School Year: **2023-24**

School Plan for Student Achievement (SPSA) and Annual Evaluation Template

Addendum: Regulatory requirements and general instructions.

Appendix D: Guiding Questions: Use as prompts (not limits).

California School Dashboard Essential data to support completion of this SPSA. Please analyze the school's full data set for Dashboard State Indicators.

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name, Contact, and Email	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Desert Ridge Academy Erasmo Garcia Erasmo.garcia@desertsands.us	33-67058-0119305	4/18/2023	

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

Additional Targeted Support and Improvement

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.

This School Plan is aligned with the District's Local Control and Accountability Plan through collaboration with the District in examining state and local data as part of a comprehensive needs assessment. Throughout this process, we developed goals, measurable outcomes, strategies, actions, and services that are aligned with those of the district while providing supplemental services that support improved performance for high-needs students, and developing a system for monitoring and evaluating the efficacy of the plan in achieving its goals for the 23-24 school year.

2020-23 Plan Summary

The Story

Describe the students and community and how the school serves them.

Located in Indio, California, Desert Ridge Academy serves the socioeconomically and ethnically diverse populations from Indio in grades 6-8. According to the California Dashboard, the school's fall 2022 enrollment was 998 of which 88.1% are Hispanic, 6.9% are white, .8% are African American, and 2.28% are of other ethnicities.

Desert Ridge Academy has an unduplicated population; 33.1% are English Learners, 81.7% qualify for free or reduced-price meals, 0.1% are Foster Youth, and 12.5% are students with Individual Education Plans (IEPs).

Desert Ridge Academy has programs focused on rigor and engagement, prioritized to meet the student needs of those whose educational journeys are more challenged by language and/or economic barriers.

Professional development continues to focus on AVID strategies school-wide, a Multi-tiered System of Support (MTSS), and creating a cohesive and unified Professional Learning Community. Identified through multiple data measures, we plan to continue building positive relationships among teachers, students, staff, parents, and the community in order to improve our students' overall learning environment.

Desert Ridge Academy's (DRA's) mission is to foster high expectations in social, emotional, and academic development, by providing a safe and rigorous 21st-century learning environment and by leading the way with Accountability, Integrity, and Respect. We are accomplishing our mission by creating a robust Multi-tiered System of Support (MTSS) that focuses on three areas in order to meet the needs of the whole child: academics, social-emotional, and behavior. We are a community where ALL means ALL- All adults (faculty, staff, families, and community members) work together in a supportive and collaborative manner in order to meet the needs of all students.

SPSA Highlights

Identify and briefly summarize the key features of this year's SPSA.

The actions and strategies within our 2022-2023 SPSA support grades 6-8 in an effort to increase rigor, relevance, and relationships in order to engage our students. We are accomplishing our mission by creating a robust Multi-tiered System of Support (MTSS) that focuses on three areas in order to meet the needs of the whole child: academics, social-emotional, and behavior.

Academics
For the Academics component, we concentrated on strengthening our AVID program and our Professional Learning Team's (PLT's) processes. DRA is an AVID Site of Distinction, an honor awarded to fewer than five percent of schools nationwide. The recognition takes note of schools that create systems of support and a college-going atmosphere. DRA offers AVID Excel, specifically designed for English language learners.

Desert Ridge Academy has an integrated program that inspires students to explore multiple college and career options in preparation for high school and beyond while achieving academic success. Our faculty and support staff are highly trained professionals that have continuous professional development in Common Core standards, Advancement Via Individual Determination (AVID) curriculum, English Language Development (ELD), Gifted and Talented Education (GATE) services, Special Education services, and technology development. In addition to offering a rigorous curriculum and integrating Common Core strategies, we provide students with opportunities to grow beyond the classroom: tutoring during and after school, after-school sports, over 20 different clubs, and After School Education and Safety (ASES).

Social-Emotional Learning (SEL)
For the Social-Emotional component, we focused on character development education and creating a schoolwide TIER 1 and TIER 2 system of support for our student's social-emotional needs that included a strong counseling program. DRA Leads the Way class will offer character development and SEL lessons throughout the year.

Behavior
For the behavior component, we restructured our intervention room in order to instruct and redirect students' behavior through the CAIR Center, which stands for Compassion, Accountability, Integrity, and Respect. DRA has been recognized as a Silver Positive Behavioral Intervention and Supports (PBIS) School. The California PBIS Coalition initiated the statewide recognition system to acknowledge schools for implementing PBIS with fidelity. Among other strategies, DRA is proud to utilize the PBIS reward program; a point-based management system with a multi-device platform that makes it easy to continuously recognize students for meeting behavior expectations from anywhere in the school.

DRA provides a warm, stimulating environment where students are actively involved in learning academics as well as positive values.

Needs Assessment -- Review of Performance

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

Greatest Progress

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, of what progress is the school proudest, and how does the school plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for student groups, including low-income students, English learners, homeless youth, and foster youth have led to improved performance for these students

Student Reclassification:

In the 2022-2023 school year, there have been 47 students who have been reclassified. There are 5 (6th-grade students), 12 (7th-grade), and 30 (8th-grade). This is a significant increase from the 11.6% to 16.4% reclassification rate from the 21-22 to the 22-23 school year.

Attendance:

The attendance rate has increased from the 2021-2022 school year from 89.63% to 90.49% significantly in the last three years due to the pandemic. Our attendance rate pre-pandemic was up in the high 90's percentile, whereas now, we are down to 89.63% and 8,486 uncleared absences.

Student Panorama-Skill and Competency 2023

As per the student panorama survey, there was an increase in the skills and competency areas: Self Management 4%, Social Awareness 2%, Grit 2%, Growth Mindset 2%, and Self-Efficacy 1%

The greatest area of growth within the Self-Managment strand was students coming to class prepared. It was a 74% response favorable which is a 7% increase from last year. The second area of the greatest growth were students following directions in class which was an increase from 75% (2022) to 81%(2023) student responded favorably to the increase from 75% to 81%.

Teacher Panorama 2023

As per the teacher panorama survey, there was an increase in four of the five areas: Staff-Leadership relationship 71% (19% increase), Teacher efficacy 63% (4% percent Increase), School Climate 44% (10% increase, and Staff-Family Relationship 39% (13% increase).

Suspension Rates

According to the California Dashboard, the suspension rates have declined from the same time last year.

22/23 CA Dashboard Suspension 4.2%
21/22 CA Dashboard Suspension Rate 5.2%
20/21 CA Dashboard Suspension Rate .7% (Distance and Hybrid Learning)
19/20 CA Dashboard Suspension Rate 5% (Abrupt closure due to pandemic)
18/19 CA Dashboard Suspension 8.7%

IReady Data ELA

Our School goal for the 22-23 school year is to improve the number of students scoring at early on or mid/above grade level by 10% of the iReady ELA assessment by Spring 2023. In 6th Grade ELA they have increased their IReady scores (at early on or mid/above grade level) by 18%, 7th Grade ELA they have increased their IReady scores (at early on or mid/above grade level) by 9%, 8th Grade ELA they have increased their IReady scores (at early on or mid/above grade level) by 11%,

IReady Data Math

Our School goal for the 22-23 school year is to improve the number of students scoring at early on or mid/above grade level by 10% of the iReady math assessment by Spring 2023. In 6th Grade Math, they have increased their IReady scores (at early on or mid/above grade level)by 23%, 7th Grade Math they have increased their IReady scores (at early on or mid/above grade level) by 14%, 8th Grade Math they have increased their IReady scores (at early on or mid/above grade level) by 14%,

We have met and exceeded our 2022-2023 school year goals in both Iready ELA and Math.

Greatest Needs

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

Student Panorama 2023: As per the student panorama survey, there was a decrease in the support and environment areas: School Safety 45% (4% decrease from last year), teacher-student relationships 42% (1% decrease from last year), School Climate 33% (4% decrease from last year), Sense of Belonging 32% (4% decrease from last year), and Engagement 21% (4% decrease from last year).

Staff Panorama 2023:As per the staff panorama survey, there was a decrease in the following areas: Belonging 62% (12% decrease), Staff-Leadership Relationship 57% (20% decrease), School Climate 47% (30% decrease), and Staff-Family Relationship 46% (13% decrease).
The greatest area of growth within the Self-Managment strand was students coming to class prepared. It was a 74% response favorable which is a 7% increase from last year. The second area of the greatest growth was students following directions in class which was an increase from 75% (2022) to 81%(2023) Students responded favorably which is an increase from 75% to 81%.

CAASSP Scores

ELA: The 2021-2022 CASSPP has declined from the 2018-2019 (prior to the pandemic) state testing in both ELA and Math. The overall ELA assessment results are 49.9 below standards, English Learners are 72.6 points below standards, students with disabilities are 195.5 points below standard, and socioeconomically disadvantaged are 128 below standard.

Math: The 2021-2022 CASSPP has declined from the 2018-2019 state testing in both ELA and Math. The overall Math assessment results are 116.8 below standards, English Learners are 139.5 points below standards, and students with disabilities are 128 points below standard.

Student Grades: We remain concerned with the number of students earning Ds and/or Fs. There has been an increase in ELA, Math, and Science from the 2021-2022 school year to the 2022-2023 school year. In reviewing our SPED students there is a much lower D and F percent in core subject summaries in ELA, Math, and Science than the overall average. However, our EL students D and F in the core subject are significantly higher, ELA 41.11%, Math 44.95%, Science 40.02%, and Social Studies 46.8%

Steps to improve the academic needs of all students is to monitor student data closely and regularly through different teams. This information will be used to identify students who need additional support by adjusting classroom instruction, providing high-quality corrective instruction, and/or intervention classes. Teachers will monitor progress by using the data during Professional Learning Team (PLT) time and release day as part of the ongoing cycle of improvement. They will work along with Special Education teachers and the ELD team to ensure all student's needs are being met. Next year, core teachers will have common preps and extra duty hours to meet as a group to review student data to develop smart goals.

Desert Ridge Academy will continue to reduce suspensions and improve the school climate through a training curriculum based on a multi-tiered system of support (MTSS). This student support framework focuses on addressing students' social-emotional, behavioral, and academic needs through a variety of educational interventions. Desert Ridge Academy CAIR/Intervention room is an alternative to suspension with the focus of keeping students in school and providing systems of support to address their behavioral, social-emotional, and academic needs.

In an effort to support student SEL needs, we will be providing character instruction via our brand new DRA Leads the Way class that will take place every other Thursday via PE. The purpose of this project is to provide our students with important skills necessary to succeed in their current environment, college, career, and real life. Each week will be designed to present to our students a variety of curricula and strategies that will help them be successful in all environments. Financial literacy is an integral component of the class in which students will learn the importance of financial responsibility, money management, and smart decision-making to ensure overall financial well-being. In addition, we will integrate other resources and curriculums into our yearly lesson plans such as Panorama Playbook lessons, AVID Strategies, PBIS World, Common Sense Media, and District Attorney Presentations.

Performance Gaps

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

Our greatest performance gaps involve our students with disabilities and our English language learners:
Based on our CAASPP scores, student grades, attendance, suspension rates, and Iready ELA Data Diagnostic, our ELL and SPED students have made some gains from the fall to winter. However, there is still a significant academic gap between our ELL and/or SPED students as compared to the overall average.

IReady ELA SPED and ELA

6th-grade students

SPED Students: In the fall, 2% of SPED scored on level/above level, and in the spring 5% percent increase, a total of 7% scored on level/above level.

EL Students: In the fall, 3% of EL students scored on level/above level, and in the spring 9% percent increase, a total of 12% scored on level/above level.

Overall Scores: In the fall, 20% percent of students scored on level/above level and in the spring 18% percent increase, a total of 38% scored on level/above level.

7th Grade Students:

SPED Students: In the fall, 0% of the SPED students scored on level/above grade level, and in the spring 6% increase, a total of 6% scored on level/above level.

EL Students: In the fall, 1% of EL students scored on level/above level, and in the spring 10% percent increase, a total of 11% scored on level/above level.

Overall Score: In the fall, 22% percent of students scored on level/above level and in the spring 10% percent increase, a total of 32% scored on level/above level.

8th Grade Students

SPED Students: In the fall, 0% of the SPED students scored on level/above grade level, and in the spring 3% increase, a total of 3% scored on level/above level.

ELD Students: In the fall, 1% of EL students scored on level/above level, and in the spring 2% percent increase, a total of 3% scored on level/above level.

Overall Score: In the fall, 23% percent of students scored on level/above level, and in the spring 11% percent increase, a total of 34% scored on level/above level.

MATH SPED AND EL IREADY

6th-grade students

SPED Students: In the fall, 0% of SPED students scored on level/above level and in the spring 7% percent increase, a total of 7% scored on level/above level.

EL Students: In the fall, 0% of EL students of students scored level/above level, and in the spring 7% percent increase, a total of 7% scored on level/above level.

Overall Scores: In the fall, 9% percent of students scored on level/above level and in the spring 21% percent increase, a total of 30% scored on level/above level.

7th Grade Students:

SPED Students: In the fall, 0% of the SPED students scored on level/above grade level, and in the spring 0% increased, a total of 0% scored on level/above level.

EL Students: In the fall, 0% of EL students scored on level/above level and in the spring 5% percent increase, a total of 5% scored on level/above level.

Overall Score: In the fall, 11% percent of students scored on level/above level and in the spring 19% percent increase, a total of 30% scored on level/above level.

8th Grade Students

SPED Students: In the fall, 0% of the SPED students scored on level/above grade level, and in the spring 7% increase, a total of 7% scored on level/above level..

ELD Students: In the fall, 0% of EL students scored on level/above level, and in the spring 0% percent increase, a total of 0% scored on level/above level

Overall Score: In the fall the overall score was 11% percent of students scored on level/above level and in the spring 15% percent increase, a total of 26% scored on level/above level.

Attendance: The attendance rate for the general ed population is 90.63%, EL students 87.79%, and SPED is 88.60%

Suspension Rates: Suspension rates for the general ed population are 4.2%, SPED is 8.9%, and EL students is 5.8%.

Grades D & F:
Overall ELA: 25.96%
SPED ELA: 33.3%
EL ELA: 41.36%

Overall Math: 26.77%
SPED MATH: 35.01%
ELA Math: 44.82%

Overall Science: 23.62%
SPED Science: 39:71%
EL Science: 40.49%

Steps to improve the academic gaps of our EL and Special Ed students is to monitor student data closely and regularly through different teams. The master schedule will incorporate common prep times for teacher collaboration to analyze data and create SMART goals. In addition, we will strengthen the coteaching through ongoing professional development and during SAST time.

All Teachers will monitor progress by using the data during Professional Learning Team (PLT) time and release day as part of the ongoing cycle of improvement. They will work along with Special Education teachers and the ELD team to ensure all student's needs are being met. In addition, we plan to hire intervention specialists to support core classroom instruction and provide high-quality corrective instruction, and small groups.

Desert Ridge Academy will continue to reduce suspensions and improve the school climate through a training curriculum based on a multi-tiered system of support (MTSS). This student support framework focuses on addressing students' social-emotional, behavioral, and academic needs through a variety of educational interventions. Desert Ridge Academy CAIR/Intervention room is an alternative to suspension with the focus of keeping students in school and providing systems of support to address their behavioral, social-emotional, and academic needs.

Resource Inequities

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

One of the resource inequities identified has been the inability to support students' linguistic needs. Although the mentorship and tutoring program were initiated to meet this inequity, the resource is not enough to meet and support all of our EL students.

Need Assessment - Educational Partner Involvement

SPSA Year: **2023-24**

Involvement Process for the SPSA and Annual Evaluation

How, when, and with whom did the school consult as part of the planning process for this SPSA development, evaluation, and analysis? (e.g., SSC and/or ELAC elections, trainings, meeting dates, etc., aligned to agendas and minutes)

School Site Council (SSC) election date and results were held on September 2022. School Site Council Members

Erasmo Garcia (Principal), Meredith Greenwood AP), Karen Flaherty (teacher), Heba Fangary (teacher), Crystal Acton (teacher), Linda Martin (teacher), Jan Diaz (parent), Edna Barragan (parent), Heather Briseno (parent), Esther Bricen (parent), Yesenia Gonzalez (parent), Allie Arias (student).

September 27, 2022:
SSC training, the election of officers, first read of bylaws, and first, reading for Parental Involvement Policy (PIP).

October 18, 2022
Second reading and approval of the bylaws and the Parent Involvement Policy; DELAC Needs Assessment Results; DELAC/ELAC report.

November 29, 2022:
Student Intervention; review assessment data and current implementation and effectiveness of SPSA action; ELAC/DELAC report

February 21, 2023:
ELAC, and DELAC report. SPSA reading number one and discussion

March 21, 2023:
SPSA approval, ELAC, and DELAC report.

April 18, 2023
Reviewed and Finalized the SPSA

Impact on the SPSA and the Annual Evaluation

How did these consultations impact the SPSA for the upcoming year?

Based on feedback from School Site Council and through a collaborative process during TRAC/Guiding Coalition the SPSA was created. The TRAC/Guiding Coalition team dissected each section of the SPSA to determine areas of growth and areas of need.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp), and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI). Schools may include additional information or more detail, including graphics that are accessible to readers with disabilities.

Description	Amount
Total Title I Funds:	$212,101
Total Centralized Services:	$136,275
Total Supplemental Concentration Funds	$199,006
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$411,107.00

Supplemental Services

Identify each action or service for which the school will use federal categorical funds to provide supplemental services for eligible, at-risk students, including low-income students, English learners, homeless youth, foster youth, and others, as identified.

Supplemental services for at-risk students will be mainly invested in the implementation of MTSS II and further development of the CAIR Center/Intervention Room. MTSS II requires a team of people to analyze specific students' needs regularly in order to best meet their needs, and CAIR Center will require a teacher and one certificated specialist with teaching and counseling training and background to support the needs of our students that are at risk.

English Learners, homeless youth, and foster youth will benefit from the above-mentioned programs, in addition to one-on-one regular counselor/facilitator check-ins and goal setting.

The Mentorship and tutoring program will continue specifically to meet the needs of our ELLs.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.2%	0.10%	0.39%	2	1	4
African American	0.8%	0.80%	1.17%	8	8	12
Asian	0.8%	1.00%	0.78%	8	10	8
Filipino	0.1%	0.30%	0.49%	1	3	5
Hispanic/Latino	87.4%	88.08%	86.6%	926	879	892
Pacific Islander	%	%	0.1%			1
White	7.6%	6.91%	7.18%	80	69	74
Multiple/No Response	1.0%	0.80%	0.97%	11	8	10
			Total Enrollment	1,059	998	1030

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 6	310	317	343
Grade 7	330	348	348
Grade 8	419	333	339
Total Enrollment	1,059	998	1,030

Conclusions based on this data:

1. We had 32 more students at the 22-23 school year than the 21-22 school year.
2. 86.6 percent of student enrollment consists of Hispanic/Latino students.
3. The enrollment of the Hispanic/Latino student group has remained consistent over the last three years of school enrollment.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	296	330	254	28.00%	33.1%	24.7%
Fluent English Proficient (FEP)	188	144	197	17.80%	14.4%	19.1%
Reclassified Fluent English Proficient (RFEP)	25			8.4%		

Conclusions based on this data:

1. DRA has reclassified a high percentage of students at the end of the 21-22 and at the beginning of 22-23 school year. This reflects in the EL enrollment for the 22-23 school year

2. Almost 25% of student enrollment comprises English Learners. The enrollment of English Learners has decreased due to an increase in reclassified students.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	308	319		0	307		0	307		0.0	96.2	
Grade 7	327	345		0	336		0	335		0.0	97.4	
Grade 8	420	327		0	317		0	317		0.0	96.9	
All Grades	1055	991		0	960		0	959		0.0	96.9	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		2467.			5.54			19.22			28.34			46.91	
Grade 7		2516.			9.55			25.07			28.66			36.72	
Grade 8		2507.			5.05			21.45			33.12			40.38	
All Grades	N/A	N/A	N/A		6.78			22.00			30.03			41.19	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		8.61			50.66			40.73	
Grade 7		12.24			62.69			25.07	
Grade 8		11.99			53.63			34.38	
All Grades		11.01			55.87			33.12	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		4.26			42.62			53.11	
Grade 7		12.84			50.15			37.01	
Grade 8		3.47			51.10			45.43	
All Grades		7.00			48.07			44.93	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		9.60			66.89			23.51	
Grade 7		11.34			75.22			13.43	
Grade 8		6.94			70.66			22.40	
All Grades		9.33			71.07			19.60	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		12.05			64.82			23.13	
Grade 7		12.24			62.39			25.37	
Grade 8		10.73			67.51			21.77	
All Grades		11.68			64.86			23.46	

Conclusions based on this data:

1. Based on the last CAASPP test scores -there's an increase in the percentage of students who scored "below grade level standard."
2. The overall achievement in ELA for all students, where standards are not met, is approximately the same for 6th, 7th, and 8th grade.
3. CAASPP Writing scores in ELA, the highest percentage of students who have not met the standards is observed across all three grades: 6th, 7th, and 8th.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	308	319		0	308		0	304		0.0	96.6	
Grade 7	327	343		0	331		0	330		0.0	96.5	
Grade 8	420	327		0	318		0	317		0.0	97.2	
All Grades	1055	989		0	957		0	951		0.0	96.8	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		2439.			4.61			7.89			22.37			65.13	
Grade 7		2454.			3.94			10.61			24.55			60.91	
Grade 8		2457.			2.52			6.31			21.14			70.03	
All Grades	N/A	N/A	N/A		3.68			8.31			22.71			65.30	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		4.93			28.62			66.45	
Grade 7		3.64			38.48			57.88	
Grade 8		2.21			35.02			62.78	
All Grades		3.58			34.17			62.25	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		4.28			37.83			57.89	
Grade 7		4.24			44.55			51.21	
Grade 8		2.84			46.37			50.79	
All Grades		3.79			43.01			53.21	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		3.29			57.24			39.47	
Grade 7		4.85			58.18			36.97	
Grade 8		1.26			59.94			38.80	
All Grades		3.15			58.46			38.38	

Conclusions based on this data:

1. 87% of our students scored nearly/not met on the Math CAASPP score.
2. Using appropriate tools and strategies to solve real world and mathematical problems
3. Math CAASPP scores show a significant decline compared to scores in other domains when it comes to applying mathematical concepts and procedures.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	1513.1	1531.9		1505.8	1531.8		1519.9	1531.5		105	93	
7	1518.0	1553.7		1514.6	1548.6		1521.0	1558.4		82	112	
8	1532.9	1550.7		1532.0	1552.1		1533.3	1548.8		89	77	
All Grades										276	282	

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	9.71	18.28		41.75	49.46		33.98	20.43		14.56	11.83		103	93	
7	13.75	30.36		38.75	41.96		30.00	17.86		17.50	9.82		80	112	
8	19.77	19.48		29.07	41.56		33.72	31.17		17.44	7.79		86	77	
All Grades	14.13	23.40		36.80	44.33		32.71	22.34		16.36	9.93		269	282	

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	24.27	47.31		46.60	34.41		19.42	11.83		9.71	6.45		103	93	
7	27.50	40.18		36.25	42.86		26.25	9.82		10.00	7.14		80	112	
8	24.42	33.77		41.86	44.16		20.93	15.58		12.79	6.49		86	77	
All Grades	25.28	40.78		42.01	40.43		21.93	12.06		10.78	6.74		269	282	

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	2.91	3.23		25.24	29.03		43.69	48.39		28.16	19.35		103	93	
7	10.00	25.00		18.75	24.11		37.50	36.61		33.75	14.29		80	112	
8	11.63	10.39		20.93	32.47		33.72	33.77		33.72	23.38		86	77	
All Grades	7.81	13.83		21.93	28.01		38.66	39.72		31.60	18.44		269	282	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	10.78	13.98		74.51	76.34		14.71	9.68		102	93	
7	10.00	13.39		68.75	68.75		21.25	17.86		80	112	
8	20.48	16.88		62.65	66.23		16.87	16.88		83	77	
All Grades	13.58	14.54		69.06	70.57		17.36	14.89		265	282	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	41.58	65.59		49.50	27.96		8.91	6.45		101	93	
7	55.70	72.07		32.91	22.52		11.39	5.41		79	111	
8	49.41	50.65		36.47	42.86		14.12	6.49		85	77	
All Grades	48.30	64.06		40.38	29.89		11.32	6.05		265	281	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	9.80	5.38		34.31	55.91		55.88	38.71		102	93	
7	15.19	25.89		25.32	41.07		59.49	33.04		79	112	
8	24.42	22.08		24.42	33.77		51.16	44.16		86	77	
All Grades	16.10	18.09		28.46	43.97		55.43	37.94		267	282	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	9.00	10.75		84.00	81.72		7.00	7.53		100	93	
7	6.33	17.12		75.95	75.68		17.72	7.21		79	111	
8	3.66	3.90		85.37	89.61		10.98	6.49		82	77	
All Grades	6.51	11.39		81.99	81.49		11.49	7.12		261	281	

Conclusions based on this data:

1. We have seen great gain with students scoring 4 on the ELPAC test. The 21-22 school year 23.40% of students received a 4 on the ELPAC test and in 20-21 school year 14.13% of students received a 4 on the ELPAC test.
2. Area of Strength: Speaking for 6th, 7th, and 8th has the highest number of students that have scored well developed.

School and Student Performance Data

Student Population

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

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

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
998	**81.7**	**33.1**	**0.1**
Total Number of Students enrolled in Desert Ridge Academy.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	330	33.1
Foster Youth	1	0.1
Homeless	3	0.3
Socioeconomically Disadvantaged	815	81.7
Students with Disabilities	125	12.5

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	8	0.8
American Indian	1	0.1
Asian	10	1.0
Filipino	3	0.3
Hispanic	879	88.1
Two or More Races	8	0.8
Pacific Islander		
White	69	6.9

Conclusions based on this data:

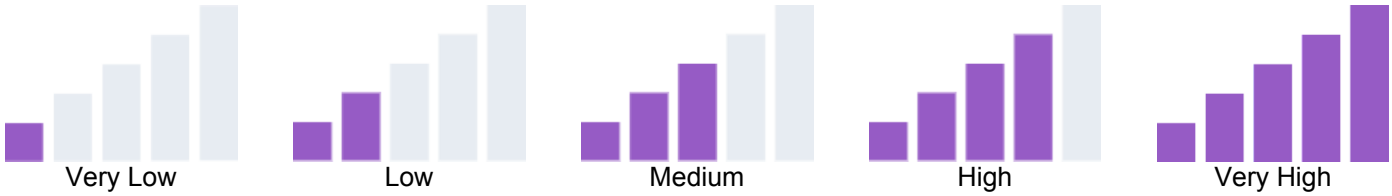
1. We have high student population in the following ares: EL population 33.1, and 81.7 Students with Disabilities, and SED population.
2. The majority of the student population (81.7%) is socioeconomically disadvantaged.
3. The foster youth student population represents less than 1% of the total student population.

School and Student Performance Data

Overall Performance

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

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



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Low	**Chronic Absenteeism** Very High	**Suspension Rate** Medium
Mathematics Very Low		
English Learner Progress High		

Conclusions based on this data:

1. Suspension Rate decreased from the 2021-2022 school year.
2. Chronic absenteeism remain very high.

3. Based on the fall 2022 dashboard, the overall performance of all students in math reflects the lowest academic performance.

School and Student Performance Data

Academic Performance
English Language Arts

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

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

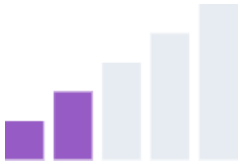
This section provides number of student groups in each level.

2022 Fall Dashboard English Language Arts Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
2	2	0	1	0

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

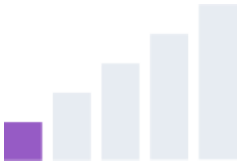
2022 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students



Low
49.9 points below standard
930 Students

English Learners



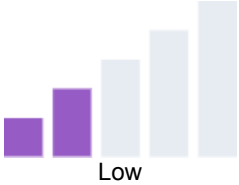
Very Low
72.6 points below standard
382 Students

Foster Youth

No Performance Level
8 Students

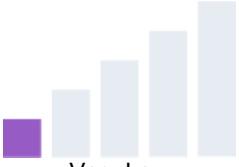
Homeless

Socioeconomically Disadvantaged

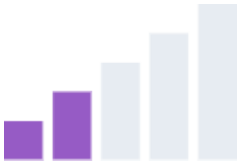


Low
60.7 points below standard
762 Students

Students with Disabilities



Very Low
129.8 points below standard
116 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 5 Students	No Performance Level 1 Student	No Performance Level 10 Students	No Performance Level 3 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Low 56.8 points below standard 822 Students	No Performance Level 10 Students		High 20.7 points above standard 64 Students

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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
105.4 points below standard	1.2 points below standard	39.5 points below standard
262 Students	120 Students	481 Students

Conclusions based on this data:

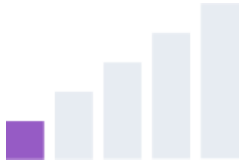
1. There is an academic gap in ELA scores between "all students," socioeconomically disadvantaged (SED) students, special education (Special Ed) students, and English Learner (EL) students. The area of focus for the 23-24 school year is to close the achievement gap for all student groups.
2. According to the 2022 Dashboard ELA Data Comparison, the majority of English Learners scored below the standards when compared to the English-only student group.
3. According to the 2022 Dashboard ELA Data Comparison, students with disabilities continue to have the lowest ELA performance among the student groups.

School and Student Performance Data

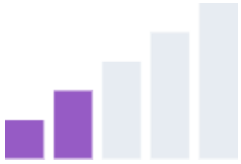
Academic Performance
Mathematics

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

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



Very Low
Lowest Performance



Low

Medium

High

Very High
Highest Performance

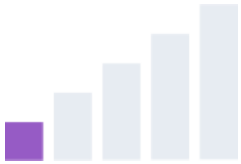
This section provides number of student groups in each level.

2022 Fall Dashboard Mathematics Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
4	1	0	0	0

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

2022 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students

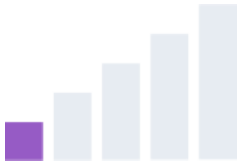


Very Low

116.8 points below standard

927 Students

English Learners



Very Low

139.5 points below standard

378 Students

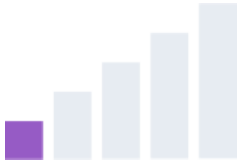
Foster Youth

No Performance Level

8 Students

Homeless

Socioeconomically Disadvantaged

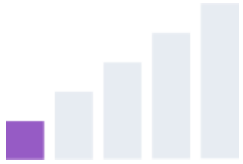


Very Low

128.0 points below standard

759 Students

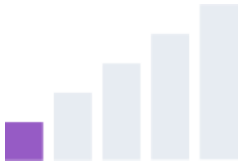
Students with Disabilities



Very Low

195.5 points below standard

116 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 5 Students	No Performance Level 1 Student	No Performance Level 10 Students	No Performance Level 3 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Very Low 123.4 points below standard 819 Students	No Performance Level 10 Students		Low 51.5 points below standard 64 Students

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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
167.3 points below standard 258 Students	79.7 points below standard 120 Students	106.3 points below standard 482 Students

Conclusions based on this data:

1. EL students, SWD and Socioeconomically Disadvantaged students math scores have the highest percentage of students scoring below standards.
2. According to the 2022 Dashboard Math Data Comparison, current English Learner continue to have the lowest Math performance as compared to the English Only student group.

3. According to the 2022 Dashboard Math Data Comparison, students with disabilities continue to have the lowest Math performance among all of the student groups.

School and Student Performance Data

Academic Performance
English Learner Progress

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

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

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress

High

58.0 making progress towards English language proficiency

Number of EL Students: 255 Students

Performance Level: 4

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

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
15.3%	26.7%	2.0%	56.1%

Conclusions based on this data:

1. Based on the 2022 CA Dashboard, 58.0 students are making progress towards English language proficiency.
2. Based on the 2022 CA Dashboard, 56.1% of the students increased at least one ELPI lever; whereas, on the 2019 CA dashboard, 42% of students increased at least one ELPI level.

School and Student Performance Data

Academic Performance
College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

1. Data is not available

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

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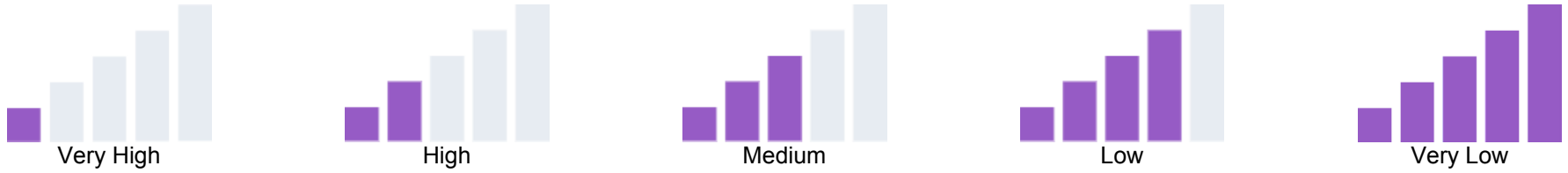


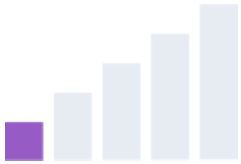
This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	**High**	**Medium**	**Low**	**Very Low**
6	0	0	0	0

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students

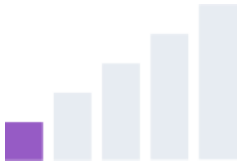


Very High

38.8% Chronically Absent

1041 Students

English Learners



Very High

43.4% Chronically Absent

348 Students

Foster Youth

No Performance Level

54.5% Chronically Absent

11 Students

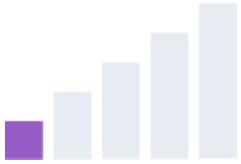
Homeless

No Performance Level

Less than 11 Students

3 Students

Socioeconomically Disadvantaged

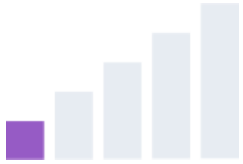


Very High

42.1% Chronically Absent

853 Students

Students with Disabilities



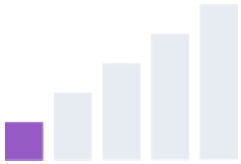
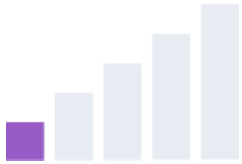
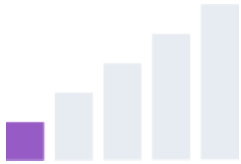
Very High

48.1% Chronically Absent

133 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level	No Performance Level	No Performance Level	No Performance Level
Less than 11 Students	Less than 11 Students	Less than 11 Students	Less than 11 Students
9 Students	2 Students	10 Students	3 Students

Hispanic	Two or More Races	Pacific Islander	White
			
Very High	Very High		Very High
39.8% Chronically Absent	40% Chronically Absent		27.1% Chronically Absent
917 Students	30 Students		70 Students

Conclusions based on this data:

1. Based on the 2022 CA dashboard EL, SED, and SWD students have the highest chronic absenteeism
2. Based on the 2022 CA Dashboard students with disabilities have the highest chronic absenteeism as compared to the other student groups.
3. Among all students, foster youth have the highest percentage of chronic absenteeism, indicating that they are consistently absent from school at a higher rate compared to other student groups.

School and Student Performance Data

Academic Engagement
Graduation Rate

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

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**

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

2022 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**

2022 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Hispanic	**Two or More Races**	**Pacific Islander**	**White**

Conclusions based on this data:

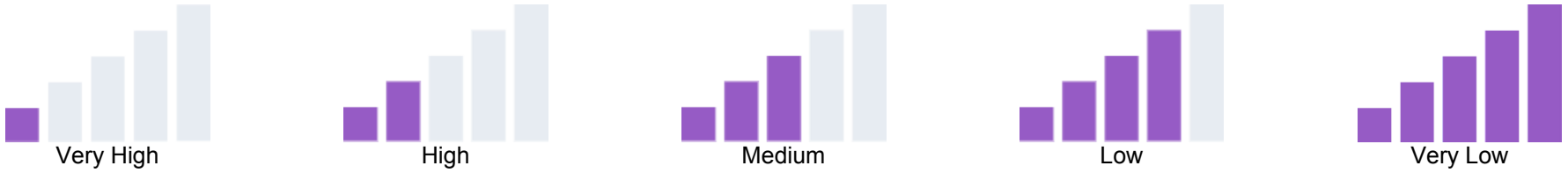
1. Data is not available

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

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



This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report				
Very High	**High**	**Medium**	**Low**	**Very Low**
0	0	5	1	0

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

2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students

Medium

6.4% suspended at least one day

1069 Students

English Learners

Medium

5.3% suspended at least one day

357 Students

Foster Youth

No Performance Level

13.3% suspended at least one day

15 Students

Homeless

No Performance Level

Less than 11 Students

3 Students

Socioeconomically Disadvantaged

Medium

6.8% suspended at least one day

873 Students

Students with Disabilities

Medium

6.5% suspended at least one day

139 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level	No Performance Level	No Performance Level	No Performance Level
Less than 11 Students	Less than 11 Students	Less than 11 Students	Less than 11 Students
10 Students	2 Students	10 Students	3 Students

Hispanic	Two or More Races	Pacific Islander	White
Medium	Medium		Low
6.5% suspended at least one day	3.3% suspended at least one day		1.4% suspended at least one day
942 Students	30 Students		72 Students

Conclusions based on this data:

1. Based on the 2022 CA dashboard the foster youth, EL, SED, and SWD students have the highest suspension rate.
2. Among all students, foster youth have the highest percentage of suspension as compared to the other student groups.

Annual Evaluation and Needs Assessment

SPSA Year Reviewed: 2022-23

Goal 1

State Priorities addressed by this goal:

State Priorities:
- [X] Priority 1: Basic (Conditions of Learning)
- [X] Priority 3: Parental Involvement (Engagement)
- [X] Priority 5: Pupil Engagement (Engagement)
- [X] Priority 6: School Climate (Engagement)
- [X] Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Annual Measurable Outcomes

Expected Outcomes	Actual Outcomes
Improve CAASPP Scores by 5 points All -22.2 EL -42.8 SWD -89.7 SED -32.1 Expected Outcome: Typical growth median for Winter i-Ready 2022 All-65 EL-65 SWD-65	ELA All=49.9 EL=76.6 SED-129.8
Improve CAASPP Scores by 5 points All -60 EL -78.9 SWD -128.4 SED -70.8 Expected Outcome: Typical growth median for Winter i-Ready 2022 All-45	Math All=116.8 EL=139.5 SWD=116 SED-128

Expected Outcomes	Actual Outcomes
EL-45 SWD-45	

Actions/Services

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1. Students will receive instruction using standards-based State/District adopted core programs.	1.Students received instruction using standards-based State/District adopted core programs.	District 0	
2. All English learners receive both integrated and designated English Language Development (ELD) instruction daily using curriculum based on ELD standards. Integrated ELD is provided across all content areas. Designated ELD provides specialized attention to building language proficiency in English.	2. 100% of DRA English Learners receive designated instruction.	District 0	
3. Instructional staff will receive additional support from Educational Services division to enhance English learners success through systemic professional development opportunities and support from district facilitators.	3. "Afterschool ELLevation professional development, ELD/SPED Collboration-writing linguistically appropriate goals, Essential Standards, PLC training, EL/SPEd reclassification training was provided for administrators and teachers.	Centralized Services Title I	
4. Through the District MTSS process, the Guiding Coalition will	4. Panorama, Synergy, ELLevations, Iready data,	Centralized Services Title I	

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
use data to assess and monitor student progress, determine and address district and school wide instructional goals, and create an appropriate action plan to increase student achievement, including the implementation and analysis of i-Ready diagnostics and SEL.	CAASPP, ELD, and Hoonuit are the programs used to monitor student progress		
5. Through the District TRAC process, the Site Leadership Teams use data to assess and monitor student progress, determine and address district and school wide instructional goals, and create an appropriate action plan to increase student achievement, including the implementation and analysis of i-Ready diagnostics.	5. DRA Guiding Coalition attended a TRAC/Guiding Coalition meetings day in the Fall and a TRAC/Guiding Coalition meeting in the spring to identify school-wide and district instructional goals	Centralized Services Title I	
6. Provide Before/During/After school reading, math and ELD interventions for students not meeting standards.	6. After-school tutoring with an emphasis on AVID strategies has been provided since the start of the year. Small classes intervention classes with targeted intervention classes were created to support student's academic needs.	District	
7. Teachers will continue to receive professional development on evidenced-based strategies to support all learners.	7. Teachers have been provided professional development based on individual areas of growth, required training for certain classes, and training that focus on school-wide goals.	Centralized Services Title I	
8. Provide an instructional coach to support teachers in best first instruction, intervention and enrichment.	8. Instructional Coach provides support to all teachers in first best instruction, visits classrooms,	Centralized Services Title I	

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	professional development during SAST, provides and mini-lessons.		
9. Provide a full-time counselor to support site multitiered intervention efforts, which may include participation on tiered teams, supporting proactive and preventative universal, targeted and intensive interventions.	9. Full time counselor (in addition to site funded counselor) to support MTSS tier interventions, small group/individual counseling and lesson implemented into homerooms (self efficacy, self management, etc.)	District Centralized Services	
10. Provide extra duty support for MTSS Site Lead to facilitate, communicate and implement the MTSS initiatives.	10. Attends district MTSS meetings, disseminates information school-wide, collecting and monitors student data. Facilitates bi-monthly school-site MTSS meetings.	Centralized Services Title I	
11. Provide support for early literacy and foundational skills to support students below grade level	11. IReady target support, ELA and Math intervention	Centralized Services Title I	
12. Provide support for common district assessments and common formative assessments to monitor student achievement throughout the year.	12. IReady administered three times a year and Panorama.	Centralized Services Title I	
13. Provide release time and/or extra duty pay for: classroom visits, inter/intra district school visits, cross-curricular and grade level articulation meetings, committee	13. Teachers have had release time to meet at the AVID Site team, MTSS tier II bimonthly meetings, Intervention room, and leadership (ASB, Renaissance,	Supplemental/Concentration 20,000.00 Title I 1,000.00	Supplemental/Concentration 1,417.37 Title I 1,000

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
meetings and/or receive instructional support from an instructional coach or other content experts in order to meet the academic needs of our students in accordance with site and district goals.	WEB, etc..) new teacher support, etc.	Title I 0	
14. Provide release time and/or extra duty pay for department meetings and department leads for preparation time.	14. Guiding Coalition/MTSS Tier I was provided with extra duty pay and release time to attend bimonthly site meetings, and prep time for department meetings and tier I subcommittees. (increase the PLC process to increase student achievement)	Supplemental/Concentration 2,000.00 Title I 19,728.00	Supplemental/Concentration 1179.81 Title I 4527.68
15. The Instructional Coach will provide professional development, coaching, and modeling of highly effective instructional practices for first best instruction, intervention and enrichment to the instructional staff, and will support and facilitate the collaboration process of monitoring student progress in order to increase academic achievement with a focus on non-proficient and English learners.	15. Instructional Coach provides support to all teachers in first best instruction, visits classrooms, provides and professional development during teacher training dates.	None Specified 0	
16. Provide research-based supplemental instructional materials, hardware, software, books, and supplies for classrooms to support students in meeting grade-level standards in ELA,	16. "Enhance Instruction: Flocabuarly, No Red Ink, Gimkit, Brainpop, Near pod, Peardeck, Padlet, Edpuzzle, and Streamyard.	Supplemental/Concentration 15,000.00 Title I 500.00	Supplemental/Concentration 2,710.00 Title I 500.00

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Math, Reading & Math intervention, Science, and ELD.			
17. Provide staff professional development opportunities and memberships focusing on teaching strategies and interventions that support schoolwide academic, social-emotional, and behavioral goals in addition to standards and assessment training such as the California League of Middle Schools, ASCD, AVID, ACSA, CABE, CUE, ICLE, County ELD Roadmap, CAASPP, ELPAC, TRAC process, Leadership (WEB, ASB, Renaissance, etc) and district professional development.	17. During school academic, and social-emotional interventions were provided for students not meeting grade-level standards. Small group intervention classes targeted students who needed additional support.	Supplemental/Concentration 13,121.00 Title I 500	Supplemental/Concentration 1,328.20 Title I 500.00
18. Provide before, during, and after school literacy and math and social-emotional interventions for students not meeting standards or need social-emotional support using researched-based intervention strategies and materials while working with smaller classes to provide interventions including extra duty in lieu of prep period for the teachers.	18. During school academic, and social-emotional interventions were provided for students not meeting grade level standards. Small group intervention classes were targeted students who needed additionals support.	Supplemental/Concentration 14,915.00 Title I 3000	Supplemental/Concentration 13,525.10 Title I 1,000.00

Evaluation

Complete a copy of the following table for each of the school's goals from the prior year SPSA. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the California School Dashboard, as applicable.

Describe your evaluation of the level of implementation of each action/service to achieve the articulated goal.

Each action item in Goal 1 was well implemented. This goal concentrated in five different areas: MTSS, Collaboration, instructional support via professional development or coaching, Instructional materials, student interventions and supports during the school day were implemented as well.

Describe your evaluation of the effectiveness (Did it work?) of each action/service to achieve the articulated goal as measured by the school.

The effectiveness of each action in this goal was rated from some to high impact. Data shows the progress we were able to make this year and the commitment to each of the actions. However, the data shows that the focus needs to be on academics and closing the achievement gap for all student groups (EL students, SPED, etc..).

Explain material differences between Budgeted Expenditures for Categorical Funds and Estimated Actual Expenditures.

Most of Goal 1 actions items for supplemental concentration and title 1 have been spent. Currently, there are requisitions and/or POs and PSAFs that are not reflected in the SPSA Estimated Actual Expenditures. The money for each action has been spent to appropriately address student and community needs to ensure opportunities and outcomes are improved for ALL students

Based on this evaluation, an analysis of the California School Dashboard, and the school's needs assessment, describe any changes made to this goal, to the expected outcomes, the metrics, or the actions and services to achieve this goal. Identify where those changes can be found in the SPSA.

Based on the data and review of each action item, we decided to change a few of Goal 1 actions, mainly to consolidate or remove the ones that had similar purposes. Also, there were some changes to some of the existing action items verbiage to address the needs of the school. This decision was made in an effort to streamline the support and ensure proper monitoring of each action in order to follow the continuous improvement cycle.

Annual Evaluation and Needs Assessment

SPSA Year Reviewed: 2022-23

Goal 2

State Priorities addressed by this goal:

State Priorities:
- X Priority 4: Pupil Achievement (Pupil Outcomes)
- X Priority 5: Pupil Engagement (Engagement)
- X Priority 7: Course Access (Conditions of Learning)
- X Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Annual Measurable Outcomes

Expected Outcomes	Actual Outcomes
ALL: 10.0% SED: 10% SWD: 12.0% EL:8.0%	Chronic Absenteeism All-38.8% SED-42.1% SWD-48.1% ELD-43.4%

Actions/Services

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1. Create a college and career-going culture through school activities, events or experiences.	1. AVID college and career week, University fieldtrips. etc..	District	
2. Provide enrichment opportunities for all students.	2. Student's participated in Math field day, Battle of the Books, Science Fair, etc...	District	

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3. Instructional support materials and coaches will be afforded to provide equal access for all students enrolled in our PE, Music, Art, Electives, and other content/elective classes.	3. Instructional materials for all electives classes (Cadets, music, art, and PE)	Supplemental/Concentration 29,000.00 Title I 5,950.00	Supplemental/Concentration 5,307.14 Title I 11,684.03
4. Provide computer-related equipment, technology services, and software for the computer lab, classrooms, and intervention programs.	4. LFD, printers, tablets, software for the classroom and CAIR intervention room and to support for at risk students.	Supplemental/Concentration 15,000.00 Title I 22,000	Supplemental/Concentration 11,230.67 Title I 2,351.00
5. Extra duty to provide support for parents and staff from the instructional coach and facilitator.	5. Paid 30 minutes beyond contract hours in order to plan, organize, and support students, parents, and staff.	Supplemental/Concentration 3,000 Title I 11,050	Supplemental/Concentration 3,000.00 Title I 260.33
6. Create a college and career going culture through school activities and campus enhancements. In addition provide all students with student appropriate materials to provide support for college and career readiness.	6. College and career activities, events, and experience were provided during college and career week.	Supplemental/Concentration 5,000 Title I 1,500.00	Supplemental/Concentration 5,000.00 Title I 1,500.00
7. Provide academic and enrichment opportunities, materials, award recognition for all students.	7. Awards were given to students quarterly for academics recognition.	Supplemental/Concentration 4,000.00 Title I 300	Supplemental/Concentration 1,438.18 Title I 300.00
8. Provide a full-time counselor to facilitate MTSS tiered intervention, SSTs, student groups, mediation, and individual counseling	8. MTSS tiered intervention, SSTs, student groups and individual to students. During lunch, the counselor opens up the lunch bunch classroom to provide SEL	Supplemental/Concentration 55,200.00 Title I 58,607.00	Supplemental/Concentration 189.86 Title I 0.00

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	support for students.Based on additional full-time on campus therapist, dean of students,and SAP counselor this action is not		
Implement AVID structures/strategies to support student learning.		District	

Evaluation

Complete a copy of the following table for each of the school's goals from the prior year SPSA. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the California School Dashboard, as applicable.

Describe your evaluation of the level of implementation of each action/service to achieve the articulated goal.

Each action item in Goal two was well implemented. This goal concentrated in five different areas: instructional materials, technology, college and career/ AVID, GATE, and instructional support, all of which were completed as planned.

Describe your evaluation of the effectiveness (Did it work?) of each action/service to achieve the articulated goal as measured by the school.

The effectiveness of each action in this goal was rated from some to high impact. Data shows the significant progress we were able to make this year and the commitment to each of the actions.

Explain material differences between Budgeted Expenditures for Categorical Funds and Estimated Actual Expenditures.

Most of Goal 2 actions items for supplemental concentration and title 1 have been spent Currently, there are requisitions and/or POs and PSAFs that are not reflected in the SPSA Estimated Actual Expenditures. The money for each action has been spent to appropriately address student and community needs to ensure opportunities and outcomes are improved for ALL students.

Based on this evaluation, an analysis of the California School Dashboard, and the school's needs assessment, describe any changes made to this goal, to the expected outcomes, the metrics, or the actions and services to achieve this goal. Identify where those changes can be found in the SPSA.

Based on the data and review of each action item, we decided to change a few of Goal 2 actions, mainly to consolidate or remove the ones that had similar purposes. Also, there were some changes to some of the existing action items verbiage to address the needs of the school. This decision was made in an effort to streamline the support and ensure proper monitoring of each action in order to follow the continuous improvement cycle.

Annual Evaluation and Needs Assessment

SPSA Year Reviewed: 2022-23

Goal 3

State Priorities addressed by this goal:

State Priorities:
- [X] Priority 1: Basic (Conditions of Learning)
- [X] Priority 3: Parental Involvement (Engagement)
- [X] Priority 5: Pupil Engagement (Engagement)
- [X] Priority 6: School Climate (Engagement)
- [X] Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Annual Measurable Outcomes

Expected Outcomes	Actual Outcomes
ALL: 8.8% SED: 11.5% SWD: 19.3% EL: 16.8%	Suspension All-6.4% SED-6.8% SWD-6.5% EL-5.3%

Actions/Services

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1. Provide activities and protocols for improving attendance.	1, Activities and protocols to improve attendance: Mentorship, discipline office reached out to families, Attendance Review Team was initiated by RCOE	District	

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2. Provide multitiered tools, strategies and supports to address school climate and culture.	2. Presentations, training and one on one support	District	
3. Implement AVID structures/strategies to support student learning.	3 Many of the teachers are AVID trained. Those teachers that need training will attend summer school and will receive AVID training during Back to School.	District Title I Supplemental/Concentration	
4. Provide extra duty and/or safety equipment to support a safe and secure learning environment. Extra duty pay includes but is not limited to custodians, safety/discipline office, school site monitors in addition to partial salary (1.3 hours a week) of a school monitor.	4. Extra duty and safety equipment has been provided for custodians and security agents.	Supplemental/Concentration 4,979.00 Title I Title I 500	Supplemental/Concentration 2,137.53 Title I 500.00
5. Provide training, curriculum, or materials, and extra duty pay, to support the work of MTSS to address school climate, behavior and culture.	5. PBIS Management Systems and counseling materials	Supplemental/Concentration 6,000.00 Title I 3,000.00	Supplemental/Concentration 5,850.05 Title I 500.00
6. Provide Certificated Specialists and Associate Professional Clinical Counselor, instructional materials, and supplies for the CAIR	6. Two specialist were provided mentorship and tutor students. Upon hybrid a third intervention	Supplemental/Concentration 5,000.00 Title I 25,000.00	Supplemental/Concentration 860.00 Title I 3,239.36

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Center/Intervention room, mentorship program and mental health support. Provide a certificated sub to assist in the CAIR room when needed to support reflection lessons and restorative activities.	specialist was hired to management the CAIR room		
7. Provide equipment, supplies, uniforms and personnel to support the growth of middle school sports.	7. Middle school sport uniforms and supplies were purchased for students to utilize for school sports.	Supplemental/Concentration 3,500.00 Title I 446.00	Supplemental/Concentration 3,500.00 Title I 446.00
8. Provide Parents with participation and involvement in programs that will empower them to support student achievements such as educational programs to cover the cost of trainers, materials, refreshments, child care, furniture, conferences, etc...	8. This includes college and career and title 1 family night, AVID parent night, incoming 6th grade family campus tour, and parent involvement-Back to school night, College and Career Night, ELD goal setting.	Supplemental/Concentration 1,000.00 Title I 200.00	Supplemental/Concentration 431.23 Title I 200.00
9. Provide a part-time Parent and Community Outreach Liaison, Office Tech Bilingual, to increase parent involvement and community involvement in addition to providing direct services for our English language Learners. Extra services will be provided as necessary based on parent and student needs.	9. District has paid for the additional bilingual office tech. This action is not needed for next year.	Supplemental/Concentration 2291.00	Title I: Supplemental/Concentration 2,291.00

Evaluation

Complete a copy of the following table for each of the school's goals from the prior year SPSA. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the California School Dashboard, as applicable.

Describe your evaluation of the level of implementation of each action/service to achieve the articulated goal.

Each action item in Goal three was well implemented..This goal concentrated in three different areas: instructional materials, parent involvement, and school safety, all of which were completed as planned.

Describe your evaluation of the effectiveness (Did it work?) of each action/service to achieve the articulated goal as measured by the school.

The effectiveness of each action in this goal was rated from medium to high impact. Data shows the significant progress we were able to make this year and the commitment to each of the actions. One particular action that demonstrated the highest success is the implementation of the PBIS rewards and tier 1 school wide systems. The MTSS tier I committee met bimonthly to review school data and to discuss school wide tier 1 systems. We will apply for the Silver California PBIS recognition for the 22-23 school year.

Explain material differences between Budgeted Expenditures for Categorical Funds and Estimated Actual Expenditures.

Most of Goal 3 actions items for supplemental concentration and title 1 have been spent Currently, there are requisitions and/or POs and PSAFs that are not reflected in the SPSA Estimated Actual Expenditures. The money for each action has been spent to appropriately address student and community needs to ensure opportunities and outcomes are improved for ALL students.

Based on this evaluation, an analysis of the California School Dashboard, and the school's needs assessment, describe any changes made to this goal, to the expected outcomes, the metrics, or the actions and services to achieve this goal. Identify where those changes can be found in the SPSA.

Based on the data and review of each action item, we decided to change a few of Goal 3 actions, mainly to consolidate or remove the ones that had similar purposes. Also, there were some changes to some of the existing action items verbiage to address the needs of the school. This decision was made in an effort to streamline the support and ensure proper monitoring of each action in order to follow the continuous improvement cycle.

Goals, Actions, & Services

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 1

All students will demonstrate growth as measured by federal, state and district assessments.

State Priorities addressed by this goal:

State Priorities:	Priority 1: Basic (Conditions of Learning)
	Priority 2: State Standards (Conditions of Learning)
	Priority 3: Parental Involvement (Engagement)
	Priority 4: Pupil Achievement (Pupil Outcomes)
	Priority 5: Pupil Engagement (Engagement)
	Priority 6: School Climate (Engagement)
	Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Identified Need

The greatest need areas are our students with diabilities and our socially economic disadvantaged students. DRA needs to ensure we are meeting their needs through RTI and Tier 2 and Tier 3 interventions.

Expected Annual Measurable Outcomes

(Include at least one metric/indicator for each priority checked above. Where performance gaps are identified, outcomes for student groups should demonstrate gap closure.)

Metric/Indicator	Baseline (Fall 2021)	2021-22	2022-23	2023-24
Academic Indicator ELA: Distance from Standard	All-33.8% EL-61.4% SWD-124.4% SED-46.9%	CAASPP was not administered for the 2020 and 2021 school years due to the pandemic, therefore in anticipation of a 2022 administration, we have opted to keep the same goals for the 2022 as we had them for 2021. All-27.2 EL-47.8	Improve CAASPP Scores by 5 points All -22.2 EL -42.8 SWD -89.7 SED -32.1 Expected Outcome: Typical growth median for Winter i-Ready 2022 All-65	Improve CAASPP Scores by 5 points (Dashboard) All - Current Dashboard 49.9% improve to 44.9%% EL-Current Dashboard 72.6% improve to 67.6% SWD -Current Dashboard 129.8% improve to 124.8% SED -Current Dashboard 60.7% improve to 55.7%

Metric/Indicator	Baseline (Fall 2021)	2021-22	2022-23	2023-24
		SWD-94.7 SED-37.1 Baseline: Typical growth median for Winter i-Ready 2022 All-65 EL-88 SWD-40	EL-65 SWD-65	Expected Outcome: Typical growth median for Winter i-Ready 2023-2024 All-96% EL-84% SWD-34%
Academic Indicator Math: Distance from Standard	All-78.4% EL-103.6% SWD-169.6% SED-92.8%	CAASPP was not administered for the 2020 and 2021 school years due to the pandemic, therefore in anticipation of a 2022 administration, we have opted to keep the same goals for the 2022 as we had them for 2021. All-65 EL-83.9 SWD-133.4 SED-75.8 Baseline: Typical growth median for Winter i-Ready 2022 All-38 EL-52 SWD-40	Improve CAASPP Scores by 5 points All -60 EL -78.9 SWD -128.4 SED -70.8 Expected Outcome: Typical growth median for Winter i-Ready 2022 All-45 EL-45 SWD-45	Improve CAASPP Scores by 5 points (Dashboard) All - Current Dashboard 116.8% improve to 111.8% EL -Current Dashboard 139.5% improve to 134.5% SWD -Current Dashboard 195.5% improve to 190.5% SED -Current Dashboard 128% improve to 123% Expected Outcome: Typical growth median for Winter i-Ready (2023-2024 school year) All-65% EL-45% SWD-54%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Action 1

1. Students will receive instruction using standards-based State/District adopted core programs.	District 0

Action 2

2. All English learners receive daily designated English Language Development (ELD) instruction using curriculum based on ELD standards.	District 0

Action 3

3. All English learners receive daily integrated ELD provided across all content areas.	District

Action 4

4. Instructional staff will receive additional support from Educational Services division to enhance English learners success through systemic professional development opportunities and support from district facilitators.	Title I Centralized Services

Action 5

5. Through the District MTSS process, the Tier I Leadership Team/ Guiding Coalition will use data to assess and monitor student progress, determine and address district and school wide instructional goals, and create an appropriate action plan to increase student achievement.	Title I Centralized Services

Action 6

6. Provide Before/During/After school reading, math and ELD interventions for students not meeting standards.	District

Action 7

7. Teachers will continue to receive professional development on evidenced-based strategies to support all learners.	Title I Centralized Services

Action 8

8. Provide an instructional coach to support teachers in best first instruction, intervention and enrichment.	Title I Centralized Services

Action 9

9. Provide extra duty support for MTSS Site Lead to facilitate, communicate and sustain the MTSS framework.	District

Action 10

10. Provide support for early literacy and foundational skills to support students not meeting standards.	

Action 11

11. Provide release time and/or extra duty for classroom/school visits, grade level/vertical articulation, and/or instructional support.	Title I 1,000.00 Supplemental/Concentration 20,000.00

Action 12

12. Provide release time and/or extra duty pay for teams and committees such as but not limited to; AVID, department leads/guiding coalition, MTSS Tier I and Tier II, Attendance, etc...	Title I 24,728.00 Supplemental/Concentration 2,000.00

Action 13

13. Provide research-based supplemental instructional materials, hardware, software, books, and supplies for classrooms to support students in meeting grade-level standards in ELA, math, reading & math intervention, science, and ELD.	Title I 8,500.00 Supplemental/Concentration

	13,000.00

Action 14

14. Provide staff professional development, speakers, conferences, and membership that support school and district goals.	Title I 11,000.00
	Supplemental/Concentration 14,915.00

Action 15

15. Provide before, during, and after school literacy and math and social-emotional interventions for students not meeting standards or need social-emotional support using researched-based intervention strategies and materials while working with smaller classes to provide interventions including extra duty in lieu of prep period for the teachers.	Title I 3,000.00
	Supplemental/Concentration 9,000.00

Action 16

16. Provide intervention specialists in academics to support the needs of students by providing small group instruction, 1:1 instruction, and/or mentoring students, etc. to close the achievement gaps	Title I 58,607.00
	Supplemental/Concentration 60,200.00

Goals, Actions, & Services

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 2

All students will graduate and be prepared to make a successful transition to further education and/or career opportunities.

State Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Identified Need

9.2% of our students were chronically absent which translates to missing seat time and core instruction.

Expected Annual Measurable Outcomes

(Include at least one metric/indicator for each priority checked above. Where performance gaps are identified, outcomes for student groups should demonstrate gap closure.)

Metric/Indicator	Baseline (Fall 2021)	2021-22	2022-23	2023-24
Chronic Absenteeism	ALL: 12.8% EL: 13.5% SED: 14.7% SWD: 18.9%	ALL: 10.7% SED: 11% SWD: 12.5% EL:8.8%	ALL: 10.0% SED: 10% SWD: 12.0% EL:8.0%	Improve ALL Student Groups Chronically Absent Rate by 5% (California Dashboard) All - Current Dashboard 38.8% improve to 33.8% EL-Current Dashboard 43.3% improve to 38.4% SWD -Current Dashboard 48.11% improve to 43.1% SED -Current Dashboard 42.1% improve to 37.1%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Action 1

1. Create a college and career going culture through school activities, events and experiences.	District

Action 2

2. Provide enrichment opportunities for all students.	District

Action 3

3. Implement AVID structures/strategies to enhance student learning.	District

Action 4

4. Instructional support materials and coaches will be afforded to provide equal access for all students enrolled in our PE, Music, Art, Electives, and other content/elective classes	Title I 10,950.00 Supplemental/Concentration 10,000.00

Action 5

5 Provide computer-related equipment, technology services, and software for the computer lab, classrooms, and intervention programs	Title I 15,000.00 Supplemental/Concentration 10,291.00

Action 6

6. Extra duty to provide support for parents and staff from the instructional coach.	Title I 11,050.00 Supplemental/Concentration 3,000.00

Action 7

7. Create a college and career going culture through school activities and campus enhancements. In addition provide all students with student appropriate materials to provide support for college and career readiness.	Title I 4,500.00 Supplemental/Concentration 5,000.00

Action 8

8. Provide academic and enrichment opportunities, materials, award recognition for all students (Award recognitions will be funded exclusively through the Supplemental Concentration funding).	Title I 3,519.00 Supplemental/Concentration 4,000.00

Goals, Actions, & Services

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 3

All students will develop and consistently demonstrate responsible, respectful and ethical behavior in a safe, clean and orderly learning environment.

State Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Identified Need

Students are being suspended at a high rate. Desert Ridge Academy needs to provide social-emotional support for students.

Expected Annual Measurable Outcomes

(Include at least one metric/indicator for each priority checked above. Where performance gaps are identified, outcomes for student groups should demonstrate gap closure.)

Metric/Indicator	Baseline (Fall 2021)	2021-22	2022-23	2023-24
Suspension Rate	All: 8.9% EL: 13.8% SED: 10.7% SWD: 11.4%	ALL: 10.8% SED: 13.5% SWD: 21.3% EL: 18.8%	ALL: 8.8% SED: 11.5% SWD: 19.3% EL: 16.8%	Decrease ALL Student Groups Suspension Rate by 2% (California Dashboard) All - Current Dashboard 6.4% improve to 4.4% EL-Current Dashboard 5.3% improve to 3.3% SWD -Current Dashboard 6.5% improve to 4.5% SED -Current Dashboard 6.8% improve to 4.8%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Action 1

1. Provide activities and protocols for improving attendance.	District

Action 2

2. Provide multitiered tools, strategies and supports to address school climate and culture.	District

Action 3

3. Incorporate systems and strategies to ensure a safe, secure and positive environment.	District

Action 4

4. Provide counseling support for site multitiered intervention efforts, which may include participation on tiered teams, supporting proactive and preventative universal, targeted, and intensive interventions. Provide school counselors as follows: ? Elementary Schools - 1 FTE Counselor ? Middle School Counselors - maintain ratio at 500:1 ? High School Counselors - maintain ratio at 400:1 Alternative Education Counselor (Amistad, Summit/Horizon) - beyond the formula	District

Action 5

5. Provide extra duty and/or safety equipment to support a safe and secure learning environment. Extra duty pay includes but is not limited to custodians, safety/discipline office, and school site monitors in addition to the partial salary of a school monitor.	Title I 500.00 Supplemental/Concentration

	4,979.00

Action 6

6. Provide professional staff development, conferences, training, curriculum, or materials, and extra duty pay, to support the work of MTSS to address school climate, behavior, and culture.	Title I 3,500.00 Supplemental/Concentration 6,121.00

Action 7

7. Provide Certificated Specialists, instructional materials, and supplies for the CAIR Center/Intervention room. Provide a certificated guest teacher to assist in the CAIR room when needed to support reflection lessons and restorative activities.	Title I 40,000.00 Supplemental/Concentration 27,000.00

Action 8

8. Provide equipment, supplies, uniforms, and personnel to support the growth of middle school sports	Title I 446.00 Supplemental/Concentration 3,500.00

Action 9

9.Provide parents with participation and involvement in programs that will empower them to support student achievements such as educational programs to cover the cost of trainers, materials, refreshments, child care, furniture, conferences, etc.."	Title I 9,801 Supplemental/Concentration 1,000.00

Goals, Actions, & Services

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 4

Students with disabilities will access and participate in their educational journey resulting in graduates that are prepared to make a successful transition in college, career, and life.

State Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)

Identified Need

Expected Annual Measurable Outcomes

(Include at least one metric/indicator for each priority checked above. Where performance gaps are identified, outcomes for student groups should demonstrate gap closure.)

Metric/Indicator	Baseline (Fall 2021)	2021-22	2022-23	2023-24
Academic Indicator ELA: Distance from Standard	All-33.8% EL-61.4% SWD-124.4% SED-46.9%	CAASPP was not administered for the 2020 and 2021 school years due to the pandemic, therefore in anticipation of a 2022 administration, we have opted to keep the same goals for 2022 as we had them for 2021. All-27.2 EL-47.8 SWD-94.7 SED-37.1 Baseline: Typical growth median for Winter i-Ready 2022 All-65 EL-88	Improve CAASPP Scores by 5 points All -22.2 EL -42.8 SWD -89.7 SED -32.1 Expected Outcome: Typical growth median for Winter i-Ready 2022 All-65 EL-65 SWD-65	Improve CAASPP Scores by 5 points (Dashboard) All - Current Dashboard 49.9% improve to 44.9%% EL-Current Dashboard 72.6% improve to 67.6% SWD -Current Dashboard 129.8% improve to 124.8% SED -Current Dashboard 60.7% improve to 55.7% Expected Outcome: Typical growth median for Winter i-Ready (2023-2024 School Year) All-96% EL-84% SWD-34%

Metric/Indicator	Baseline (Fall 2021)	2021-22	2022-23	2023-24
		SWD-40		
Academic Indicator Math: Distance from Standard	All-78.4% EL-103.6% SWD-169.6% SED-92.8%	CAASPP was not administered for the 2020 and 2021 school years due to the pandemic, therefore in anticipation of a 2022 administration, we have opted to keep the same goals for the 2022 as we had them for 2021. All-65 EL-83.9 SWD-133.4 SED-75.8 Baseline: Typical growth median for Winter i-Ready 2022 All-38 EL-52 SWD-40	Improve CAASPP Scores by 5 points All -60 EL -78.9 SWD -128.4 SED -70.8 Expected Outcome: Typical growth median for Winter i-Ready 2022 All-45 EL-45 SWD-45	Improve CAASPP Scores by 5 points (Dashboard) All - Current Dashboard 116.8% improve to 111.8% EL -Current Dashboard 139.5% improve to 134.5% SWD -Current Dashboard 195.5% improve to 190.5% SED -Current Dashboard 128% improve to 123% Expected Outcome: Typical growth median for Winter i-Ready (2023-2024 School Year) All-65% EL-45% SWD-54%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Action 1

1.Provide professional development to include targeted support for students with disabilities	District

Action 2

2.Implement Universal Design for Learning for all students, including students with disabilities	District

Action 3

3.Increase parent engagement for students with disabilities.	District

Action 4

4. Provide release time and/or extra duty for SPED teachers and/or co teaching pairs (general and special ed teachers), classroom/school visits, grade level/vertical articulation, and/or instructional support.	Title I 4,000.00 Supplemental/Concentration 2,000.00

Action 5

5. Provide instructional support materials, hardware, software, books, and supplies for classrooms to support students in meeting grade-level standards for students with disabilities in ELA, math, reading & math intervention, science, and ELD.	Title I 2,000.00 Supplemental/Concentration 3,000.00

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and **will be performed as a centralized service**. Note: the total amount for each categorical program must be aligned with the Consolidated Application.

School Goal #1: Desert Ridge Academy				
Actions to be Taken to Reach This Goal	**Start Date Completion Date**	**Proposed Expenditure**	**Estimated Cost**	**Funding Source (itemize for each source)**
Professional Development and Teacher Support	8/15/23-6/5/24	8,322 **Total Estimated Cost**: 8,322	8,322	Title I
District ELA Project Facilitator	8/15/23-6/5/24	9,493 **Total Estimated Cost**: 9,493	9,493	Title I
District Math Project Facilitator	8/15/23-6/5/24	9,982 **Total Estimated Cost**: 9,982	9,982	Title I
Site Instructional Coach	8/15/23-6/5/24	76,839 **Total Estimated Cost**: 76,839	76,839	Title I
Preschool to Elementary Transition	8/15/23-6/5/24	7,581 **Total Estimated Cost**: 7,581	7,581	Title I
Budget Support	8/15/23-6/5/24	1,086 **Total Estimated Cost**: 1,086	1,086	Title I
SFPO Project Facilitator	8/15/23-6/5/24	12,139 **Total Estimated Cost**: 12,139	12,139	Title I
Coordinator of Equity, Diversity, and Parent & Family Engagement	8/15/23-6/5/24	7,719 **Total Estimated Cost**: 7,719	7,719	Title I
Foster and McKinney-Vento Liaison	8/15/23-6/5/24	3,114 **Total Estimated Cost**: 3,114	3,114	Title I

Total Cost For All Actions: 136,275

Note: Centralized services may include the following direct services:

- *Research-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.

Programs Included in this Plan

Enter the appropriate choice below for each state and federal program in which the school participates. Enter the amounts allocated for each program in which the school participates and, if applicable, indicate that the program's funds are being consolidated as part of operating a schoolwide program (SWP). The plan must describe the activities to be conducted at the school for each of the state and federal programs in which the school participates. The totals on these pages should match the cost estimates in the SPSA and the school's allocation from the ConApp.

Note: For many of the funding sources listed below, school districts may be exercising Categorical Program Provisions options (flexibility) with information available at http://www.cde.ca.gov/fg/ac/co/documents/sbx34budgetflex.doc
Of the four following options, please select the one that describes this school site.

Select from: This site operates a SWP but does not consolidate its funds as part of operating a SWP.

Federal Programs -- From the following options, please enter those from which the school receives funding. Include the allocation amount, and enter "yes" or "no" if the program is consolidated as part of the schoolwide program.

Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs).
Title I, Part A: Parental Involvement (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act) Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs. (This is a reservation from the total Title I, Part A allocation).
Title II, Part A: Improving Teacher Quality Purpose: Improve and increase the number of highly qualified teachers and principals.
Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards. (Title III funds may not be consolidated as part of a SWP)
Title VI, Part B: Rural Education Achievement Program Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs.
For School Improvement Schools only: School Improvement Grant (SIG) Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement.
Other federal funds (list and describe). Create a new row for each separate program.

Title III funds are not a school level allocation even if allocated by the district to a school site. The LEA is responsible for fiscal reporting and monitoring and cannot delegate their authority to a site at which the program is being implemented. If Title III funds are spent at a school site, they must be used only for the purposes of Title III and for those students the LEA has identified for services. For more information, please contact the Language Policy and Leadership Office at 916-319-0845.

Program	Allocation	Is it consolidated in the SWP?
Title I	$212,101.00	No
Total amount of federal categorical funds allocated to this school.	$212,101.00	
Total amount of state and federal categorical funds allocated to this school.	$	

Note: Other Title I-supported activities that are not shown on this page may be included in the SPSA Action Plan.

State Programs -- From the following options, please enter those from which the school receives funding. Include the allocation amount, and enter “yes” or “no” if the program is consolidated as part of the schoolwide program.

California School Age Families Education (Carryover only) Purpose: Assist expectant and parenting students to succeed in school.
Economic Impact Aid/State Compensatory Education (EIA-SCE) (Carryover only) Purpose: Help educationally disadvantaged students succeed in the regular program.
Economic Impact Aid/Limited-English Proficient (EIA-LEP) (Carryover only) Purpose: Develop fluency in English and academic proficiency of English learners.
Peer Assistance and Review (Carryover only) Purpose: Assist teachers through coaching and mentoring
Professional Development Block Grant (Carryover only) Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas.
School Safety and Violence Prevention Act (Carryover only) Purpose: Increase school safety.
List and Describe Other State or Local Funds (e.g., Career and Technical Education [CTE], etc.).

Program	Allocation	Is it consolidated in the SWP?
	$0.00	
District	$0.00	No
Supplemental/Concentration	$199,006.00	
Total amount of StateLocal categorical funds allocated to this school.	$199,006.00	
Total amount of state and StateLocal categorical funds allocated to this school.	$411,107.00	

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:

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

2. 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.

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

Select from: English Learner Advisory Committee	
[Enter name of consulted group or committee]	[Signature of authorized person]
English Language Advisory Committee-Edna Barragan	

4. 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.

5. 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.

6. This SPSA was adopted by the SSC at a public meeting on:April 18, 2023.

Attested:

Erasmo Garcia		
Typed name of school principal	Signature of school principal	Date
Meredith Greenwood		
Typed name of SSC chairperson	Signature of SSC chairperson	Date

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:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Erasmo Garcia	X				
Meredith Greenwood			X		
Karen Flaherty		X			
Heba Fangary		X			
Crystal Acton		X			
Linda Martin		X			
Jan Diaz				X	
Edna Barragan				X	
Heather Briseno				X	
Esther Briceno				X	
Yesenia Gonzlaez				X	
Allie Arias					X
Numbers of members of each category:	**1**	**4**	**1**	**5**	**1**

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:

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

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Select from: English Learner Advisory Committee	
[Enter name of consulted group or committee]	[Signature of authorized person]
English Language Advisory Committee-Edna Barragan	Edna Barragan

4. 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.

5. 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.

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Attested:

Erasmo Garcia — Typed name of school principal

Signature of school principal

4/18/23 — Date

Meredith Greenwood — Typed name of SSC chairperson

Signature of SSC chairperson

4/18/23 — Date