

Local Control and Accountability Plan (LCAP) Every Student Succeeds Act (ESSA) Federal Addendum Template

LEA Name

Palm Springs Unified School District

CDS Code:

33-67173-0000000

Link to the LCAP:

(optional)

<https://www.psusd.us/Page/335>

For which ESSA programs apply to your LEA?

Choose From:

TITLE I, PART A

Improving Basic Programs Operated by
State and Local Educational Agencies

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners
and Immigrant Students

TITLE IV, PART A

Student Support and Academic
Enrichment Grants

(note: This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed, unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

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

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

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

Palm Springs Unified School District (PSUSD) will use federal funds including Title I, Title II, Title III, and Title IV to supplement and enhance the district's three identified Local Control and Accountability Plan goals which address each of the eight state priority areas.

Key features reflected in the LCAP include:

1. Professional development opportunities for TK-12th grade teachers and support staff (including Teachers on Special Assignment) in various curricular areas and additional collaboration time.
2. Support for technology access, skill development and integration.
3. Class size reduction at all school levels.
3. Various programs, interventions, and services to support instruction and student learning, including extended school day and school year opportunities.
4. Additional college and career readiness and support.
5. Additional staffing and structures to support English Learners.
6. Efforts to develop and enhance parent engagement.
7. Supports for student social emotional development.
8. Supports to secure a highly qualified staff at all district sites.

Based on the review of performance on the state dashboard indicators and local performance indicators, PSUSD demonstrates a need for additional supplemental supports and services for students. Federal funds are used to supplement and enhance actions and services funded with state funds designed to close the achievement gap and support all students in meeting challenging state academic standards.

Various activities, programs, professional development and supports for students and parents will be provided with Title I, Title II, Title III, and Title IV funds in the form of supplemental activities and services. The following strategies are supplementing primary initiatives using federal funding.

1. Staff professional development aligned with standards-based instructional materials and evidence-based instructional strategies that effectively target the needs of all students. This will include support for Professional Learning Communities development, additional Teachers on Special Assignment, outside consultants to provide systematic and systemic professional development, and conference attendance for administrators, teachers, and support staff.
2. School sites will be provided with training, supplemental materials and supplies, and additional staffing support to effectively implement interventions and programs targeting student needs. This includes but is not limited to intervention staffing, access to intervention programs via technology, and additional intervention opportunities during the school day and through extended school day and/or school year opportunities.
3. Support for the Expanded Learning department, which provides various alternative supports for students to address the academic needs of low-achieving students.
4. Increased parent engagement opportunities, including parent trainings and support regarding school programs, curriculum, and instruction and parenting strategies.
5. Increased access to technology to assist with student access to core and supplemental curriculum. This includes additional professional development focused on the effective integration of technology into instruction.
6. Provide additional supports to identified low-performing priority schools. Supports include but are not limited to personnel support to assist with intervention programs, professional development for teachers and support staff, additional collaboration time, outside consultants and additional supports coordinated within the Education Services department.
7. College and career enrichment opportunities to ensure all students have access to post-secondary education opportunities.

8. District supplemental staffing to support district initiatives at the site level.
9. Assessment systems to provide staff with disaggregated data and the ability to analyze individual student performance on standards-based assessments to better identify effective strategies and interventions.
10. Additional social emotional supports including counselor support, mental health support, SEL program development and related professional development.
11. Support for the recruitment and retention of staff, including new teacher development, as well as support for leadership development.
12. Additional supplemental supports to English Learners including extended school year and school day opportunities, various materials and supplies and targeted interventions within the school day.

All schools and the Early Childhood Education program receive funding to support actions and services aligned to their site and program specific needs and student population. School sites create School Plans for Student Achievement which outline how funds are allocated in alignment with LCAP goals and monitored through data analysis and annual program and budget review.

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

PSUSD is committed to creating a coherent Local Control and Accountability Plan to provide support to all students and supplemental and enrichment resources to identified students, specifically English learners, low income students, and foster youth, to ensure that all students graduate college and career ready. PSUSD will use federal funds including Title I, Title II, Title III and Title IV to supplement and enhance the district's identified Local Control and Accountability Plan (LCAP) goals established in collaboration with district educational partners. As a district, we are committed to improving student achievement and ensuring that all students are college and career ready by working in partnership with our school community to share in the vision of providing students a safe, rigorous and engaging environment from a highly qualified staff. PSUSD uses data, including state and local assessment results, to ensure the effectiveness of our instructional programs and monitoring the progress of students toward college and career readiness. Monitoring metrics and indicators are found within each of PSUSD's LCAP goals. Through the analysis of metrics, individual and student group needs are identified and state funding is allocated to support identified needs. Federal funds are utilized to further support identified student needs through supplemental services and activities.

PSUSD provides multiple opportunities for staff, parents, students and community members to be involved in the analysis of quantitative and qualitative data for the revisions to the LCAP. The primary instrument used by the district to gather educational partner input is a comprehensive survey that addresses each of the state's eight priority areas within the Local Control Funding Formula (LCFF) structure and the three current PSUSD LCAP Goals. Educational partners within PSUSD include parents, community members, local bargaining units, district personnel, and various advocates and agency representatives who participated in educational partner meetings and community input sessions. Additional educational partner input is gathered from school and district English Learner Advisory Committees, School Site Councils, and other District Advisory Committees. Within each of these educational partner groups both state and federal funding are discussed. District representatives work to create understanding within educational partner groups regarding how federal funds are used to further supplement and enhance state funded actions and services.

Each school site receives LCFF and Title I funds to support actions that directly target specific school and student needs. School sites create School Plans for Student Achievement (SPSAs) which outline how LCFF and Title I funds are allocated. All actions within SPSAs must be aligned with PSUSD LCAP goals. SPSAs are created collaboratively with the School Site Council and monitored regularly. School sites periodically review the effectiveness of actions throughout the school year. Principal and School Site Council analysis of actions are then further reviewed by district personnel.

The Director of Certificated Human Resources directly oversees the Title II budget. The Coordinator of English Learner Programs directly oversees the Title III budget. The Director of State and Federal Programs directly oversees Title I and Title IV budgets, and collaborates regularly with the Director of Certificated Human Resources and Coordinator of English Learner Programs to ensure the effective implementation of their programs as well as the coordinated efforts of all federally funded programs.

PSUSD embraces the continuous improvement cycle and has ongoing, regular monitoring of district goals and actions to evaluate effectiveness, identify areas in need of improvement, and determine supplemental areas supported through federal funding. Administrative staff works to support planning, data analysis and budget alignment. Once state and local funding resources are budgeted and accounted for, federal funds are used to provide supplemental services and activities in alignment with current regulations and guidance to address identified needs.

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 <i>(as applicable)</i>

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 <i>(as applicable)</i>

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 <i>(as applicable)</i>

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 (<i>as applicable</i>)

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 (<i>as applicable</i>)

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION(S)	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

PSUSD uses the number of students eligible for Free and Reduced Meal Programs to determine Title I allocations at each school site. All K-12 schools in the district receive Title I funds. Schools with higher poverty levels receive a higher allocation from other schools. The current funding tiers are: 100%- 96%, 95.99%-93%, and 92.99% or less.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

THIS ESSA PROVISION IS ADDRESSED BELOW:

PSUSD identifies disparities in teacher assignment through the annual completion of data collection tables, as outlined on the CDE website, in order to analyze the distribution of ineffective/misassigned teachers, inexperienced teachers, and out-of-field teachers working with low-income students and minority students in our elementary, middle, and high school. DataQuest, CBEDS, and CalSAAS reports are used to gather district and individual school data.

The results of the 2021-22 analysis are noted below:

PSUSD had no teacher misassignments or teachers with appropriate credentials, therefore no students at any district school were taught by ineffective teachers. PSUSD reported seven vacant teacher positions across the district as noted in Local Indicator reporting for LCFF Priority 1 on the California School Dashboard.

13.94% of our district teacher staff was comprised of inexperienced teachers, including 14.82% of high school teachers, 12.32% of middle school teachers, and 13.95% of elementary teachers. For 2020-21, 97.5% of the students served in the district were considered low-income. All PSUSD schools are Title 1 Schoolwide Programs, with low-income student percentages ranging from 90.61% to 99.32% in 2021-22. There was no significant correlation between the percentage of inexperienced teachers and the percentage of low-income students at within the district as a whole or within any grade span (elementary, middle, high) for the 2021-22 school year. Of PSUSD schools with higher than 15% inexperienced teachers during 2021-22, six schools reported low-income student percentages of 95% or higher and four reported percentages between 90% and 94.99%.

88.02% of the students served in the district were considered minority students in 2021-22. Minority student percentages at each of our schools range from 70.61% to 96.85%. No correlation between the percentage of inexperienced teachers and the percentage of minority students was found. Although the four schools with the highest percentages of minority students all report over 15% inexperienced teachers, none of these schools were in the six schools with the highest percentage of inexperienced teachers.

9.93% of PSUSD teachers are comprised of out-of-field teachers. Out-of-field teachers include teachers with limited permits (e.g. GELAP, SELAP), short-term waivers, emergency English learner or bilingual permits, and other local assignment options per state reporting requirements. When reviewing out-of-field teachers within the district, no correlation between the percentage of out-of-field teachers and either the percentage of low-income students and the percentage of minority students was identified. Middle school sites currently report higher rates of out-of-field teachers than elementary or high schools across PSUSD, indicating a grade-span correlation of low-income and minority student interactions with out-of-field teachers per the current definition criteria.

PSUSD focuses on attracting, recruiting, training, and retaining staff that best meets the needs of the district's diverse population. The district recruits throughout the country to find, employ, and keep highly qualified teachers. The district currently provides a "relocation incentive" for hard to fill positions such as math, science, and special education. PSUSD is also starting a teacher residency program to provide a pathway for classified staff and local community members to become future classroom teachers within the district.

PSUSD coordinates federal and state funds to ensure all teachers receive professional development to assist them with the effective teaching of the California State Standards. The District has continued to increase the number of Teachers on Special Assignment (TOSAs). District TOSAs assist teachers in all subject areas in the effective implementation of the California State Standards through lesson studies, professional development, content-area coaching, and peer feedback. Teachers are also offered 2 hours of collaboration time weekly to meet with their grade level and subject matter peers to analyze data and develop instructional strategies and plans.

Reflective Coaches are hired to support new teachers who hold Preliminary Credentials to earn Clear Credentials through our two-year induction program. The Reflective Coaches also support tenured teachers whose evaluations show that they are in need or those teachers who request additional support. Principals and assistant principals are provided with ongoing professional development regarding the supervision and evaluation of teachers.

PSUSD's out-of-field teachers, many of which are special education teachers, are supported by Reflective Coaches who work to support teachers in obtaining a professional clear teaching credential. A Special Education Reflective Coach works directly with newly hired and inexperienced special education teachers, and three Special Education TOSAs also support special education teachers districtwide in areas such as lesson planning, lesson delivery, classroom management, and IEP development and facilitation.

When equity gaps are discovered members from the PSUSD Educational Services Department meet with School Site Councils and other school site educational partners to review data and current strategies being implemented, identify the root causes behind the equitable access issue, and facilitate input and brainstorm possible evidence-based strategies to address the educator equity gaps.

Actions that have been implemented at these identified sites, funded through LCFF Supplemental and Concentration funds or Title I Funds, include:

A full-time Teacher on Special Assignment (TOSA) to serve as an academic coach

A full-time guidance counselor

A full-time intervention teacher

Additional professional development (PD) opportunities, including intensive Professional Learning Community PD over extended school years

Priority selection of teachers hired into the district pool

Strategic special education staff school placement

Parent and Family Engagement

ESSA SECTIONS 1112(B)(3) AND 1112(B)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

PSUSD actively engages parents and family members in improvement plans at schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI). Members from the Educational Services Department provide resources for and attend School Site Council (SSC) meetings for schools identified for CSI or ATSI. All school site educational partners, including parents and family members, are invited and encouraged to attend these meetings through the use of flyers, emails, text messages, and phone calls. At the meetings, the Educational Services representative discusses how the school was identified for CSI or TSI/ATSI. Parents and families in attendance are led through a collaborative process by which possible resource inequities are identified. Educational partners in attendance, including parents and family members, analyze results and identify possible evidence-based actions to address the identified needs. For CSI identified schools this includes discussions regarding the additional funding that was received, the timeline for use of the funds, and an analysis of how to most purposefully utilize those funds.

In addition to these meetings, CSI and ATSI site principals discuss the identification process and receive input from parents and family members at other scheduled parent meetings including the English Learner Advisory Committee. Feedback is also received from parents and family members through the annual Local Control and Accountability Plan (LCAP) survey and the district's family survey through the Panorama system. Results are provided to each school site, available for analysis and use in creating and revising School Plans for Student Achievement to target identified student needs.

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

THIS ESSA PROVISION IS ADDRESSED BELOW:

PSUSD works with staff and parents to develop meaningful opportunities at all grade levels for parents and families to be involved. The district promotes parent and family participation in programs through a wide variety of means including various communications and notifications, implementation of the district plan for parent engagement, parent education opportunities, and parent advisory committees. PSUSD ensures that information sent to parents is written or presented in a comprehensible manner in order to give equitable access of information to all parents (e.g. translations, web-based information, automated calling). Parents and family members with disabilities are provided reasonable accommodations, such as sign-language interpretation, to provide participatory access. Parent training is provided to improve understanding of educational standards and how to support their children in a variety of areas including but not limited to nutrition, study skills, early literacy skills, foundational math skills, navigating the educational system, A-G completion requirements, English learner reclassification, and other topics. Parents and family members of migrant students are provided support in meetings prior to and after extended absences to assist in overcoming educational disruption.

PSUSD annually provides multiple opportunities for staff, parents, students, and community members to be involved in the analysis of quantitative and qualitative data for the revision of the LCAP and Federal Addendum to the LCAP. The primary instrument used by the district to gather educational partner input is a comprehensive survey that addresses each of the State's Eight Priority Areas and the three PSUSD LCAP Goals. Additionally, parents are asked to complete the Panorama Survey annually to provide feedback regarding school climate. The district uses the the input to design strategies for more effective parental engagement and to revise its parent engagement policy.

The district Parent Engagement Policy is distributed to all parents at the beginning of each school year as part the LEA's Annual Notice to Parents. The Parent Engagement Policy is based upon district Board Policy and Administrative Regulations to ensure compliance with both Federal and State regulations.

School level Parent Engagement Policies and School-Parent Compacts are reviewed by the School Site Council and English Learner Advisory Committee at each school site. Plans and compacts are distributed at annually scheduled Title I school meetings. School policies are revised as needed and approved by the School Site Council and the LEA's Board of Education. Annually each school site reviews and revises its School Plan for Student Achievement (SPSA). Under Goal 2 of each school's SPSA, actions are identified that specifically address increasing parent and community partnerships.

Various parent engagement activities are held under the direction of the District Parent Coordinator and her support staff. Two Family Centers have been established in the district to provide services to families and parents. Parent engagement activities and services offered through the Family Centers include:

- Family and parent education classes
- Resources and referrals
- Support for parent leadership groups and advisories
- Adult learning and personal development
- Support with topics such as attendance, academic counseling, accessing district online programs (e.g. ParentVue, Sprigeo), and navigating school or district departments, programs, and resources

PSUSD ensures that parents are regularly informed of their student's academic progress via progress reports, parent/teacher conferences, and Student Study Team meetings. Assessment information reflecting student academic progress will be shared with parents at parent-teacher conferences, through ParentVue, and by other effective communication methods identified by each school. Student progress in relation to state and local standards will be explained to parents including grade-level expectations for proficiency, state and local assessments, and interventions for students needing assistance. School administrators and teachers will present information to SSC, ELAC, and other parent groups to assist parents in understanding the standards and how their child's progress will be evaluated. The district monitors school site plans for inclusion of parent engagement that reflects district policy. Monitoring includes district expectations for annual training in curricular and budgetary decision-making, including training on the roles and responsibilities of elected School Site Council members. District and school site plans are monitored for inclusion of resources and opportunities to all parents, including strategies for students with disabilities and English learners, to support their children's academic success.

PSUSD will provide continuing professional development for teachers, principals, and other staff in parent engagement and support topics. These topics include but are not limited to how to collaborate with parents as equal partners, understanding the value and importance of the contributions of parents, and the implementation and coordination of parent programs which build ties between parents and schools. Special Education staff will receive training and coaching by district TOSAs and Program Specialists on how to work with parents through the IEP Process.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

All PSUSD schools operate Schoolwide programs and follow the regulations outlined in the Every Student Succeeds Act (ESSA). The district annually ranks schools based on the percentage of students from low-income families. District per pupil allocations are differentiated based on poverty percentages. Schools with higher poverty percentages receive a higher per pupil allocation. Each school is required to develop a School Plan for Student Achievement (SPSA). The SPSA is aligned with the district's Local Control and Accountability Plan (LCAP) goals and is focused on how to best utilize funds to improve student academic achievement. At each Title I schoolwide site, a School Site Council (SSC) is elected, trained, and annually writes a School Plan for Student Achievement. An annual comprehensive needs assessment is utilized to support the identification of actions and expenditures that provide the supplemental services and resources needed to assist the school's students in meeting or exceeding grade level standards. Actions identified across the district include but are not limited to additional supplemental staffing including intervention teachers and academic coaches, extended school day interventions, student counseling support, and supplemental materials and resources.

School sites regularly monitor the effectiveness of the programs and services established in the SPSAs throughout the school year using district monitoring protocols. SPSA actions are evidence-based and reflective of site-level planning, data analysis, and student needs. School SPSAs are reviewed by members of the Educational Services Department with feedback and assistance provided as needed. The local Board of Education approves all school SPSAs.

District professional development opportunities are focused on increasing rigor and improving student engagement strategies in all classrooms. The district professional development model features a model where staff is provided professional development opportunities within the regular school day. Outside consultants in various content areas provide ongoing professional development throughout the school year, and over the course of multiple school years, in a systemic and systematic manner. Teachers on Special Assignment (TOSAs) in ELA, Math, Science, History/Social Science, Assessment, Special Education, and other programmatic or subject matter areas are used to support teachers in continuing to develop instructional strategies aligned to the diverse needs of the student population. TOSAs work with district staff to analyze student data and performance and plan appropriate next steps to address students needs. TOSAs provide ongoing support to teachers through modeling, coaching, team teaching, data analysis, and co-planning.

PSUSD continues to focus on Professional Learning Community structures and the implementation of common formative assessments. Teachers and staff analyze the results from formative assessments to determine students for interventions, both during and outside of the school day schedule, as well as enrichment opportunities. Interventions and enrichment opportunities are provided within the school day using a variety of evidence-based intervention and enrichment programs, with expanded day and extended year opportunities coordinated through the Expanded Learning Programs office.

The PSUSD Expanded Learning Program provides additional academic interventions designed to increase the academic achievement of students. These services, which are in addition to instruction provided during the school day, may include academic assistance such as tutoring, remediation, or other supplemental academic enrichment services consistent with the content and instruction used by the district. Program offerings include enrichment opportunities in STEM areas, arts, sports, culinary arts, and other areas that extend the school day. Tutoring, academic extended day intervention, and extended year programs are available through expanded learning programs via both stand alone offerings and integrated experiences with enrichment opportunities.

Programs for Neglected or Delinquent Children - Not Applicable: All schools in PSUSD are currently Title I schoolwide programs. PSUSD does not currently have a Title I, Part A Neglected or Delinquent Children reservation.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable - PSUSD has no Targeted Assistance Schools as all sites operate Title I Schoolwide Programs.

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

PSUSD provides homeless students with access to education and other services necessary to meet the same challenging academic standards as other students. The district's Homeless Education Program works to provide homeless students and their families with the knowledge, services, skills, and tools need to survive homelessness, emerge from homelessness, and obtain the education needed to avoid future homelessness.

The district's Homeless Education Program is staffed by the Homeless Liaison and is supported by full-time Community Liaisons. The Homeless Education Program ensures that all students and their parents are assigned a Community Liaison, introduced to the program and the program's services, informed of district and non-district educational and related resources available to their children and family, and provided with meaningful opportunities to remain engaged in their child's education. All homeless students have access to the Homeless Education Program and related services. These services are available to students who live in emergency and/or transitional homeless shelters; students who live in campgrounds; students whose families share housing with other families; runaways; throwaways; school aged unwed mothers who do not live with their parent(s); and sick and/or abandoned students.

Upon notification that a student is homeless, the Homeless Liaison assigns a Community Liaison to work with the homeless students and the student's family. The assigned Community Liaison is provided with basic identification, demographic, and school achievement information for each homeless student as well as contact information for the family. The Community Liaison uses this information to:

- make contact with parent(s)
- meet with parent(s) and if parents agree discuss:

- * The student's right to remain at the school he/she attended at the time he/she became homeless and a student's right to transportation to this school
- * Enrollment procedures for homeless students who are new to the district and/or must change schools
- * Appropriate use of a residence affidavit, as needed
- * Activation procedures for free meals - breakfast, lunch, and supper - provided through the district
- * Specialized services for homeless students provided by the district (e.g., tutoring, homework assistance, etc.)
- * Support services for homeless students' parents
- * Access to the "Homeless Student Participation Project," which provides non-cash assistance to homeless students for school-based needs, such as backpacks and school supplies
- * Assist the parent(s) with the completion of any school enrollment forms, completion of free and reduced meal forms, and/or referrals to specialized services for homeless students
- * Complete an intake form and an enrollment packet; and develop a case plan for the homeless students.

Community Liaisons meet monthly with homeless students' parents, if parents agree, and with homeless students to: 1) determine progress towards achievement of "case plan" goals, objectives, and activities; 2) identify new needs and district and/or non-district resources to adequately, appropriately, and effectively address these newly identified needs; and 3) assist homeless students and their families with referrals to needed resources.

The Homeless Education Program also: 1) tracks all homeless students; 2) provides McKinney-Vento Homeless Assistance Act professional development training for district administrators and school administrators, staff, and teachers; 3) visits homeless students and/or homeless students' parents before, during, and after school at school, local homeless shelters, or other appropriate community locations; 4) provides district- and school-based resources and/or assists with homeless students' parents with referrals to community-based resources; 5) works with the Riverside County Department of Public Social Services and other government agencies and community-based organizations to expedite services and obtain resources for homeless students and their families; and 6) collaborates with the Riverside County Office of Education and other community entities to continually identify new resources for homeless students and their families.

Student Transitions

ESSA SECTIONS 1112(b)(8), 1112(b)(10), and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Early Childhood Education to Elementary School

The Early Childhood Education (ECE) program is offered in-site at most district elementary schools. Articulation meetings occur between preschool and kindergarten each year. The ECE department aligns preschool curriculum to the ELA and Math core curriculum adopted by the district.

The transition program between early childhood education programs to the elementary school programs includes:

- Meetings between preschool teacher and kindergarten teacher representatives to discuss elements of a successful transition to kindergarten
- Elementary site parent meetings (May of each year): preschool parents attend an informational meeting with site principals and teachers
- Preschool children visit kindergarten classrooms in May of each year
- Provide ongoing professional development for Preschool and Kindergarten teachers each year
- ECE parents provided with instructional materials and supplies to assist their students over the summer
- A transition meeting will be held for students who have an IEP. The meeting will consist of the current IEP team and representatives from the receiving school.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- (A) coordination with institutions of higher education, employers, and other local partners; and
- (B) increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Elementary School to Middle School

Staff from the elementary schools work closely with staff from the middle schools to transition students from 5th to 6th grade. Starting in February or March, Middle school counselors present at each feeder elementary schools to discuss middle school expectations and scheduling information with 5th grade students. Middle school counselors support students with course selections. Near the end of the school year, 5th grade students have the opportunity to visit their middle school for a presentation by the middle school administrative and counseling staff and to tour the school site. In the spring, prior to the student's 6th grade year, an informational parent meeting is held to discuss expectations and procedures. This presentation is interactive, with representatives from the middle school available to answer questions. In early to mid-spring parents of students with an IEP, are invited to attend articulation meetings with staff from both the elementary and middle school to plan for 6th grade and ensure their needs are supported and their appropriate placement in courses.

Middle School to High School

Staff from the middle schools work closely with staff from the high schools to transition students from 8th to 9th grade. Beginning in January, middle and high school staff begin to meet to discuss specific students and placement options. In January/February, each middle school hosts an 8th Grade Academy and Pathway Awareness Day. During these days, all CTE pathways and academies, AVID and ROTC programs set up displays and all 8th grade students are given the opportunity to visit and review the various programs and talk with current students in the programs. They then are given an opportunity to apply for a transfer to the high school of their choice. Based on the transfer approval, all High School counselors then visit all middle schools to meet with 8th grade students to schedule them for their classes based on the programs requested and other information. Additionally, guidance counselors meet with all incoming students during their 8th grade year to select courses, answer questions, and address any transition related concerns. Near the end of the school year, 8th grade students have the opportunity to visit their high school to hear a presentation by the high school administrative and counseling staff and to tour the school site.

In the spring, prior to the student's 9th grade year, an informational parent meeting is held to discuss expectations and procedures. These interactive meetings feature representatives from the high school available to answer questions. At the high school preview night, parents of incoming students learn about the Career and Technical Education (CTE) pathways available, honors/AP courses, and high school graduation and college entrance requirements.

In early to mid-spring parents of students with an IEP, are invited to attend articulation meetings with staff from both the middle and high school to plan for 9th grade and ensure their needs are addressed and supported and they are placed in appropriate courses. Guidance counselors meet with all 9th grade students within the first semester of the school year to check on progress and their transition to high school. Additional parent education nights regarding high school and college readiness are held in order to assist parents in supporting their child's future.

High School to College and Career

Guidance counselors meet regularly with students throughout high school to support their post-secondary plans. High School and Family Center staff hold parent night events to assist parents in learning about post-secondary education requirements and financing, including the Free Application for Federal Student Aid (FAFSA), and the college admissions process. High school students have the opportunity to take Advanced Placement (AP), CTE courses, and dual enrollment courses which allow students to earn college credits.

Each comprehensive high school and the alternative high school offer CTE pathways to students. College and Career Fairs are held along with the annual CTE Career Academy Expo. Each CTE program has a printed program of study shared with all counselors and posted on the CTE website that shows the post-secondary courses available for students to continue in their area of study, as well as several career options and the required education level.

High schools organize various college field trips to allow all students the opportunity to see and hear the various opportunities that are available to them. PSUSD employs a full time transitions counselor to assist with directing students to adult education and other high school completion and post-secondary options.

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

PSUSD reserves Title I funds to support:

1. District initiated staff professional development and collaboration aligned with standards-based instructional materials and research-based instructional strategies that effectively target the needs of all students. This will include professional development for teachers, administrators, and instructional aides. Additional Teachers on Special Assignment (TOSAs) will be funded to provide on-site professional development. Outside consultants will be contracted with as needed to provide systemic and systematic professional development to staff. Conference attendance for administrators, teachers, and support staff will be supported.

2. The Expanded Learning Department provides the following alternative supports for students to address the academic needs of low-achieving students:

- A. Tutoring services
- B. Expanded learning programming where supplemental federal funding is appropriate
- C. Academic parent workshops
- D. Family learning nights
- E. Academic resources for parent check-out

3. Early Childhood Education (ECE). ECE funds are utilized to fund:

- A. Staffing, including ECE TOSA's, community liaisons, and nursing assistants
- B. Teacher Extra Duty
- C. Technology and other supplementary supplies to support instruction

The district does not currently reserve Title I funds specifically for the development of effective school library programs.

TITLE I, PART D

Description of Program ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:

PSUSD does not receive Title I, Part D funds.

Formal Agreements ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the LEA and correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Comparable Education Program ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Successful Transitions ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Educational Needs ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Social, Health, and Other Services

ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Postsecondary and Workforce Partnerships

ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Parent and Family Involvement

ESSA SECTION 1423(8)

Provide a description of formal agreements, regarding the program to be assisted, between the

- (A) LEA; and
- (B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Program Coordination

ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

THIS ESSA PROVISION IS ADDRESSED BELOW:

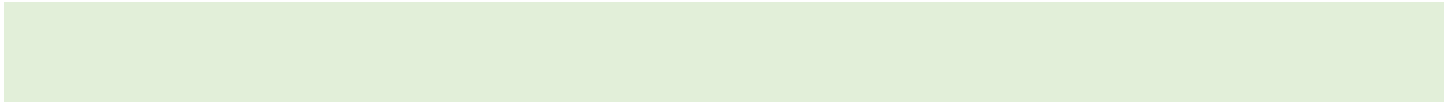


Probation Officer Coordination

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

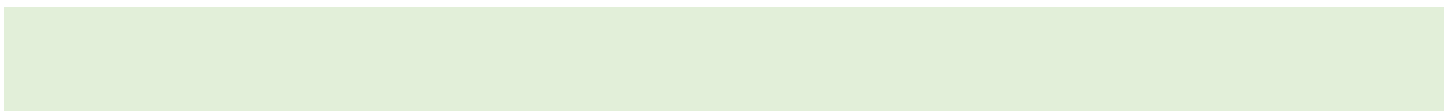


Individualized Education Program Awareness

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

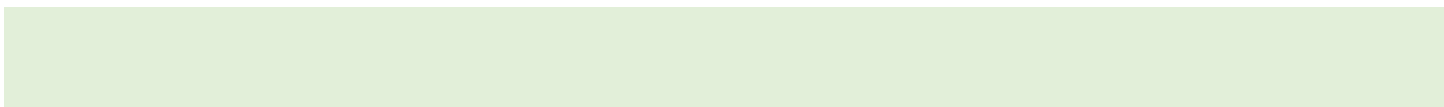


Alternative Placements

ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

THIS ESSA PROVISION IS ADDRESSED BELOW:



TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Palm Springs USD provides professional growth and improvement through multiple funding sources. Title II funds are primarily used to supplement support for new teachers, interns, and teachers coming to the LEA from out of state. Title II funds are also utilized to support the Leadership Development Academy focused on creating a sustainable culture of leadership throughout our district.

Reflective Coaches meet with all new teachers for an average of 1.5 hours per week. The role of the Reflective Coach is to support new teachers throughout the induction process. Reflective Coaches guide reflection conversations based on observations of instruction, providing feedback, suggesting resources, assisting in goal setting, modeling lessons, and working with teachers to develop professional learning plans.

New teachers in the district are provided professional development prior to the start of school in various areas including; curriculum training, device and Google on-boarding, and introductory training on district priority strategies. New Special Education teachers are also provided training specific to Special Education before the school year begins. After the school year begins, new teachers continue to be provided with training in other district priorities such as Conscious Education.

PSUSD has developed a Leadership Development Academy to create a sustainable culture of leadership through the recruitment, training and support of certificated leaders within the district. The goal of the PSUSD Leadership Program is to develop quality leaders that are trained in the practices, policies and expectations that form part of the PSUSD culture. The program includes multiple pathways of support: Aspiring Administrators Academy, New Assistant Principal Academy, New Principal/Director Academy, and Aspiring Classified Administrators Academy. The Leadership Development Academy, held monthly, has three modules: 1) Human Resources – featuring support topics such as observations of instruction, providing feedback to improve instruction (focus areas based on state and local data), and researched based best practices based on the Skillful Leader text. 2) Educational Services – featuring topics such as identifying EI best practices, core curriculum, state standards, meeting the needs of students with special needs, and assessment. 3) Business Services – featuring topics such as aligning LCAP goals with state and federal funding, identifying needs of support based on data, and prioritizing resources for highest need students/schools. The Aspiring Classified Administrators Academy focuses on four areas: 1) Human Resources/Risk Management/Benefit Administration, 2) Education Services/ETIS/Student Support Services, 3) Fiscal Services/Nutrition Services/Purchasing, Warehouse, Reprographics, 4) Facilities Planning/Maintenance & Operations/Transportation.

Over the last few years, PSUSD has used a professional development model focused on ensuring all staff receive professional development opportunities in a systematic and systemic manner. Various professional development opportunities are provided by outside consultants during the school day. PD opportunities are based on a thorough needs assessment, including analysis of performance indicators and educational partner input.

Additional professional development is provided to teachers and staff during winter, spring, and summer breaks. These opportunities are voluntary with teachers and support staff receiving compensation for their time.

Teachers on Special Assignment (TOSAs), are trained and specialized to support teachers in a variety of subject specific areas. TOSAs work with all school sites, with increased time and emphasis placed at sites with higher needs. TOSAs model lessons, support lesson planning, observe classroom instruction, and provide feedback and resources for teachers. TOSAs also work to support the professional development being provided by outside consultants.

Palm Springs Unified provides support to new principals through two primary levels of support in addition to traditional monthly site administrator meetings. The Teaching Learning Committee (TLC), with the Superintendent and the Assistant Superintendent of Educational Services, meet individually with principals multiple times per year to identify priorities and recommend next steps. The TLC's guide reflection conversations with feedback on data, instruction, culture/climate, and parent/community engagement. The corresponding grade span Director of Curriculum & Instruction connects with new principals more frequently, through both individual site visits and group check-in meetings with other site administrators. During these support meetings, performance data and goals are reviewed, classroom walkthroughs are completed, and discussions are tailored to where support is needed for teachers and for student achievement and growth related to LCAP goals.

A yearly needs assessment is conducted in which all staff has the opportunity to reflect on the professional development opportunities available to them over the course of the year. In addition, session evaluations are provided after all professional development opportunities. The feedback is analyzed and used to modify and provide additional PD opportunities.

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

THIS ESSA PROVISION IS ADDRESSED BELOW:

PSUSD analyzes multiple measures, including the California state school accountability indicators, district Local Control and Accountability Plan targets, and educational partner input in a focused effort to determine appropriate professional development activities to support all schools. An emphasis is placed on schools determined to be priority schools based on student needs and schools who have been identified for Comprehensive Support and Improvement (CSI) and Additional Targeted Support and Improvement (ATSI).

District identified priority schools, including CSI and ATSI schools, are assigned additional support from Teachers on Special Assignment (TOSAs) in a variety of subject areas. These TOSAs are funded through various state and federal funds, including Title II. In addition, high priority school sites, including CSI and ATSI schools, are allocated additional outside professional development support aligned to district and school identified needs. These outside consultants are funded through supplemental federal funds. Current district focus areas include but are not limited to conceptual mathematics development and Professional Learning Community (PLC) development. Teachers and staff from CSI and ATSI identified schools are given priority registration for voluntary professional development opportunities.

The PSUSD Educational Services Department created a needs assessment protocol to be used with each CSI and ATSI identified school to support their school level needs assessment process, the development of School Plans for Student Achievement (SPSAs), and the identification of additional district provided resources or services to support student needs.

All schools complete interim data reflection forms identifying their progress in meeting goals associated with California School Dashboard outcomes. These monitoring forms are reviewed by Educational Services personnel. Additional supports and interventions are identified and offered if insufficient progress is identified. In addition, members from Educational Services conduct site visits and meet with site administrators and leadership team members to discuss progress and site identified needs. Sites will be using monitoring measures including interim test data, district provided suspension and chronic absenteeism reports, and additional data reporting tools such as Renaissance Analytics, SchoolCity, and Panorama Student Success.

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

PSUSD provides multiple opportunities for staff, parents, and community members to be involved in the analysis of quantitative and qualitative data for the revisions to the LCAP and the LCAP Federal Addendum. The primary instrument used by the district to gather educational partner input is a comprehensive survey that addresses each of the State's Eight Priority Areas and the three PSUSD LCAP Goals. Educational partners include parents, community members, local bargaining units, district personnel, and various advocates and agency representatives who participated in targeted input meetings and community input sessions. Additional educational partner input is gathered from School and District English Learner Advisory Committees, School Site Councils, and other District Advisory Committees. Both state and federal funding are discussed with these educational partner input groups. District representatives work to create understanding within educational partner groups regarding the use of federal funds to supplement and enhance state funded actions and services.

LCAP goals, actions, and services are an integral part of the PSUSD community and are integrated into reflection opportunities regarding the district's current status and next steps for moving forward fiscally and programmatically. This includes analyses of performance data reviewed through annual measurable outcomes, formative assessments, educational partner surveys and input opportunities, as well as school and classroom observations.

The district is involved in ongoing, regular monitoring of goals and actions for effectiveness, areas in need of improvement, supplemental areas that could be further supported with federal funds, including Title II funds, as well as administrative staff support for planning, data analysis, and budget alignment. Once state and local funding sources have been planned and distributed, PSUSD reflects on how federal funds, including Title II, can be used to add additional supports likely to result in higher levels of student achievement. The most current regulations and guidance are used for the use of all supplemental federal funds, including Title II.

Data is regularly reported to our educational partners, including employee groups, governing board, parents, and community members. Disaggregated results are analyzed to guide the responsible allocation of resources to ensure safe and productive learning environments with the best overall educator effectiveness.

Palm Springs Unified is committed to creating a coherent Local Control and Accountability Plan to ensure that all students graduate college and career ready. The plan is designed to provide both districtwide support to all students and supplemental and enrichment resources to identified student groups, specifically English learners, low income students, and foster youth. PSUSD uses federal funds, including Title II, to supplement and enhance the district's three identified Local Control and Accountability Plan (LCAP) goals established in collaboration with district educational partners.

PSUSD uses a large percentage of its federal funds to support professional development opportunities for all PSUSD staff. Title II funds have a specific professional development focus placed on supporting professional development opportunities for new staff and the effective integration of technology into instruction. New staff supports are in place to ensure all PSUSD students have equitable access to highly effective staff.

The Director of Certificated Human Resources directly oversees the Title II budgets, collaborating regularly with the Director of State and Federal Programs to ensure the effective implementation of Title II programs, as part of the coordinated efforts of all state and federally funded programs.

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

THIS ESSA PROVISION IS ADDRESSED BELOW:

PSUSD will continue to provide effective professional development to classroom teachers, principals, district administrators, administrators, and other school or community-based organizational personnel. The content of professional development is based on performance data for English learner progress, with training focused on providing effective instruction to English learner students, and shared accountability of academic and social achievement between teachers, administrators, students, and support staff. Professional development is designed as a tiered system. All teachers, staff, and administrators are given an overview of English learner student status and programs available within PSUSD. The expectation is that all staff in PSUSD understand and know that English learners must be provided with specific instruction to advance English proficiency. This means providing effective instruction via integrated and designated ELD in all classrooms supporting English learners. Principals are supported in designing timely interventions, engaging families, and providing professional development for staff focused on English learner students. Support staff training includes identifying which students are English learners and using strategies to support improvement of each child's English language proficiency.

Title III provides necessary funding for long-term, comprehensive professional development designed to improve the instruction and assessment of ELs, enhance the ability of teachers, principals, and other school leaders to understand and implement curricula, implement appropriate assessment practices and measures, support the implementation of instructional strategies for ELs that enhance the California Standards including English Language Development, and understand expectations around high-quality instructional strategies that are designed specifically to improve outcomes for English learners. In PSUSD, Title III professional development topics include:

- Instructional implications of English Proficiency Assessments of California (ELPAC), modeling the integration of ELPAC task types with adopted ELD/ELA curricula
- Thinking Maps to support the base with high quality strategies connected to the CA ELD Standards
- Integrated and Designated ELD instruction: Designed to improve the instruction and assessment of English learners increasing English learner fluency in all four language domains by increasing the capacity of high quality instruction that highlight the implementation of Integrated and Designated ELD across all content areas
- EL RISE
- Listenwise
- Foundational Literacy Skills
- High Impact Essential Strategies
- Language Assessment Data Analysis
- English Learner Roadmap
- Ellevation Strategies

To support PSUSD's newcomer student population, the English Learner Programs Department, in collaboration with other instructional divisions, will provide district-wide professional development to enhance teacher and administrator capacity to provide the best instructional opportunities for immigrant children and youth. Professional development is provided to teachers of newcomers on the following:

- Immigration experience of immigrant newcomers
- Newcomer ELD lessons
- Newcomer curricular resources
- Instructional strategies/approaches
- Cooperative learning strategies
- Sentence frames/starters
- Ellevation strategies

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Immigrant children and youth are defined as individuals who:

- (a) Are aged 3 through 21;
- (b) Were not born in any U.S. State; and
- (c) Have not been attending one or more schools in any one or more U.S. State for more than three full academic years. (20 U.S.C. Section 7011[5])

This student group is frequently considered as “traditional” immigrant students, and most students in this group enter school with limited English language proficiency. Immigrant students may or may not have exposure to the formal study of English in their previous country, and may be challenged in mastering English quickly and completing high school graduation requirements. They must also meet district and state content and performance standards. Immigrant students are identified in the district's student information system by their first US enrollment date.

PSUSD has designed additional programs for enhanced instructional opportunities for students in this group in addition to services received during the school day. These opportunities increase English Language Proficiency by providing effective language instruction educational programs that move this student group to the next level. These programs are available to all Immigrant students throughout the school year and during off-track periods such as fall, winter, spring and summer breaks. The success of this student group, both academically and socially, is measured using our district level benchmarks and monitoring provided within our English Learner Teacher Monitoring Forms. Programs include:

- PSUSD Enhanced Instructional Opportunities for Immigrant Children and Youth Programs, Activities, Strategies:
- Wonders and StudySync Newcomer Curriculum
- Get Ready! Curriculum for grades 6-12
- Duolingo
- Learning A-Z (Including Raz Plus)
- Mission Graduate for high school
- Newcomer Support before and after school
- Newcomer Family meetings
- Newcomer home visits
- Intersession enrichment camps
- Field trips to colleges and universities
- Family literacy events
- 1-1 tutoring
- Peer mentoring
- COSA positions at each high school
- Language Link
- EL monitoring forms
- Materials support

Immigrant students who are also English learners are entitled to the same services provided to all other English learners. PSUSD will offer guidance and introductory support to immigrant families in the form of 1:1 family/home visits to introduce families to the support and services offered to all students within PSUSD. Additionally, families will have regular meetings regarding the transition of their student into the PSUSD educational system, and regular monitoring will be scheduled to provide ongoing support. Supplemental language assistance programs for immigrant students designed to enhance instructional opportunities include extended day school programs, summer programs, and tutoring. Transportation will be provided for Immigrant students to ensure that students have full accessibility to programs. All immigrant students are issued district devices and hot spots upon arrival to remove barriers in terms of accessibility.

Professional development and training is provided to teachers, paraprofessionals, mentors and counselors on the topic of supporting immigrant students by addressing their social, emotional, and educational needs. Academic and social emotional counseling is provided to our immigrant students by site counselors and district COSAs.

Title III Programs and Activities

ESSA SECTIONS 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

PSUSD's goal is to educate and support English learners in reaching proficiency in English as rapidly and effectively as possible. PSUSD provides both Integrated and Designated ELD in addition to base access to the core curriculum. English learners receive a program of instruction in Structured English Immersion (SEI). These courses are offered to all English learners with the exception of those students participating in the TK-5 Dual Immersion Program at Vista del Monte Elementary School. Additionally, newcomer and immigrant students at the middle and high school levels receive an additional support class or classes during their school day on top of Integrated and Designated ELD.

English Learner programs are designed to enable English learners to become English proficient and to achieve the academic requirements for reclassification, promotion, and graduation. Palm Springs Unified School District is committed to English learners attaining English proficiency through a rigorous course of grade level standards based instruction, ELD standards aligned curriculum, effective Integrated and Designated ELD instruction, leveled intervention supports, and enrichment opportunities that are key to their productivity as contributing members of society.

All English Learners have access to the standard instructional program. The standard instructional program includes: English Language Arts, Mathematics, Science, and Social Studies. The core curriculum in the standard instructional program at both the elementary and secondary levels include embedded English learner supports throughout each lesson. The core curriculum in the standard instructional program for ELA, Wonders, and core English, StudySync, are designed around the ELA/ELD Framework and therefore include Integrated ELD within each lesson in addition to Designated ELD within each lesson which is leveled by English Learner Proficiency. In addition to the standard instructional program English learners receive both Integrated and Designated ELD.

At the secondary levels English learners are enrolled in courses required for graduation or promotion (middle school level). In addition to the standard instructional program, English Learners have access to International Baccalaureate, Career Technical Education, Honors and Advanced Placement courses.

All elementary and secondary schools have designed their instructional day and schedule to accommodate scheduling options that ensure English Learners have access to the standard instructional program, Integrated and Designated ELD, and opportunities for intervention and enrichment.

Elementary schools sites provide both Integrated and Designated ELD. Designated ELD occurs during a time that does not interfere with the standard instructional program. Sites submit Designated ELD schedules to the Director of Curriculum and Instruction in Educational Services.

Middle and High school sites make every effort to ensure that students have access to the courses they need. Designated ELD is embedded through the core ELA or English courses at multiple periods throughout the day so that teachers can use both the StudySync Core and Designated Paths together. Newcomer and Immigrant students that have been in the country for less than three years also receive courses specific to their needs.

Middle School Newcomer Options:

- ELD I (Integrated and Designated ELD Course)
- ELD II (Integrated and Designated ELD Course)
- ELD I elective (Designated ELD course paired with ELA)
- ELD II elective (Designated ELD course paired with ELA)

High School Newcomer Options:

- English Basics for English Learners (Designated ELD course, paired with English I for ELs or English CP)
- English Basics II for English Learners (Designated ELD course, paired with English II for ELs or English CP)
- English I for English Learners (integrated and Designated ELD/ ELA core course)
- English II for English Learners (integrated and Designated ELD/ ELA core course)
- Public Speaking (LTEL intervention course implementing integrated and designated ELD course)

In high school, all Newcomer and Immigrant courses are A-G approved either as B credit (English) or G credit (college-preparatory elective). At middle schools students are scheduled into their ELD course or course as their ELA course, as an elective, or both. This ensures students benefit from ELD and enrichment opportunities.

Appropriate extended day and extended year interventions are offered and provided to all students falling behind. Students may exit interventions at the next grading period (Trimester, Semester) as their grades improve or sooner if skill improvement indicates that a more rapid transition is appropriate. The following options are available for extended school day interventions:

- AM Tutoring, all grade levels
- Lunchtime tutoring

- PM Tutoring, all grade levels
- Saturday Camp
- Winter Session
- Spring Session
- Summer Session
- Mission Graduate, 9-12 grade focus
- COSA 1 on 1 meetings using EL progress plan from Ellevation

English Proficiency and Academic Achievement

ESSA SECTIONS 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- (C) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
- (D) meeting the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

English learner classification and assessment data are used to determine the level of academic support services that may be needed to assist English learners in achieving at high levels in their core academic subject areas consistent with the State's long-term goals. English learner student academic progress is monitored in various ways across the grade levels and throughout the school year. The English Learner Programs Department uses quantitative (state and local assessments) and qualitative (principal, teacher, counselor, prevention specialist, EL Programs liaisons, COSA input) data to develop and implement professional learning for principals, teachers and paraeducators on effective instructional strategies for English learners. The Educational Services team provides reports used to analyze and monitor the academic progress of English learners. These reports include:

- EL Monitoring forms (in Ellevation)
- the locally developed Focus Area Ranking monitoring tool
- Interim Assessment Reporting
- Trimester Grades
- Semester Grades
- SSTs

PSUSD represents, leads, and serves the community by ensuring that all Board and organizational action is consistent with law and Board policies. The Board's purpose is to govern the district by assuring that the organization achieves the results described in the Board's Results policies and that it operates according to the values expressed in the Board's Operational Expectations policies. In the Governing Board's Results Report on Academic Achievement, the board asserts that students will: Think critically and be able to apply higher order thinking skills of knowledge, comprehension, application, analysis, synthesis, evaluation and creativity be literate in English. Within this results report, students are identified as needing to:

- Achieve personally rigorous standards in English Language Arts and English Language Development
- Read analytically to comprehend a range of increasingly complex literary and information texts
- Speak clearly and fluently for a range of purposes and audiences
- Write clearly and effectively for a range of purposes and audiences
- Listen for understanding

An annual report provides data and results to the Governing Board. The Board analyzes the information as part of providing direction as to the adequacy of current progress, indicating whether the district is moving toward achieving English proficiency for all English learner students. The Board accepts or rejects the district's assertion of making reasonable progress on each of the reports.

Data is queried on English learner students through Professional Learning Communities at each school site during 2-1-2 collaboration time. All sites use PLCs to develop actions to implement within each content area and grade level in response to student data on short cycle assessments and/or benchmarks in order to ensure that all sites are moving students towards achieving English proficiency. In addition to the interim reporting process, the English Learner Programs department supplements the progress monitoring of English learners by utilizing features within our SIS such as D and F reports, and the FAR monitoring tool. Additionally, the English Learner Programs Office uses Ellevation to collect teacher monitoring forms and qualitative data to monitor EL students' growth. The procedural guidelines and criteria used to determine which English learners would need additional academic support services are as follows:

- TK-12 ELPAC
- CAASPP Scores
- Star Reading and Math Results
- Chronic Absenteeism TK-12
- Course grade of D or F in one or more core content area classes

The content of professional development during the year is designed around making improvements as needed to the assessments for English learners. The policies and procedures in place during professional development sessions and interim reporting allow for collaboration and refinement of effective language instruction and assessment practices all with the goal of moving English learners forward on the road to reclassification and meeting State academic standards. Additionally, district supports are given to secondary counselors and Newcomer ELD teachers to collaborate, discuss student progress, and implement additional layers of support to ensure that students become reclassified. In order to achieve English proficiency and meet the challenging State standards, PSUSD establishes connections with families as students enter the school system and progress through the system by providing opportunities to meet with families, home visits, and supplemental resources to enhance language and academic proficiency.

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

PSUSD provided multiple opportunities for staff, parents, students, and community members to be involved in the analysis of quantitative and qualitative data for the revision of the current three-year LCAP. Educational partners reviewed quantitative data, including results from the California School Dashboard, CAASPP results, high school graduation rates, high school A-G completion rates, English learner reclassification rates, high school and middle school drop-out rates, CTE/Linked Learning completion rates, college and career readiness rates, attendance and chronic absenteeism rates, suspension and expulsion rates, and Highly Qualified Teacher (HQT) data. The primary instrument used by the district to gather educational partner input was a comprehensive survey that addressed each of the State's Eight Priority Areas and the three PSUSD LCAP Goals: Academic Achievement, Parent and Community Partnerships, and Safe and Secure Environment. Educational partner input was summarized by focus area and summaries were provided to educational partner groups as well as to the PSUSD School Board.

An analysis of staff and community survey input identified the following areas as priority areas for development within each of the three Title IV Part A focus areas:

Providing Students with a Well-rounded Education

1. Improved professional development opportunities, specifically related to subjects other than ELA and mathematics
2. Increased access to vocational school options
3. Stronger awareness and supports provided for college preparation
4. Professional development and support for innovative programs such as Dual Immersion

Supporting Safe and Healthy Students

1. Additional counseling support needed at all school levels
2. Increased mental health support
3. Additional parent workshops and events at school sites
4. Parent classes focused on how to assist their children
5. Additional staff training on social-emotional learning
6. Bullying prevention program needed

Supporting the Effective Use of Technology

1. Continue to improve access to technology
2. Additional support for integrating technology into instruction

Title IV Part A Plan Overview:

Providing Students with a Well-rounded Education

1. Support college and career awareness and counseling including opportunities for self-exploration and planning at all school levels. This includes funds to cover fees associated with AP, IB, or other accelerated learning examinations.
2. Support staff professional development focused on Career Technical Education (CTE) including the ongoing development of dual enrollment opportunities and career pathways.
3. Strengthening instruction in history and social science through professional development, including a History/Social Science Teacher on Special Assignment to support curriculum development and planning, and developing and implementing history and social science program delivery systems.
4. Strengthening instruction in the Dual Immersion program through professional development, including a Teacher on Special Assignment to support curriculum development and TK-12 program alignment.

Supporting Safe and Healthy Students

1. Promote parental involvement in school including systemic on-site family workshops and trainings.
2. Support programs, interventions, and staff professional development that promote social emotional learning and mental health.
3. Improve counseling and mental health services offered to students through staff professional development and increased counseling and mental health services targeted at priority school sites.

Supporting the Effective Use of Technology

1. Support high-quality professional development for teachers and administrators focused on the effective integration of technology into instruction including the blended learning model.
2. Provide students with continued technology learning opportunities including an increased emphasis on personalized learning opportunities supported with technology.

Monitoring Program Effectiveness:

The effectiveness of program implementation will be reviewed periodically using metrics identified in the PSUSD LCAP. Metrics include California School Dashboard results, graduation rates, UC/CSU entrance requirement completion rates, CTE program completion rates, CTE graduation rate, EAP results, percentage of students passing one or more AP test, Family Center workshop and course attendance, suspension rates, expulsion rates, student school connectedness results via the Panorama survey, and student perception of school safety via the Panorama survey. Metrics will be analyzed for effectiveness for the "all students" group, as well as disaggregated data for English learners, African American students, Hispanic students, foster youth, low income students, students with disabilities, and other student groups within the LEA.