiety/depression., This will aid students in completing course and assigned work ontime, thus increasing attendance. The importance and positive impact of mental health/counseling support services for k-12 students is very well documented in the peer reviewed research based. Kutcher, S., Wei, Y., & Coniglio, C. (2016). Mental health literacy: Past, present, and future. The Canadian Journal of Psychiatry, 61(3), 154-158. - This paper	Additional SEL lesson costs 5800: Professional/Consulting Services And Operating Expenditures Title I 5000

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
group attendance data; student achievement data (STAR, Short Cycle Assessment, CAASPP); Panorama survey data pertaining to social emotional learning, well being and safety.		discusses the importance of mental health literacy in schools and how it can be improved to support students. Lee, S., Wu, J., & Ma, Y. L. (2019). School-based mental health interventions for depressive symptoms in adolescents: A systematic review and meta-analysis of randomized controlled trials. <i>Journal of the American Academy of Child & Adolescent Psychiatry</i>, 58(2), 186-200. - This study reviews the effectiveness of school-based interventions for depression in adolescents, providing insights into effective strategies. Gulliver, A., Griffiths, K. M., & Christensen, H. (2010). Perceived barriers and facilitators to mental health help-seeking in young people: A systematic review. <i>BMC Psychiatry</i>, 10(1), 113. - This systematic review examines the factors that influence young people's help-seeking behavior for mental health issues, which is crucial for designing effective support systems. Merikangas, K. R., He, J. P., Burstein, M., Swanson, S. A., Avenevoli, S., Cui, L., ... & Swendsen, J. (2010). Lifetime prevalence of mental disorders in U.S. adolescents: Results from	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		the National Comorbidity Survey Replication–Adolescent Supplement (NCS-A). Journal of the American Academy of Child & Adolescent Psychiatry, 49(10), 980-989. - This study provides important data on the prevalence of mental disorders in adolescents, highlighting the need for mental health support. Kataoka, S. H., Zhang, L., & Wells, K. B. (2002). Unmet need for mental health care among U.S. children: Variation by ethnicity and insurance status. American Journal of Psychiatry, 159(9), 1548-1555. - This study explores the disparities in access to mental health care among children, which can inform efforts to improve support for vulnerable populations. 5800: Professional/Consulting Services And Operating Expenditures Title I 5000	
In order to maintain a healthy and safe learning environment DLA will provide students with access to report bullying through Sprigeo. Accountability metrics that will be used to determine the effectiveness of this action/strategy include the following: Sprigeo	The Sprigeo reporting program is available district wide and provided to students at DLA. This system continues to be implemented as designed, allowing for rapid response to bullying-related incidents.	PSUSD will provide access to the Sprigeo system. This system will provide DLA parent and student access to the an anonymous tip line prevents school tragedies on a daily basis. Sprigeo is a platform designed to help schools address bullying,	District Sprigeo Contract - No site cost None Specified None Specified 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
student reports; student Synergy referrals.		violence, and other safety concerns. Research specifically focused on Sprigeo may be limited, but here are some broader research citations related to school safety and bullying prevention, which could be relevant to understanding the effectiveness of Sprigeo or similar platforms: Bradshaw, C. P., Waasdorp, T. E., Debnam, K. J., & Johnson, S. L. (2014). Measuring school climate in high schools: A focus on safety, engagement, and the environment. <i>Journal of School Health</i>, 84(9), 593-604. Espelage, D. L., Low, S., Polanin, J. R., & Brown, E. C. (2013). Clinical trial of Second Step© middle-school program: Impact on aggression & victimization. <i>Journal of Applied Developmental Psychology</i>, 34(5), 226-235. Holt, M. K., & Espelage, D. L. (2007). Perceived social support among bullies, victims, and bully-victims. <i>Journal of Youth and Adolescence</i>, 36(8), 984-994. Swearer, S. M., Wang, C., Berry, B., Myers, Z. R., & Marquart, A. (2019). Reducing bullying: Application of social cognitive theory in a school-based bullying prevention program. <i>Theory into Practice</i>, 58(4), 317-326. Waasdorp, T. E., & Bradshaw, C. P. (2015). The overlap between	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		cyberbullying and traditional bullying. Journal of Adolescent Health, 56(5), 483-488. 0000: Unrestricted None Specified 0.00	
To reduce current chronic absenteeism rates, Desert Learning Academy will continue to implement clearly defined re-engagement strategies to all students enrolled in grades 2-12 to significantly reduce chronic absenteeism rates for all student sub-groups by 8%. Accountability metrics that will be used to determine the effectiveness of this action/strategy include the following: 2025/26 revocation rates; re-engagement minutes; attendance reconciliation data (every two weeks); and learning coach structures.	Re-engagement systems continue to assist in addressing barriers to attendance at DLA. Efforts are in place to increase attendance in both in-person and online learning sessions, supplemented by efforts funded through Equity Multiplier funds. There is currently no cost within the SPSA for these efforts, however the activity does contribute to improved outcomes related to student attendance.	Desert Learning Academy (DLA) aims to reduce chronic absenteeism by 8% through the strategic use of its current re-engagement systems. These systems identify and reengage students who do not meet the 90% attendance requirement every two weeks. Students falling below this threshold are immediately flagged for reengagement, which includes outreach from staff, individualized support plans, and consistent monitoring of attendance improvements. The reengagement process spans four weeks, during which students are expected to show measurable progress toward meeting attendance expectations. If a student's attendance does not improve during this four-week period, their continued enrollment at DLA is at risk. The school may revoke registration to maintain academic integrity and ensure that students enrolled are actively participating. This systematic and time-bound approach allows DLA to proactively address attendance	Attendance re-engagement system None Specified None Specified 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		issues, provide support, and ultimately improve overall student engagement. Equity Multiplier funds are allocated to support extra duty for the site part-time MTSS coach related to re-engagement actions/duties. Eklund, K., Burns, M. K., Oyen, K., de Marchena, S., & McCollom, E. M. (2020). Addressing chronic absenteeism in schools: A meta-analysis of evidence-based interventions. <i>School Psychology Review</i>, 51(1), 95–111. https://doi.org/10.1080/2372966X.2020.1789436 Freeman, J., Sugai, G., Goodman, S., Flannery, B., & Sears, S. (2020). Improving attendance and reducing chronic absenteeism. Center on PBIS. Retrieved from https://www.pbis.org/resource/improving-attendance-and-reducing-chronic-absenteeism:contentReference[oaicite:18]{index=18} Rogers, T., Duncan, T., Wolford, T., Ternovski, J., Subramanyam, S., & Reitano, A. (2017). A randomized experiment using absenteeism information to “nudge” attendance. REL 2017–252. Institute of Education Sciences. Retrieved from https://eric.ed.gov/?id=ED572488:contentReference[oaicite:30]{index=30}	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		0.00	

Analysis

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

Effectiveness of Goal 3 actions is mixed. Although absenteeism and behavioral rates continue to be low, most efforts related to this improvement are district funded or supported through Equity Multiplier funds. Due to limited expenditures in this area in 2025-26 from SPSA funding, actions will be reconfigured for 2026-27 to address continuing individualized needs related to absenteeism and new needs related to school culture and climate improvements. Very low response rates from surveys in Winter 2026 contribute to challenges in evaluating systems in this area.

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

The supplemental weekly SEL lessons were not implemented in 2025-26, however services were provided through contracted support. This did not lead to a significant difference in budgeting compared to actual expenditures although the method of support changed.

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 SPSA is going through a significant update for the 2026-27 academic year. Goal 3 activities will be aligned to the SEL and behavioral support components of the MTSS system, continued focus on attendance, and improvements to school culture and climate. Continuing implementation of past systems will be reevaluated during the 2026-27 academic year and adjusted to meet updated student needs. DLA will be transitioning leadership into the 2026-27 academic year, therefore the Fall 2025 SPSA revision period will be prioritized to further realign resources to newly identified school needs based on both end-of-year summative state data and start of year needs assessment results.

Goals, Strategies, & Proposed Expenditures

Goal 1

Increase Academic Achievement

Goal Statement

Desert Learning Academy will implement instructional systems leading to student mastery of grade level content, support individualized learning needs through timely and effective intervention, and support students in college and career readiness.

LCAP Goal

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

Identified Need

Based on the annual needs assessment, the identified needs in the area of academics are:

- Low overall performance in ELA results as noted by Orange Performance Levels for most groups on the Fall 2025 Dashboard.
- Low overall performance in mathematics results as noted by an Orange Performance Level for the "all students" group and Red performance levels for EL, SED, and Hispanic student groups on the Fall 2025 Dashboard.
- Low overall performance in English Language Development for ELs as noted by an Orange Performance Level on the ELPI on the Fall 2025 Dashboard, indicating a need for increased and improved services in language acquisition support and English Language Development strategy implementation.
- Local data in 2025-26 indicates a significant need for intervention supports in both ELA and mathematics.

Measuring and Reporting Results

Metric/Indicator	Baseline				Expected Outcome			
California School Dashboard - Academic Indicator for English Language Arts All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	St. Group	Color	DFS/Percentage	Change	St. Group	Color	DFS/Percentage	Change
	All	 Orange	18.5 points below standard	Maintained 2 points	All	Yellow	15.5 points below standard	Increase 3.0 points
	EL	 Orange	43.1 points below standard	Maintained - 0.2 points	EL	Yellow	30 points below standard	Increase 3.0 points
	Hisp	 Orange	30.2 points below standard	Declined 8 points	Hisp	Yellow	27.2 points below	Increase 3.0 points
					AA	N/A	Fewer than 11 students - No Data for Privacy	N/A N/A

Metric/Indicator
Baseline
Expected Outcome

--

AA	 No Performance Color	Fewer than 11 students - No Data for Privacy	
SED	 Orange	24 points below standard	Maintained - 1.9 points
SWD	 No Performance Color	89.9 points below standard	Increased 73.9 points

SED	Yellow	21.0 points below	Increase 3.0 points
SWD	N/A	74.9 points below standard	Increase 15.0 points

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

St. Group	Color	DFS/Percentage	Change
All	 Orange	93.6 points below standard	Declined 10.7 points
EL	 Red	104.7 points below standard	Declined 21 points
Hisp	 Red	104.6 points below standard	Declined 16 points
AA	 No Performance Color	Fewer than 11 students - No Data for Privacy	
SED	 Red	98 points below standard	Declined 13.7 points
SWD	 No Performance Color	169.7 points below standard	Increased 7.6 points

St. Group	Color	DFS/Percentage	Change
All	Yellow	90.6 points below	Increase 3.0 points
EL	Yellow	89.7 points below	Increase 15.0 points
Hisp	Yellow	89.6 points below	Increase 15.0 points
AA	N/A	Fewer than 11 students - No Data for Privacy	N/A N/A
SED	Yellow	83.0 points below	Increase 15.0 points
SWD	NA	154.7 points	Increase 15.0 points

California Science Test - CA School Dashboard

California Science Test - 2024-25 Results
Percent of Students Who Meet or Exceed Standard
High School – 13.72%
Overall percentage of students meeting or exceeding standard - 18.63%
CA School Dashboard (Preliminary Information)
Green
47.5 science points (Medium status level)
Increased 4.3 points

California Science Test - Fall 2026 Dashboard
Green
49.5 science points (Medium status level)
Increase by 2.0 points or more

Metric/Indicator	Baseline				Expected Outcome			
California School Dashboard - English Learner Progress Indicator (ELPI)		Color	DFS/Percentage	Change		Color	DFS/Percentage	Change
	English Learner Progress Indicator	 Orange	40.8%	Increased - 3.6	English Learner Progress Indicator	Yellow	42.8%	Increase 2.0
English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate	English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate 2024-25 - 7.7%				English Learner Redesignated Fluent English Proficient (RFEP) 2025-26 Reclassification Rate - 3% Growth to 10.7%			
California School Dashboard - Graduation Rate Indicator All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	St. Group	Color	DFS/Percentage	Change	St. Group	Color	DFS/Percentage	Change
	All	 Orange	80.7%	Declined 2.1%	All	Green	81.7%	Increase 1.0%
	EL	 No Performance Color		Fewer than 11 students - data not displayed for privacy	EL	N/A	N/A	N/A N/A
	Hisp	 Green	89.5%	Increased 8.4%	Hisp	Green	90.5%	Increase 1.0%
	AA	 No Performance Color		Fewer than 11 students - data not displayed for privacy	AA	N/A	N/A	N/A N/A
	SED	 Yellow	81.5%	Maintained - 0.3%	SED	Green	82.5%	Increase 1.0%
	SWD	 No Performance Color		Fewer than 11 students - data not displayed for privacy	SWD	N/A	N/A	N/A N/A
	College and Career Indicator (CCI) All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with disabilities (SWD)	St. Group	Color	DFS/Percentage	Change	St. Group	Color	DFS/Percentage
All	 Yellow	Prepared 31.6%	Increased 8.8%	All	Yellow	33.6%	Increase 2.0%	
EL	 No Performance Color		Less than 11 Students	EL	N/A	N/A	N/A N/A	
				Hisp	Green	38.8%	Increase 2.0%	
				AA	N/A	Less than 11 Students	N/A N/A	

Metric/Indicator	Baseline				Expected Outcome																					
	<table><tr><td>Hisp</td><td> Green</td><td>Prepared 36.8%</td><td>Increased 17.9%</td></tr><tr><td>AA</td><td> No Performance Color</td><td></td><td>Less than 11 Students</td></tr><tr><td>SED</td><td> Yellow</td><td>Prepared 29.6%</td><td>Increased 6%</td></tr><tr><td>SWD</td><td> No Performance Color</td><td></td><td>Less than 11 Students 0</td></tr></table>	Hisp	 Green	Prepared 36.8%	Increased 17.9%	AA	 No Performance Color		Less than 11 Students	SED	 Yellow	Prepared 29.6%	Increased 6%	SWD	 No Performance Color		Less than 11 Students 0	<table><tr><td>SED</td><td>Yellow</td><td>31.6%</td><td>Increase 2.0%</td></tr><tr><td>SWD</td><td>N/A</td><td>Less than 11 Students</td><td>N/A N/A</td></tr></table>	SED	Yellow	31.6%	Increase 2.0%	SWD	N/A	Less than 11 Students	N/A N/A
Hisp	 Green	Prepared 36.8%	Increased 17.9%																							
AA	 No Performance Color		Less than 11 Students																							
SED	 Yellow	Prepared 29.6%	Increased 6%																							
SWD	 No Performance Color		Less than 11 Students 0																							
SED	Yellow	31.6%	Increase 2.0%																							
SWD	N/A	Less than 11 Students	N/A N/A																							
UC and/or CSU Entrance Requirement Completion Rate All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED)	UC and/or CSU Entrance Requirement Completion Rate 2024-25 Cohort All Students (ALL) - 41.3% English Learners (EL) - * Hispanic (Hisp) - 47.1% African American (AA) - * Socioeconomically Disadvantaged (SED) - 38.6% Students with Disabilities (SWD) - * *In order to protect student privacy, data is suppressed because fewer than 11 students tested.				UC and/or CSU Entrance Requirement Completion Rate 2024-25 Cohort All Students (ALL) - 43.3% English Learners (EL) - * Hispanic (Hisp) - 49.1% African American (AA) - * Socioeconomically Disadvantaged (SED) - 40.6% Students with Disabilities (SWD) - * *In order to protect student privacy, data is suppressed because fewer than 11 students tested.																					
Career Technical Education (CTE) Program Completion Rate	Career Technical Education (CTE) Program Completion Rate- DLA does not currently offer a CTE pathway program.				Career Technical Education (CTE) Program Completion Rate - DLA does not currently have plans to offer a full CTE pathway program in 2026-27, therefore there is no school data pending for this metric.																					
Advanced Placement (AP) Test Results Reported as percent of students passing one or more AP exam with a score of 3 of higher. All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED)	Advanced Placement (AP) Test Results Reported as percent of students passing one or more AP exam with a score of 3 of higher. DLA students did not complete any AP tests in 2024-25.				Advanced Placement (AP) Test Results Reported as percent of students passing one or more AP exam with a score of 3 of higher. Complete AP tests and establish a new baseline.																					

Metric/Indicator	Baseline	Expected Outcome
3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results. All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results of students meeting/exceeding standard. ALL- 7.69% EL- * Hisp.- * AA- NA SED- * SWD- * *In order to protect student privacy, data is suppressed because fewer than 11 students tested.	3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results of students meeting/exceeding standard. ALL- 9.69% EL- * Hisp.- * AA- NA SED- * SWD- * *In order to protect student privacy, data is suppressed because fewer than 11 students tested.
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 Mathematics (SBAC Math) Results of students meeting/exceeding standard. ALL- 18.18% EL- * Hisp.- 8.34% AA- NA SED- 19.36% SWD- * *In order to protect student privacy, data is suppressed because fewer than 11 students tested.	8th Grade Smarter Balanced Assessment Consortium Mathematics (SBAC Math) Results of students meeting/exceeding standard. ALL- 20.18% EL- * Hisp.- 10.34% AA- NA SED- 21.36% SWD- * *In order to protect student privacy, data is suppressed because fewer than 11 students tested.
Williams Textbook/Materials Compliance	Williams Textbook/Materials Compliance 100% compliance	Williams Textbook/Materials Compliance maintain 100% compliance - Maintain

Planned Strategies/Activities

Strategy/Activity 1

Instructional Improvement and Support

DLA will provide high quality instruction in all subject areas aligned to achievement in the state standards. To accomplish this, supplemental online instructional materials and assessment tools will be purchased to support the online core curriculum and provide Tier I supports within all class settings. Due to the hybrid and online instructional programs at DLA, funding is also provided for customized form development to create instructional plan agreements designed to clarify

program processes and outline student services within the school. A writing program will also be supported to increase writing proficiency and expand writing across the curriculum. This improvement strategy will be monitored through local assessment results throughout the school year and improvement in state testing results including CAASPP in ELA, Math, and Science leading to improved outcomes on the CA School Dashboard.

Students to be Served by this Strategy/Activity

☒ All

Timeline

7/1/26-6/30/27

Person(s) Responsible

Administration
Classroom Teachers
MTSS Intervention Team

Proposed Expenditures for this Strategy/Activity

Amount	5,000
Source	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Licenses for customized forms for master agreements, contracts, services documentation, etc.
Amount	6,750
Source	Title I
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Licenses for online resources to support student learning such as Seesaw and Wayground
Amount	3,950
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Writing program license and associated costs

Strategy/Activity 2

English Learner Supports

DLA will provide supports to English Learners (ELs) and Long-Term ELs (LTELs) in order to support language development, reading and writing skills, and improved academic performance in courses. This service will include extra duty funding to provide linguistic and skill development supports for ELs and LTELs through tutoring structures that will occur outside of the school day. Supports during the school day are supplemented by Equity Multiplier funded bilingual paraprofessionals, supporting small group instruction and linguistic support needs (see the PSUSD LCAP Goal 5 for more details). This improvement strategy will be monitored through local assessment outcomes during the year and improvement on ELPAC, the ELPI, and ELA CAASPP results for both the EL and LTEL groups leading to improved outcomes on the CA School Dashboard.

Students to be Served by this Strategy/Activity

X English Learner

Timeline

7/1/26-6/30/27

Person(s) Responsible

Administration
Classroom Teachers
Paraprofessionals
MTSS Intervention Team

Proposed Expenditures for this Strategy/Activity

Amount	6,089
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Extra duty for EL and LTEL tutoring and academic supports occurring outside of the school day

Strategy/Activity 3

MTSS - Academic Intervention Services

DLA will provide an MTSS structure that provides timely intervention to students through multiple access points both during and outside of the instructional day. This system will include regular student progress monitoring through the Professional Learning Community (PLC) model, SST meetings, and targeted supports provided to students based on identified needs. Mathematics will be a priority area in intervention systems to address EL, SED, and Hispanic student group performance needs along with overall score improvement. Intervention services will include additional tutoring and support occurring outside of the school day, embedded small group supports occurring during the school day, and individualized targeted support provided to address individualized needs. Additional extra

duty time is provided to allow for assessment development, data analysis, intervention planning, and progress monitoring within the systems. This improvement strategy will be monitored through performance improvement in local assessments and improved outcomes on state testing results including CAASPP in ELA, Math, and Science leading to improved outcomes on the CA School Dashboard.

Students to be Served by this Strategy/Activity

☒ All

Timeline

7/1/26-6/30/27

Person(s) Responsible

Administration
Classroom Teachers
MTSS Intervention Team

Proposed Expenditures for this Strategy/Activity

Amount	11,000
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Extra duty costs for tutoring and academic intervention occurring outside of the school day
Amount	2,980
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Extra duty costs for data analysis, progress monitoring, and intervention planning related to MTSS efforts

Strategy/Activity 4

Professional Development and Collaborative Planning

DLA will provide staff with professional development in evidence-based instructional strategies likely to support academic improvement through online and hybrid learning models. In conjunction with district provided professional development, DLA will provide funding for conference attendance for evidence-based practices specifically applicable to the online and hybrid instructional models used at the school. Additional supplemental professional development is provided through Equity Multiplier funds (see PSUSD LCAP Goal 5 for additional details). This improvement strategy will be monitored through improved academic

outcomes on local assessments throughout the year and increased performance in state testing including on ELPAC and CAASPP for ELA, Math, and Science leading to improved outcomes on the CA School Dashboard.

Students to be Served by this Strategy/Activity

☒ All

Timeline

7/1/26-6/30/27

Person(s) Responsible

Administration
Classroom Teachers

Proposed Expenditures for this Strategy/Activity

Amount	7,970
Source	Title I
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Conference attendance fees and expenses for evidence-based practices related to online and hybrid learning environments

Strategy/Activity 5

College/Career Readiness Supports

DLA will provide students with opportunities to explore college and career opportunities of interest as part of promoting on-time graduation and A-G completion. Additional online elective courses are being provided to supplement offerings and allow students to explore topics of interest outside of the traditional core content areas. College and career exposure through field trips and campus visits are designed to connect students with available opportunities in higher education and within the community. Equity Multiplier funds will further expand offerings, supporting expanded arts offerings and additional course availability. This improvement strategy will be monitored through progress monitoring in course completion towards graduation and meeting A-G requirements, leading to increased percentages in graduation rate and CCI on the CA School Dashboard.

Students to be Served by this Strategy/Activity

☒ All

Timeline

7/1/26-6/30/27

Person(s) Responsible

Administration
Classroom Teachers

Proposed Expenditures for this Strategy/Activity

Amount

1,200

Source

LCFF

Budget Reference

5000-5999: Services And Other Operating Expenditures

Description

Field trips and campus visits related for college and career awareness and access

Goals, Strategies, & Proposed Expenditures

Goal 2

Increase Parent and Community Partnerships

Goal Statement

DLA will create meaningful parent and family engagement opportunities, building relationships that collaboratively support students in their learning and development.

LCAP Goal

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

Identified Need

Based on the annual needs assessment, the identified needs in the area of parent and community engagement are:

- Low participation from parents and family members in school climate survey completion indicates a need to connect with parents and families more effectively in evaluating school systems.
- Limited offerings of planned school engagement events on 2025-26 indicating a need to better align activities with needs and interests of the school community.
- Support for parent engagement efforts is needed to better partner with families in improving outcomes for students.

Measuring and Reporting Results

Metric/Indicator	Baseline	Expected Outcome
Parent Participation in Educational Partner Input Processes	Parent Participation in Educational Partner Input Processes A total of 22 Panorama surveys were completed by parents as part of the Winter 2026 Panorama Survey administration	Parent Participation in Educational Partner Input Processes Increase participation to 100 Panorama surveys completed by parents as part of the Winter 2027 Panorama Survey administration
Family School Connectedness via Panorama Family Climate Survey All Students (ALL) Elementary School Students (ES) Middle School Students (MS) High School Students (HS)	Family School Connectedness via Panorama Family Climate Survey 22 Parents completed Panorama surveys in Winter 2026 All Students (ALL) - 95% favorable	Family School Connectedness via Panorama Family Climate Survey 100 Parents complete Panorama surveys in Winter 2027 All Families (ALL) - 95% favorable or higher

Metric/Indicator	Baseline	Expected Outcome
English Learner (EL) Hispanic (Hisp) African American (AA)		
Climate of Support for Academic Learning via Panorama Family Climate Survey - All Students (ALL)- 97% - Hispanic (Hisp) -97% - Two or more - 100%	Climate of Support for Academic Learning via Panorama Family Family Survey Winter 2026 All Families (ALL)- 95% favorable	Climate of Support for Academic Learning via Panorama Family Survey Winter 2027 100 Parents complete Panorama surveys in Winter 2027 All Families (ALL)- 95% favorable or higher
Number of Attendees Attending 1 or more school/parent center sponsored events at site- 100% to student orientations	Number of Parent Attendees attending 1 or more site/parent center sponsored events in 2025-26 170 attendees	Number of Parent Attendees attending 1 or more site/parent center sponsored events in 2026-27 Increase parent participation/attendance in events by 10% (187)

Planned Strategies/Activities

Strategy/Activity 1

Family Engagement Nights

DLA will provide opportunities for family engagement and input collection throughout the year. Engagement events include but are not limited to literacy nights, math nights, science, A-G awareness, and technology nights among other topics based on parent and family input. Input collection will include increased communication pathways, developing 2-way communication systems, and developing trusting relationships with families as part of refining improvement efforts. This improvement activity will be monitored through educational partner feedback, increases in parent and family attendance at events, and increased communication presence through multiple channels.

Students to be Served by this Strategy/Activity

☒ All

Timeline

7/1/26-6/30/27

Person(s) Responsible

Principal
Teachers
Classified Staff

Proposed Expenditures for this Strategy/Activity

Amount	933
Source	Title I Part A: Parent Involvement
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Extra duty for family engagement nights supporting EL students
Amount	1,500
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Extra duty for family engagement nights such as literacy night, mathematics night, A-G awareness, technology, and other academic-focused topics
Amount	920
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Extra duty for family engagement nights such as literacy night, mathematics night, A-G awareness, technology, and other academic-focused topics

Goals, Strategies, & Proposed Expenditures

Goal 3

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

Goal Statement

DLA will provide students with a physically and emotionally safe in-person and online learning environments that support student needs.

LCAP Goal

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

Identified Need

Based on the annual needs assessment, the identified needs in the area of a safe and healthy school environment are:

- Suspension rates continue to be low for the school, however needs are present for minor incidents during various student interactions.
- Improvement in rates of chronic absenteeism as noted on the Fall 2025 Dashboard are commended, however there is a continuing a need to maintain effective systems to replicate low rates over time.
- Low survey response rates from students indicates a need to collect and utilize student feedback more effectively as part of progress monitoring in Goal 3 areas.
- Educational partner feedback indicates needs related to improving school climate.

Measuring and Reporting Results

Metric/Indicator	Baseline	Expected Outcome
Student Attendance Rates All Students (ALL)	Student attendance rates All Students (ALL) - 88%	Student attendance rates All Students (ALL) Increase overall attendance rate by 2% to 90%
Chronic Absenteeism Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Chronic Absenteeism Rates - Fall 2025 CA School Dashboard All Students (ALL) - Blue 1.0% (declined 28%) English Learner (EL) - Green 2.9% (declined 28.2%) Hispanic (Hisp) - Blue 0.6% (declined 25.4%)	Chronic Absenteeism Rates - Fall 2026 CA School Dashboard All Students (ALL) - Maintain a rate of less than 2.5% for status in the Very Low level English Learner (EL) - Blue 2.5% (decline 0.4% or more)

Metric/Indicator	Baseline	Expected Outcome																																																								
Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	African American (AA) - no color due to group size, 6.7% (declined 38.8%) Socioeconomically Disadvantaged (SED) - Blue 1.0% (declined 28.4%) Students with Disabilities (SWD) - no color due to group size, 5.6% (declined 38.2%)	Hispanic (Hisp) - Maintain a rate of less than 2.5% for status in the Very Low level African American (AA) - no color due to group size, 5.2% (decline by 0.5% or more) Socioeconomically Disadvantaged (SED) - Maintain a rate of less than 2.5% for status in the Very Low level Students with Disabilities (SWD) - no color due to group size, 5.1% (decline by 0.5% or more)																																																								
High School 4-Year Dropout Rate All Students (ALL) - 19.5% Cohort English Learner (EL) -population below 11 Hispanic (Hisp) -population below 11 African American (AA) -population below 11 Socioeconomically Disadvantaged (SED) - 22%	High School 4-Year Dropout Rate 2024-25 Cohort All Students (ALL) - 10.5% English Learner (EL) - N/A due to student sample size Hispanic (Hisp) - 5.3% African American (AA) - N/A due to student sample size Socioeconomically Disadvantaged (SED) - 11.1%	High School 4-Year Dropout Rate 2025-26 Cohort All Students (ALL) - 8.5% English Learner (EL) - N/A due to student sample size Hispanic (Hisp) - 3.3% African American (AA) - N/A due to student sample size Socioeconomically Disadvantaged (SED) - 9.1%																																																								
Suspension Rates: All Students (ALL) 0% English Learner (EL)- 3.6% Hispanic (Hisp) -2.1% African American (AA) - 0% Socioeconomically Disadvantaged (SED)- 1.6% Students with Disabilities (SWD) - 0%	<table><tr><th>St. Group</th><th>Color</th><th>DFS/Percentage</th><th>Change</th></tr><tr><td>All</td><td> Blue</td><td>0.2% suspended at least one day</td><td>Declined 0.7%</td></tr><tr><td>EL</td><td> Blue</td><td>0% suspended at least one day</td><td>Declined 0.9%</td></tr><tr><td>Hisp</td><td> Blue</td><td>0.3% suspended at least one day</td><td>Declined - 0.2%</td></tr><tr><td>AA</td><td> Blue</td><td>0% suspended at least one day</td><td>Declined 2.4%</td></tr><tr><td>SED</td><td> Blue</td><td>0.2% suspended at least one day</td><td>Declined 0.7%</td></tr><tr><td>SWD</td><td> Blue</td><td>0% suspended at least one day</td><td>Declined 1.5%</td></tr></table>	St. Group	Color	DFS/Percentage	Change	All	 Blue	0.2% suspended at least one day	Declined 0.7%	EL	 Blue	0% suspended at least one day	Declined 0.9%	Hisp	 Blue	0.3% suspended at least one day	Declined - 0.2%	AA	 Blue	0% suspended at least one day	Declined 2.4%	SED	 Blue	0.2% suspended at least one day	Declined 0.7%	SWD	 Blue	0% suspended at least one day	Declined 1.5%	<table><tr><th>St. Group</th><th>Color</th><th>DFS/Percentage</th><th>Change</th></tr><tr><td>All</td><td>Blue</td><td>0.0%</td><td>Increase zero suspension</td></tr><tr><td>EL</td><td>Blue</td><td>0.0%</td><td>Increase zero suspension</td></tr><tr><td>Hisp</td><td>Blue</td><td>0.0%</td><td>Increase zero suspension</td></tr><tr><td>AA</td><td>Blue</td><td>0.0%</td><td>Increase zero suspension</td></tr><tr><td>SED</td><td>Blue</td><td>0.0%</td><td>Increase zero suspension</td></tr><tr><td>SWD</td><td>Blue</td><td>0.0%</td><td>Increase zero suspension</td></tr></table>	St. Group	Color	DFS/Percentage	Change	All	Blue	0.0%	Increase zero suspension	EL	Blue	0.0%	Increase zero suspension	Hisp	Blue	0.0%	Increase zero suspension	AA	Blue	0.0%	Increase zero suspension	SED	Blue	0.0%	Increase zero suspension	SWD	Blue	0.0%	Increase zero suspension
St. Group	Color	DFS/Percentage	Change																																																							
All	 Blue	0.2% suspended at least one day	Declined 0.7%																																																							
EL	 Blue	0% suspended at least one day	Declined 0.9%																																																							
Hisp	 Blue	0.3% suspended at least one day	Declined - 0.2%																																																							
AA	 Blue	0% suspended at least one day	Declined 2.4%																																																							
SED	 Blue	0.2% suspended at least one day	Declined 0.7%																																																							
SWD	 Blue	0% suspended at least one day	Declined 1.5%																																																							
St. Group	Color	DFS/Percentage	Change																																																							
All	Blue	0.0%	Increase zero suspension																																																							
EL	Blue	0.0%	Increase zero suspension																																																							
Hisp	Blue	0.0%	Increase zero suspension																																																							
AA	Blue	0.0%	Increase zero suspension																																																							
SED	Blue	0.0%	Increase zero suspension																																																							
SWD	Blue	0.0%	Increase zero suspension																																																							
Expulsion Rates All Students (ALL) 0%	Expulsion Rates 2024-25 All Students (ALL) - 0% English Learner (EL) - 0% Hispanic (Hisp) - 0% African American (AA) - 0%	Expulsion Rates 2025-26 All Students (ALL) - 0% English Learner (EL) - 0% Hispanic (Hisp) - 0% African American (AA) - 0%																																																								

Metric/Indicator	Baseline	Expected Outcome
		Maintain at zero for all student groups.
Panorama Survey - School Connectedness All students EL AA Hisp SED	Panorama Survey – School Connectedness 29 students in Winter 2026 All Students (ALL) - 65% English Learner (EL) - 68% Hispanic (Hisp) - 67% African American (AA) - N/A SED- 61% SWD- 75%	Panorama Survey – School Connectedness Winter 2027 All Students (ALL) - + 5% to 70% English Learner (EL) - + 5% to 73% Hispanic (Hisp) - + 5% to 72% African American (AA) - N/A SED- + 5% to 66% SWD- + 5% to 81%
Panorama Survey - School Safety All students: EL Two or More Hisp SED	Panorama Survey – School Safety 29 students in Winter 2026 All Students (ALL) - 88% English Learner (EL) - 89% Hispanic (Hisp) - 67% African American (AA) - N/A SED- 86% SWD- 91%	Panorama Survey – School Safety Winter 2027 All Students (ALL) - + 2% to 90% English Learner (EL) - + 2% to 91% Hispanic (Hisp) - + 5% to 72% African American (AA) - N/A SED- + 5% to 91% SWD- + 2% to 93%
Williams Facilities Inspection Results	Williams Facilities Inspection Result 2025-26 - Exemplary	Williams Facilities Inspection Result- maintain exemplary rating.

Planned Strategies/Activities

Strategy/Activity 1

MTSS SEL and Behavioral Supports

DLA will provide a structured and responsive MTSS model for SEL and behavioral supports. This structure will utilize tools and resources to address student needs and proactively respond in order to rapidly reintegrate students into the various school learning environments. These materials will include focus areas appropriate for online and hybrid learning, including concepts of appropriate self-care in online environments and cyberbullying prevention. Funds will also provide for starting a wellness center space for in-person SEL support. The current MTSS model will be restructured to support positive behaviors and support needs through supplemental SEL program materials. This improvement activity will be monitored through internal reporting for behavior reporting rates in the online and in-person learning settings, class engagement, and support needs throughout the year with the goal of improving school connectivity rates for students and maintaining quality outcomes on the CA School Dashboard.

Students to be Served by this Strategy/Activity

☒ All

Timeline

7/1/26-6/30/27

Person(s) Responsible

Administration
Classroom Teachers
MTSS Intervention Team

Proposed Expenditures for this Strategy/Activity

Amount	
2,000	
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Supplemental SEL curriculum materials appropriate for online and hybrid settings

Strategy/Activity 2

Attendance Improvement

DLA will provide structures to improve attendance both in online learning sessions and at the school site for in-person learning opportunities. Home visits will be provided via the Equity Multiplier funded Community Liaison to connect with families in need of support in an effort to eliminate barriers to attendance. The DLA Attendance Team will regularly review attendance data and educational partner input to continue to refine efforts to increase school connectedness and attendance rates while reducing the number of students designated as chronically absent. This improvement activity will be monitored through locally calculated attendance rate reporting throughout the year and improvement on the Chronic Absenteeism Indicator on the CA School Dashboard.

Students to be Served by this Strategy/Activity

☒ All

Timeline

7/1/26-6/30/27

Person(s) Responsible

Administration
Community Liaison

Proposed Expenditures for this Strategy/Activity

Amount	2,000
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Extra duty for attendance related home visits

Strategy/Activity 3

School Climate/Culture Improvement

DLA will create a positive school campus environment, developing structures to create a welcoming school where all educational partners feel connected and have a sense of belonging both in online and in-person settings. A needs assessment regarding campus climate will be conducted during the opening segment of the 2026-27 academic year to prioritize initial efforts and target needs based on end of year data from 2025-26 and the start of 2026-27. Administration, counselors, and teachers will collaborate to develop systems that improve campus climate, build an understanding of the diverse needs of students and the school community, and create a welcoming environment throughout the campus. Training will be provided to calibrate efforts with evidence-based strategies and support materials provided to promote quality interactions between all educational partners at the school. This improvement activity will be monitored through educational partner feedback, survey rates for school connectedness and sense of belonging, and improvement in behavior and attendance data.

Students to be Served by this Strategy/Activity

☒ All

Timeline

7/1/26-6/30/27

Person(s) Responsible

Administration
Teachers
Classified staff

Proposed Expenditures for this Strategy/Activity

Amount	2,500
--------	-------

Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Resources and training to address school culture and climate improvement initiatives based on the start-of-year needs assessment
Amount	2,500
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Extra duty for training and/or collaborative planning time related to school climate initiatives based on the start-of-year needs assessment

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, 2026 - June 30, 2027	Support the integration of technology into instruction for both staff and students	11,611	Title II
Secondary Literacy Coach	July 1, 2026 - June 30, 2027	Onsite PD and Support with evidence-based practices to build best first instruction in grades 6-12	15,474	LCFF
NGSS TOSA	July 1, 2026 - June 30, 2027	Onsite PD and support with evidence-based practices to build best first instruction	6,247	LCFF
Secondary Math Coach	July 1, 2026 - June 30, 2027	Onsite PD and support with evidence-based practices to build best first instruction in grades 6-12	17,992	LCFF

School Goal #2: Increase Parent and Community Partnerships				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development	Start Date Completion Date	Proposed Expenditure	Estimated Cost	Funding Source (itemize for each source)
Family engagement events and classes	July 1, 2026 - June 30, 2027	Parenting classes on effective strategies and structures. Parent/community engagement activities.	1,500	LCFF

School Goal #3: Maintain Healthy and Safe Learning Environment				
Actions to be Taken to Reach This Goal	Start Date Completion Date	Proposed Expenditure	Estimated Cost	Funding Source (itemize for each source)
Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development				
Youth Mental Health First Aid Training	July 1, 2026 - June 30, 2027	Training and accompanying books and materials.	2,962	Title IV

Note: Centralized services may include the following direct services:

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

Centralized Services do not include administrative costs.

Budget Summary and Consolidation

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$48,172
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$57,292.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I	47,239	0.00
Title I Part A: Parent Involvement	933	0.00
LCFF	9,120	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	\$47,239.00
Title I Part A: Parent Involvement	\$933.00

Subtotal of additional federal funds included for this school: \$48,172.00

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	\$9,120.00

Subtotal of state or local funds included for this school: \$9,120.00

Total of federal, state, and/or local funds for this school: \$57,292.00

Expenditures by Funding Source

Funding Source	Amount
LCFF	9,120.00
Title I	47,239.00
Title I Part A: Parent Involvement	933.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	25,002.00
2000-2999: Classified Personnel Salaries	2,920.00
4000-4999: Books And Supplies	4,500.00
5000-5999: Services And Other Operating Expenditures	5,150.00
5800: Professional/Consulting Services And Operating Expenditures	19,720.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	LCFF	2,920.00
5000-5999: Services And Other Operating Expenditures	LCFF	1,200.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	5,000.00
1000-1999: Certificated Personnel Salaries	Title I	24,069.00
4000-4999: Books And Supplies	Title I	4,500.00
5000-5999: Services And Other Operating Expenditures	Title I	3,950.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	14,720.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Parent Involvement	933.00

School Site Council Membership

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

- 1 School Principal
- 4 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members
- 3 Secondary Students

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
John Casato - Interim Principal	X				
Mrs. Christine Kirov		X			
Mrs. Stacy Brennan		X			
Mrs. Melissa Ferguson		X			
Mr. Teddie Rexall Scott		X			
Mr. Benjamin Browning				X	
Mrs. Michelle Knight				X	
Mrs. Lorena Gallagos				X	
Ms. Sarah Browning					X
Ms. Alissa Steinberg					X
Ms. Alejandra Navarette					X
Ms. Lucero Martinez			X		
Numbers of members of each category:	1	4	1	3	3

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

Recommendations and Assurances

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

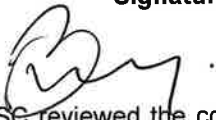
The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

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

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on May 6, 2026.

Attested:



Principal, John Casato - Interim Principal on May 6, 2026

SSC Chairperson, Mr. Teddie Rexall Scott on May 6, 2026

Title I and LCFF Funded Program Evaluation

Goal #1:			
Desert Learning Academy will implement instructional systems leading to student mastery of grade level content, support individualized learning needs through timely and effective intervention, and support students in college and career readiness.			
Actions/ Activities (Strategies)	What is working and why? (Effective indicators) <i>Specific evidence/indicators of success/effectiveness in implementing this activity or strategy, including:</i>	What is not working and why? (Ineffective indicators) <i>Specific evidence/indicators showing that this activity or strategy is not working, including:</i>	Modification(s) based on evaluation results <i>Continue or discontinue and why?</i>
Instructional Improvement and Support DLA will provide high quality instruction in all subject areas aligned to achievement in the state standards. To accomplish this, supplemental online instructional materials and assessment tools will be purchased to support the online core curriculum and provide Tier I supports within all class settings. Due to the hybrid and online instructional programs at DLA, funding is also provided for customized form development to create instructional plan agreements designed to clarify program processes and outline student services within the school. A writing program will also be supported to increase writing proficiency and expand writing across the curriculum. This improvement strategy will be monitored through local assessment results throughout the school year and improvement in state testing results including CAASPP in ELA, Math, and Science leading to improved outcomes on the CA School Dashboard.			
English Learner Supports DLA will provide supports to English Learners (ELs) and Long-Term ELs (LTELs) in order to support language development, reading and writing skills, and improved academic performance in courses. This service will include extra duty funding to provide linguistic and skill development supports for ELs and			

LTEs through tutoring structures that will occur outside of the school day. Supports during the school day are supplemented by Equity Multiplier funded bilingual paraprofessionals, supporting small group instruction and linguistic support needs (see the PSUSD LCAP Goal 5 for more details). This improvement strategy will be monitored through local assessment outcomes during the year and improvement on ELPAC, the ELPI, and ELA CAASPP results for both the EL and LTEL groups leading to improved outcomes on the CA School Dashboard.			
MTSS - Academic Intervention Services DLA will provide an MTSS structure that provides timely intervention to students through multiple access points both during and outside of the instructional day. This system will include regular student progress monitoring through the Professional Learning Community (PLC) model, SST meetings, and targeted supports provided to students based on identified needs. Mathematics will be a priority area in intervention systems to address EL, SED, and Hispanic student group performance needs along with overall score improvement. Intervention services will include additional tutoring and support occurring outside of the school day, embedded small group supports occurring during the school day, and individualized targeted support provided to address individualized needs. Additional extra duty time is provided to allow for assessment development, data analysis, intervention planning, and progress monitoring within the systems. This improvement strategy will be monitored through performance improvement in local assessments and improved outcomes on state testing results including CAASPP in ELA, Math, and Science leading to improved outcomes on the CA School Dashboard.			
Professional Development and Collaborative Planning DLA will provide staff with professional development in			

evidence-based instructional strategies likely to support academic improvement through online and hybrid learning models. In conjunction with district provided professional development, DLA will provide funding for conference attendance for evidence-based practices specifically applicable to the online and hybrid instructional models used at the school. Additional supplemental professional development is provided through Equity Multiplier funds (see PSUSD LCAP Goal 5 for additional details). This improvement strategy will be monitored through improved academic outcomes on local assessments throughout the year and increased performance in state testing including on ELPAC and CAASPP for ELA, Math, and Science leading to improved outcomes on the CA School Dashboard.			
College/Career Readiness Supports DLA will provide students with opportunities to explore college and career opportunities of interest as part of promoting on-time graduation and A-G completion. Additional online elective courses are being provided to supplement offerings and allow students to explore topics of interest outside of the traditional core content areas. College and career exposure through field trips and campus visits are designed to connect students with available opportunities in higher education and within the community. Equity Multiplier funds will further expand offerings, supporting expanded arts offerings and additional course availability. This improvement strategy will be monitored through progress monitoring in course completion towards graduation and meeting A-G requirements, leading to increased percentages in graduation rate and CCI on the CA School Dashboard.			

Goal #2:
DLA will create meaningful parent and family engagement opportunities, building relationships that collaboratively support students in their learning and development.

Actions/ Activities (Strategies)	What is working and why? (Effective indicators) <i>Specific evidence/indicators of success/effectiveness in implementing this activity or strategy, including:</i>	What is not working and why? (Ineffective indicators) <i>Specific evidence/indicators showing that this activity or strategy is not working, including:</i>	Modification(s) based on evaluation results <i>Continue or discontinue and why?</i>
Family Engagement Nights DLA will provide opportunities for family engagement and input collection throughout the year. Engagement events include but are not limited to literacy nights, math nights, science, A-G awareness, and technology nights among other topics based on parent and family input. Input collection will include increased communication pathways, developing 2-way communication systems, and developing trusting relationships with families as part of refining improvement efforts. This improvement activity will be monitored through educational partner feedback, increases in parent and family attendance at events, and increased communication presence through multiple channels.			

Goal #3:

DLA will provide students with a physically and emotionally safe in-person and online learning environments that support student needs.

Actions/ Activities (Strategies)	What is working and why? (Effective indicators) <i>Specific evidence/indicators of success/effectiveness in implementing this activity or strategy, including:</i>	What is not working and why? (Ineffective indicators) <i>Specific evidence/indicators showing that this activity or strategy is not working, including:</i>	Modification(s) based on evaluation results <i>Continue or discontinue and why?</i>
MTSS SEL and Behavioral Supports DLA will provide a structured and responsive MTSS model for SEL and behavioral supports. This structure will utilize tools and resources to address student needs and proactively respond in order to rapidly reintegrate students into the various school learning environments. These materials will include focus areas appropriate for online and hybrid learning, including			

concepts of appropriate self-care in online environments and cyberbullying prevention. Funds will also provide for starting a wellness center space for in-person SEL support. The current MTSS model will be restructured to support positive behaviors and support needs through supplemental SEL program materials. This improvement activity will be monitored through internal reporting for behavior reporting rates in the online and in-person learning settings, class engagement, and support needs throughout the year with the goal of improving school connectivity rates for students and maintaining quality outcomes on the CA School Dashboard.			
Attendance Improvement DLA will provide structures to improve attendance both in online learning sessions and at the school site for in-person learning opportunities. Home visits will be provided via the Equity Multiplier funded Community Liaison to connect with families in need of support in an effort to eliminate barriers to attendance. The DLA Attendance Team will regularly review attendance data and educational partner input to continue to refine efforts to increase school connectedness and attendance rates while reducing the number of students designated as chronically absent. This improvement activity will be monitored through locally calculated attendance rate reporting throughout the year and improvement on the Chronic Absenteeism Indicator on the CA School Dashboard.			
School Climate/Culture Improvement DLA will create a positive school campus environment, developing structures to create a welcoming school where all educational partners feel connected and have a sense of belonging both in online and in-person settings. A needs assessment regarding campus climate will be conducted during the opening segment of the 2026-27 academic year to prioritize initial efforts and target needs based on			

end of year data from 2025-26 and the start of 2026-27. Administration, counselors, and teachers will collaborate to develop systems that improve campus climate, build an understanding of the diverse needs of students and the school community, and create a welcoming environment throughout the campus. Training will be provided to calibrate efforts with evidence-based strategies and support materials provided to promote quality interactions between all educational partners at the school. This improvement activity will be monitored through educational partner feedback, survey rates for school connectedness and sense of belonging, and improvement in behavior and attendance data.			
--	--	--	--

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Educational Partner Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
 - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
 1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:

- i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
- c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
 - 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 - 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 - 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.
- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseininvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

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

Targeted Support and Improvement

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

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseininvestment.pdf>.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2049
