

Application #	
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**Elementary and Secondary Education Act/No Child Left Behind Act of 2001**

**LOCAL EDUCATION AGENCY PLAN**

mail original and two copies to: **California Department of Education  
School and District Accountability Division  
1430 N Street, Suite 6208  
Sacramento, California 95814 - 5901**

**LEA Plan Information:**

Local Educational Agency (LEA): Palm Springs Unified School District  
County/District Code: 33-67173  
Dates of Plan Duration: March 2016 - February 2021  
*(should be five - year plan)*  
Date of Local Governing Board Approval: April 12, 2016

**LEA Information:**

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**Signatures** (Signatures must be original. Please use blue ink.)

The superintendent and governing board of the LEA submitting the application sign on behalf of all participants included in the preparation of the plan.

<u>Christine J. Anderson, Ed.D.</u>	_____	_____
Printed or typed name of Superintendent	Date	Signature of Superintendent

<u>Shari Stewart</u>	_____	_____
Printed or typed name of Board President	Date	Signature of Board President

**Local Education Agency Plan  
Palm Springs Unified School District**

**Table of Contents**

**Part I: Background and Overview**

Background

Descriptions of the Consolidated Application, the Local Educational Agency Plan, the Single Plan for Student Achievement, and the Categorical Program Monitoring Process

Development Process for the LEA Plan

LEA Plan Planning Checklist

Federal and State Programs Checklist

District Budget for Federal and State Programs

**Part II: The Plan**

Needs Assessments

Academic Achievement

Professional Development and Hiring

School Safety

Descriptions: District Planning

District Profile

Local Measures of Student Performance

- Performance Goal 1
- Performance Goal 2
- Performance Goal 3
- Performance Goal 4
- Performance Goal 5

Additional Mandatory Title I Descriptions

**Part III: Assurances and Attachments**

Assurances

Signature Page

Appendices

Appendix A: California's NCLB Performance Goals and Performance Indicators

Appendix B: Links to Data Web sites

Appendix C: Science-Based Programs

Appendix D: Research-based Activities

Appendix E: Promising or Favorable Programs

Appendix F: District & Student Performance Data

## Part I Background and Overview

### **Background**

\*Note: The Every Student Succeeds Act (ESSA) of 2015 will determine state and federal accountability measures. At the time of the writing of this plan ESSA specific regulations are not yet available. Therefore, this plan continues to function under the guidelines of NCLB.

The No Child Left Behind (NCLB) Act of 2001 embodies four key principles:

- stronger accountability for results;
- greater flexibility and local control for states, school districts, and schools in the use of federal funds
- enhanced parental choice for parents of children from disadvantaged backgrounds, and
- a focus on what works, emphasizing teaching methods that have been demonstrated to be effective.

(Text of the legislation can be found at <http://www.cde.ca.gov/nclb/fr/>.)

In May 2002, California's State Board of Education (SBE) demonstrated the state's commitment to the development of an accountability system to achieve the goals of NCLB by adopting five **Performance Goals**:

1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics.
2. All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
3. All students will be taught by highly qualified teachers.
4. All students will be educated in learning environments that are safe, drug-free, and conducive to learning.
5. All students will graduate from high school.

In addition, 12 performance indicators linked to those goals were adopted (see Appendix A), as specified by the U.S. Department of Education (USDE). Performance targets, developed for each indicator, were adopted by the SBE in May 2003.

Collectively, NCLB's goals, along with the performance indicators and targets, constitute California's framework for ESEA accountability. This framework provides the basis for the state's improvement efforts, informing policy decisions by SBE, and implementation efforts by CDE to fully realize the system envisioned by NCLB. It also provides a basis for coordination with California's Legislature and the Governor's Office.

Since 1995, California has been building an educational system consisting of five major components:

- rigorous academic standards
- standards-aligned instructional materials
- standards-based professional development
- standards-aligned assessment
- an accountability structure that measures school effectiveness in light of student achievement.

As a result, California is well positioned to implement the tenets of NCLB.

State and federally funded initiatives aimed at improving student achievement must complement each other and work in tandem in order to have the greatest impact. In California, the state and federal consolidated applications, competitive grants, the state accountability system, the Categorical Program Monitoring process, **local educational agency plans**, professional development opportunities, and technical assistance all are moving toward a level of alignment and streamlining. The result of this consolidation will be to provide a cohesive, comprehensive, and focused effort for supporting and improving the state's lowest-performing schools and appropriate reporting mechanisms.

### **Descriptions of the Consolidated Application, the LEA Plan, and Categorical Program Monitoring**

In order to meet legislative requirements for specific state and federal programs and funding, California currently employs four major processes: the Consolidated State Application, the Local Educational Agency Plan, the school-level Single Plan for Student Achievement, and Categorical Program Monitoring. **California is moving toward more closely coordinating and streamlining these processes to eliminate redundancies and make them less labor intensive for LEA's, while continuing to fulfill all requirements outlined in state and federal law.**

Below is a brief description of the ways in which these various processes currently are used in California.

#### **The Consolidated Application (ConApp)**

The Consolidated Application is the **fiscal** mechanism used by the California Department of Education to distribute categorical funds from various state and federal programs to county offices, school districts, and charter schools throughout California. Annually, in June, each LEA submits Part I of the Consolidated Application to document participation in these programs and provide assurances that the district will comply with the legal requirements of each program. Program entitlements are determined by formulas contained in the laws that created the programs.

Part II of the Consolidated Application is submitted in the fall of each year; it contains the district entitlements for each funded program. Out of each state and federal program entitlement, districts allocate funds for indirect costs of administration, for programs operated by the district office, and for programs operated at schools.

#### **The Single Plan for Student Achievement (SPSA)**

State law requires that school-level plans for programs funded through the Consolidated Application be consolidated in a Single Plan for Student Achievement (Education Code Section 64001), developed by schoolsite councils with the advice of any applicable school advisory committees. LEA's allocate NCLB funds to schools through the Consolidated Application for Title I, Part A, Title III (Limited English Proficient), and Title V (Innovative Programs/Parental Choice). LEA's may elect to allocate other funds to schools for inclusion in school plans. The content of the school plan includes school goals, activities, and expenditures for improving the academic performance of students to the proficient level and above. The plan delineates the actions that are required for program implementation and serves as the school's guide in evaluating progress toward meeting the goals.

#### **The Local Educational Agency Plan (LEA Plan)**

The approval of a Local Educational Agency Plan by the local school board and State Board of Education is a requirement for receiving federal funding subgrants for NCLB programs. The LEA Plan includes specific descriptions and assurances as outlined in the provisions included in NCLB. In essence, LEA Plans describe the actions that LEAs will take to ensure that they meet certain **programmatic** requirements, including student academic services designed to increase student achievement and performance, coordination of services, needs assessments, consultations, school choice, supplemental services, services to homeless students, and others as required. In addition, LEA Plans summarize assessment data, school goals and activities from the Single Plans for Student Achievement developed by the LEA's schools.

#### **Categorical Program Monitoring (CPM)**

State and federal law require CDE to monitor the implementation of categorical programs operated by local educational agencies. This state-level oversight is accomplished in part by conducting on-site reviews of eighteen such programs implemented by local schools and districts. Categorical Program Monitoring is conducted for each district once every four years by state staff and local administrators trained to review one or more of these programs. The purpose of the review is to verify **compliance** with requirements of each categorical program, and to ensure that program funds are spent to increase student achievement and performance.

### **Development Process for the LEA Plan**

LEAs must develop a single, coordinated, and comprehensive Plan that describes the educational services for all students that can be used to guide implementation of federal and state-funded programs, the allocation of resources, and reporting requirements. The development of such a plan involves a continuous cycle of assessment, parent and community involvement, planning, implementation, monitoring, and evaluation. The duration of the Plan should be five years. The Plan should be periodically reviewed and updated as needed, but at least once each year.

In developing the Plan, the LEA will review its demographics, test results, performance, and resources. Given that the majority of such information is readily available in the School Accountability Report Card (SARC), the California Assessment of Student Performance and Progress (CAASPP), performance results, and other data sources, the LEA will find the data easy to access via the Internet. (See Appendix B for links to each of the web sites containing student and staff demographic information, SARC, STAR, and API data.) **The LEA is expected to gather and review its own information from these resources and use it to inform the planning process.**

The LEA Plan can serve as a summary of all existing state and federal programs and establish a focus for raising the academic performance of all student groups to achieve state academic standards. In the context of this plan, improvements in instruction, professional development, course offerings, and counseling and prevention programs are means of achieving specific academic and support services goals for all groups of students, including identified under-performing student groups. **Federal law requires that school site administrators, teachers and parents from the LEA (which includes direct-funded charter schools) must be consulted in the planning, development, and revision of the LEA Plan.**

The LEA Plan can be completed using the following recommended steps for plan development:

#### **Step One: Measure the Effectiveness of Current Improvement Strategies**

##### **Analyze Student Performance:**

Conduct a comprehensive data analysis of student achievement, including multiple measures of student performance. Identify all relevant assessments and apply thoughtful analyses of current educational practices to establish benchmarks aimed at raising academic performance for all students, especially identified student groups.

Tables of data for your schools and district are available online:

- CAASPP Reports (<http://caaspp.cde.ca.gov/sb2015/default>)
- Title III Accountability Reports (AMAO 1, 2 & 3) for English learners (<http://www.cde.ca.gov/sp/el/t3/acct.asp>)
- AYP Reports (<http://www.cde.ca.gov/ta/ac/ay>)

##### **Analyze Current Educational Practices, Professional Development, Staffing, and Parental Involvement:**

Identify, review, and analyze data and related information on factors such as educational practices, parent and community involvement, professional development, support services, and resources that have an impact on student learning.

Over the past several years, CDE has developed several self-assessment tools that schools and districts can use to evaluate these factors and others needed to support academic student achievement:

- The Academic Program Survey (APS) - school-level survey of status of implementation of the nine essential program components
- District Assistance Survey (DAS) - district-level survey of status of implementation of nine essential program components
- Least Restrictive Environment Assessment - to examine educational practices for students with disabilities
- English Learner Subgroup Self Assessment (ELSSA) - to improve outcomes for English Learners

These tools can be found in the Virtual Library on the CDE web site at <http://www.cde.ca.gov/ta/lp/vl/improvttools.asp>.

(See Part II, Needs Assessment, for further details.)

### **Step Two: Seek Input from Staff, Advisory Committees, and Community Members**

Seek the input of teachers, administrators, councils, committees, and community members (e.g., school site council; school health council; committees for Limited English Proficient, state compensatory education, gifted and talented education, special education, etc.) The most effective plans are those supported by the entire LEA community. The integration of existing program plans, such as Immediate Intervention/Underperforming Schools Program, High Priority Schools Grant Program, Alternative Education Programs, Focus on Learning: Secondary School Accreditation, and others does not eliminate any program requirements. The combined process must include the requirements of every program involved.

### **Step Three: Develop or Revise Performance Goals**

Using the five NCLB performance goals and indicators (see Appendix A), develop local performance targets that are: a) derived from school and student subgroup performance data and analysis of related, scientifically based educational practices; b) attainable in the period specified in this Plan and consistent with statewide targets for all students and subgroups; c) specific to the participants (i.e., students, teachers, administrators, paraprofessionals); and d) measurable.

### **Step Four: Revise Improvement Strategies and Expenditures**

For **district-operated** programs, identify the participants, expected performance gains, and means of evaluating gains. Indicate specific improvements and practical monitoring of their implementation and effectiveness. For **school-operated programs**, summarize those same elements from approved Single Plans for Student Achievement.

Identify available resources. Aside from fiscal resources available through federal and state funding, programmatic resources are available on the CDE Web site at <http://www.cde.ca.gov>. The Consolidated Application provides funding for **district-operated programs** (including reservations from Title I for various purposes, Title II, Title IV, and Tobacco-Use Prevention) as well as for **school-operated programs** (including Title I, Parts A and D, Title III, Title V, School Improvement, Economic Impact Aid, and 10<sup>th</sup> Grade Counseling).

### **Step Five: Local Governing Board Approval**

The LEA Plan must be approved by the local governing board prior to submittal to CDE. Ensure that all required signatures are affixed. All subsequent amendments should be approved by the local governing board and kept on file with the original LEA Plan.

### **Step Six: Monitor Implementation**

To verify achievement of performance targets, monitor areas such as:

- a) assignment and training of highly qualified staff;
- b) identification of participants;
- c) implementation of services;
- d) provision of materials and equipment;
- e) initial and ongoing assessment of performance; and
- f) progress made toward establishing a safe learning environment.

The analysis of data (student, school-wide, support services, professional development) is part of the ongoing program monitoring and evaluation. When results are **not** as expected, it may be helpful to consider the following: a) How are performance targets and activities based on student performance and factual assessment of current educational practice? b) How educationally sound is the plan to help reach the targets? c) How timely and effectively is the plan being implemented? d) If the plan has not been implemented as written, what were the obstacles to implementation?

You may use the checklist on the next page to indicate planning steps as they are completed.

## Planning Checklist for LEA Plan Development

### LEA Plan - Comprehensive Planning Process Steps

- |   |   |
|---|---|
| X | 1. Measure effectiveness of current improvement strategies            |
| X | 2. Seek input from staff, advisory committees, and community members. |
| X | 3. Develop or revise performance goals                                |
| X | 4. Revise improvement strategies and expenditures                     |
| X | 5. Local governing board approval                                     |
| X | 6. Monitor Implementation   |

## Federal Programs Checklist

Check all applicable programs operated by the LEA.  
In the "other" category, list any additional programs that are reflected in this Plan.

Federal Programs	
X	Title I, Part A
	Title I, Part B, Even Start
	Title I, Part C, Migrant Education
	Title I, Part D, Neglected/Delinquent
X	Title II, Part A, Subpart 2, Improving Teacher Quality
	Title II, Part D, Enhancing Education Through Technology
X	Title III, Limited English Proficient
X	Title III, Immigrants
X	Title IV, Part A, Safe and Drug - Free Schools and Communities
	Title V, Part A, Innovative Programs - Parental Choice
	Adult Education
X	Career Technical Education
	McKinney - Vento Homeless Education
X	Individuals with Disabilities Education Act (IDEA), Special Education
	21 <sup>st</sup> Century Community Learning Centers

## State Programs Checklist

Check all applicable programs operated by the LEA.  
In the "other" category, list any additional programs that are reflected in this Plan.

<b>State Programs</b>	
X	After - School Education and Safety Programs
	School and Library Improvement Block Grant
X	Child Development Programs
X	Educator Effectiveness Grant
X	Tobacco Use Prevention Education (Prop 99)
	Immediate Intervention/ Under performing Schools Program
	Healthy Start
	Dropout Prevention and Recovery Act: School Based Pupil Motivation and Maintenance Program (SB 65)
	Community Based English Tutoring
	Art/Music Block Grant
	Supplemental Counselor (flexibility)
	Staff Development Math & English (flexibility)
	Staff Development Math & English ELL Learners (flexibility)

## District Budget for Federal Programs

Please complete the following table with information for your district.

Programs	Prior Year District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students at School Sites (\$)	Current Year Direct Services to Students at School Sites (%)
Title I, Part A	1,435,928.00	8,337,218.00	3,768,205.00	38.55%
Title I, Part B Even Start				
Title I, Part C Migrant Education				0.00%
Title I, Part D Neglected/Delinquent				0.00%
Title II Part A, Subpart 2 Improving Teacher Quality	647,094.00	845,434.00	533,038	63.00%
Title II, Part D Enhancing Education Through Technology				
Title II, Part A Administrator Training				0.00%
Title III Limited English Proficient	328,777.00	707,300.00	385,246.00	37.00%
Title III Immigrants	0.00	23,848.00		0.00%
Title IV, Part A Safe and Drug-Free Schools				
Title V, Part A Innovative Programs - Parental Choice				
Title I, Part B Reading First Special Education				
Headstart	186,750	1,846,949.00	1,408,075.00	69%
Adult Education				
Carl Perkins	0.00	250,923	224,431.00	96.00%
Career Technical Education				
McKinney - Vento Homeless Education				
IDEA, Special Education	539,413.00	3,249,370.00	3,100,882	82.00%
21st Century Community Learning Centers				0.00%
<b>Total</b>	<b>3,137,962.00</b>	<b>15,244,263.00</b>		

## District Budget for State Programs

Please complete the following table with information for your district.

Categories	Prior Year District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students at School Sites (\$)	Current Year Direct Services to Students at School Sites (%)
LCFF		34,127,760	16,333,599	48%
School & Library Improvement Block Grant				
After School Education and Safety Program	0.00	2,262,900	1,967,739	85.00%
Child Development Programs	2,828	2,023,275	1,847,547	91.00%
Educational Equity	0.00			
Tobacco Use Prevention Education	2,565.00	0.00	0.00	100%
Educator Effectiveness Grant	0.00	1,695,202.00		
Healthy Start				
Arts & Music Block Grant		Flexibility		0.00%
Community Based English Tutoring		Flexibility		0.00%
Supplemental Counselor		Flexibility		0.00%
California Peer Assistance and Review		Flexibility		0.00%
Staff Development: Math & English		Flexibility		0.00%
Staff Development: Math & English ELL		Flexibility		0.00%
Staff Development: Administrators		Flexibility		0.00%
Specialized Secondary Programs		Flexibility		0.00%
Pupil Retention Block Grant		Flexibility		0.00%
Teacher Credentialing Block Grant		Flexibility		0.00%
Professional Development Block Grant		Flexibility		0.00%
Targeted Instructional Improvement		Flexibility		0.00%
Adult Education	0.00	0.00		0.00%

## Part II The Plan

### Needs Assessment

The passage of ESSA imposes a number of significant new requirements on LEAs as conditions for funding provided at the state and local levels. Among these are reporting requirements designed to facilitate accountability for improving **student academic performance, teacher quality, and school safety**. As such, a needs assessment to determine strengths and weaknesses in these areas must be conducted.

In determining specific areas of need to be addressed in the Plan, the LEA should review its demographics, test results, and resources. The majority of such information is readily available on the LEA's School Accountability Report Card (SARC), the California Assessment of Student Performance and Progress (CAASPP) results, the California English Language Development Test (CELDT) results, CBEDS, DataQuest, and other data sources. This data is easily accessible via the Internet (see Appendix B for links to each of the Web sites that contain student and staff demographic information, SARC, CELDT, etc.). The LEA is expected to gather and review its own information from these resources to determine strengths and needs and to shape the planning process.

### Academic Performance

The needs assessment should include a focus on the academic areas highlighted in California's Performance Goals 1, 2, 3, and 5 (see Appendix A for a full listing of all of California's Performance Goals and Indicators), including:

- Statewide standards, assessment, and accountability
- Local assessments and accountability
- Coordination and integration of federal and state educational programs
- The LEA academic assessment plan

### Teacher Quality

Another component of the needs assessment should examine local needs for professional development and hiring. LEA teachers and administrators should participate in this process to identify activities that will provide:

- teachers with the subject matter knowledge and teaching skills to provide all students the opportunity to meet challenging state academic achievement standards, and
- principals the instructional leadership skills to help teachers provide all students the opportunity to meet the state's academic achievement standards.

### School Safety and Prevention

The LEA needs assessment also focuses on Performance Goal 4 (see Appendix A). It is based on an evaluation of objective data regarding the incidence of violence, alcohol, tobacco, and other illegal drug use in the elementary and secondary schools and the communities to be served. It includes the objective analysis of the current conditions and consequences regarding violence, alcohol, tobacco, and other illegal drug use, including delinquency and serious discipline problems, among students who attend such schools (including private school students who participate in the drug and violence prevention program). This analysis is based on ongoing local assessment or evaluation activities (Sec. 4115 (a)(1)(A). California's Healthy Kids Survey may also provide useful information in this area. The Survey is available at [http://www.wested.org/pub/docs/chks\\_survey.html](http://www.wested.org/pub/docs/chks_survey.html).

### Descriptions - District Planning

Once local strengths and needs are identified as a result of examining and evaluating current district-level data, specific descriptions can be written of how program goals will be implemented to improve student academic achievement. **On the pages that follow, the LEA will provide descriptions and information about how it plans to address the requirements of NCLB based upon results of the needs assessment.** Collectively, these descriptions, along with the Assurances in Part III of this document, comprise the LEA Plan.

## District Profile

In the space below, please provide a brief narrative description of your district. Include your district's vision/mission statement and any additional information about the make-up of your district, including grade levels and demographics of students served, in order to provide background and a rationale for the descriptions included in the LEA Plan.

Palm Springs Unified School District (PSUSD) is committed to providing an outstanding education to all students, excellent service to the parents and communities we serve, and a rewarding career for all employees. Our vision is for every student, regardless of gender, ethnicity, socio-economic status, or history of underachievement is to succeed at the highest academic level. Our mission is that students will graduate from high school prepared and motivated to succeed in their chosen career and higher education, ultimately contributing to the common good. The primary focus of the Board of Education and the District is to:

- 1) Ensure that all students achieve individual academic goals and attain proficiency in state standards:
  - Develop the academic and interpersonal skills needed for the 21st century.
  - Ensure that all second language learners achieve proficiency in English.
  - Teach standards-aligned curriculum that provides enrichment and support.
  - Integrate technology, visual arts, and performing arts throughout the curriculum.
- 2) Ensure that all students actively engage in learning and connect in meaningful ways to their schools through their families and community:
  - Increase student attendance and participation in their own learning.
  - Enhance student/community involvement.
  - Develop partnerships with the business and philanthropic community.
- 3) Provide all students with a safe and secure learning environments characterized by responsible, respectful and ethical behavior by the entire school community:
  - Provide facilities to relieve overcrowding and optimize student learning.
  - Supplement curricula with character-building and student support programs.
  - Enhance existing systems to maintain safe campuses.
  - Implement disaster and emergency preparedness and response plan.
- 4) Actively recruit, develop and retain highly qualified and effective staff:
  - Prepare a comprehensive recruitment plan for hard-to-staff positions.
  - Recruit a diverse staff that reflects our population.
  - Implement a comprehensive, research-based professional development plan.
  - Retain staff through positive work climate, culture, and recognition.

### Demographics

Palm Springs Unified School District is located in Riverside County. The District serves the students and families in the communities of Palm Springs, Cathedral City, Desert Hot Springs, Palm Desert, Rancho Mirage and Thousand Palms. The District is comprised of 16 elementary schools, one charter K-7, five middle schools, four comprehensive high schools, one K-12 virtual school, and alternative education programs. The charter school will be comprised of K-8 students in the 16-17 school year. The District also has a large early childhood/preschool program.

Palm Springs Unified School District currently serves 23,249 students. Of these students 76% are Hispanic, 14% Caucasian, 5% African American 2% Filipino and 6% other. Approximately 34% of the students are classified as English Language learners. In 2015, 86% of the students served in the Palm Springs Unified School District qualified for the free and reduced lunch program.

The district's certificated staff, including teachers, administrators and support staff, is approximately 2,243. Approximately 921 classified staff provides additional support to school sites. Due to state funding increases through the Local Control Funding formula (LCFF) and the Local Control Accountability Plan (LCAP), class size for K is 31:1, grades 1 and 2 is 26:1 and grades 3-12 averages 31:1. Gifted and Talented Education services are provided to approximately 1,600 students. Special education services are provided to approximately 2,250 students.

The district offers eight Linked Learning/California Partnership Academies which serve 20% of our high school students. Our AVID program serves 10% of our students.

All schools are eligible for Title I funding and have elected to operate School-wide Programs in accordance with federal regulations. Federal and state categorically funded intervention and support programs provide services for English learners, special education students, and students who perform below grade level and are at risk for retention.

## Needs Assessment and Planning

### Academic Achievement

#### District Improvement Plan History

In the 2014/15 academic year, California completed the transition to the California Assessment of Student Performance and Progress (CAASPP) system, replacing the STAR assessment system. As part of this transition, 2014/15 AYP measures were adjusted to include CAASPP participation, attendance, and graduation rate. PSUSD successfully met all AYP targets for the 2014/15 academic year, however Program Improvement Year 3 status continued. As of the writing of this plan, California is transitioning to a new state accountability system aligned to California's Local Control Funding Formula (LCFF) requirements and aligned to the Every Student Succeeds Act (ESSA).

#### Data Analysis and Effectiveness of Current Improvement Strategies

Due to the transition timeline for the CAASPP assessment system, 2014/15 was the first year where results were reported. English Language Arts/Literacy and Mathematics results were generated from the new Smarter Balanced Assessment Consortium (SBAC) online assessments. SBAC assessment results are not comparable to prior year STAR assessment system results due to the structure of the assessments, targeted content (California Standards including Common Core State Standards), and the differences in results reporting. PSUSD will be using 2014/15 SBAC results as a baseline measure for student performance and progress moving forward, which is consistent with California Department of Education (CDE) direction.

In 2007, PSUSD had a growth API of 671. By 2010, PSUSD's growth API reached 731. In 2013, PSUSD's growth API reached 752, continuing to indicate gains in academic performance across the LEA. The 2013 growth API marked the final score of API reporting, as California transitions to a new accountability system. A similar measure within the CAASPP system has not yet been defined as of the writing of this plan.

Between 2007 and 2010, Adequate Yearly Progress (AYP) in English Language Arts has increased by 11.6 percentage points. By 2013, AYP in ELA had increased to 46.9%. No AYP was reported for LEAs in 2014. AYP in 2015 was met by PSUSD, with SBAC participation at 98%. 2015 SBAC data will be used as a new baseline measure for growth, with 32.3% of students meeting or exceeding standard in ELA.

Between 2007 and 2010, Adequate Yearly Progress (AYP) in Math proficiency increased by 13.8 percentage points in PSUSD. By 2013, AYP in ELA had increased to 53.1%. No AYP was reported for LEAs in 2014. AYP in 2015 was met by PSUSD, with SBAC participation at 98%. 2015 SBAC data will be used as a new baseline measure for growth, with 21.0% of students meeting or exceeding standard in mathematics.

Currently, thirteen of fifteen elementary schools are in Program Improvement (PI). All middle schools continue to be identified as PI schools. PSUSD high schools were not allocated Title I funds between 2011 and 2015, and therefore are not currently PI schools. PSUSD's single charter school is currently not a Title I school site.

Between 2007 and 2010, Palm Springs Unified School District implemented the following programs, policies and procedures to ensure that all English Learner students meet Annual Measurable Achievement Objectives and Adequate Yearly Progress (Title III): 1) implement high quality English Language Development instruction (2) Implement access to high quality Reading/ English Language Arts instruction for all English Learners (3) Implement high quality Mathematics instruction for all English Learners (4) Implement data systems that monitor, support and improve instruction for English Learners and (5) Full implementation of a comprehensive professional development program to improve outcomes of English Learners. Title III sub-grant funds were used to support these English Learner initiatives through the implementation of the action steps listed in the LEA Addendum. These structures continued through 2015 and have been supplemented by efforts in the Local Control Accountability Plan (LCAP).

As a result, English Learner proficiency has improved from 2007 to 2015. In 2013/14 and 2014/15, PSUSD met the target threshold for AMAO #1 (the number and percentage of English Learners who are making the expected growth on the CELDT from one year to the next). AMAO #2 measures the percent of EL students who are attaining English proficiency. In 2009-2010 AMAO #2 was divided into two sections, students 5 years. In both 2013/14 and 2014/15 Palm Springs Unified did not meet AMAO #2 for students who have been here for more than five years but met the threshold for students less than 5 years. This prompted the district to examine its programs for "Long Term English Learner Students".

### Progress of Current Educational Practices and Professional Development

PSUSD has identified five high leverage priorities highlighted with the acronym CDE-HI. The letters refer respectively to Curriculum, Data systems/teams, English Learners, High school graduation rate, and Interventions. Progress is listed briefly below:

1. Fully implement the California Standards. In 2010, Palm Springs Unified adopted the Common Core State Standards in Math and English/Language Arts. From 2012-2015 Units of Study were developed and revised K-11 in Math and Language Arts aligned to the California Standards. Secondary schools adopted and began implementation of a standards aligned Math curriculum in the 15-16 school year. Secondary math teachers were trained in the adopted curriculum implementation during the 14-15 and 15-16 school years. Professional development training in Common Core Standards was given to all K-12 teachers in a number of workshops and conferences beginning in the 2012 school year. All K-12 teachers have been provided professional development in the ELA/ELD and Math Frameworks. In addition, online Reading and Math resources have been provided to all students to supplement the Units of Study. The focus in principal meetings and school site visits has been to standardize and to improve Tier I instruction in the classroom. Two times each month, site administrators now use a "walk-through tool" to give each teacher feedback on their instructional practices.

2. Enhance the DATA systems in two ways: 1) The District continually trains staff to accurately track student entry, exit, attendance and academic progress, and to manage the data systems (OARS and Synergy). All TK-12 teachers now complete Report Cards using the Synergy Student Information System. In addition, K-5 teachers are able to track student reading progress through the VPORT data reporting system (DibelsNext), Lexia Core 5 Reading and Reading Plus. All middle schools and selected high schools using Reading Plus to monitor student reading growth. The focus is to use data to inform instruction and to ensure that grade level and department data teams use data effectively and efficiently. During the 2015 school year, Benchmarks were developed in both ELA and Math and administered through the OARS reporting system. The IABs were also administered by all school sites and data integrated into the OARS reporting system allowing district educators to determine student growth and inform their instruction.

3. Systematic focus on ENGLISH LEARNERS. Training teachers to adjust instructional practices in the classroom to meet the needs of the English Learners (EL) is an ongoing process. District-wide (K-12) professional development targeted the use of Thinking Maps in classrooms, as well as ELPD professional development that included many of the Specially Designed Academic Instruction in English (SDAIE) strategies. Specific professional development has been offered on the ELA/ELD Framework as well as on Integrated and Designated ELD strategies and practices. In addition, the LEA Plan has been aligned with the Title III Accountability Plan.

4. Improvement of HIGH SCHOOL GRADUATION RATE in two ways: 1) Careful monitoring of the entry and exit of students focused on tracking high school non-completers and 2) identification of the students at risk of not graduating. This focus began with reviewing the entry and exit process for all students in the district. An additional group identified students that were "at risk of dropping" out of school based upon grades in middle school. These students have been identified as "essential students". These students are being documented and tracked into high school and provided with extra support through counseling interventions, and other means.

5. Provide intensive and strategic INTERVENTION programs in Math and ELA for eligible students. With the alignment of District and site plans and budgets, the District has moved toward full implementation of strategic and intensive interventions for elementary, middle school and high school students. In addition, the District has focused on MTSS training for all schools. During the 2015 school year, all K-5 sites have been trained in Literacy Action Plan strategies and in identifying and implementing evidence based Tier II interventions.

The District continues to provide Goal Setting meetings for every site principal in meetings with the Superintendent, Assistant Superintendent of Educational Services and their respective Director of Curriculum & Instruction. These meetings are called the Teaching Learning Cabinet (TLC). Principals still complete a trimester Instructional Leadership Report aligned to their school plans and the District LCAP. The Teaching and Learning Cabinet meets at every school site a minimum of three times a year. The District has also created an Alternative Governance program, called Alternative Governance Teaching Learning Cabinet (AGTLC) that supports schools identified as long term Program Improvement and/or in need of support based on their academic achievement data.

#### Teacher Quality

PSUSD focuses on attracting, recruiting, training and retaining staff that best meets the needs of the district's diverse population. The district works with the Palm Springs Teachers Association (PSTA) to implement strategies to ensure that underperforming schools are staffed with stable and highly qualified teachers and recruits throughout the country to find, employ and keep high qualified teachers. The District has also provided a "Relocation Incentive" for hard to fill positions such Science, Special Education, Speech positions.

All principals and assistant principals have been provided with professional development and instructional leadership skills to help teachers provide all students with the opportunity to meet the state's content standards. Principals have been trained in the ELA/ELD and Math Frameworks and in best practice instructional strategies. In addition, principals use the Progress Adviser tool to monitor teacher implementation of the content standards and in best practice strategies to improve student achievement.

Since 2011 the District has expanded its pool of Teachers on Special Assignment (TOSAs) through Title 1, Title II and LCFF funds. These teachers are charged with assisting all site teachers and staff in implementation of the California Content Standards. These TOSAs provide lesson studies, staff development, content-area coaching, and peer feedback for teachers in Mathematics, Science, English Language Arts, English Language Development, English language learner strategies, Gifted and Talented Education (GATE) strategies, Educational Technology and Visual and Performing Arts for K-12 teachers. In addition, Title II provides Reflective Coaches who support new teachers and experienced teachers who need individual assistance to be successful.

### School Safety and Prevention

PSUSD is committed to maintaining a safe and secure environment for students and staff that encourages, recognizes, and supports the development of respect, responsibility, citizenship, fairness, trust, and confidence.

Findings are:

- Each school has developed and implemented a comprehensive Safe School Plan that is reviewed and updated annually.
- There is ongoing data collection on ATOD and violence through the California Healthy Kids Survey (CHKS).
- School administrators are included in the analysis of the data to focus on needs of students and participate in generating effective strategies to address those needs through the District Discipline Committee.
- There is a well trained district Crisis Response team and well trained leadership at each school site
- There is a centralized approach to tracking chronic attendance issues.
- There is a strong SARB process that includes District Attorney Mediation and Court Filings on severe truancy.
- Attention to diversity and tolerance issues is woven throughout the curriculum.
- The Child Nutrition Program provides for free breakfast for all students.
- There is a well defined understanding of "essential students" in all schools.
- School Resource Officers in every high school work as part of the Youth Accountability Team.
- Price parenting classes and PIQUE classes are provided to support parents.
- District Community Liaisons support student attendance.

### Revised Performance Goals based upon Student Needs Assessment

In 2015 the District assessed students for the first time using the SBAC/CAASPP assessment. It is the district's goal for all students to make progress towards mastery of the California State Standards.

#### 1) Implement California Content Standards:

- Continue to align plans and budgets each spring to focus on the implementation of the LCAP focus goals.
- Continue implementation of strategies to increase rigor and improve student engagement strategies in every classroom
- Continue to purchase materials to support Content Standard alignment and to provide professional development to support quality implementation
- Continue to provide professional development for all 6 -12 core mathematics instructors and K-5 teachers
- Continue to utilize content area teachers to support and to provide supplemental instruction

#### 2) Enhance the DATA systems

- Correlate data from interim and benchmark exams and SBAC data to maximize the effective use of interim and benchmark exams
- Continue with the implementation of data teams at all sites focused on short cycle assessments targeting achievement on specific standards
- Continue to monitor intervention groups for academic progress
- Expand school level Professional Learning Communities/data teams to include district-wide vertical articulation K-12.

#### 3) Systematic focus on ENGLISH LEARNERS

- Provide scaffolded language support in core content classes through English Language Professional Development (ELPD)
- Provide professional development to all teachers in “Write from the Beginning” and “Write for the Future” strategies
- Continue to expand and implement “Pathways to Proficiency” and “Thinking Maps” professional development as a District-wide focus

#### 4) Improvement of HIGH SCHOOL GRADUATION RATE

- Add “student activities” and “interventions” to the District database
- Continue to develop a support system in middle and high school for “essential students”
- Expand alternative ways to “graduate” through virtual schooling, extended school days, etc.
- Expand AP classes and course offerings to more students

#### 5) Provide intensive and strategic INTERVENTION programs in Math and ELA

- Accelerate the efforts to educate SWD’s in push-in or collaborative environments
- Increase the support to credit-deficient high school students
- Expand intervention programs in elementary schools to all students
- Provide an effective transition from middle school to high school for all “essential students”

#### 6) Increase PARENT INVOLVEMENT and PARTICIPATION throughout the District

- Ensure that a clear parent participation and involvement plan is incorporated into every school plan
- Increase the number of district-wide parent meetings and trainings
- Provide training on Parent Connect to ensure that parents have up-to-the-date access to student grades, teachers, and test score

## Local Measures of Student Performance (other than State-level assessments)

Per NCLB Section 1112 regarding Local Educational Agency Plans, each LEA must provide the following descriptions in its Plan:

**A description of high-quality student academic assessments, if any, that are in addition to the academic assessments described in the State Plan under section 1111(b) (3), that the local educational agency and schools served under this part will use to:**

- a) determine the success of students in meeting the State student academic achievement standards and provide information to teachers, parents, and students on the progress being made toward meeting student academic achievement standards;
- b) assist in diagnosis, teaching, and learning in the classroom in ways that best enable low-achieving students to meet State student achievement academic standards and do well in the local curriculum;
- c) determine what revisions are needed to projects under this part so that such children meet the State student academic achievement standards; and
- d) identify effectively students who may be at risk for reading failure or who are having difficulty reading, through the use of screening, diagnostic, and classroom-based instructional reading assessments.

If the LEA uses such assessments in addition to State Academic assessments, please provide a succinct description below, and indicate grade levels and students served with such assessments.

Also, please describe any other indicators that will be used in addition to the academic indicators described in Section 1111 for the uses described in that Section.

### PSUSD Assessment System

Palm Springs Unified School District (PSUSD) administers Benchmark and Interim Assessments in:

- Reading/English Language Arts for grades K – 12
- Mathematics for grades K - 12

The assessments address the range of grade level standards aligned with the Smarter Balanced Assessment Consortium (SBAC) blueprints and the pacing of the PSUSD Units of Study. The assessments are fixed format, untimed, feature a variety of item types aligned to the SBAC Assessments, and may be taken in a single day or over two days within an appropriate testing environment. The assessments include Smarter Balanced Interim Assessment Blocks (IABs), district-developed Trimester Tests and Writing Tasks, DIBELS, and other embedded data collection resources. Common curriculum-embedded assessments and short cycle assessments are administered allowing teachers to collaborate in data teams to monitor student achievement and plan intervention strategies. The focus of District-level assessments is to inform instruction providing teams and teachers with school-wide data that can be analyzed and used to revise instructional delivery. Assessments are intended to provide teachers with achievement data at the student, class and grade level/course level.

### Use of PSUSD Assessments

The Palm Springs Unified School District provides exams as a tool for monitoring student proficiency on the California Standards taught within a set instructional interval. Analysis of the data from these exams is used to modify and guide instruction to improve student learning. Assessments are administered in both online and traditional paper-pencil formats dependent on the grade level and content of the assessments. All collected data is compiled into the contracted assessment system for analysis and reporting, which is accessible to all sites. Upon upload, the data are made immediately available to the classroom teacher as well as the site and district instructional leadership to use within data team (PLC) groups.

PSUSD has previously conducted CAHSEE diagnostic testing, however this practice has been discontinued with the suspension of the CAHSEE requirement per SB-172.

**Performance Goal 1:**

**All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics.**

**Planned Improvement in Student Performance in Reading**

(Summarize information from district-operated programs and approved school-level plans)

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
1. Alignment of instruction with content standards: 1.1 Provide Units of Study, Adopted Curriculum and Supplemental materials that are aligned to the California Standards.	Directors of Elementary and Secondary Instruction, Director of Assessment and Data Analysis K-12 teachers, TOSA's Spring 2016 and every spring thereafter	Hourly time cards for teachers	\$25,000	Title I PD
1.2 Provide ongoing professional development to site administrators on coaching, supervising and supporting teachers in full implementing the California Standards.	Site Principals Every Year	None	N/A	N/A
	Directors of Elementary and Secondary Instruction, Coordinator of Professional Development, TOSA's Each Summer	Hourly time cards for supporting teachers	\$10,000	Title I PD Title II
1.4 Analyze CAASPP data to assist teachers and site administrators in developing appropriate instructional responses.	Directors of Elementary and Secondary Instruction, Director of Assessment and Data Analysis, Site Principals and teachers Fall 2015 and every fall beyond	None	None	N/A

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
1.5 District and site level administrators and teachers will receive training to focus on research-based instructional strategies that address the unique needs of English learners.	Directors of Elementary and Secondary Instruction, Coordinator of Professional Development, TOSA's, Site Principals Ongoing throughout the year.	Hourly time cards for teachers	\$10,000	Title I PD Title III
2. Use of standards-aligned instructional materials and strategies: Continue to provide California Standards aligned materials.  2.2 Align school site plans and their general and LCFF budgets with the district achievement goals as noted in the LCAP.	Assistant Superintendent of Educational Services, School Board Summers 2016 and 2017  Director of State and Federal Programs Spring 2016 and every spring thereafter	Purchase of Core Textbooks  Purchase of supplementary Instructional Materials  Contracts for SPSAs	\$1,200,000  \$75,000  \$22,000/year	Instructional Materials Fund  Title III for Supplemental EL  Title I PD
3. Extended learning time: 3.1 Provides sites with training in Tier II Interventions and methods to extend the learning time (in/out of school, technology). • Use multiple measures to determine Intensive and Strategic-eligible students. • Work closely with teachers to regularly monitor effectiveness of interventions; exit students from intervention programs as they become eligible for removal • Record placement and exit in appropriate formats.	Site Principals Implement in master schedule each spring and fall beginning in 2016		Varies by site \$20,000 to \$100,000	Title I site allocations

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>3.2 Provide extended learning opportunities for students designated at-risk.</p> <p>3.3 Explore the option to provide students with additional reading intervention through the After School Education and Safety Program (ASES).</p> <p>3.4 Offer lowest performing K-8 students Supplemental Educational Services (SES) as requested by parents for their students via district and state approved providers.</p> <p>3.5 Train parents in online programs that are available to their students at home free of charge.</p>	<p>Director of State and Federal Programs, Directors of Elementary and Secondary Curriculum, site principals Intersession and extended year</p> <p>Coordinator of ASES Summer 2016 and every summer thereafter</p> <p>Director of State and Federal Programs Fall 2016 and every Fall as needed</p> <p>Site Principals Spring 2016 and beyond as needed</p> <p>Coordinator English Learner Programs ongoing</p>	<p>Provide professional development if needed</p> <p>Contract with YMCA PD Training for teachers</p> <p>Contracts with vendors SES fairs Mailings to parents</p> <p>Supplemental support with Community Liaisons for EL Students</p>	<p>Varies by site \$25,000 - \$150,000</p> <p>\$10,000</p> <p>\$920,000 (appropriate allocation)</p> <p>Varies by site \$20,000 to \$100,000</p> <p>See Title III Plan</p>	<p>Title I site allocations Title I</p> <p>ASES Grant Title I PD</p> <p>Title I 15% set-asides</p> <p>Title I site allocations</p> <p>Title III PD</p>
<p>4. Increased access to technology:</p> <p>4.1 Provide professional development to increase teacher technology proficiency as measured by the Ed Tech Teacher Profile.</p> <p>4.2 Continue with the K-12 cybersafety curriculum, implemented during the 2010-2011 school year.</p>	<p>Director of ETIS, Technology TOSA's, Coordinator of professional development. 2016 through 2021.</p> <p>Tech TOSA and site principals 2016 through 2021.</p>	<p>Substitutes and hourly pay; PD stipends, Equipment and related software and licenses.</p> <p>Substitutes and hourly pay</p>	<p>\$150,000</p> <p>\$10,000</p>	<p>Title I PD Title I</p> <p>Title I PD</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
4.3 Continue with the district provided Google Drive accounts for secure student Learning Management. Continue monitoring of student social networking for student collaboration via Gaggle.	Tech. TOSA and site principals 2011 through 2014 until completed	PD and Licenses for Gaggle filtering	\$50,000	Title I PD Title I
4.4 Increase access to technology to assist with access to core and supplemental curriculum.	Tech TOSA, site principals, Directors of Elementary and Secondary Curriculum 2016 -2020	Contracts and purchase requisitions, hourly pay	\$100,000	Title I PD Title I
4.5 Increase access to technology by providing additional resources to high need sites. Technology for 21st Century schools to be implemented to ensure a process by which all classrooms are DAELE 2.1 equipped.	Director of ETIS, Coordinator of Professional Development Director of State and Federal Programs; TOSA's, site principals 2016 - 2020	Consultant contracts, professional development, hourly time cards and/or stipends	\$200,000	Title I PD Title I
4.6 Update and increase technology in all SWD classrooms and provide necessary professional development. (see above list)	Director of ETIS, Director of Special Education and Coordinator of Professional Development	Consultants, contracts, hourly pay and/or stipends, equipment and licenses	\$200,000	Title I PD Title I
5. Staff development and professional collaboration aligned with standards-based instructional materials: 5.1 Provide professional development to all teachers (including Pre-K), including teachers of SWDs, in the adopted ELA and ELD materials and math materials.	Coordinator of Professional Development, Directors of Elementary and Secondary Curriculum K-12 teachers, TOSAs Spring 2017	Consultant, Materials, and PD Stipend Costs	\$500,000	Title I PD

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>5.3 Provide professional development for paraprofessionals and instructional aides who work with ELs and SWD in the implementation of the newly adopted standards based instructional materials and for behavior/differentiated instruction</p> <ul style="list-style-type: none"> <li>Monitoring and support for paraprofessionals will be provided by TOSAs, supervising teachers, and site administrators monthly or as needed.</li> </ul>	<p>Director of SPED Coordinator of Professional Development, Coordinator of English Learner Programs Each spring starting in 2016</p>	<p>In-house trainers, TOSA's; materials, substitute costs, and/or stipends and/or overtime pay</p>	<p>\$20,000</p>	<p>Title I PD Title III</p>
<p>5.4 Provide professional development on the CA ELA/ELD Framework enhance their questioning strategies and accelerate language acquisition and language proficiency in ELA classes.</p> <ul style="list-style-type: none"> <li>Monitoring and support for teachers will be conducted by site and district-level administrators through the use of the district's walkthrough tool (Progress Advisor).</li> </ul>	<p>Coordinator of Professional Development; Coordinator of English Learner Programs</p>	<p>Materials, substitute costs, and/or stipends and/or hourly pay</p>	<p>\$100,000</p>	<p>Title I PD Title III</p>
<p>5.5 Provide comprehensive writing strategy professional development for teachers in grades K-8 using Write from the Beginning and Write from the Beginning and Beyond. Once teachers are trained, monitoring and support will be provided by District Coordinators and TOSAs.</p>	<p>Coordinator of Professional Development; Coordinator of English Learner Programs, ELL, ELA, and Early Lit TOSA's Starting Spring 2016</p>	<p>Materials, substitute costs, and/or stipends and/or hourly pay</p>	<p>\$50,000</p>	<p>Title I PD</p>
<p>5.6 Provide support to sites with district Teachers on Special Assignment and district provided consultants.</p>	<p>Directors of Elementary and Secondary Curriculum Director of SPED, Coordinator of English Learner Programs Monthly time beginning in Feb 2016 and beyond</p>	<p>Supplemental materials and supplies Attendance at workshops</p>	<p>\$200,000</p>	<p>Title I PD Title III</p>
<p>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</p>				

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>6.1 Increase parent engagement opportunities, including expanding the Parent Center and outreach to parents and school community.</p> <p>6.2 Deliver site based parent involvement education and activities, such as, parent nights, parenting classes, Parent Academies, family engagement programs.</p> <p>6.3 Continue with Community Liaison Program</p> <ul style="list-style-type: none"> <li>Assign liaisons to make home visits within assigned communities for the purpose of following up on truancies and enrollment abnormalities; coordinate follow-up activities with the Student Services Department, Coordinator of English Learner Programs</li> </ul> <p>6.4 Continue to deliver additional parent trainings on a bi-monthly basis for education on topics of interest to support parents and families of special education students.</p>	<p>District Parent Coordinator Directors of Elementary and Secondary Curr., Site Principals Fall 2015 and each fall thereafter</p> <p>Coordinator of English Learner Programs</p> <p>District Parent Coordinator TOSA's and site principals 2015 and beyond</p> <p>Director of Student Services, Coordinator of English Learner Programs Monthly meetings beginning March 2016</p> <p>Director of SPED, Coordinator of English Learner Programs, monthly beginning in March 2016</p>	<p>Mailing costs Parent Connect training Providing English Classes to Parent of ELs</p> <p>Consultant agreements Child care, materials and supplies; TOSA's Materials and Supplies</p> <p>Salaries, materials, and supplies, workshops</p> <p>Materials, and supplies, workshops</p>	<p>Min. 1% Title I set-aside \$3,000</p> <p>Min. 1% Title I Set-aside \$20,000 \$5,000</p> <p>\$100,000</p> <p>\$20,000</p>	<p>General Fund Title I Title III</p> <p>Title I Title III</p> <p>Title I Title III</p> <p>Title I Title III</p>
<p>7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):</p> <p>7.1 Pilot District centralized enrollment and information center for parents and families.</p>	<p>Director of Student Services, Coordinator of English Learner Programs, District Parent Coordinator</p>	<p>Centralized location</p>		

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>7.2 Provide transition program from preschool to elementary school. Preschool transition will include:</p> <ul style="list-style-type: none"> <li>• Meetings between preschool teacher and kindergarten teacher representatives to discuss elements of a successful transition to kindergarten</li> <li>• Elementary site parent meetings (May of each year): preschool parents attend an informational meeting with site principals and teachers</li> <li>• Preschools children visit kindergarten classrooms in May of each year</li> <li>• Provide ongoing professional development for Preschool and Kindergarten teachers each year</li> </ul>	<p>Principal of Early Childhood Education; site principals, Director of State and Federal Programs May and Summer 2016 and each year thereafter</p> <p>Director of SPED, Coordinators, Directors of Elementary and Secondary Teachers. Each Spring beginning in 2015</p>	<p>Workshops Timecards Substitutes</p> <p>Time cards, substitutes</p>	<p>\$40,000</p> <p>\$10,000</p>	<p>Title I PD Head Start</p> <p>Title I</p>
<p>8. Monitoring program effectiveness:</p> <p>8.1 Monitor program effectiveness through analysis of the state and local assessments.</p> <p>8.2 Monitor fidelity to instruction aligned to the California Standards via: assessment data analysis using OARS, site administrator class room visits using Progress Advisor, and Elementary and Secondary Directors will continue to review site progress toward district established goals (LCAP) through site visits and TLC.</p>	<p>Director of Assessment and Data Analysis, Directors of Elementary and Secondary Curr., Coordinator of English Learner Programs, Site Principals and Asst. Supt. of Ed. Svs. Fall 2015 and each fall thereafter</p> <p>Director of Assessment and Data Analysis, Directors of Elementary and Secondary Curr, Site Principals and Asst. Supt of Ed Svs. 3 times each year beginning in Fall 2015</p>	<p>N/A</p> <p>OARS Contract</p>	<p>N/A</p> <p>\$103,000</p>	<p>N/A</p> <p>Title I PD</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>8.5 Implement monitoring tool “Walkthrough Protocol” at each site and for each teacher</p> <ul style="list-style-type: none"> <li>Continue the expectation that administrators use the Walkthrough Protocol/Action Walk Tool and monitor this use during regularly scheduled Teaching and Learning Cabinet (TLC) meetings.</li> </ul> <p>8.6 Monitor administrator’s use of Progress Advisor at each site and for each teacher</p> <ul style="list-style-type: none"> <li>During monthly visits with principals, the Directors of Elementary and Secondary Curriculum and Instruction will provide feedback as necessary and appropriate. In addition, monitoring school progress will be done during regularly scheduled Teaching and Learning Cabinet (TLC) meetings.</li> </ul>	<p>Directors of Elementary and Secondary Curr. and Asst. Supt of Ed. Svs February 2016 and each month thereafter</p> <p>Site Liaisons, Directors of Elementary and Secondary Curr and Asst. Supt of Ed Svs February 2016 and each month thereafter</p> <p>Site Liaisons, Directors of Elementary and Secondary Curr and Asst. Supt of Ed Svs February 2016 and each month thereafter</p> <p>Site Liaisons, Directors of Elementary and Secondary Education and Asst. Superintendent February 2016 and a minimum of four times each year thereafter.</p>	<p>Utilize PAR/BSTA TOSA’s</p> <p>Schedule trainings</p> <p>Schedule DAIT trainings</p> <p>Schedule DAIT trainings</p>	<p>\$50,000 - \$150,000</p> <p>\$10,000</p> <p>\$10,000</p> <p>\$50,000 to \$100,000</p>	<p>Title I PD Title II Title III</p> <p>Title I PD Title II Title III</p> <p>Title I Title III</p>
<p>9. Targeting services and programs to lowest-performing student groups:</p>				

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>9.1 Identify and implement evidence based interventions for at-risk students.</p> <ul style="list-style-type: none"> <li>Use District's assessments to identify students in need of additional support and provide this support, either through additional time during the day or resources outside the school day.</li> <li>Regularly monitor student progress in interventions and adjust accordingly.</li> <li>District monitoring of each school's intervention program will be monthly during site TLC visits and during monthly visits with principals by C&amp;I Directors.</li> </ul>	<p>Directors of Elementary and Secondary Curriculum, Director of SPED, site principals Spring 2015 through Fall 2016 as needed each year</p>	<p>Schedule trainings, substitutes, hourly pay, and/or stipends</p>	<p>Varies by site - \$50,000 to \$100,000</p>	<p>Title I</p>
<p>9.2 Provide extended learning opportunities for students in danger of failing to meet grade level standards, through centralized and site programs</p> <ul style="list-style-type: none"> <li>Extended learning opportunities will be provided by middle and high schools to support the needs of students whose achievement level is two or more years below grade level, in need of credit recovery, or both.</li> </ul>	<p>Directors of Elementary and Secondary Curriculum, Director of State &amp; Federal Programs, site principals. Intercessions and summer.</p>	<p>Schedule</p>	<p>Varies by site - \$50,000 to \$250,000</p>	<p>Title I</p>
<p>9.3 Train Administrators in the implementation of EL programs, principal of second language acquisition, current research on ELs and catch-up and acceleration programs for EL students.</p>	<p>Coordinator of ELL, Coordinator of Professional Development; EL TOSA's 2016</p>	<p>Consultants- in-house trainers</p>	<p>\$50,000</p>	<p>Title III</p>
<p>9.4 Continue to implement Thinking Maps, Sentence Frames, Language objectives and Structured Student Interactions, Support the implementation of the CA ELA/ELD Framework</p>	<p>Coordinator of Professional Development; Coordinator of English Learner Programs, EL TOSA's 2016</p>	<p>Consultants and in-house trainers</p>	<p>\$50,000 \$20,000</p>	<p>Title III</p>
<p>9.6 Identify and monitor "Essential students" to increase the graduation rate</p>	<p>Director of Student Services, Director of Secondary Curriculum Site Counselor. Ongoing meetings.</p>			<p>Title I PD</p>
	<p>Directors of Elementary and Secondary Curr and Director of SPED; site principals. Ongoing.</p>	<p>Purchase and contracts with Read 180</p>	<p>Varies by site -- \$100,000 to \$200,000</p>	<p>Title I PD IDEA SPED</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>9.8 Implement Before and After School Interventions at all Program Improvement schools</p> <ul style="list-style-type: none"> <li>This would include all middle school and PI elementary schools</li> <li>The boot camp would involve intensive support to EL students to assist them toward being re-designated FEP.</li> </ul> <p>9.9 Strengthen “Newcomer” instructional model; provide materials and professional development to meet the needs of newcomer EL Students in Secondary Schools</p>	<p>Coordinator of English Learner Programs, Site Principals Start in Fall 2015 and continue each year thereafter</p> <p>Coordinator of English Learner Programs and Coordinator of Professional Development Summer and Fall 2016 and each year as needed</p>	<p>Extra Duty Time cards</p> <p>Materials and Professional Development</p>	<p>Varies by site - \$10,000</p> <p>\$25,000 Materials \$10,000 Professional Development</p>	<p>Title II Title I PD Title III</p> <p>Title I PD</p>
<p>10. Any additional services tied to student academic needs:</p> <p>10.1 Provide additional targeted support to identified Priority Schools:</p> <ul style="list-style-type: none"> <li>Support consists of monetary or personnel support to assist with intervention programs, professional development for teachers and/or paraprofessionals, and other support coordinated at the district level on behalf of PI schools (to include SES monitoring, coordination, and evaluation, and technical support in assisting schools implement and evaluate their SPSAs)</li> </ul> <p>10.2. Continue to fund career cruising software programs and related professional development for teachers and counselors to encourage under-performing students, SWD, and “Essential Students” to enroll in college to assist with graduation rate</p> <p>10.3 Continue to explore resource for college field trips for “essential students” to ensure that they are aware of college opportunities and have access to post-secondary education.</p>	<p>Director of State and Federal Programs; Directors of Elementary and Secondary Curriculum Asst. Supt of Ed Svs Spring. Ongoing</p> <p>Director of Career Tech Ed 2011 through 2016</p> <p>Director of Career Tech Ed Director 2011 through 2016</p>	<p>Identify Needs</p> <p>Contracts</p>	<p>Centralized and site funds – varies</p> <p>\$30,000</p> <p>\$10,000</p>	<p>Title I</p> <p>Title I PD</p> <p>Title I Grants</p>

**Performance Goal 1 (continued):**

**All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics, by 2013-2014.**

**Planned Improvement in Student Performance in Mathematics**

(Summarize information from district-operated programs and approved school-level plans)

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. Alignment of instruction with content standards:</p> <p>1.1 Implement California Standards aligned Units of Study, Adopted Curriculum and District Supplemental Materials.</p> <p>1.2 Provide all students with instructional time sufficient to appropriately access grade level standards including EL and SWD students.</p> <p>1.3 Analyze CAASPP data to inform instruction.</p>	<p>K-12 Math TOSAs, Director of Assessment and Data Analysis. Revisions to be completed by end of each school year starting 2015</p> <p>Directors of Elementary and Secondary Curr; Coordinator of English Learner Programs, site principals Adjust master schedule and bell schedule in Fall 2015 and each year as needed</p> <p>Directors of Elementary and Secondary Instruction, Director of Assessment and Data Analysis, Site Principals and teachers</p> <p>Fall 2015 and every fall beyond</p>	<p>Consultants, materials and supplies, substitutes and/or hourly pay and/or stipends</p> <p>None</p> <p>None</p>	<p>\$50,000</p> <p>None</p> <p>None</p>	<p>Title I PD</p> <p>None</p> <p>None</p>
<p>2. Use of standards-aligned instructional materials and strategies:</p> <p>2.1 Adopt and purchase both core curriculum and supplemental curriculum that is aligned with the California Standards.</p>	<p>Assistant Superintendent of Educational Services, School Board. Varies by year.</p>	<p>Purchase of core and supplemental Instructional materials and textbooks</p>	<p>\$30,000</p>	<p>Instructional materials funds Title I PD</p>

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
2.2 Align school site plans and their general and categorical budgets with the district LCAP to support the full implementation of the Math State Standards.	Director of State and Federal Programs; site principals. Twice per year.	Supplemental materials and supplies	Varies by site – \$30,000 to \$100,000	Title I
<p>3. Extended learning time:</p> <p>3.1 Revise daily class schedules and master schedules to provide extra minutes within the instructional day or extra sections for strategic and intensive learners, including ELs and students with disabilities.</p> <ul style="list-style-type: none"> <li>• Use multiple measures to determine Intensive and Strategic-eligible students.</li> <li>• Work closely with teachers to regularly monitor effectiveness of interventions; exit students from intervention programs as needed.</li> </ul>	Coordinator of English Learner Programs, Site Principals Fall of each school year.		N/A	N/A
3.2 Provide Extended Learning opportunities for at risk students through site and district budgets.	Director of State and Federal Programs, site principals Spring intersession and Summer and each year as needed	Explore resources	\$10,000 to \$50,000 varies by site	Title I Title III
3.3 Explore the possibility to provide students with additional math intervention as part of the After School Education and Safety Program (ASES).	Coordinator of ASES Summer 2017	Training for teachers	Varies by site	Title I PD ASES Grant
3.4 Provide lowest performing K-8 students Supplemental Educational Services (SES) as requested by parents for their students via district and State-approved SES providers.	Director of State and Federal Programs 2015 and beyond as required each year Reviewed annually.	Mailing Costs Site Liaisons	15% of Title 1 Allocation	Title I
3.5 Provide Extended Day Learning Opportunities through after-school tutoring and intervention programs	Site Principals Spring and Fall as needed		Varies by site - \$20,000 to \$100,000	Title I Site allocations
	Director of State and Federal Programs		\$560,000	Title I

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>4. Increased access to technology:</p> <p>4.1 Provide professional development to increase teacher technology proficiency as measured by the Ed Tech Teacher Profile.</p> <p>4.2 Continue with the K-12 Common Sense Media lessons, implemented during the 2015-2016 school year.</p> <p>4.3 Continue with the district provided Google Drive accounts for secure student Learning Management. Continue monitoring of student social networking for student collaboration.</p> <p>4.4 Increase access to technology through electronic readers and I-pads to assist students with access to core and supplemental curriculum.</p> <p>4.5 Increase access to technology by providing additional resources to Program Improvement schools to deliver 21st century instruction. Purchases may include Interwrite MOBI, document cameras, LCD projects, Student Response Systems, I-pads, sound amplification, network video distribution, etc. Include professional development</p> <p>4.6 Update and increase technology in all SWD classrooms and provide necessary professional development. (see above list)</p>	<p>Director of ETIS, Technology TOSA's, Coordinator of Professional Development 2016</p> <p>Tech TOSA and site principals 2016 through 2021.</p> <p>Tech. TOSA and site principals 2011 through 2014 until completed</p> <p>Tech TOSA, site principals, Directors of Elementary and Secondary Curriculum 2016 -2020</p> <p>Director of ETIS, Coordinator of Professional Development Director of State and Federal Programs; TOSA's, site principals 2016 - 2020</p> <p>Director of ETIS, Director of Special Education and Coordinator of Professional Development</p>	<p>Substitutes and hourly pay; PD stipends, Equipment and related software and licenses.</p> <p>Substitutes and hourly pay</p> <p>PD and Licenses for Gaggle filtering</p> <p>Contracts and purchase requisitions</p> <p>Consultant contracts, professional development, hourly time cards and/or stipends</p> <p>Consultants, contracts, hourly pay and/or stipends, equipment and licenses</p>	<p>\$150,000</p> <p>\$10,000</p> <p>\$50,000</p> <p>\$100,000</p> <p>\$200,000</p> <p>\$200,000</p>	<p>Title I PD Title I</p> <p>Title I PD</p> <p>Title I PD Title I</p> <p>Title I PD Title I</p> <p>Title I PD Title I</p> <p>Title I PD Title I</p>
<p>5. Staff development and professional collaboration aligned with standards-based instructional materials:</p>				

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>5.1 Provide additional professional development for K-12 teacher to increase academic achievement in mathematics.</p>	<p>Coordinator of Professional Development, Directors of Elementary and Secondary Curr, K-12 Math TOSA. Starting 2016</p>	<p>Consultant, Materials and PD Stipend Costs; Send teachers to County Workshops</p>	<p>\$50,000</p>	<p>Title I PD Title II Title III</p>
<p>5.2 Provide additional Professional Development for TK-8 teachers to strengthen their understanding and instructional delivery of mathematics concepts, reasoning and terminology to better prepare all students for the rigor of State mathematics standards, including EL and SWD students.</p>	<p>Coordinator of Professional Development; Director of SPED, Coordinator of English Learner Programs Math TOSA's Starting 2016</p>	<p>Consultant, Materials, Substitutes and/or stipends</p>	<p>\$50,000</p>	<p>Title I PD SPED</p>
<p>5.3 Provide professional development for paraprofessionals and instructional aides who work with ELs and SWD in the implementation of the adopted standards-based instructional materials, &amp; strategies for behavior/differentiated instruction, &amp; incorporating technology.</p> <ul style="list-style-type: none"> <li>Monitoring and support for paraprofessionals will be provided by TOSAs, supervising teachers, &amp; site administrators monthly or as needed</li> </ul>	<p>Coordinator of Professional Development, Coordinator of ELL, Directors of Elementary And Secondary Curr.</p>	<p>In-house trainers, TOSAs Hourly pay for teachers Substitutes</p>	<p>\$10,000</p>	<p>Title I PD Title II</p>
<p>5.4 Provide professional development in the Math Framework and the CA ELA/ELD Framework to enhance their questioning strategies and accelerate language acquisition and language proficiency in Math classes.</p> <ul style="list-style-type: none"> <li>Monitoring and support for teachers will be conducted by site and district-level administrators through the use of the district's walkthrough tool (Progress Adviser).</li> </ul>	<p>Coordinator of English Learner Programs and Secondary Curr TOSA's Director of Data Analysis Fall and each Fall thereafter</p>	<p>In-house trainers, TOSA's, Stipend Pay</p>	<p>\$10,000</p>	<p>Title I PD Title III SPED</p>
<p>5.5 Allocate TOSA time at sites and high needs schools to provide additional professional development and professional collaboration support to increase math achievement and CAASPP performance</p>	<p>Directors of Elementary and Secondary Curr &amp; SPED Math TOSA Annual</p>	<p>Hourly pay and/or substitutes and/or stipends; supplemental supplies; workshops</p>	<p>\$150,000</p>	<p>Title I PD Title II Title III</p>
<p>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</p>				

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>6.1 Implement two way communication strategies in English and Spanish with parents, families and community members regarding academic proficiency, academic progress, student results, parent rights and opportunities for involvement.</p> <ul style="list-style-type: none"> <li>School responsibilities to include regular parent newsletters, ensuring teachers' "ParentVUE" and Synergy entries are regularly updated, including information that supports parent involvement in school and district committees and events.</li> </ul> <p>6.2 Deliver site based parent involvement education and activities, such as, parent nights, parenting classes, PIQE, PRICE parenting.</p> <p>6.3. Continue with the Community Liaison Parent outreach program</p> <ul style="list-style-type: none"> <li>Assign liaisons to make home visits within assigned communities for the purpose of following up on truanancies and enrollment abnormalities; coordinate follow-up activities with the Student Services Department</li> </ul> <p>6.4 Continue with district parent training and education on topics of support for parents of SWD and EL parents.</p>	<p>Director of State and Federal Programs, Directors of Elementary and Secondary Curr, Coordinator of English Learner Programs, Site Principals, district TOSA's Spring 2016 and a minimum of 4 times each year thereafter.</p> <p>Site principals, Director of State and Federal Programs Annual</p> <p>Director of Student Services, Coordinator of English Learner Programs Spring 2016 and throughout year as needed</p> <p>Director of SPED, Director of Elementary and Secondary Curr, Coordinator of English Learner Programs Spring 2016 and bi-monthly throughout year</p>	<p>Mailing costs, ParentVUE training EL Community Liaisons</p> <p>Consultant Agreements Contracts TOSA schedules Child care, materials &amp; supplies</p> <p>Salaries, Materials and Supplies</p> <p>Materials and Supplies Workshops</p>	<p>Minimum 1% Title I set-aside</p> <p>Minimum 1% Title I set-aside \$20,000</p> <p>\$5,000</p> <p>\$10,000</p>	<p>General Fund Title I Title III</p> <p>Title I Title III Title IV</p> <p>Title I Title III</p> <p>Title I Title III SPED</p>
<p>7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):</p> <p>7.1 Pilot the District centralized enrollment and information center for parents and families</p>	<p>Cabinet Director of Student Services, Coordinator of English Learner Programs Spring 2016</p>	<p>Extra Duty</p>	<p>\$20,000</p>	<p>LCAP/Gen Fund</p>

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>7.2 Provide a transition program and conduct meetings between preschool teachers and kindergarten teacher representatives to discuss:</p> <ul style="list-style-type: none"> <li>elements of a successful transition from preschool to kindergarten for all students including EL and SWD</li> <li>Preschool parents attend an informational site meeting in May during which time the site principal is introduced and the successful transition to kindergarten is discussed</li> <li>In May, preschool children visit kindergarten classrooms</li> </ul> <p>7.3 Meetings between pre-K &amp; K, 5th &amp; 6th, 8th &amp; 9th, and 12th &amp; transition with parents and teachers to discuss successful transitions, schedules, and expectations. Fall all students including those with SWD and EL's.</p> <ul style="list-style-type: none"> <li>Monitoring and coordination by principals and directors (counselors will assist in this process at the secondary level with Essential Students) will ensure all students are supported during this transition time.</li> </ul>	<p>Principal of Early Childhood Education, Coordinator of English Learner Programs; site principals, Director of State and Federal Programs Each May of school year.</p> <p>Directors of Elementary and Secondary Curr, Director of SPED, Coordinator of English Learner Programs, TOSA's, Community Liaisons, Teachers Spring of each school year.</p>	<p>Substitutes, hourly pay</p> <p>Substitutes, hourly pay</p>	<p>\$40,000</p> <p>\$10,000</p>	<p>Title I PD Headstart IDEA SPED</p> <p>Title I PD Title III IDEA SPED</p>
<p>8. Monitoring program effectiveness:</p> <p>8.1 Monitor program effectiveness through analysis of the state assessments and interim benchmark assessments.</p> <p>8.2 Monitor adherence to the content standards, benchmark exams, and district assessment system.</p> <ul style="list-style-type: none"> <li>Through the use of the walk through tools as well as regular class visits, administrators will be able to assess where teachers are at in their respective pacing guides and intervene as necessary.</li> <li>Elementary and Secondary Directors will continue to review benchmark data with principals during monthly visits.</li> </ul>	<p>Director of Assessment and Data Analysis, Directors of Elementary and Secondary Curr, Site Principals and Asst. Supt of Ed Svs Fall 2015 and each fall thereafter</p> <p>Director of Assessment Data Analysis, Directors of Elementary and Secondary Curr, Site Principals and Asst. Supt of Ed Svs Ongoing annually</p>	<p>Schedule trainings Site visits</p> <p>Site visits Trainings</p>	<p>N/A</p> <p>N/A</p>	<p>N/A</p> <p>N/A</p>

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>8.3 Implement Progress Adviser at each site and for each teacher.</p> <ul style="list-style-type: none"> <li>Continue the expectation that administrators use Progress Adviser and monitor this use during regularly scheduled Teaching and Learning Cabinet (TLC) meetings and site visits.</li> </ul>	<p>Site Liaisons, Directors of Elementary and Secondary Curr and Asst. Supt of Ed Svs. Monthly.</p> <p>Site Liaisons, Directors of Elementary and Secondary Curr and Asst. Supt of Ed Svs</p> <p>Site Liaisons, Directors of Elementary and Secondary Curr and Asst. Supt of Ed Svs Monthly</p> <p>Site Liaisons, Directors of Elementary and Secondary Curr and Asst. Supt of Ed Svs Monthly</p>		<p>\$50,000 - \$150,000</p> <p>\$10,000</p> <p>\$10,000</p> <p>\$50,000 to \$100,000</p>	<p>Title I PD Title II Title III</p> <p>Title I PD</p> <p>Title II</p> <p>Title I</p>
<p>9. Targeting services and programs to lowest-performing student groups:</p> <p>9.1 Implement Intensive and Strategic interventions for all students who need them, including ELs and students with disabilities.</p> <ul style="list-style-type: none"> <li>Use the District assessments to identify students in need of additional support and provide this support, either through additional time during the day or resources outside the school day to support student learning and understanding of content standards.</li> <li>Regularly monitor student progress in these classes and adjust students' schedules as appropriate.</li> <li>District monitoring of each school's intervention program will be monthly during site TLC visits and during monthly visits with principals by C&amp;I Directors.</li> </ul>	<p>Site Principals, Director of State and Federal Programs, Directors of Elementary and Secondary Curriculum, Coordinator of English Learner Programs Director of SPED Spring and Fall</p>	<p>Schedule trainings, substitutes, hourly pay, and/or stipends</p>	<p>Varies by site - \$50,000 to \$100,000</p>	<p>Title I</p>

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>9.2 Provide Extended Learning opportunities for students in danger of failing to meet grade level standards, through site and district budgets.</p> <ul style="list-style-type: none"> <li>Investigate the use of Extended Learning opportunities by both middle and high schools to support the needs of students whose achievement level is two or more years below grade level, in need of credit recovery, or both.</li> </ul> <p>9.3 Administrators will be trained in the implementation of strategies and current research on SWD's</p> <p>9.6 Identify and monitor "Essential Students" to increase the graduation rate</p> <p>9.7 Increase extended year opportunities for students to recover credits or repair grades for A-G requirements.</p>	<p>Directors of Elementary and Secondary Curriculum, Director of State and Federal Programs, site principals</p> <p>Intersession and Summer</p> <p>Site principals, Director of SPED Ongoing</p> <p>Director of State and Federal Programs Ongoing</p> <p>Director of Student Services, Director of Secondary Curriculum, site counselors. Monthly meetings.</p> <p>Director of Secondary and Site Principals.</p>	<p>Schedule</p> <p>Contracts</p>	<p>Varies by site – \$50,000 to \$100,000</p> <p>\$20,000</p> <p>\$550,000</p>	<p>Title I</p> <p>SPED</p> <p>Title I</p>
<p>10. Any additional services tied to student academic needs:</p> <p>10.1 Provide additional targeted support to identified Priority Schools.</p> <ul style="list-style-type: none"> <li>Support consists of monetary or personnel support to assist with intervention programs, professional development for teachers and/or paraprofessionals, and other support coordinated at the district level on behalf of PI schools (to include SES monitoring, coordination, and evaluation, and technical support in assisting schools implement and evaluate their SPSAs)</li> </ul> <p>10.2 Continue to fund career cruising software programs and related professional development for teachers, SWD, and counselors to encourage under-performing students to enroll in college.</p>	<p>Director of State and Federal Programs; Directors of Elementary And Secondary Curriculum; Ass Supt Of Ed Services Annual</p> <p>Director of Career Tech Ed Annual</p>	<p>Contracts</p>	<p>Varies—site and Centralized funds</p> <p>\$30,000</p>	<p>Title I</p> <p>Title I PD</p>

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
10.3 Continue to explore resources for college field trips for “essential students” to ensure that they are aware of college opportunities and have access to post-secondary education.	Director of Career Tech Ed Ongoing annually		\$10,000	Title I PD Grants

**Performance Goal 2:**

**All limited-English-proficient (LEP) students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.**

**Planned Improvement in Programs for LEP Students and Immigrants (Title III)**  
(Summarize information from district-operated programs and approved school-level plans)

Description of How the LEA is Meeting or Plans to Meet this Requirement	
Required Activities	
1. (Per Sec. 3116(b) of NCLB, this Plan must include the following: a. Describe the programs and activities to be developed, implemented, and administered under the subgrant;	1. (a)(b)The Palm Springs Unified School District will implement the following programs, policies and procedures to ensure that all English Learner students meet Annual Measurable Achievement Objectives and Adequate Yearly Progress. Palm Springs Unified School District is committed to implement the following research based solutions: (1) Providing high quality English Language Development instruction (2) Providing access to high quality Reading/ English Language Arts instruction for all English Learners (3) Providing access to high quality Mathematics instruction for all English Learners (4) Implementing data systems to monitor, support and improve instruction for English Learners and (5) Full implementation of a comprehensive professional development program to improve outcomes of English Learners. Title III subgrant funds are used to support these English Learner initiatives through the implementation of the action steps listed in the following sections of this LEA plan.

**Description of How the LEA is Meeting or Plans to Meet this Requirement**

**Required Activities**

b. Describe how the LEA will use the subgrant funds to meet all annual measurable achievement objectives described in Section 3122;

(1) Providing high quality ELD instruction will include: appropriate placement for English Learners, instruction that includes the four domains of language, language development in core content classes in addition to ELD classes, creation of a monitoring tool to define appropriate ELD instruction, monthly walkthroughs to monitor ELD instruction, protected ELD instructional time and a Winter and Summer Academy for “Long Term” English Learners not reaching grade level proficiency.

(2) Providing access to high quality Reading and English Language Arts instruction will include: establishing and implementing a district criteria for placement of English Learners into ELA, ELD and intervention classes, implementation of a data monitoring systems to track and support long term English Learners, providing support for Reclassified English Learners, supporting EL students, ensuring the that Reading Language Arts adoption and implementation focuses on the needs of English Learners, and providing English Learner Professional Development (ELPD) in Language arts for all students.

(3) Providing high quality mathematics instruction for all English Learners will include ELPD for all mathematics teachers with appropriate follow up and coaching utilizing district and site coaches for research based strategy instruction, ongoing monitoring of instruction, and identifying EL students who are “at-risk” in the area of Mathematics.

(4) Implementing data systems to monitor, support and improve instruction for English Learners, with a specific focus on Long-Term English Learners will include: School site data-team training, implementation of data analysis worksheets with an EL focus (Progress Adviser), implementation of the district monitoring system, identification of Long term ELs at 5th and 8th grade, student data at both the site and classroom level.

(5) Full implementation of a comprehensive professional development program to improve outcomes of English Learners will include: English Learner Professional Development, District-wide PLC sharing of best practices for English Learner students, administrator and counselor professional development, instructional aide training and support, Thinking Maps, Write for The Palm Springs Unified School district regularly monitors each school's implementation of district programs, policies, and procedures for the instruction of English Learners. This monitoring takes place through CAASPP, and district benchmark data review, walkthroughs by district administrators, monitoring walkthrough completion by school site principals, visiting each school with the Superintendent (TLC) at least three times each school year, a peer site review of SPSAs monitoring the plans for all schools, district administrators review all site expenditures to ensure that they are in alignment with the SPSA and the district goals for English Learner instruction.

**Description of How the LEA is Meeting or Plans to Meet this Requirement**

**Required Activities**

- c. Describe how the LEA will hold elementary and secondary schools receiving funds under this subpart accountable for:
- meeting the annual measurable achievement objectives described in Section 3122;
  - making adequate yearly progress for limited-English-proficient students (Section 1111(b)(2)(B));
  - annually measuring the English proficiency of LEP students so that the students served develop English proficiency while meeting State Academic standards and student achievement (Section 1111(b)(1));

1. (c) The Palm Springs Unified School District monitors the academic achievement of all English Learners as follows:

EL performance data is monitored through multiple reporting and assessment structures. Reporting is available within both the Student Information System and within the online assessment system used throughout the district. State test scores are used as an initial indicator of student progress for the EL group, with interim/benchmarking assessments, short cycle assessments, and program embedded data used to support teacher and school site progress monitoring. Principals share EL supports and academic progress as part of their data review sessions multiple times per year.

Palm Springs Unified School District administrators monitor the implementation of EL instructional strategies through the use of Progress Adviser. This walkthrough tool is used to provide feedback to teachers at least twice a month on their level of implementation of EL instructional strategies. In addition site administrators monitor the placement of English Learner students in ELD and appropriate grade level core content classes as outlined in the District's Master Plan for English Learners.

All Palm Springs Unified School District school sites have a community liaisons assigned to them who is responsible for monitoring EL and RFEP student progress, coordination of required annual notifications to parents of English Learners, coordinating CELDT testing, increasing EL parent involvement, assisting with the re-designation process.

All site administrators are provided with the AMAO data for their site. If there are schools that are in danger of not meeting the target the Coordinator of EL Programs, Directors of Elementary or Secondary Curriculum Director, the Assistant Superintendent of Educational Services during one of the regularly scheduled TLC visits discuss causes and possible solutions with the site administration. Schools that annually meet and exceed the AMAO targets are invited to share their successful strategies and systems with their colleagues during the Professional Learning portion of the Monthly Principal's meetings.

**Description of How the LEA is Meeting or Plans to Meet this Requirement**

**Required Activities**

d. Describe how the LEA will promote parental and community participation in LEP programs.

The Palm Springs Unified School District promotes parent and community participation in EL programs through a wide variety of means including: bilingual communications and notifications to parents about their rights under Title 5 Section 11303, implementation of the district plan for parent involvement, parent education opportunities, and parent advisory committees including the school site English Learner Advisory Committee (ELAC), the School Site Council (SSC), and the District English Learner Advisory Committee (DELAC).

Parent communications and notifications including parent handbooks are translated. The district strongly encourages all parents to be involved in their children's education. The district parent involvement plan was collaboratively created with teachers, administrators and parents, and it outlines goals for all schools in regards to parent involvement.

All required district advisory committees meet regularly with representatives from all school sites. In addition to the required topics at DELAC meetings, each meeting provides parents with information and opportunity to become involved in their child's education. Minutes from each meeting are distributed to school site and district administration and the DELAC reports annually to the school board about the content of their meetings and recommendations.

Numerous parent education opportunities are provided including parent academies, family programs, and special parent and community involvement topics.

The effectiveness of the LEP programs will be determined by the increase in:

- English proficiency; and
- Academic achievement in the core academic subjects

achievement in the core academic areas. The instructional program includes Structured English Immersion through specialized teaching the English language to students whose first language is not English, English Language Mainstream Instruction (ELM) and when requested and appropriate Alternative Course of Study (ALT). The goal of SEI is for English Learners to acquire English, master core academic content and acquire multicultural proficiency. Instruction is predominantly in English. All English Learners are eligible to receive these services. The program components consist of English Language Development, access to the core curriculum, highly qualified teachers and appropriate supplemental instructional materials.

English Language Development (ELD) is delivered to students according to the English Learner students' English proficiency level. The instructional program is of sufficient duration and intensity to be effective and they are targeted at the English Learner's specific language needs. All students are guaranteed Integrated and Designated ELD. Integrated ELD occurs all day throughout all content areas. Designated ELD is a protected time during the day where students are taught English language acquisition using the ELD Standards, at minimum, students will receive 30 minutes of Designated ELD. ELD instruction is provided using District approved supplementary ELD materials and the ELD components of our core English Language Arts and ELD programs (Treasures, Holt, Keystone)

Academic instruction for English Learners is designed and implemented to ensure that they meet the district's content and performance standards for their respective grade levels in a reasonable amount of time. Access to the core curriculum is provided through explicit, well-articulated standards based differentiated instruction in the core content areas (math, science, social studies, etc.) Teachers instruct using Integrated and Designated ELD as well as Specially Designed Academic Instruction in English (SDAIE) strategies and other key instructional strategies. Primary language support is allowable to clarify, direct, support, explain and or motivate English Learners. Students are placed in grade level content area classes with support or should be placed according to skill level, not English proficiency. English Learners have access to the full range of available interventions to assist them with accessing the core. Teachers assist students in accessing grade level content using English as the language of instruction. The District English Learner Programs office monitors with the Directors of Elementary and Secondary Curriculum and Instruction selection of materials used in the classroom for delivery of Integrated and Designated ELD as well as SDAIE instruction. School site administrators ensure an effective and efficient academic program for English Learners by monitoring the implementation of key EL instructional strategies. All school sites establish goals for increasing the number of English Learners at proficiency or above on the California Standards Test and the CELDT. The Palm Springs Unified School District English Learner and Content Specialists provide coaching and co-teaching opportunities for classroom teachers. The EL Specialists also provide on going formal and informal staff development to teachers and instructional assistants. In addition to the centralized EL Specialists provided by the district, each site has an assigned community liaisons to assist with bridging families and schools - being a voice for those parents who may have language barriers.

**Description of How the LEA is Meeting or Plans to Meet this Requirement**

**Required Activities**

- 3. Provide high quality professional development for classroom teachers, principals, administrators, and other school or community-based personnel.
  - a. designed to improve the instruction and assessment of LEP children;
  - b. designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for limited-English-proficient students;

3) Providing all English Learners in the Palm Springs Unified School District with high quality instruction based on scientifically research based strategies, is a priority. Professional Development is provided in a wide variety of ways to accomplish this goal. This professional development is provided for instructional assistants, classroom teachers, school site administrators, district administrators and parents. The needs of professional development are identified through an analysis of assessment data and walkthrough data.

a)(b)(c)The District provides training for all teachers in English Language Arts (ELA) and English Language Development (ELD) that is focused on research based instructional strategies targeted at the specific needs of English Learner students. This training is designed to assist teachers in understanding and fully utilizing resources to meet the rigorous California ELA and ELD Standards.

The District will revise and implement the annual district grade/course level curriculum pacing guides using committees of site and district representatives who review all adopted ELA/ELD materials, state assessment blueprints and resources.

The District will continue to provide professional development for all teachers in analyzing assessment data with a focus on the performance of EL students across all subjects.

**Description of How the LEA is Meeting or Plans to Meet this Requirement**

**Required Activities**

<p>c. based on scientifically based research demonstrating the effectiveness of the professional development in increasing children’s English proficiency or substantially increasing the teachers’ subject matter knowledge, teaching knowledge, and teaching skills;</p>	<p>The District will continue to provide professional development in collaboration and data drive decision making.</p> <p>The District will continue to provide professional development for paraprofessionals and instructional aides who work with EL students in the implementation of the newly adopted curriculum and the implementation of research based instructional strategies.</p> <p>The District will continue to provide professional development in the ELA/ELD Framework to enhance their questioning strategies and accelerate language acquisition and language proficiency in ELA and ELD classes.</p> <p>The District will continue to provide on-going professional development to administrators and school counselors in the appropriate placement of EL students.</p> <p>The District will continue to provide professional development for administrators in the use of electronic tablets to monitor EL strategies in the classroom as part of the “walk-through” observations tool on Progress Adviser.</p> <p>The District will continue to provide on-going professional development in research-based instructional strategies for teachers, and administrators of EL’s – ie: (Thinking Maps, Write from the Beginning, Sentence Frames, Structured Student Interactions, Language objectives, strategies from the vignettes, snapshots, and grade level chapters from the ELA/ELD Framework)</p> <p>The District will provide professional development for parents of English Learners (Parent/family programs, Family Engagement conferences, Family Literacy Project, etc.)</p>
<p>d. long term effect will result in positive and lasting impact on teacher performance in the classroom.</p>	<p>d) Through the professional development in the area of Data Driven Decision Making, as well as research based instructional strategies, classroom teachers will develop the skills and practices necessary to engage in a continuous improvement model. The analysis of student results on Interim and Benchmark Assessments, Short Cycle Assessments, and state assessment data (e.g. SBAC, CELDT) will demonstrate academic progress for English Learner students. This improvement in instructional practice will be observed through data collected through Progress Advisor.</p>

**Description of How the LEA is Meeting or Plans to Meet this Requirement**

**Required Activities**

4. Upgrade program objectives and effective instruction strategies.

**Check if Yes: X**

**If yes, describe:**

The District creates annual benchmark expectations for English Learners by the number of years EL students are enrolled in the United States school system and by progress EL students make towards English proficiency.

The District analyzes longitudinal data to assess issues of program consistency and long term program impact for English Learners.

Classroom teachers utilizing the short cycle formative assessments as part of the DAW process are able to increase rigor and make informed instructional decisions about re-teaching essential standards and or providing additional opportunities for instruction.

An analysis of AMAO data is used to identify schools who are not increasing the language proficiency of English Learner students, those schools receive additional planning and assistance in developing programs to meet the needs of their EL students.

**Planned Improvement in Programs for LEP Students and Immigrants (Title III)**  
 (Summarize information from district-operated programs and approved school-level plans)

Description of How the LEA is Meeting or Plans to Meet this Requirement	
Allowable Activities	
5. Provide: <ul style="list-style-type: none"> <li>a. tutorials and academic or vocational education for LEP students; and</li> <li>b. intensified instruction.</li> </ul>	<p><b>Check if Yes:</b> X</p> <p><b>If yes, describe:</b>            The District implements Intensive and Strategic Interventions for all students who need them, including EL students and Students with Disabilities.</p> <p>The District provides intersession and summer school for students in danger of failing to meet grade level standards, through centralized programs and site programs. LTEL (Long Term English Learners) are a top priority of these programs.</p> <p>The District and sites provide summer or intersession intensive language development sessions prior the start of the school year. LTEL (Long Term English Learners) are a top priority of these programs.</p>
6. Develop and implement programs that are coordinated with other relevant programs and services.	<p><b>Check if Yes:</b> X</p> <p><b>If yes, describe:</b>            The district provides English Learner students who need additional instruction priority in after school programs at all elementary and middle schools as part of the After School Education and Safety Program (ASES)</p> <p>The Educational Services Department coordinates with the Special Education Department to identify English Learners who are also Special Education students to ensure that instruction is targeted to meet their individual needs. Goal setting and mentoring is provided and offered for those multi-identified students.</p> <p>Collaboration with the College of the Desert is conducted to provide parent English Classes and the District Parent Center as well as the Department of English Learner Programs to provide community professional development and opportunities for parents to learn how to become involved in their local schools and to support their children's acquisition of academic English language.</p>

**Description of How the LEA is Meeting or Plans to Meet this Requirement**

**Allowable Activities**

7. Improve the English proficiency and academic achievement of LEP children.

**Check if Yes:**  
X

**If yes, describe:**

The District is in the process of implementing the CA ELD standards that are aligned with the English Language Arts (ELA) and English Language Development (ELD) curriculum and instruction. This has created a well-articulated sequence of courses that have entry and exit criteria and advance students successfully through the phases of language acquisition.

Throughout the District there is active recruitment of English Learner students for GATE, Advanced Placement (AP) and honors classes but this is an area that will have an added emphasis over the next few years.

Professional development is offered in all content areas to secondary teachers to assist them with research based strategies to increase academic vocabulary in EL students.

8. Provide community participation programs, family literacy services, and parent outreach and training activities to LEP children and their families -

- To improve English language skills of LEP children; and
- To assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children.

**Check if Yes:**  
X

**If yes, describe:**

The District will implement high quality professional development for parents and community members through collaboration with College of the Desert, Project 2 Inspire, The Parent Institute, District and site community liaisons, The Family Involvement network (FIN) and the Latino Family Literacy Project.

There are two-way communication strategies in English and Spanish with parents, families, and community members regarding academic proficiency, academic progress, student results, parent rights, and parent opportunities for involvement. This communication occurs at both the site and district level in both written and spoken avenues and through the Web.

Parents participate in District committees, ELAC and DELAC and through these committees, parents are provided with training about how to help their children meet the rigorous state content standards, and acquire English. Parent nights are provided in Math and Science at schools throughout the district. These nights focus on the needs of EL parents and students.

**Description of How the LEA is Meeting or Plans to Meet this Requirement**

**Allowable Activities**

9. Improve the instruction of LEP children by providing for -
- The acquisition or development of educational technology or instructional materials
  - Access to, and participation in, electronic networks for materials, training, and communication; and
  - Incorporation of the above resources into curricula and programs.

**Check if Yes:**  
X

**If yes, describe:**  
English Learner students have access to the electronic network as part of the District implementation of Google. This provides students with access to a suite of online word processing, presentation, data collection, and storage via the cloud.

Students have access to technology through innovative district programs such as 24/7 and utilize iPads, Chromebooks and other technological devices to enhance their instruction and to increase academic language acquisition.

Many technology based instructional programs are in use throughout the district, Reading A-Z, Raz-Kids, Lexia, and Reading Plus are used with English Learner students.

10. Other activities consistent with Title III.

**Check if Yes:**  
X

**If yes, describe:**  
The Palm Springs Unified School District has implemented a comprehensive system of data driven decision making and professional collaboration. The use of PLC system and supporting documentation ensure that teachers are analyzing EL student data, monitoring EL student progress, and collaborating around meaningful assessments and effective instructional strategies.

**Performance Goal 2 (continued):  
Plans to Notify and Involve Parents of Limited-English-Proficient Students**

Parents of Limited-English-Proficient students must be notified:

The outreach efforts include holding and sending notice of opportunities for regular meetings for the purpose of formulating and responding to recommendations from parents.

<b>Description of How the LEA is Meeting or Plans to Meet this Requirement</b>	
<b>Required Activities</b>	
<p>1. LEA informs the parent/s of an LEP student of each of the following (per Sec. 3302 of NCLB):</p> <p>a. the reasons for the identification of their child as LEP and in need of placement in a language instruction educational program;</p>	<p>(1) The Palm Springs Unified School District meets all requirements of parent notification through our parent notification of annual progress, parent notification of placement and reclassification documents. These forms are provided in English and Spanish and they are provided no later than 30 days after the beginning of the school year, or in the case of the reclassification document as soon as the recommendation has been made. All parents are notified of their students program placement and the options that are available for them. These forms are reviewed annually through the DELAC. Each site elects one representative and one alternate to attend the minimum six DELAC meetings held each year. The process for identification and placement is reviewed annually.</p> <p>1. (a) Parents are notified of EL identification through the annual parent notification and the initial results of assessment notification. These notifications are created from our student information system, populated with the student's data and mailed to the student's home. An additional copy is generated for the school site to review with parents.</p>
<p>b. the child's level of English proficiency, how such level was assessed, and the status of the student's academic achievement;</p>	<p>(b) The results of the CELDT exam (used for identification and progress monitoring) are mailed home with the parent notification of annual progress.</p>
<p>c. the method of instruction used in the program in which their child is or will be, participating, and the methods of instruction used in other available, programs, including how such programs differ in content, instruction goals, and use of English and a native language in instruction;</p>	<p>(c) The program choices are outlined for parents on the notification of placement, parents are also given the opportunity to meet with their child's teacher and/or school administrator to discuss program options.</p>
<p>d. how the program in which their child is, or will be participating will meet the educational strengths and needs of the child;</p>	<p>(d) (e) (f) (g) The parent notification letter is provided in English and Spanish and provides information to parents about the program choices Specially Designed Academic Instruction, Alternative Course of Study, English Language Mainstream and English Only instructional program, that are available to them.</p>
<p>e. how such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation;</p>	
<p>f. the specific exit requirements for such program, the expected rate of transition from such program into classrooms that are not tailored for limited English proficient children, and the expected rate of graduation from secondary school for such program if funds under this title are used for children in secondary schools;</p>	
<p>g. in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child;</p>	
<p>h. information pertaining to parental rights that includes written guidance detailing -</p>	

**Description of How the LEA is Meeting or Plans to Meet this Requirement**

**Required Activities**

<ul style="list-style-type: none"> <li>i. the right that parents have to have their child immediately removed from such program upon their request; and</li> <li>ii. the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available;</li> <li>iii. the LEA assists parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the LEA.</li> </ul>	<p>(h) Parents are provided with a comprehensive detail of their rights through the parent notification letter, including the right to request an Alternative program or for the request to be placed in an English Only instructional classroom. All parents are informed that all EL students are still required to receive ELD instruction.</p>
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**Note:** Notifications must be provided to parents of students enrolled since the previous school year: not later than 30 days after the beginning of the schools year. If students enroll after the beginning of the school year, parents must be notified within two weeks of the child being placed in such a program.

The Palm Springs Unified School District meets all requirements of parent notification through our parent notification of annual progress, parent notification of placement and reclassification documents. These forms are provided in English and Spanish and they are provided no later than 30 days after the beginning of the school year, or in the case of the reclassification document as soon as the recommendation has been made. All parents are notified of their students' program placement and the options that are available for them.

**LEA Parent Notification Failure to Make Progress**

If the LEA fails to make progress on the annual measurable achievement objectives it will inform parents of a child identified for participation in such program, or participation in such program, of such failure not later than 30 days after such failure occurs.

If any school or districtwide subgroup fails to meet the Title III annual measurable achievement objectives, the Palm Springs Unified School District informs parents of the District's failure to meet the AMAO within 30 after the notification has been made.

**Performance Goal 2 (continued):  
Plans to Provide Services for Immigrants**

If the LEA is receiving or planning to receive Title III Immigrant funding, complete this table (per Sec. 3115(e)).

Description of How the LEA is Meeting or Plans to Meet this Requirement	
Allowable Activities	
1. Family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children:	<p><b>Check if Yes:</b> X</p> <p><b>If yes, describe:</b> Translation for parents of newcomers that speak other language than Spanish (via phone in system). Provide training to educate parents in essential standards and how to help their children with: coping mechanisms, proper nutrition, study skills, early literacy skills, foundational math skills, Navigating through the education system, including A-G, reclassification, and other graduation criteria, and cultural adaptation skills.</p>
2. Support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth:	<p><b>Check if Yes:</b> X</p> <p><b>If yes, describe:</b> EL Community liaisons to work with newcomers that speak a language other than English (and support our newcomers who speak a language other than English and Spanish). Provide professional development opportunities for personnel (including classified support specialists).</p>
3. Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth;	<p><b>Check if Yes:</b> X</p> <p><b>If yes, describe:</b> Tutoring will be made available to immigrant students pending availability of funds, extra services offered via community liaison program.</p>
4. Identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds:	<p><b>Check if Yes:</b> X</p> <p><b>If yes, describe:</b> Purchase bilingual dictionaries/glossaries and bilingual curriculum, materials, including software (Rosetta Stone).</p>
5. Basic instruction services that are directly attributable to the presence in the school district involved of immigrant children and youth, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instruction services:	<p><b>Check if Yes:</b> X</p> <p><b>If yes, describe:</b> Services are provided as appropriate to the level of the student.</p>
6. Other instruction services designed to assist immigrant children and youth to achieve in elementary and secondary schools in the USA, such as programs of introduction to the educational system and civics education:	<p><b>Check if Yes:</b> X</p> <p><b>If yes, describe:</b> Through guidance lessons, educate students on A-G, reclassification, and other graduation requirements. Encourage parent participation in ELAC and DELAC committee and SSC, provide parents with site contact for further information, as well as regular community liaison meetings</p>

**Description of How the LEA is Meeting or Plans to Meet this Requirement**

**Allowable Activities**

7. Activities coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant children and youth by offering comprehensive community services:

**Check if Yes:**

X

**If yes, describe:**

Access to PSUSD Parent Resource Center  
Involvement in Project 2 Inspire and Latino Family Literacy Programs  
Continuous involvement with school partners  
Continuous involvement with various entities and community organizations.

**Performance Goal 3:**  
**All students will be taught by highly qualified teachers.**

**Summary of Needs and Strengths for Professional Development**

Based on a needs assessment of teacher data for your district, include a narrative that describes areas of needed professional development and areas where adequate professional development opportunities exist.

**[Description of activities under Title II, Part A, Subpart 1, Grants to LEA]**

<b>Strengths</b>	<b>Needs</b>
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Strengths	Needs
<p>99.4 percent of the teachers in PSUSD have the subject matter knowledge and teaching skills to provide all students with the opportunity to meet challenging state academic achievement standards, and to meet the Highly Qualified Standards established by the Federal Government in NCLB.</p> <p>All para-professionals that work directly with students meet the NCLB guidelines.</p> <p>All principals and assistant principals have been provided with professional development and instructional leadership skills to help teachers provide all students with the opportunity to meet the state's academic achievement standards.</p> <p>Starting summer of 2015 and beyond secondary math teachers received training on the CA State Standards adopted materials.</p> <p>PSUSD will pilot new ELA curriculum in 2016-17 for adoption in 2017-18.</p> <p>Title II funds pay for nine Teachers on Special Assignment (TOSAs) each year. These teachers provide staff development, content-area coaching, and peer evaluation with core curriculum teachers in mathematics, science, and English Language Arts. Three of these teachers work with English Language Learners who each specialize with elementary, middle, and high school teachers. One TOSA focuses on Gifted and Talented Education (GATE) strategies for teachers K-12 and another TOSA specializes on incorporating technology into curriculum with teachers K-12, and one TOSA supports visual and performing arts curriculum for teachers K-12.</p> <p>Title II funds pay for 5 Reflective teachers plus additional part time teachers to work with new teachers and those requesting PAR assistance.</p> <p>All PSUSD teachers are CLAD certified.</p> <p>Teachers will continued to be trained in Thinking Maps, Write From the Beginning and Write from the Beginning and Beyond; and that these instructional strategies are implemented throughout the district.</p>	<p>During spring 2017 elementary and secondary teachers will begin to be trained in newly adopted ELA CA State Standards materials.</p> <p>During summer 2018 train elementary teachers in newly adopted CA State Standards materials</p> <p>Additional training for high school teachers in Advanced Placement (AP) training is needed. 2016 and beyond</p> <p>District wide strategies and professional development to engage students, to provide differentiated instruction, and to provide good "first instruction" are identified needs for the next three years and are incorporated into the professional development plan.</p> <p>Professional development and training for special education inclusion is also an identified need for the next three years and is incorporated into the professional development plan.</p> <p>A new process for SST's is planned.</p>

**Performance Goal 3:  
All students will be taught by highly qualified teachers.**

**Planned Improvements for Professional Development (Title II)**  
(Summarize information from district-operated programs and approved school-level plans)

Descriptions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. How the professional development activities are aligned with the State’s challenging academic content standards and student academic achievement standards, State assessments, and the curricula and programs tied to the standards:</p> <p>The Palm Springs Unified School District has developed a professional development plan that is aligned with the State’s challenging and rigorous academic standards. All adopted materials are aligned with the State’s challenging academic content standards. During professional development when teachers are provided with materials, sample strategies and lessons are provided to ensure that student academic achievement can be mastered. District created standards based assessments and supplementall materials have been developed and purchased for teachers.</p> <p>The District’s Coordinator of Professional Development conducts a yearly needs assessment from teachers, principals, and paraprofessionals. Professional Development is based on identified needs and strengths of the staff in relation to student achievement results and research-based instructional strategies.</p> <p>The District has incorporated a Teacher Learning Cabinet (TLC) where district leadership, including the superintendent, assistant superintendent of Education Services, and Directors of C&amp;I meet with site administrators of all schools to discuss achievement data, implementation of programs, interventions, concerns, and effective use of resources.</p>	<p>Coordinator of Professional Development Directors of Elementary and Secondary Curr 2016</p>	<p>Trainers Teacher Stipends Substitutes</p>	<p>\$650/teacher \$200/day/per teacher \$155/day</p>	<p>Title I Title II Title III SPED</p>
<p>2. How the activities will be based on a review of scientifically based research and an explanation of why the activities are expected to improve student academic achievement:</p> <p>The professional development activities are based on scientifically based research that supports the needs of the district’s student population. The latest research is shared with the teachers and supports the strategies that are taught. These strategies are targeted towards English Learners, SWD’s, Foster youth, and low socio-economic students.</p>	<p>Coordinator of Professional Development Directors of Elementary and Secondary Curr. 2016</p>	<p>Timecards Substitutes</p>	<p>\$45/hour \$155/day</p>	<p>Title I Title II Title III SPED</p>

Descriptions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>3. How the activities will have a substantial, measurable, and positive impact on student academic achievement and how the activities will be used as part of a broader strategy to eliminate the achievement gap that separates low-income and minority students from other students:</p> <p>These professional development activities include effective tutoring strategies, extended time activities, targeted instruction, professional learning and collaboration, and data-driven decision making.</p> <p>Professional Development activities are prioritized for Alternative Government Schools (AGTLC) and Desert Hot Springs sites and the District Teachers on Special Assignment (TOSA)'s prioritize their work schedule for these schools. A deeper analysis of student achievement and closing the achievement gap is planned to determine the success of professional development.</p>	<p>Coordinator of Professional Development Directors of Elementary and Secondary Curr, site principals. 2016</p>	<p>Timecards Substitutes</p>	<p>\$45/hour \$155/day</p>	<p>Title I Title II Title III SPED</p>
<p>4. How the LEA will coordinate professional development activities authorized under Title II, Part A, Subpart 2 with professional development activities provided through other Federal, State, and local programs:</p> <p>Planned Title II activities will ensure that all teachers in PSUSD are Highly Qualified to meet the NCLB requirements and professional development activities provided through Title I, Title II, and EIA will support and supplement the Title II training. Teachers on Special Assignment (TOSA's) will support teachers in the classroom and Cognitive Coaches providers will support new teachers. The Director of Certificated Personnel will support principals and teachers to increase teacher effectiveness and to align standards for the teaching profession.</p> <p>Any site in Program Improvement ensures through their site Single Plan for Student Achievement (SPSA) that a minimum of 10 percent of the Title I budget is allocated towards professional development. Some of these activities may include peer coaching, peer observations, participation in outside professional development activities, professional learning collaboration, or contracting with outside consultants. There is a clear focus for the site's needs based upon student achievement.</p>	<p>Coordinator of Professional Development Directors of Elementary and Secondary Curr Director of State and Federal Programs Director of Certificated Personnel Spring and Summer of each school year.</p>	<p>Timecards Substitutes</p>	<p>\$45/hour \$155/day</p>	<p>Title I Title II Title III SPED</p>

Descriptions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>5. The professional development activities that will be made available to teachers and principals and how the LEA will ensure that professional development (which may include teacher mentoring) needs of teachers and principals will be met:</p> <p>Ongoing professional development is available to teachers during the school day, on Saturdays, and during the summer or during intersessions. Training is advertised and available through the district professional development on-line registration system (PD Links) and is monitored by the Coordinator of Professional Development. As required by Title I, all schools in Program Improvement also set aside 10% of their site budgets for professional development. TOSAs are also utilized to assist with PD as needed at each school site.</p> <p>Ongoing, long-term professional development is provided for teachers throughout the district based on the identified professional development needs. These activities include Annual Common Core Conference, Math Training; Response to Intervention; English Language Learner Professional Development ); Thinking Maps; and Student Engagement. The use of professional development strategies is monitored by the Assistant Superintendent of Education Services, the Directors of Curriculum and Instruction, and the Director of Special Education in their bi-monthly TLC meetings.</p>	<p>Coordinator of Professional Development Directors of Elementary and Secondary Curr, site principals Director of Special Ed Asst. Supt. of Ed. Services 2016 and thereafter as needed</p>	<p>Contract Substitutes Stipends</p>	<p>\$15,000 \$155/day \$200/day</p>	<p>Title I Title II Title III SPED</p>
<p>6. How the LEA will integrate funds under this subpart with funds received under part D that are used for professional development to train teachers to integrate technology into curricula and instruction to improve teaching, learning, and technology literacy:</p> <p>The District's Coordinator of Professional Development collaborates with site administrators and technology personnel to ensure that technology related professional development links to other district and school professional development activities.</p>	<p>Coordinator of Professional Development Directors of Elementary and Secondary Curr Director of State and Federal. Site principals Technology TOSA 2016</p>	<p>Trainers Stipends Substitutes</p>	<p>\$15,000 \$200/day \$155/day</p>	<p>Title I Title II Title III EETT SPED</p>

Descriptions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Infusing technology with professional development is an ongoing focus for all teachers to ensure that 21st Century learning occurs. Technology grants provide hardware, software applications, instruction and ongoing support to help teachers infuse curriculum standards. The district's technology TOSAs work with teachers at each site during the school year, the summer, during intersessions, and Saturdays to provide training. The on-line registration system (PD Links) is utilized.</p> <p>Currently online classes for Special Education teachers are available for Autism certifications.</p> <p>Flipped Professional Development is available through Chrome Warrior and in-person collaboration.</p> <p>Self-paced gamified technology training is available via Chrome Warrior.</p>				
<p>7. How students and teachers will have increased access to technology; and how ongoing sustained professional development for teachers, administrators, and school library media personnel will be provided in the effective use of technology. (Note: A minimum of 25% of the Title II, Part D Enhancing Education through Technology funding must be spent on professional development.):</p> <p>Palm Springs Unified School District has a state approved technology plan that ensures all students have equal access to educational technology as required by Title II Part D.</p>	<p>Coordinator of Professional Development Directors of Elementary and Secondary Curr Director of State and Federal Technology TOSA 2016</p>	<p>Trainers Stipends Substitutes</p>	<p>\$15,000 \$200/day \$155/day</p>	<p>Title I Title II Title III EETT Grant SPED</p>

Descriptions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>All classrooms are networked with Internet access. Most elementary schools and all middle and high schools have computers in the library/media center available for students to use after school, during lunch, and before school. These media centers are available to teachers for class time activities. Most classrooms are equipped with LCD projectors, and classrooms are moving towards implementing ELMOS, Student Response Systems, Inter-write Pads, and I-Pads to increase student achievement. Several elementary schools have implemented a 24/7 laptop program with results that indicate an increase in student achievement. All technology equipment is available to the entire student population including Special Education, GATE, English Learners, and those students requiring intervention.</p> <p>The district provides a minimum of 10 days of professional development to integrate technology into core curricula. The District contracts with the Region 10 California Technology Assistance Project (RIMS CTAP) for the Professional Development. Teachers are released from the classroom to co-plan and to provide coaching to core teachers.</p>				
<p>8. How the LEA, teachers, paraprofessionals, principals, other relevant school personnel, and parents have collaborated in the planning of professional development activities and in the preparation of the LEA Plan:</p> <p>Input is solicited from a variety of stake-holders for professional development needs. Student assessment data was utilized and Professional Development was targeted towards subgroups that did not make academic achievement – ie: Students with Disabilities, English Learners, and socio-economically disadvantaged (SED) students. At the end of each professional development activity an evaluation is completed by teachers and other participants.</p>	<p>Principal Meetings Parent Meetings – Title I, DAC, DELAC, GATE, SPED Teacher and paraprofessional PD evaluations 2016 based on survey data</p>	<p>Contracts Stipends Timecards</p>	<p>\$10,000 \$200/day \$45/hr</p>	<p>Title I Title II Title III SPED</p>
<p>9. How the LEA will provide training to enable teachers to:</p> <ul style="list-style-type: none"> <li>• Teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency;</li> <li>• Improve student behavior in the classroom and identify early and appropriate interventions to help all students learn;</li> <li>• Involve parents in their child’s education; and</li> <li>• Understand and use data and assessments to improve classroom practice and student learning.</li> </ul>				

Descriptions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Professional development needs in the above areas are provided by the appropriate personnel to ensure that student academic achievement is reached. This is accomplished through curriculum trainings, principal meetings, site support meetings, AGTLC &amp; TLC visits, site and summer professional development trainings, Saturday trainings, and other venues as needed. Specific professional development activities include:</p> <ul style="list-style-type: none"> <li>• Strategies on differentiated instruction</li> <li>• English Language Professional Development</li> <li>• Increasing appropriate student behavior</li> <li>• Identification of appropriate interventions</li> <li>• Understanding and using data and assessment to improve classroom instruction and student learning</li> <li>• Infusing GATE strategies into the classroom</li> <li>• Implementing and supporting Student Assistance Programs (SAP)'s</li> <li>• School and District committees to support various parent committees such as DAC, DELAC, SSC, PTO, etc.</li> <li>• Professional Development and training for administrators</li> <li>• Professional Development and training for paraprofessionals</li> </ul>	<p>Coordinator of Professional Development; Coordinator of ELL, Directors of Elementary and Secondary Curriculum; Director of SPED; TOSA for EL's TOSA's for core curriculum, site principals Director of Student Services Director of State and Federal Programs; Director of CTE; Coordinator of Data Analysis; Asst Supt of Ed Svs 2016 thereafter as needed</p>	<p>Trainers Timecards Stipends</p>	<p>\$50,000 \$45/hr \$200/day</p>	<p>Title I SPED State Flexibility Title II Title III SPED</p>
<p>10. How the LEA will use funds under this subpart to meet the requirements of Section 1119:</p> <p>The District addresses the need for Highly Qualified Teachers and has an approved Title II plan from the State. The plan sets standards for teachers to have the knowledge and skills necessary to lead student to high levels of academic achievement.</p> <p>The newly trained preliminary credential teacher participates in the BTSA Induction program. This is a rigorous two-year program and bridges pre-service training and the applied application in the classroom.</p>	<p>Director of State and Federal Programs; Director of SPED, Coordinator of Professional Development 2016 thereafter as needed</p>	<p>Timecards Stipends Substitutes</p>	<p>\$45/hr \$200/day \$155/day</p>	<p>Title I Title II Title III State Flexibility SPED</p>

Descriptions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Through high-quality professional development, teachers understand the link between instruction and student performance. Teachers receive personalized coaching from their support providers and the teachers are offered opportunities for relapse time to observe exemplary teachers and then reflect and establish personal growth as new teachers. All teachers are required to demonstrate an understanding of the areas of special populations which includes English Learners, Special Education, and GATE students. They must also involve parents in student education.</p> <p>The professional development funds are used for contracts with professional development providers, substitutes, teacher stipends, in-house trainers, supplemental expenses and materials. The use of these funds assists with an increase in student academic achievement.</p>				

**Performance Goal 4:**

**All students will be educated in learning environments that are safe, drug - free, and conducive to learning.**

**Environments Conducive to Learning (Strengths and Needs)**

Please provide a list of the LEA's strengths and needs regarding how students are supported physically, socially, emotionally, intellectually, and psychologically in environments that are conducive to learning, along with the LEA's strengths and needs regarding student barriers to learning (e.g., attendance, mobility, and behavior).

<b>Strengths</b>	<b>Needs</b>
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- There is ongoing data collection on ATOD and violence through the California Healthy Kids Survey (CHKS). Annual suspension and expulsion data are used to drive strategies and implementation district-wide at specific school sites.
- Campaigns during Red Ribbon Week and Great American Smoke Out take place at every school site.
- The Coordinator of Student Assistance Programs coordinates the Student Assistance Program (SAP)
- Comprehensive Safe School Plans are reviewed and updated annually, including review of all policies and procedures as well as updated safety and school climate goals.
- There is a district Crisis Response team and trained leadership at each site.
- There is a centralized approach to tracking chronic attendance issues and a strong SARB process that includes District Attorney Mediation and Court Filings on severe truancy.
- Attention to diversity and tolerance issues is woven throughout the curriculum as well as addressed through site based programs/projects.
- The Child Nutrition Program provides for free breakfast
- All students returning from expulsion meet with Student Services staff or site administration to receive guidance and appropriate school placement.
- All students returning (or entering) our district from a court placement meet with an administrator of the Student Services department for guidance and school placement.
- PRICE Parenting classes are offered in Spanish during the school year. Other parents are referred to community agencies offering parenting classes in English.
- Counseling services provided at elementary school sites through either District elementary counselors or contract services.
- There are three active SARB panels that meet monthly throughout the school year. These SARB panels address the attendance concerns of students in specific geographic areas of our district.
- Group information meetings are held with the County District Attorney to inform families of the compulsory education law.
- Monthly, the County District Attorney holds Family mediation meetings with families when the district SARB has exhausted their interventions.
- The district SARB efforts have resulted in actions taken by the County District Attorney and the Juvenile Court.
- Student Services uses Synergy data to monitor and compile attendance trends and provide information to the sites.
- Prevention Specialists are assigned to each secondary school to support students at risk and work on attendance issues
- "Essential Students" at risk of dropping out are

that supports our ATODV instructional efforts.

- Teacher training in strategies for integrating ATOD and violence education into curriculum K-12 has not been available due to emphasis on academic accountability .
- Bullying issues at all K-12 levels need to be addressed more strategically.
- Funding to be sought to maintain continual support of the Student Assistance Program (assessment component).
- Reduce the number of suspensions and expulsions related to substance abuse.
- The SST process needs updating.
- Alternative options for elementary and middle schools students should be explored
- Increase the community liaison/outreach program
- Strengthen the resources available to meet the needs of "essential students"

**Environments Conducive to Learning (Activities)**

Please list the activities or programs supported by all NCLB or state funded programs that the LEA will implement to support students physically, socially, emotionally, intellectually, and psychologically in environments that are conducive to learning. Include programs and strategies designed to address students' barriers to learning (e.g. attendance and behavior). Include a copy of the LEA's code of conduct or policy regarding student behavior expectations.

Activities
<ul style="list-style-type: none"><li>• Student support groups will provide students drug awareness education and anger management skills.</li><li>• Specific academic interventions are available ranging including before-and after school classes and period classes during the school day in reading and math.</li><li>• Bullying Prevention and Intervention programs will be explored and implemented K-12.</li><li>• A new SST process will be implemented</li><li>• Implement a strategic approach to address the needs of "essential students".</li></ul> <p>Prevention Specialists will be established at all middle and high schools Elementary Counselors will be established at Elementary Schools with the highest need.</p>

**Needs and Strengths Assessment (4115(a)(1)(A))**

Based on data regarding the incidence of violence and alcohol, tobacco, and other drug use in the schools and communities to be served, and other qualitative data or information, provide a list of the LEA's strengths and needs related to preventing risk behaviors.

Strengths	Needs
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Strengths	Needs
<ul style="list-style-type: none"> <li>• Positive alternative clubs and activities will be provided at all K-12 schools: these activities include but are not limited to theater/drama groups, athletics and sports.</li> <li>• Peer empowerment/leadership programs : Elementary grades (K-5): Peace Leaders, Six Pillars of Character, Character Counts, Peer Coaching, Peace Patrol, Peer Conflict Mediation, Conflict Resolution, No Bullying. Middle school grades (6-8): Diversity &amp; Tolerance Education, Character Education, health awareness fairs, drama productions, Conflict Resolution. High school grades (9-12): Peer Conflict Mediation, Link Crew, PLUS program. District-wide and community support for site involvement in special campaigns: Red Ribbon Week, Great American Smoke Out, National Drunk Driving Awareness, and Violence Prevention Awareness.</li> <li>• School Resource Officers in every district high school work as part of the Youth Accountability Team along with a Probation Officer, supported by a District Attorney, to work with students and their families as a prevention strategy by helping students to be more successful in school and the community.</li> <li>• Strengthen collaborations with community agencies to provide meaningful resources to students and families: i.e., affordable family counseling services, services through the various Indian tribes, parenting support.</li> <li>• Provide PRICE parenting classes to support parents (In English and Spanish).</li> <li>• Use strategies through the Student Attendance Review Board (SARB) to intervene on school trancies and high school dropouts. A minimum of three Referrals made by district employees to Healthy Families and Healthy Kids programs.</li> <li>• Referrals to the district's Student Services department and the district's Community Liaison team.</li> <li>• Provide re-entry services to students returning (or entering) our school district from a court appointed placement.</li> <li>• Participate in the Rotary service club project Shoes That Fit to provide shoes and school uniforms to students in need.</li> <li>• Purchase research validated, scientific-based curriculum to support the prevention and intervention work in the district.</li> </ul> <p>Prevention Specialists are assigned to mentor students at middle and high schools.</p>	<p>Need to develop more resources and strategies to address "essential students"</p> <p>Need to develop additional strategies to reduce substances abuse on school sites</p> <p>Increase the community liaison/outreach program which includes providing translation of services for parents as needed, conducting home visits on attendance issues and to bridge parents to community and school resources; and providing mentoring or advocacy for parents in conferences and meetings.</p> <p>Provide elementary school counseling</p> <p>Evaluate effects of contraband sniffing dogs to possible increase program</p>

**Performance Goal 4:**

**All students will be educated in learning environments that are safe, drug - free, and conducive to learning.**

**Safe and Drug Free Schools and Communities (SDFSC) and Tobacco Use Prevention Education (TUPE)**

**Prevention Program Performance Indicators (4115(a)(1)(B))**

The LEA is required to establish a biennial goal for all of the performance indicators listed below. List specific performance indicators for each grade level served, and for each listed measure, as well as the date of, and results from, the baseline administration of the Healthy Kids Survey:

<b>Alcohol, Tobacco, Other Drug Use, and Violence Prevention Performance Measures from the California Healthy Kids Survey</b>	<b>Most Recent Survey date: 02/01/2014 Baseline Data</b>	<b>Biennial Goal (Performance Indicator)</b>
The percentage of students that have ever used cigarettes will <b>decrease</b> biennially by:	5th: 2% 7th: 2%	5th: 1% 7th: 1%
The percentage of students that have used cigarettes within the past 30 days will <b>decrease</b> biennially by:	7th: 1% 9th: 3% 11th: 4%	7th: 0.5% 9th: 1% 11th: 1%
The percentage of students that have used marijuana will <b>decrease</b> biennially by:	5th: 1% 7th: 3%	5th: 0.5% 7th: 1%
The percentage of students that have used alcohol within the past 30 days will <b>decrease</b> biennially by:	7th: 14% 9th: 39% 11th: 49%	7th: 1% 9th: 1% 11th: 1%
The percentage of students that have used marijuana within the past 30 days will <b>decrease</b> biennially by:	7th: 8% 9th: 26% 11th: 34%	7th: 1% 9th: 1% 11th: 1%
The percentage of students that feel very safe at school will <b>increase</b> biennially by:	5th: 96% 7th: 58% 9th: 55% 11th: 60%	5th: 1% 7th: 1% 9th: 1% 11th: 1%
The percentage of students that have been afraid of being beaten up during the past 12 months will <b>decrease</b> biennially by:	7th: 17% 9th: 15% 11th: 11%	7th: 1% 9th: 1% 11th: 1%

<b>Truancy Performance Indicator</b>	<b>Most recent date: 02/01/2014 Baseline Data</b>	<b>Biennial Goal (Performance Indicator)</b>
<p>The percentage of students who have been truant will decrease annually by 2% from the current LEA rate shown here.</p> <p>Note: Calculate the percentage in the LEA by tallying the number of students who have been classified as truant during the school year per Education Code Section 48260.5 and</p>	25%	-2%
<b>Protective Factors Performance Measures from the California Healthy Kids Survey</b>	<b>Most recent date: 02/01/2014 Baseline Data</b>	<b>Biennial Goal (Performance Indicator)</b>
<p>The percentage of students that report high levels of caring relationships with a teacher or other adult at their school will <b>increase</b> biennially by:</p>	5th: 64% 7th: 25% 9th: 24% 11th: 28%	5th: 1% 7th: 1% 9th: 1% 11th: 1%
<p>The percentage of students that report high levels of high expectations from a teacher or other adult at their school will <b>increase</b> biennially by:</p>	5th: 68% 7th: 45% 9th: 38% 11th: 39%	5th: 1% 7th: 1% 9th: 1% 11th: 1%
<p>The percentage of students that report high levels of opportunities for meaningful participation at their school will <b>increase</b> biennially by:</p>	5th: 23% 7th: 12% 9th: 11% 11th: 12%	5th: 1% 7th: 1% 9th: 1% 11th: 1%
<p>The percentage of students that report high levels of school connectedness at their school will <b>increase</b> biennially by:</p>	5th: 64% 7th: 45% 9th: 40% 11th: 42%	5th: 1% 7th: 1% 9th: 1% 11th: 1%

**Other Performance Measures**

List below any other performance measures and performance indicators the LEA has adopted specific to its prevention programs (drug, violence, truancy, school safety, etc.). Specify the performance measure, the performance indicator goal, and baseline data for that indicator.

LEA Specified Performance Measures (Process to Collect Data)	Performance Indicator Goal	Baseline Data

**Science Based Programs (4115 (a)(1)(C))**

The LEA must designate and list the science-based programs (programs proven by science to effectively prevent tobacco use, alcohol use, other drug use, and violence) selected from Appendix C. From Appendix C, list the scientifically based programs the LEA will adopt and implement to serve 50 percent or more of the students in the target grade levels. Indicate below your program selections, and provide all other requested information.

Program 1	
<b>Science Based Program Name:</b>	Botvin's Life Skills Training
<b>Program ATODV Focus:</b>	All
<b>Target Grade Levels:</b>	6
<b>Target Population Size:</b>	800
<b>Purchase Date:</b>	6/2011
<b>Staff Training Date:</b>	9/2011
<b>Start Date:</b>	1/2012
Program 2	
<b>Science Based Program Name:</b>	
<b>Program ATODV Focus:</b>	
<b>Target Grade Levels:</b>	
<b>Target Population Size:</b>	
<b>Purchase Date:</b>	
<b>Staff Training Date:</b>	
<b>Start Date:</b>	
Program 3	
<b>Science Based Program Name:</b>	
<b>Program ATODV Focus:</b>	
<b>Target Grade Levels:</b>	
<b>Target Population Size:</b>	
<b>Purchase Date:</b>	
<b>Staff Training Date:</b>	
<b>Start Date:</b>	

**Research-based Activities (4115 (a)(1)(C))**

Based on the research cited in Appendix D, check the box for each activity the LEA will implement as part of the comprehensive prevention program and provide all other requested information.

Activities	Program ATODV Focus	Target Grade Levels
X After School Programs	ATODV, Assets Development	1-12
X Conflict Mediation/Resolution	V, Assets Development	4-12
X Early Intervention and Counseling		
Environmental Strategies		
Family and Community Collaboration		
Media Literacy and Advocacy		
Mentoring		
X Peer - Helping and Peer Leaders	ATODV Assets Development	K-12
X Positive Alternatives	ATODV Assets Development	K-12
School Policies		
Service - Learning/Community Service		
X Student Assistance Programs	ATODV Assets Development	K-12
Tobacco - Use Cessation		
X Youth Development Caring Schools Caring Classrooms	Prevention Specialists Elementary Counseling	7-10 K-5
Other Activities		

### **Analysis of Data for Selection of Programs and Activities (4115 (a)(1)(D))**

For each selected Appendix C programs or Appendix D activities, provide a brief narrative rationale based on the LEA's analysis of CSS, CHKS, and CSSA data related to why the LEA selected these programs and activities for implementation.

A variety of after school programs provide extra academic help through homework clubs, tutoring, and formalized academic intervention classes. There are additional after school programs that offer students structure to learn and practice positive peer social skills. Some of the school sites collaborate with agencies such as the Boys & Girls Club. At the secondary level after school programs also include high interest activities like drama, debate and athletics. Issues of ATODV are addressed through the INSIGHT program providing education and support to students dealing with drug use and/or anger management. Early Intervention and Counseling: The observable behaviors of students and the analysis of suspension data and CHKS Survey data suggest that students need a connection to home, school, and peers. Counseling services at the elementary schools and other community locations offers students and parents to feel supported.

Peer Helping & Peer Leaders: One factor may be that there are not a high number of positive and influential youth to guide positive behaviors. Peer Helping, Peer Leader, Link Crew Programs and other organized groups that encourage students to learn and serve in the community would help improve the school culture and climate.

Positive Alternatives: Within the Developmental Assets model positive alternatives serve as ways to engage students in healthy, caring decision-making practices. Positive alternatives provide students with role models and opportunities to practice positive peer interaction.

Student Assistance Programs: The expulsion data indicates that the majority of the expulsions are drug-related offenses. With the existing SAP services being provided in our district it will be necessary to establish some outcome criteria in order to improve what we are doing.

### **Evaluation and Continuous Improvement (4115 (a)(2)(A))**

Provide a description for how the LEA will conduct regular evaluations of the effectiveness of the LEA's alcohol, tobacco, other drug use and violence prevention program. Describe how the results of the evaluation will be used to refine, improve and strengthen the program.

The district will continue to use the data from CHKS to identify specific needs of students in grades 5, 7, 9 and 11. The analysis of the data will be shared with all K-12 schools to target and focus on student needs.

Suspension and expulsion data will be recorded each school semester. The discipline committee will review and analyze the data quarterly. The discipline committee will help school sites to consider alternative strategies to suspensions and expulsions. The effectiveness of strategies will be evidenced by the decrease of suspensions and expulsions by school sites.

The SAP will continue to monitor the progress of students referred for family assessment and INSIGHT program services.

A process will be developed through SARB to help schools identify habitual truants with more accuracy.

School interventions and SARB support will continue to help schools improve their student attendance.

SARB will continue to work with YAT and the county district attorney's office to incorporate parents into the partnership towards improved student attendance.

### **Use of Results and Public Reporting (4115 (a)(2)(B))**

Describe the steps and timeline the LEA will use to publicly report progress toward attaining performance measures for the SDFSC and TUPE programs. Describe how the evaluation results will be made available to the public including how the public will be provided notice of the evaluation result's availability.

- CHKS data, suspension and expulsion data, and SARB progress reports will be shared with the district Discipline Committee and the Board of Education through the Results Policy monitoring report.

- Quarterly, the Discipline Committee will review suspension and expulsion data and help develop strategies to decrease suspensions and expulsions.
- Progress reports can be placed on the district website for public access.
- Safe School Plans will be reviewed and monitored by the Manager of Security.

### **Mandatory Safe and Drug Free Schools and Communities (4114(d)(2)(E))**

Briefly describe how SDFSC funded program services will be targeted to the LEA's schools and students with the greatest need. (Section 4114 [d][3])

- All students with a first time drug-related offense and middle school students exhibiting anger issues will be referred for family assessment services.
- INSIGHT support groups are available to all students in middle and high schools.
- A low cost family counseling service is available to all district families through collaboration with a community counseling agency.
- Training will be provided to school personnel to implement the selected scientifically-based curriculum addressing ATODV issues.
- Support training will be given to fortify the Peer Mediation programs at school sites.
- Red Ribbon Week campaigns at every school site.
- A systematic identification and early intervention strategies designed to assist with student truancy will be developed. SARB will continue to support schools' effort monthly with SARB meetings, District Attorney Mediation meetings, and referrals to the Youth Accountability Teams(Y AT).
- YAT (a School Resource Officer, a Probation Officer, and the Deputy District Attorney) will have active caseloads at every high school with support services at all middle schools.
- All schools will receive training and guidance to develop effective Safe School Plans.
- All schools will receive training and guidance to adhere to due process compliance issues regarding discipline of all students with specific attention to Special Education students and students with 504 Plans.

### **Coordination of All Programs (4114 (d)(2)(A))**

Provide a detailed, but brief, explanation of how the LEA will coordinate SDFSC funded alcohol, tobacco, other drug and violence prevention programs with other federal state and local prevention programs.

Any new SDFSC funds received fro alcohol, tobacco, drug, and violence prevention programs will be coordinated with other state, federal and/or local funds that are received to provide effective programs designed by the District. The District collaborates and communicates through the following structures:

- Middle and high school counselor and non-completer monthly meetings
- Educational Services Leadership Team weekly meetings
- Alternatives Education screening panel
- Student Assistance Review Board (SARB)
- Networkwest
- Monthly elementary and secondary principal meetings
- District discipline committee meetings

The Student Services Division is a local participant in all of the above for continuity.

### **Parent Involvement (4115 (a)(1)(e))**

Provide a brief, but detailed, description of the parent involvement and describe the parent notification procedures used to meet requirements under NCLB Title IV, Part A - SDFSC program.

Parents are provided with information about programs and services through site level handbooks and newsletters and the

District annual notification handbook that is sent to every home each year. Additional information is placed on the PSUSD website.

**TUPE Services for Pregnant Minors and Minor Parents (H&SC 104460)**

Describe the TUPE services and referral procedures for pregnant minors and minor parents enrolled in the LEA and how they will be provided with tobacco - use prevention services. Include students participating in programs such as the California School Age Families Education (Cal - SAFE) program, the Adolescent Family Life Program (AFLP) administered through the Department of Health Services, and the Cal - Learn program administered by the Department of Social Services.

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The District does not receive TUPE funds. The Riverside County Office of Education (RCOE) provides the majority of educational services for pregnant minors.

**TUPE Funded Positions (Health & Safety Code 104420(b)(3))**

Provide full time equivalent (FTE) staffing configuration for all TUPE funded positions. (Health and Safety Code section 104420 [b](3))

Position/Title	Full Time Equivalent

**Performance Goal 5:  
All students will graduate from high school.**

Planned Improvements: High School Graduation Rates, Dropouts, and AP

This section of the plan is intended to reflect the LEA's efforts to reduce the percentage of students dropping out of school, and therefore, increase the percentage of students who graduate from high school. Also include a description below of the LEA's efforts to ensure that all students have equal access to advanced placement (AP) opportunities.

<b>5.1 (High School Graduates)</b>	
<b>Activities/Actions</b>	<p>Continue developing counseling and guidance programs that guarantee services to students by grade level, with particular attention to students at-risk of dropping out of middle and high school</p> <p>Provide credit recovery after regular school hours or during extended year.</p> <p>Provide additional counselors at each middle school.</p> <p>Provide parent education in graduation requirements and A-G.</p>
<b>Students Served</b>	<p>At risk or "Essential Students" (7th, 8th, and 9th grade students earning an "F" in ELA and Math at sem. or Trim.</p> <p>Students who are credit deficient</p>
<b>Timeline/ Person(s) Involved</b>	<p>Director of Secondary Curriculum and Instruction; Director of Student Services</p> <p>Secondary site administrators and prevention specialists.</p>
<b>Benchmarks/ Evaluation</b>	<p>Middle and high school counselor presentations at Middle and High school Counselor and Non-Completer Committee meetings.</p> <p>Graduation rate, credits earned at the end of each semester, A-G parent reports.</p>
<b>Funding Source</b>	<p>Title I LCFF</p> <p>Title I LCFF</p>
<b>5.2 (Dropouts)</b>	

<p><b>Activities/Actions</b></p>	<p>Update and revise protocols and procedures for entering and exiting students on Synergy and for tracking and accurately coding exited high school students and update routines for weekly monitoring and reporting of withdrawn students and follow-up with Child Welfare and Attendance.</p> <p>Train office staff and the certificated supervisor in new procedures and protocols including data on tracking of entering/exiting students compared to previous years.</p> <p>Troubleshoot Entry/exit protocols at registrar and secretary's meetings.</p> <p>Report to Cabinet at midyear and end of the year on school implementation of procedures and protocols including data on tracking of entering/exiting students compared to previous years.</p> <p>Include a review of the effectiveness of the following systems in the inquiry:</p> <ul style="list-style-type: none"> <li>• Student Study Team practices and procedures</li> <li>• Attendance follow-up procedures through the SARB process</li> <li>• Discipline procedures including interventions to improve behavior particularly following student suspensions</li> <li>• Establish a re-entry procedure for following up with students when they return from suspension.</li> <li>• Increase alternative programs and approaches to address the needs of at-risk students including criteria for student entry and exit, descriptors of the program elements and their adherence to content and performance standards.</li> <li>• Grading systems noting consistency of the grading criteria used by teachers of the same grade (elementary) and subject (middle/high school) (what is an "F" worth?) through the Grade Weighting Advisory Committee.</li> <li>• Programs and practices that promote a positive learning environment such as Capturing Kids Hearts and PLUS</li> </ul>
<p><b>Students Served</b></p>	<p>Potential dropouts</p>

<b>Timeline/ Person(s) Involved</b>	<p>Data Systems Manager Begin in February 2011 and continue at the beginning of each semester.</p> <p>Data Systems Manager- Begin in February 2011 and continue at the beginning of each semester.</p> <p>Data Systems Manager January Secretary's meeting and HS and MS Registrar's meeting</p> <p>Data Systems Manager- monthly reports</p> <p>Data Systems Manager- reports two times each yr – March and September</p> <p>Directors of Student Services and Special Education- two times each year – January and August</p> <p>Monthly meetings</p> <p>Directors of Student Services and Special Education - January &amp; June of each year</p> <p>Directors of Student Services and Special Education; Principal, Alternative Education- Begin February 2011 to explore programs</p> <p>Assistant Supt., Educational Services &amp; Director of Secondary Curriculum. Begin research in February 2011 and continue with monthly reports and findings</p> <p>Assistant Supt., Educational Services and Director, Special Education- January 2011 and throughout the year d throughout the year</p>
<b>Benchmarks/ Evaluation</b>	<p>Training materials and routines will be aligned with DAIT goals</p> <p>Provide monthly reporting for all schools on how well each school is meeting the monitoring requirements. Celebrate successes. Award recognitions</p> <p>A written monitoring and reporting process will be aligned with DAIT recommendations from Key Data Systems and used in the training</p> <p>Meeting agendas and minutes</p> <p>Board Agenda and midyear and end of year progress report and student</p> <p>Report of Findings</p>
<b>Funding Source</b>	<p>General Funds</p>
<b>5.3 (Advanced Placement)</b>	
<b>Activities/Actions</b>	<p>Schedule up to 10 Advanced Placement teachers from each high school (approx. 30 total) to attend Advanced Placement teacher training to better serve the needs of the district's Advanced Placement (including GATE) students.</p> <p>Continue participating in the AP Fee Reduction Program to allow SED students the opportunity to take AP Exams at a greatly reduced cost.</p> <p>Begin AP teacher collaboration to plan lessons.</p>

<b>Students Served</b>	Advanced Placement and/or GATE students. Advanced Placement Students
<b>Timeline/ Person(s) Involved</b>	Director, Secondary Curriculum and Instruction and Secondary Literacy TOSA, June 2011 training and yearly thereafter Director, Secondary Curriculum and Instruction, June-2011 and each year thereafter
<b>Benchmarks/ Evaluation</b>	Completed conference paperwork; agendas from AP training sessions Completed AP Fee CDE paperwork
<b>Funding Source</b>	\$60,000 Title I ARRA funds. \$50,000 General Funds

**Additional Mandatory Title I Descriptions**

Please include in the space below the following descriptions mandated by NCLB legislation. If the LEA has already included any of the descriptions, they do not need to be provided again here; please indicate the page number or section of the Plan where this information is included.

Describe the measure of poverty that will be used to determine which schools are eligible for Title I funding in accordance with Section 1113, "Eligible School Attendance Areas."

<b>Description of How the LEA is Meeting or Plans to Meet this Requirement</b>	
<p>Identify one of the following options as the low-income measure to identify schools eligible for Title I funding:</p> <ul style="list-style-type: none"> <li>• Number of children in families receiving assistance under the CalWorks program;</li> <li>• Number of children eligible for Free/Reduced Price Lunch programs;</li> <li>• Number of children ages 5-17 in poverty counted by the most recent census data;</li> <li>• Number of children eligible to receive medical assistance under the Medicaid program;</li> <li>• Or a composite of the above.</li> </ul>	<p>Palm Springs Unified School District uses the number of children eligible for free/reduced lunch to determine Title I allocations at each school site.</p>
<p>Describe how the low-income measure described above is used to rank and select schools to receive Title I funds</p> <ul style="list-style-type: none"> <li>• All schools with a 75% or above poverty level are funded</li> <li>• All other schools are funded by poverty ranking district wide or by grade span.</li> </ul>	<p>All K-8 schools received Title I funds. Schools with 80% or higher poverty level receive a higher allocation from the other schools.</p>

**Additional Mandatory Title I Descriptions**

Please include in the space below the following descriptions mandated by NCLB legislation. If the LEA has already included any of the descriptions, they do not need to be provided again here; please indicate the page number or section of the Plan where this information is included.

Please provide a general description of the nature of the programs to be conducted by the LEA under Sections 1114, "Schoolwide Programs," and/or Section 1115, "Targeted Assistance Schools." All ten of the required components must be addressed.

For more information on Schoolwide, please go to <http://www.cde.ca.gov/sp/sw/rt>.  
 For Targeted Assistance go to <http://www.cde.ca.gov/sp/sw/rt/tasinfo.asp>.

**Schoolwide Programs (SWP) - Resources to Upgrade the Entire Educational Program**

**Schoolwide Programs (SWP) - Resources to Upgrade the Entire Educational Program**

For schoolwide programs (SWP), describe how the LEA will help schools to bring together all resources to upgrade the entire educational program at the school and include assistance in activities such as:

- A comprehensive needs assessment of the entire school in relation to state standards. Schoolwide reform strategies that provide opportunities for all children to meet state standards.
- Effective methods and instructional strategies based on scientifically-based research.
- Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs.
- Proven strategies that address the needs of historically under served students, low achieving students, and those at risk of not meeting state standards.
- Instruction by highly qualified teachers and strategies to attract and keep such teachers.
- High quality and ongoing professional development for teachers, principals, paraprofessionals, and if appropriate, pupil services personnel, parents and other staff.
- Strategies to increase parental involvement.
- Assistance to preschool children in transitioning from early childhood programs to elementary school programs.
- Timely and effective additional assistance to students who experience difficulty mastering state standards.

All K-8 schools in PSUSD are Title I Schoolwide programs (SWP). Through the School Site Council (SSC) a comprehensive needs assessment is completed by each school after CAASPP data is received. Every school revises their Single Plan for Student Achievement (SPSA) each fall and incorporates instructional intervention strategies, coaching, peer evaluation, professional learning collaboration time, extended learning time, intersessions, and before and after school targeted programs for students that did not meet state and federal standards. These programs are based on scientific research.

All schools conduct a Schoolwide annual needs assessment and this information is used for developing the site's Single Plan for Student Achievement (SPSA). Schools and the district analyze state test results (e.g. SBAC, CELDT) and use the data to allocate resources based on scientifically-based research. The district provides additional professional development, support, and instructional strategies for all schools with an emphasis on Program Improvement Schools. Every school plan is approved by the School Site Council (SSC) and reviewed by the Ed. Services Department and approved by the Board of Education two times each school year.

Students that are historically identified as under-served students, low-achieving students, and those at-risk of not meeting state standards are targeted.

98% of the teachers in PSUSD are highly-qualified.

On-going professional development is planned for all core academic teachers in PSUSD.

All school sites have a parent involvement plan that is incorporated within their SPSA that follows the district parent involvement plan. Three academic goals and one cultural goal are established each year. The parent involvement plan is supported by Title I funds and state Economic Impact Aide (EIA) funds, and Title III funds.

The Early Childhood Education (ECE) program is offered at most of the district elementary schools. It is noted that articulation from pre-K to K has been a focus of the district. Articulation meetings between preschool and kindergarten occur each year. In addition preschool and kindergarten teachers have participated in joint professional development. The ECE department will align preschool curriculum to the new ELA and Math core curriculum that will be adopted by the district.

Parent education for all ECE students is provided. All of these parents are encouraged to continue their involvement when children enroll in elementary school.

A pyramid of intervention – Tier I, II, III is a focus of the district for the 2016/17 school year. Each school site has developed their own intervention program to provide timely and effective assistance to students that do not meet state standards.

The district supports extended learning opportunities for middle school and high school students.

**Targeted Assistance Programs (TAS) - Student Identification**

Targeted Assistance Programs (TAS) - Student Identification	
<p>For targeted assistance programs (TAS), describe how the LEA will help schools to identify participating students most at risk of failing to meet state standards and help those students to meet the State's challenging academic standards. The description should include activities such as:</p> <ul style="list-style-type: none"> <li>• Effective methods and instructional strategies based on scientifically-based research.</li> <li>• Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs.</li> <li>• Strategies that minimize removing children from the regular classroom during regular school hours for instruction.</li> <li>• Instruction by highly qualified teachers.</li> <li>• Professional development opportunities for teachers, principals, and paraprofessionals, including if appropriate, pupil services personnel, parents, and other staff.</li> <li>• Strategies to increase parental involvement.</li> </ul>	N/A

Please describe how teachers, in consultation with parents, administrators, and pupil services personnel in targeted assistance schools under Section 1115, "Targeted Assistance Schools," will identify the eligible children most in need of services under this part. **Please note that multiple, educationally related criteria must be used to identify students eligible for services.** Where applicable, provide a description of appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children in community day school programs, and homeless children.

Targeted Assistance Programs (TAS) - Student Identification	
<p>Describe who is involved and the criteria used to identify which students in a targeted assistance school will receive services. The criteria should:</p> <ul style="list-style-type: none"> <li>• Identify children who are failing or most at risk of failing to meet the state academic content standards.</li> <li>• Use multiple measures that include objective criteria such as state assessments, and subjective criteria such as teacher judgment, parent interviews and classroom grades.</li> <li>• Include solely teacher judgment, parent interviews and developmentally appropriate measures, if the district operates a preschool through grade 2 program with Title I funds.</li> </ul>	N/A
<p>The description should include services to homeless children, such as the appointment of a district liaison, immediate enrollment, transportation, and remaining in school of origin.</p>	<p>The district's Homeless Services Program provides services through the district's Student Services Department. Services include tutoring at the homeless shelters, providing resources for students, assistance in enrollment and attendance and referrals to community agencies. The district allocates \$25,000 for homeless students each year. Students are guaranteed the opportunity to remain in school.</p>
<p>The description should include services to children in a local institution for neglected or delinquent children and youth or attending a community day program, if appropriate.</p>	N/A

Please describe the actions the LEA will take to assist in its low-achieving schools identified under Section 1116, "Academic Assessment and Local Educational Agency and School Improvement," as in need of improvement.

<b>Program Improvement (PI)- Technical Assistance Activities</b>	
<p>If the LEA has a PI school(s), describe technical assistance activities the LEA will provide to help the PI school, such as the following:</p> <ul style="list-style-type: none"> <li>• Assistance in developing, revising, and implementing the school plan.</li> <li>• Analyzing data to identify and address problems in instruction, parental involvement, professional development and other areas.</li> <li>• Assistance in implementing proven and effective strategies that will address the problems that got the school identified as PI and will get the school out of PI.</li> <li>• Assistance in analyzing and revising the school budget so the school's resources are used effectively.</li> </ul>	<p>All schools in the district are required to submit their SPSA's to the Education Services department for review two times each year. All expenditures and activities are supported by scientifically researched-based references. Outside Riverside County Office of Education (RCOE) personnel are invited to assist with the SPSA reviews. When schools enter Program Improvement, district personnel attend the SSC meeting to ensure that staff and teachers are aware of the PI requirements.</p> <p>All principals are provided with disaggregated student data by the district assessment coordinator at the start of each school year. Principals must report on their intervention data and school-wide results at the principal summit meetings scheduled at the beginning of each school year.</p> <p>The district incorporates a monitoring system that includes principal presentations, a district school liaison, and an outside consultant. This team conducts site visitations four times each year and includes the Assistant Superintendent of Educational Services and the Superintendent. Written reports are submitted to the Asst. Superintendent two times each month. A list of priority schools is being developed and the district is considering a formalized Alternate Governing Board (AGB) for PI schools.</p>

Please describe the actions the LEA will take to implement public school choice with paid transportation and Supplemental Educational Services, consistent with the requirements of Section 1116, "Academic Assessment and Local Educational Agency and School Improvement."

<b>Program Improvement (PI) - Parent Notification</b>	
Describe the process for parent notification of the school's identification as PI, including notification of the right for students to transfer to another school that is not PI with paid transportation, and the right to receive supplemental services.	Following the official release date of student test scores, the Director of State and Federal Programs mails a letter home (English and Spanish) to all parents that have a student enrolled in a PI Year 1, 2, 3, 4, or 5 school. This letter informs the parents of their right to school choice with paid transportation, and the right to Supplemental Education Services (SES) if their child attends a PI Year 2, 3, 4, or 5 school.
Describe how the LEA will provide school choice and supplemental services to eligible children, including the selection of the children to receive services.	In addition to the letters that are mailed home to families in PI Year 2, 3, 4, 5 schools, the district posts the SES application on the PSUSD web site, sends SES applications to all schools, and hosts 3 provider fairs for families in the evenings. As required, the district has two enrollment times throughout the year. Currently PSUSD is able to serve all eligible students that request SES services.

Please describe the strategy the LEA will use to coordinate programs under Title I with programs under Title II to provide professional development for teachers and principals, and, if appropriate, pupil services personnel, administrators, parents, and other staff, including LEA - level staff in accordance with Section 1118, "Parental Involvement," and Section 1119, "Qualifications for Teachers and Paraprofessionals."

<b>Highly Qualified Teachers</b>	
Describe the LEA's strategies for coordinating resources and efforts to help schools retain, recruit and increase the number of highly qualified teachers, principals, and other staff.	PSUSD has a Title I, II, and III plan that coordinate resources to ensure all teachers receive professional development and/or training to assist them with meeting the highly qualified standards. Principal, teacher, and para-professional training are coordinated through this plan. All but five teachers in the District are highly qualified. We have employed ELA, Math, and Science TOSAs along with Consulting Teachers to assist all staff in improving their educational practice.

**Highly Qualified Teachers**

Describe the LEA's strategies for coordinating resources and efforts to prepare parents to be involved in the schools and in their children's education.

The district utilizes Title I and Title III funds to coordinate resources for parents. Parent trainings and activities are held at the district office and at each school site. Some of the trainings include strategies for parents to assist their students in mathematics, science, and ELA as well as on cultural and social goals. Trainings that pertain to Gifted students, EL's and SWD's are also provided throughout the year for parents. These trainings are conducted at both the site and district levels.

**Coordination of Educational Services**

In the space below, please describe how the LEA will coordinate and integrate educational services at the LEA or individual school level in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. Include programs such as: Even Start; Head Start; Reading First; Early Reading First and other preschool programs (including plans for the transition of participants in such programs to local elementary school programs; services for children with limited English proficiency; children with disabilities; migratory children; neglected or delinquent youth; Native American (Indian) students served under Part A of Title VII; homeless children; and immigrant children.

**Increased Program Effectiveness**

Describe how the LEA will coordinate and integrate educational services to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program, including programs such as:

- a. Even Start
- b. Head Start
- c. Reading First
- d. Early Reading First
- e. Other preschool programs
- f. Services for children that are migratory, neglected or delinquent, Native American (Title VII, Part A), homeless, immigrant, and limited - English proficient, and children with disabilities.

Compare to programs listed on Page 11 of the LEA Plan to determine if all active programs have been addressed.

Palm Springs Unified School District provides Head Start (HS) and California State Preschool programs under the direction of the Early Childhood Education (ECE) Principal. The ECE programs are part of the PSUSD Educational Services Department. All HS, and all ECE preschool programs, use the same core curriculum as the District elementary grades and participate in the same core curriculum professional development provided by the publisher. The ECE Head Start program collaborates with the District Special Education Department to provide inclusion classes for children with Individual Education Plans (IEP). Students in these preschool inclusion programs use the same core curriculum adopted by the district.

Students enrolled in ECE programs comply with Federal and State eligibility regulations.

All ECE parents receive training on ways to support their child's education. Training includes: training in understanding the stages of child development, strategies to ensure the development strong social emotional skills, instruction on ways to help their children improve in reading, writing, and math, and other school readiness skills.

Professional development for HS and all ECE teachers are provided in Thinking Maps, Improving Instruction for English Learners, California Preschool Curriculum Framework, Data analysis of Desired Results Developmental Screening Profile and instruction implementations, Professional Learning Communities (PLC), and Kindergarten Transition.

## **Part III**

### **Assurances and Attachments**

## **Assurances**

To assure the LEA's eligibility for funds included in this Plan, the Superintendent must provide an original signature below attesting to compliance with all of the following statements.

### **General Assurances**

1. Each such program will be administered in accordance with all applicable statutes, regulations, program plans, and applications.
2. The LEA will comply with all applicable supplement not supplant and maintenance of effort requirements.
3. (a) The control of funds provided under each program and title to property acquired with program funds will be in a public agency, a non - profit private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities; (b) the public agency, non - profit private agency, institution or organization, or Indian tribe will administer the funds and property to the extent required by the authorizing law.
4. The LEA will adopt and use proper methods of administering each such program, including - (a) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and (b) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation.
5. The LEA will cooperate in carrying out any evaluation of each such program conducted by, or for, the State educational agency, the Secretary, or other Federal officials.
6. The LEA will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to the applicant under each such program.
7. The LEA will - (a) submit such reports to the State educational agency (which shall make the reports available to the Governor) and the Secretary as the State educational agency and Secretary may require to enable the State educational agency and Secretary to perform their duties under each such program; and (b) maintain such records, provide such information, and afford such access to the records as the State educational agency (after consultation with the Governor) or the Secretary may reasonably require to carry out the State educational agency's or the Secretary's duties.
8. The LEA has consulted with teachers, school administrators, parents, and others in the development of the local consolidated application/LEA Plan to the extent required under Federal law governing each program included in the consolidated application/LEA Plan.
9. Before the application was submitted, the LEA afforded a reasonable opportunity for public comment on the application and considered such comment.
  - 9a. The LEA will provide the certification on constitutionally protected prayer that is required by section 9524.
10. The LEA will comply with the armed forces recruiter access provisions required by section 9528.

## **TITLE I, PART A**

The LEA, hereby, assures that it will:

11. Participate, if selected, in the State National Assessment of Educational Progress in 4<sup>th</sup> and 8<sup>th</sup> grade reading and mathematics carried out under section 411(b)(2) of the National Education Statistics Act of 1994.
12. If the LEA receives more than \$500,000 in Title I funds, it will allow 1% to carry out NCLB Section 1118, Parent Involvement, including promoting family literacy and parenting skills; 95% of the allocation will be distributed to schools.
13. Inform eligible schools and parents of schoolwide program authority and the ability of such schools to consolidate funds from Federal, State, and local sources.
14. Provide technical assistance and support to schoolwide programs.
15. Work in consultation with schools as the schools develop the schools' plans pursuant to section 1114 and assist schools as the schools implement such plans or undertake activities pursuant to section 1115 so that each school can make adequate yearly progress toward meeting the State student academic achievement standards.
16. Fulfill such agency's school improvement responsibilities under section 1116, including taking actions under paragraphs (7) and (8) of section 1116(b).
17. Provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1120, and timely and meaningful consultation with private school officials regarding such services.
18. Take into account the experience of model programs for the educationally disadvantaged, and the findings of relevant scientifically based research indicating that services may be most effective if focused on students in the earliest grades at schools that receive funds under this part.
19. In the case of an LEA that chooses to use funds under this part to provide early childhood development services to low - income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act.
20. Work in consultation with schools as the schools develop and implement their plans or activities under sections 1118 and 1119 and *California Education Code Section 64001*.
21. Comply with requirements regarding the qualifications of teachers and paraprofessionals and professional development.
22. Inform eligible schools of the local educational agency's authority to obtain waivers on the school's behalf under Title IX.
23. Coordinate and collaborate, to the extent feasible and necessary as determined by the local educational agency, with the State educational agency and other agencies providing services to children, youth, and families with respect to a school in school improvement, corrective action, or restructuring under section 1116 if such a school requests assistance from the local educational agency in addressing major factors that have significantly affected student achievement at the school.
24. Ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low - income students and minority students are not taught at higher rates than other students by unqualified, out - of - field, or inexperienced teachers.

25. Use the results of the student academic assessments required under section 1111(b)(3), and other measures or indicators available to the agency, to review annually the progress of each school served by the agency and receiving funds under this part to determine whether all of the schools are making the progress necessary to ensure that all students will meet the State's proficient level of achievement on the State academic assessments described in section 1111(b)(3) within 12 years from the baseline year described in section 1111(b)(2)(E)(ii).
26. Ensure that the results from the academic assessments required under section 1111(b)(3) will be provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format and, to the extent practicable, provided in a language or other mode of communication that the parents can understand.
27. Assist each school served by the agency and assisted under this part in developing or identifying examples of high - quality, effective curricula consistent with section 1111(b)(8)(D) and *California Education Code Section 64001*.
28. Ensure that schools in school improvement status spend not less than ten percent of their Title I funds to provide professional development (in the area[s] of identification to teachers and principals) for each fiscal year.
29. Prepare and disseminate an annual LEA report card in accordance with section 1111(h)(2).
30. Where applicable, the applicant will comply with the comparability of services requirement under section 1120A(c). In the case of a local educational agency to which comparability applies, the applicant has established and implemented an agency - wide salary schedule; a policy to ensure equivalence among schools in teachers, administrators, and other staff; and a policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies. Documentation will be on file to demonstrate that the salary schedule and local policies result in comparability and will be updated biennially.

**TITLE I, PART D - SUBPART 2**

31. Where feasible, ensure that educational programs in the correctional facility are coordinated with the student's home school, particularly with respect to a student with an individualized education program under Part B of the Individuals with Disabilities Education Act.
32. Work to ensure that the correctional facility is staffed with teachers and other qualified staffs that are trained to work with children and youth with disabilities taking into consideration the unique needs of such children and youth.
33. Ensure that the educational programs in the correctional facility are related to assisting students to meet high academic achievement standards.

**TITLE II, PART A**

34. The LEA, hereby, assures that:

- The LEA will target funds to schools within the jurisdiction of the local educational agency that:
  - (A) have the lowest proportion of highly qualified teachers;**
  - (B) have the largest average class size; or**
  - (C) are identified for school improvement under section 1116(b).**
- The LEA will comply with section 9501 (regarding participation by private school children and teachers).
- The LEA has performed the required assessment of local needs for professional development and hiring, taking into account the activities that need to be conducted in order to give teachers the means, including subject matter knowledge and pedagogy skills, and to give principals the instructional leadership skills to help teachers, to provide students with the opportunity to meet California's academic content standards. This needs assessment was conducted with the involvement of teachers, including teachers participating in programs under Part A of Title I.
- The LEA will assure compliance with the requirements of professional development as defined in section 9101 (34).

## **TITLE II, PART D**

35. The LEA has an updated, local, long - range, strategic, educational technology plan in place that includes the following:
- a. Strategies for using technology to improve academic achievement and teacher effectiveness.
  - b. Goals aligned with challenging state standards for using advanced technology to improve student academic achievement.
  - c. Steps the applicant will take to ensure that all students and teachers have increased access to technology and to help ensure that teachers are prepared to integrate technology effectively into curricula and instruction.
  - d. Promotion of curricula and teaching strategies that integrate technology, are based on a review of relevant research, and lead to improvements in student academic achievement.
  - e. Ongoing, sustained professional development for teachers, principals, administrators, and school library media personnel to further the effective use of technology in the classroom or library media center.
  - f. A description of the type and costs of technology to be acquired with Ed Tech funds, including provisions for interoperability of components.
  - g. A description of how the applicant will coordinate activities funded through the Ed Tech program with technology - related activities supported with funds from other sources.
  - h. A description of how the applicant will integrate technology into curricula and instruction, and a timeline for this integration.
  - i. Innovative delivery strategies - a description of how the applicant will encourage the development and use of innovative strategies for the delivery of specialized or rigorous courses and curricula through the use of technology, including distance learning technologies, particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources.
  - j. A description of how the applicant will use technology effectively to promote parental involvement and increase communication with parents.
  - k. Collaboration with adult literacy service providers.
  - l. Accountability measures - a description of the process and accountability measures that the applicant will use to evaluate the extent to which activities funded under the program are effective in integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling student to reach challenging state academic standards.
  - m. Supporting resources - a description of the supporting resources, such as services, software, other electronically delivered learning materials, and print resources that will be acquired to ensure successful and effective uses of technology.
36. The LEA must use a minimum of 25 percent of their funds to provide ongoing, sustained, and intensive high quality professional development in the integration of advanced technology into curricula and instruction and in using those technologies to create new learning environments.
37. **Any LEA that does not receive services at discount rates under section 254(h)(5) of the Communications Act of 1934 (47 U.S.C. 254(h)(5)) hereby assures the SEA** that the LEA will not use any Title II, Part D funds to purchase computers used to access the Internet, or to pay for direct costs associated with accessing the Internet, for such school unless the school, school board, local educational agency, or other authority with responsibility for administration of such school:
- has in place a policy of Internet safety for minors that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene, child pornography, or harmful to minors; and
  - is enforcing the operation of such technology protection measure during any use of such computers by minors; and
  - has in place a policy of Internet safety that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene or child pornography, and is enforcing the operation of such technology protection measure during any use of such computers.
  - Any LEA that does receive such discount rates hereby assures the SEA that it will have in place a policy of Internet safety for minors required by Federal or State law.

### **TITLE III**

38. The LEA assures that it consulted with teachers, researchers, school administrators, parents, and, if appropriate, with education - related community groups, nonprofit organizations, and institutions of higher education in developing the LEA Plan.
39. The LEA will hold elementary and secondary schools accountable for increasing English language proficiency and for LEP subgroups making adequate yearly progress.
40. The LEA is complying with Section 3302 prior to, and throughout, each school year.
41. The LEA annually will assess the English proficiency of all students with limited English proficiency participating in programs funded under this part.
42. The LEA has based its proposed plan on scientifically based research on teaching limited - English - proficient students.
43. The LEA ensures that the programs will enable to speak, read, write, and comprehend the English language and meet challenging State academic content and student academic achievement standards.
44. The LEA is not in violation of any State law, including State constitutional law, regarding the education of limited - English - proficient students, consistent with Sections 3126 and 3127.

### **TITLE IV, PART A**

45. The LEA assures that it has developed its application through timely and meaningful consultation with State and local government representatives, representatives of schools to be served (including private schools), teachers and other staff, parents, students, community-based organizations, and others with relevant and demonstrated expertise in drug and violence prevention activities (such as medical, mental health, and law enforcement professionals).
46. The activities or programs to be funded comply with the principles of effectiveness described in section 4115(a) and foster a safe and drug - free learning environment that supports academic achievement.
47. The LEA assures that funds under this subpart will be used to increase the level of State, local, and other non - Federal funds that would, in the absence of funds under this subpart, be made available for programs and activities authorized under this subpart, and in no case supplant such State, local, and other non - Federal funds.
48. Drug and violence prevention programs supported under this subpart convey a clear and consistent message that acts of violence and the illegal use of drugs are wrong and harmful.
49. The LEA has, or the schools to be served have, a plan for keeping schools safe and drug - free that includes:
  - Appropriate and effective school discipline policies that prohibit disorderly conduct, the illegal possession of weapons, and the illegal use, possession, distribution, and sale of tobacco, alcohol, and other drugs by students.
  - Security procedures at school and while students are on the way to and from school.
  - Prevention activities that are designed to create and maintain safe, disciplined, and drug - free environments.
  - A crisis management plan for responding to violent or traumatic incidents on school grounds.
  - A code of conduct policy for all students that clearly states the responsibilities of students, teachers, and administrators in maintaining a classroom environment that:
    - Allows a teacher to communicate effectively with all students in the class.
    - Allows all students in the class to learn.
    - Has consequences that are fair, and developmentally appropriate.
    - Considers the student and the circumstances of the situation.
    - Is enforced accordingly.

50. The application and any waiver request under section 4115(a)(3) (to allow innovative activities or programs that demonstrate substantial likelihood of success) will be available for public review after submission of the application.

### **TITLE IV, PART A, SUBPART 3**

51. The LEA assures that it has, in effect, a written policy providing for the suspension from school for a period of not less than one year of any student who is determined to have brought a firearm to school or who possesses a firearm at school and the referral of a student who has brought a weapon or firearm to the criminal or juvenile justice system. Such a policy may allow the Superintendent to modify such suspension requirement for a student on a case - by - case basis.

### **TITLE V, PART A**

52. The LEA has provided, in the allocation of funds for the assistance authorized by this part and in the planning, design, and implementation of such innovative assistance programs, for systematic consultation with parents of children attending elementary schools and secondary schools in the area served by the LEA, with teachers and administrative personnel in such schools, and with such other groups involved in the implementation of this part (such as librarians, school counselors, and other pupil services personnel) as may be considered appropriate by the LEA.

53. The LEA will comply with this Part, including the provisions of section 5142 concerning the participation of children enrolled in private nonprofit schools.

54. The LEA will keep such records, and provide such information to the SEA, as may be reasonably required for fiscal audit and program evaluation.

55. The LEA will annually evaluate the programs carried out under this Part, and that evaluation:

- will be used to make decisions about appropriate changes in programs for the subsequent year;
- will describe how assistance under this part affected student academic achievement and will include, at a minimum, information and data on the use of funds, the types of services furnished, and the students served under this part; and
- will be submitted to the SEA at the time and in the manner requested by the SEA.

### **New LEAP Assurances**

56. Uniform Management Information and Reporting System: the LEA assures that it will provide to the California Department of Education (CDE) information for the uniform management information and reporting system required by No Child Left Behind, Title IV in the format prescribed by CDE. That information will include:

- (i) truancy rates;
- (ii) the frequency, seriousness, and incidence of violence and drug - related offenses resulting in suspensions and expulsions in elementary schools and secondary schools in the State;
- (iii) the types of curricula, programs, and services provided by the chief executive officer, the State educational agency, local educational agencies, and other recipients of funds under this subpart; and
- (iv) the incidence and prevalence, age of onset, perception of health risk, and perception of social disapproval of drug use and violence by youth in schools and communities. (Section 4112, General Provisions, Title IV, Part A, PL 107 - 110)

57. Unsafe School Choice Policy: the LEA assures that it will establish and implement a policy requiring that a student attending a persistently dangerous public elementary school or secondary school, as determined by the State, or who becomes a victim of a violent criminal offense, as determined by State law, while in or on the grounds of a public elementary school or secondary school that the student attends, be allowed to attend a safe public elementary or secondary school within the local educational agency, including a public charter school. The LEA will submit on a format to be designated by CDE the information the state requires to complete annual federal reporting requirements on the number of schools that have been designated "persistently dangerous" in accordance with California State Board of Education policy. (Section 9532, General Provisions, Title IX, PL 107 - 110.)

### **Other**

58. The LEA assures that a minimum of 95% of all students and a minimum number of students in each subgroup (at both the school and district levels) will participate in the state's assessments program.

## Signature Page

Christine J. Anderson, Ed.D.

Printed or typed name of Superintendent

Date

Signature of Superintendent

**Local Educational Agency Plan  
Palm Springs Unified School District**

**Appendix A**

On May 30, 2002, the California State Board of Education (SBE) adopted the five goals and 12 performance indicators for No Child Left Behind, as set forth in the Federal Register Notice of May 22, 2002. The SBE's adoption of the specified goals and performance indicators represents California's commitment to the development of an accountability system to achieve the goals of NCLB.

Collectively, NCLB's goals, performance indicators, and performance targets constitute California's framework for ESEA *accountability*. The framework provides the basis for the state's improvement efforts, informing policy decisions by the SBE and implementation efforts by the California Department of Education (CDE) to fully realize the system envisioned by NCLB; it also provides a basis for coordination with the State Legislature and the Governor's Office.

**California's NCLB Performance Goals and Performance Indicators**

**Performance Goal 1: *All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013 - 2014.***

**1.1 Performance indicator:** The percentage of students, in the aggregate and for each subgroup, who are above the proficient level in reading on the State's assessment. (These subgroups are those for which the ESEA requires State reporting, as identified in section 1111(h)(1)(C)(i).)

**1.2 Performance indicator:** The percentage of students, in the aggregate and in each subgroup, who are at or above the proficient level in mathematics on the State's assessment. (These subgroups are those for which the ESEA requires State reporting, as identified in section 1111(h)(C)(i).)

**1.3 Performance indicator:** The percentage of Title I schools that make adequate yearly progress.

**Performance Goal 2: *All limited - English - proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.***

**2.1 Performance indicator:** The percentage of limited - English - proficient Students, determined by cohort, who have attained English proficiency by the end of the school year.

**2.2 Performance indicator:** The percentage of limited - English - proficient students who are at or above the proficient level in reading/language arts on the State's assessment, as reported for performance indicator 1.1.

**2.3 Performance indicator:** The percentage of limited - English - proficient students who are at or above the proficient level in mathematics on the State's assessment, as reported for performance indicator 1.2.

**Performance Goal 3: *By 2005 - 2006, all students will be taught by highly qualified teachers.***

**3.1 Performance indicator:** The percentage of classes being taught by "highly qualified" teachers (as the term is defined in section 9101(23) of the ESEA), in the aggregate and in "high - poverty" schools (as the term is defined in section 1111(h)(1)(C)(viii) of the ESEA).

**3.2 Performance indicator:** The percentage of teachers receiving high - quality professional development. (See definition of "professional development" in section 9101(34).)

**3.3 Performance indicator:** The percentage of paraprofessionals (excluding those with sole duties as translators and parent involvement assistants) who are qualified. (See criteria in section 1119(c) and (d).)

**Performance Goal 4: *All students will be educated in learning environments that are safe, drug free, and conducive to learning.***

**4.1 Performance indicator:** The percentage of persistently dangerous schools, as defined by the State.

**Performance Goal 5: *All students will graduate from high school.***

**5.1 Performance indicator:** The percentage of students who graduate from high school, with a regular diploma:

- disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged; and,
- calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data.

**5.2 Performance indicator:** The percentage of students who drop out of school:

- disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged; and
- calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data.

**Local Educational Agency Plan  
Palm Springs Unified School District**

**Appendix B**

**Links to Data Websites**

Below is a listing of Website links for accessing district - level data and information to be used by the LEA in developing this Plan:

- California Assessment of Student Performance and Progress (CAASPP)  
<http://www.cde.ca.gov/ta/tg/ca/>
- California Basic Educational Data System (CBEDS)  
<http://www.cde.ca.gov/demographics/coord/>
- California English Language Development Test (CELDT)  
<http://www.cde.ca.gov/statetests/celdt/celdt.html>
- DataQuest  
<http://data1.cde.ca.gov/dataquest/>
- School Accountability Report Card (SARC)  
<http://www.cde.ca.gov/ope/sarc/>
- Smarter Balance Assessment Consortium (SBAC)  
<http://www.cde.ca.gov/ta/tg/sa/index.asp>

**Local Educational Agency Plan  
Palm Springs Unified School District**

**Appendix C  
(School-Based Programs)**

**Science-Based Programs**

Science-based research has provided evidence of effectiveness for the following school-based prevention programs. Each of the listed programs have been identified as a research - validated, exemplary, or model program by one or more of the following agencies: The California Healthy Kids Resource Center, the Center for Substance Abuse Prevention, United States Department of Education's Expert Panel, or the University of Colorado's Center for the Study and Prevention of Violence. Some of these programs are also discussed in the California Department of Education's publication Getting Results. Websites where additional information can be found about each program's description, target population, and outcomes are listed below. The code in the last column of the menu provides a quick reference indicating which websites have information specific to each program.

A: California Healthy Kids Resource Center: Research - Validated Programs: <http://www.californiahealthykids.org>

B: University of Colorado: Blueprints: <http://www.colorado.edu/cspv/blueprints/model/overview.html>

C: Center for Substance Abuse Prevention: Model Programs: [http://modelprograms.samhsa.gov/model\\_prog.cfm](http://modelprograms.samhsa.gov/model_prog.cfm)

D: United States Department of Education: Expert Panel: <http://www2.edc.org/msc/model.asp>

E: Getting Results: <http://www.gettingresults.org/>

**School-Based Programs**

Name	Intended program outcomes and target grade levels. See research for proven effectiveness						Website
	Grade	Alcohol	Tobacco	Drugs	Violence	Youth Dev.	
Across Ages	4 to 8	X	X	X		X	C,
All Stars™	6 to 8	X	X	X			A,C,D,E
ATLAS (Athletes Training and Learning to Avoid)	9 to 12	X		X			A,B,C,D,
Border Binge Drinking Reduction Program	K to 12	X			X		C,
Child Development Project/Caring School	K to 6	X		X	X	X	A,B,C,D,
Cognitive Behavioral Therapy for Child Sexual Abuse	Families				X		C
Cognitive Behavioral Therapy for Child Traumatic	Families				X		C
Coping Power	5 to 8			X	X		C
DARE To Be You	Pre - K	X		X	X	X	A,C,
Early Risers Skills for Success	K to 6				X		C,
East Texas Experiential Learning Center	7	X	X	X	X	X	C
Friendly PEERsuasion	6 to 8	X					C
Good Behavior Game	1 to 6				X		B,C
High/Scope Perry Preschool Project	Pre - K				X	X	B,C,E
I Can Problem Solve	Pre - K				X		A,B,D
Incredible Years	K to 3				X	X	B,C,
Keep A Clear Mind	4 to 6	X	X				A,C,
Leadership and Resiliency	9 to 12					X	C,
Botvin's LifeSkills™ Training	6 to 8	X	X	X	X		A,B,C,D,
Lions - Quest Skills for Adolescence	6 to 8					X	D,C,E

**Appendix C  
(School-Based Programs)**

School-Based Programs							
Name	Intended program outcomes and target grade levels. See research for proven effectiveness						
	Grade	Alcohol	Tobacco	Drugs	Violence	Youth Dev.	Website
Minnesota Smoking Prevention Program	6 to 10		X				A,D,E
Olweus Bullying Prevention	K to 8				X		B,C,E
Positive Action	K to 12	X	X	X	X	X	C,D,
Project ACHIEVE	Pre - K to 8				X	X	A,C,E
Project ALERT	6 to 8	X	X	X			A,C,D,E
Project Northland	6 to 8	X		X			A,B,C,D,
Project PATHE	9 to 12					X	B,E
Project SUCCESS	9 to 12	X	X	X			C,
Project Toward No Drug Abuse (TND)	9 to 12	X	X	X	X		C,
Project Toward No Tobacco Use (TNT)	5 to 8		X				A,C,D,E
Promoting Alternative Thinking Strategies (PATHS)	K to 6				X		A,B,C,D,
Protecting You/Protecting Me	K to 5	X					C,
Quantum Opportunities	9 to 12					X	B,E
Reconnecting Youth	9 to 12	X		X	X	X	A,C,E
Responding in Peaceful and Positive Ways	6 to 12			X	X		C,D,E
Rural Educational Achievement Project	4				X		C
School Violence Prevention Demonstration Program	5 to 8				X		C
Second Step	Pre - K to 8				X		A,C,D,
Skills, Opportunities, and Recognition (SOAR): Seattle Social Development Project	K to 6	X			X	X	B,C,D,E
SMART Leaders	9 to 12			X			C
Social Competence Promotion Program for Young Adolescents (SCPP - YA)	5 to 7			X			C
Start Taking Alcohol Risks Seriously (STARS) for	6 to 8	X					C,
Students Managing Anger and Resolution Together (SMART) Team	6 to 9				X		C,D,
Too Good for Drugs	K to 12	X	X	X	X		C

**Appendix C**  
**(Community and Family-Based Programs)**

Community and Family-Based Programs							
Name	Intended program outcomes and target grade levels. See research for proven effectiveness						
	Target Population	Alcohol	Tobacco	Drugs	Violence	Youth Dev.	Website
Big Brothers Big Sisters	Community					X	B, E
Brief Strategic Family Therapy	Families			X			B, C,
CASASTART	Community			X	X		B, C, D,
Communities Mobilizing for Change	Community	X					C
Creating Lasting Family Connections	Families (6 to	X		X		X	A, C, D,
Families And Schools Together (FAST)	Families				X		C,
Family Development Research Project	Families				X		C
Family Effectiveness Training	Families				X		C,
Family Matters	Families	X	X				C
FAN (Family Advocacy Network) Club	Families			X		X	C
Functional Family Therapy	Families	X		X	X		B, E
Home-Based Behavioral Systems Family	Families				X		C
Houston Parent - Child Development Program	Parents					X	C
Multisystemic Therapy	Parents			X	X		B, C, E
Nurse - Family Partnership	Parents		X				B, C,
Parenting Wisely	Parents				X		C,
Preparing for the Drug Free Years	Parents (4 to 7)	X		X		X	A, B, C,
Project Star (Students Taught Awareness and Resistance): Midwestern Prevention Project	Community	X	X	X			B, D, C, E
Schools and Families Educating Children (SAFE Children)	Families					X	C
Stopping Teenage Addiction to Tobacco	Community		X				C
Strengthening Families Program	Families (4 to 6)	X		X	X	X	A, C, D,

**Local Educational Agency Plan  
Palm Springs Unified School District**

**Appendix D**

**Research-based Activities (4115 (a)(1)(C))**

The LEA must designate and list the research-based activities (strategies and activities developed by the LEA to supplement the science-based programs listed above) selected from below:

Activities	Research Summaries Supporting Each Activity:
After School Programs	Getting Results Part I, page 77 - 78
Conflict Mediation/Resolution	Getting Results Part I, page 63 - 65 Getting Results Part I, page 127 - 129
Early Intervention and Counseling	Getting Results Part I, page 72 Getting Results Part I, page 100 - 101 Getting Results Part I, page 106 - 107
Environmental Strategies	Getting Results Part I, page 73 - 75 Getting Results Part II, page 47 - 48 Getting Results Part II, page 76 - 79 Getting Results Part II, page 89 - 94
Family and Community Collaboration	Getting Results Part I, page 104 - 105 Getting Results Part II, page 26 - 28 Getting Results Part II, page 33
Media Literacy and Advocacy	Getting Results Part II, page 45 Getting Results Update 3, page 22 - 24
Mentoring	Getting Results Part I, page 49
Peer - Helping and Peer Leaders	Getting Results Part I, page 104 - 106 Getting Results Update 3, page 43 - 45
Positive Alternatives	Getting Results Part I, page 79 - 81 Getting Results Part I, page 104 - 106 Getting Results Part I, page 108 - 109
School Policies	Getting Results Part I, page 66 - 72 Getting Results Part II, page 22 - 23
Service Learning/Community Service	Getting Results Part I, page 81 - 83 Getting Results Part II, page 46 - 47
Student Assistance Programs	Getting Results Part I, page 89 - 90
Tobacco - Use Cessation	Getting Results Part II, page 28 Getting Results Part II, page 42 - 43 Getting Results Part II, page 72 - 74
Youth Development/Caring Schools/Caring Classrooms	Getting Results Part I, page 121 - 123 Getting Results Part I, page 136 - 137 Getting Results Part II, page 28 Getting Results Update 1

**Local Educational Agency Plan  
Palm Springs Unified School District**

**Appendix E  
(Promising or Favorable Programs)**

**Promising or Favorable Programs**

Either the United States Department of Education's Expert Panel, the University of Colorado's Center for the Study and Prevention of Violence, or the Center for Substance Abuse Prevention has identified the programs listed below as producing a consistent positive pattern of results (CSAP) or have evidence of a deterrent effect (Blueprints) but otherwise did not match all of the criteria established by these agencies to be identified as an exemplary or model program. The code in the last column of the chart provides a quick reference indicating which web sites have information specific to each program.

A: California Healthy Kids Resource Center: <http://www.californiahealthykids.org>

B: University of Colorado: Blueprints: <http://www.colorado.edu/cspv/blueprints/model/overview.html>

C: Center for Substance Abuse Prevention: [http://modelprograms.samhsa.gov/model\\_prog.cfm](http://modelprograms.samhsa.gov/model_prog.cfm)

D: United States Department of Education: Expert Panel: <http://www2.edc.org/msc/model.asp>

E: Getting Results: <http://www.gettingresults.org/>

Name	Grade, or Setting	Alcohol	Tobacco	Drug	Violence	Youth Dev.	Web site
Adolescent Alcohol Prevention Trial	5 to 7			X			C
Aggression Replacement Training	School				X		D
Aggressors, Victims, and Bystanders	6 to 9				X		D
Al'sPal's: Kids Making Healthy Choices	Pre K to 2				X		D
Baby Safe (Substance Abuse Free Environment)	Families	X	X	X			C
Basement Bums	6 to 8		X				A
Be a Star	K to 6					X	C
Behavioral Monitoring and Reinforcement	7 to 8			X	X		C
Bilingual/Bicultural Counseling and Support Services	Communiti	X		X			C
Bully Proofing Your School	K to 8				X		B
Creating a Peaceful School Learning Environment	K to 5				X		B
Club Hero	6					X	C
Coca - Cola Valued Youth Program (CCVYP)	School					X	B
Colorado Youth Leadership Project	7	X				X	C
Comer School Development Program (CSDP)	School					X	B
Earls court Social Skills Group Program	K to 6					X	B
Effective Black Parenting Program (EBPP)	Families				X		B
Facing History and Ourselves	7 to 12				X		D
Family Health Promotion	Families	X	X	X		X	C
FAST Track	1 to 6				X		B
Get Real About Violence	K to 12				X		C
Growing Healthy	K to 6	X	X	X			D

**Appendix E**  
(Promising or Favorable Programs)

Name	Grade, or Setting	Alcohol	Tobacco	Drug	Violence	Youth Dev.	Web site
Intensive Protective Supervision Program	Community				X		B
Iowa Strengthening Families Program	Family	X					B
Kids Intervention with Kids in School (KIKS)	6 to 12	X	X	X	X	X	C
Let Each One Teach One	Mentoring					X	D
Linking the Interests of Families and Teachers (LIFT)	1 to 5				X		B, C, D
Lion's Quest Working Toward Peace	5 to 9				X		D
Massachusetts Tobacco Control Program	7 to 12		X				C
Michigan Model for Comprehensive School Health	K to 12	X	X	X			D
Open Circle Curriculum	K to 5				X	X	D
Parent - Child Assistance Program (P - CAP)	Families	X		X			C
PeaceBuilders	K to 8				X		D
Peacemakers Program	4 to 8				X		D
Peer Assistance and Leadership	9 to 12			X	X		C
Peer Coping Skills (PCS)	1 to 3				X		B
Peers Making Peace	K to 12				X		D
Personal/Social Skills Lessons	6 to 12		X				A
Preventive Intervention	6 to 8			X			B
Preventive Treatment Program	Parents			X	X		B
Primary Mental Health Project	Pre k to 3						D
Project Alive	K to 12		X				A
Project BASIS	6 to 8				X	X	C
Project Break Away	6 to 8		X	X			C
Project Life	9 to 12		X				A
Project PACE	4					X	C
Project SCAT	4 to 12		X				A
Project Status	6 to 12			X	X	X	B

**Appendix E**  
(Promising or Favorable Programs)

Name	Grade, or Setting	Alcohol	Tobacco	Drug	Violence	Youth Dev.	Web site
Safe Dates	School				X		B
Say It Straight (SIS) Training	6 to 12	X					D
School Transitional Environmental Program	9 to 12			X	X	X	B
Smokeless School Days	9 to 12		X				A
Social Decision Making and Problem Solving	1 to 6	X			X		D
Social Decision Making and Problem Solving Program (SDM/PS)	K to 5					X	B
Socio - Moral Reasoning Development Program	School				X		B
Storytelling for Empowerment	6 to 8	X		X			C
Strengthening Hawaii Families	Families			X			C
Strengthening the Bonds of Chicano Youth & Families	Communiti	X		X			C
Syracuse Family Development Program	Family				X		B
Teams - Games - Tournaments Alcohol Prevention	10 to 12	X					C
Teenage Health Teaching Modules	6 to 12		X				C, D
Teens Tackle Tobacco! - Triple T	6 to 12		X				A
The Scare Program	School				X		D
The Think Time Strategy	K to 9				X		D
Tinkham Alternative High School	9 to 12					X	C
Tobacco - Free Generations	8 to 12		X				A
Viewpoints	9 to 12				X		B
Woodrock Youth Development Project	K to 8	X	X	X		X	C
Yale Child Welfare Project	Families				X		B
Project Break Away	6 to 8		X	X			C
Project Life	9 to 12		X				A
Project PACE	4					X	C
Project SCAT	4 to 12		X				A
Project Status	6 to 12			X	X	X	B

## Appendix F

### District & Student Performance Data

#### CAASPP Results (All Students)

#### English Language Arts/Literacy

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 3	1943	1902	97.9	1893	<b>2375.8</b>	11	14	27	48
Grade 4	1803	1768	98.1	1761	<b>2420.5</b>	11	18	22	49
Grade 5	1818	1769	97.3	1762	<b>2461.2</b>	10	24	21	44
Grade 6	1742	1700	97.6	1694	<b>2480.0</b>	7	22	30	41
Grade 7	1801	1757	97.6	1750	<b>2498.0</b>	5	23	30	42
Grade 8	1762	1704	96.7	1684	<b>2529.5</b>	5	29	33	32
Grade 11	1816	1714	94.4	1696	<b>2563.1</b>	13	32	28	26
All Grades	12685	12314	97.1	12240		9	23	27	40

Grade Level	READING			WRITING			LISTENING			RESEARCH/INQUIRY		
	Demonstrating understanding of literary & non-fictional texts			Producing clear and purposeful writing			Demonstrating effective communication skills			Investigating, analyzing, and presenting information		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 3	11	37	52	10	40	50	9	59	33	11	46	42
Grade 4	12	41	47	10	45	45	9	60	31	11	48	37
Grade 5	13	38	49	15	41	44	10	59	31	21	52	27
Grade 6	9	43	49	11	43	46	8	66	26	15	58	27
Grade 7	9	43	47	11	45	44	7	62	31	11	55	33
Grade 8	15	47	38	11	50	37	9	67	25	13	59	28
Grade 11	21	52	27	22	48	30	11	61	27	21	58	21
All Grades	13	43	44	13	45	42	9	62	29	15	54	31

**CAASPP Results (All Students)**

**Mathematics**

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 3	1943	1904	98.0	1897	<b>2386.8</b>	8	20	25	47
Grade 4	1803	1778	98.6	1770	<b>2429.9</b>	6	16	37	41
Grade 5	1818	1773	97.5	1769	<b>2451.7</b>	8	10	27	55
Grade 6	1742	1708	98.0	1703	<b>2464.1</b>	6	13	29	52
Grade 7	1801	1765	98.0	1756	<b>2477.3</b>	5	14	30	51
Grade 8	1762	1709	97.0	1694	<b>2492.9</b>	6	14	25	54
Grade 11	1816	1704	93.8	1685	<b>2518.5</b>	4	13	23	59
All Grades	12685	12341	97.3	12274		6	14	28	51

Grade Level	CONCEPTS & PROCEDURES			PROBLEM SOLVING & MODELING/DATA ANALYSIS			COMMUNICATING REASONING		
	Applying mathematical concepts and procedures			Using appropriate tools and strategies to solve real world and mathematical problems			Demonstrating ability to support mathematical conclusions		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 3	16	31	53	11	35	53	12	51	37
Grade 4	12	30	59	9	42	50	10	41	49
Grade 5	10	24	66	8	32	60	7	42	52
Grade 6	9	28	63	6	41	53	8	45	47
Grade 7	10	28	62	8	48	44	7	67	26
Grade 8	11	30	60	8	49	43	8	46	46
Grade 11	9	29	63	7	48	45	7	51	42
All Grades	11	28	60	8	42	50	9	49	42

## Appendix F

### District & Student Performance Data

#### Title III Accountability

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	6,415	6561	6,602
Percent with Prior Year Data	99.8	100.0	100.0
Number in Cohort	6,404	6560	6,599
Number Met	3,588	3913	3,859
Percent Met	56.0	59.6	58.5
NCLB Target	57.5	59.0	
Met Target	No	Yes	No

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	4,641	2,874	4755	2826	4,857	2,886
Number Met	1,171	1,246	1299	1317	1,314	1,388
Percent Met	25.2	43.4	27.3	46.6	27.1	48.1
NCLB Target	20.1	47.0	22.8	49.0		
Met Target	Yes	No	Yes	No	Yes	No

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2012-13	2013-14	2014-15
<b>English-Language Arts</b>			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	
<b>Mathematics</b>			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	
<b>Met Target for AMAO 3</b>	<b>No</b>	<b>No</b>	

## Appendix F

### District & Student Performance Data

#### California English Language Development (CELDT) Data

Grade	2014-15 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
<b>K</b>	1	1	23	20	38	33	36	31	18	16	116
<b>1</b>	35	4	242	30	334	42	139	17	51	6	801
<b>2</b>	63	7	221	25	364	41	176	20	56	6	880
<b>3</b>	81	9	209	22	385	41	167	18	106	11	948
<b>4</b>	222	26	264	31	246	29	77	9	51	6	860
<b>5</b>	104	17	276	45	178	29	41	7	20	3	619
<b>6</b>	29	6	160	34	194	41	57	12	34	7	474
<b>7</b>	29	7	181	46	127	32	32	8	24	6	393
<b>8</b>	32	10	161	48	101	30	17	5	22	7	333
<b>9</b>	8	2	154	43	141	39	42	12	15	4	360
<b>10</b>	18	6	106	37	111	39	37	13	15	5	287
<b>11</b>	26	9	136	46	103	35	16	5	14	5	295
<b>12</b>	30	13	99	42	68	29	19	8	18	8	234
<b>Total</b>	678	10	2232	34	2390	36	856	13	444	7	6600

Grade	2014-15 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
<b>K</b>	3	0	50	5	257	25	321	31	404	39	1035
<b>1</b>	41	5	258	29	362	41	155	17	77	9	893
<b>2</b>	65	7	227	24	381	41	187	20	76	8	936
<b>3</b>	87	9	218	22	398	40	171	17	128	13	1002
<b>4</b>	226	25	273	30	255	28	85	9	68	7	907
<b>5</b>	111	17	282	43	186	28	43	7	38	6	660
<b>6</b>	30	6	163	33	196	40	58	12	48	10	495
<b>7</b>	34	8	187	44	131	31	35	8	39	9	426
<b>8</b>	37	10	170	46	104	28	20	5	37	10	368
<b>9</b>	14	4	159	40	146	37	45	11	30	8	394
<b>10</b>	23	7	110	35	117	37	37	12	27	9	314
<b>11</b>	32	10	139	43	107	33	19	6	26	8	323
<b>12</b>	32	13	103	42	72	29	19	8	21	9	247
<b>Total</b>	735	9	2339	29	2712	34	1195	15	1019	13	8000