

Local Control and Accountability Plan

Palm Springs Unified



July 1, 2014 - June 30, 2017

edit in progress

Introduction:

LEA: Palm Springs Unified

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LCAP Year: 2014

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and annual update template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

The LCAP is intended to be a comprehensive planning tool. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs should comply with instructions and use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)

Implementation of State Standards: implementation of academic content and performance standards adopted by the state board for all pupils, including English learners. (Priority 2)

Course access: pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)

Expelled pupils (for county offices of education only): coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)

Foster youth (for county offices of education only): coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)

B. Pupil Outcomes:

Pupil achievement: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

Other pupil outcomes: pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

C. Engagement:

Parent involvement: efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

School climate: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA’s goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

Guiding Questions:

- 1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, community organizations representing English learners, and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA’s process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA’s engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representative parents of pupils identified in Education Code section 42238.01?
- 6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

Involvement Process	Impact on LCAP
<p>EXECUTIVE SUMMARY</p> <p>Palm Springs Unified School District</p> <p><i>Who we are:</i></p> <p>The 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 15 elementary schools, one K-6 Charter school, five middle schools, four comprehensive high schools and alternative education</p>	<p>Pursuant to education code 52062, all school community stakeholders were engaged through information/community/ Forums that actively sought input to the formation of the LCAP. Please see Section 1-Stakeholder Engagement for specific dates and stakeholder meetings.</p> <p>The LCAP</p> <p>The Palm Springs Unified School District Local Control Accountability Plan has infused input from all stakeholders. Staff, parents, students, and local</p>

programs.

Palm Springs Unified School District currently serves approximately 23,500 students. Of these students 74% are Hispanic, 15% Caucasian, 5.5% African American and 6% other. Approximately 30% of our students are classified as English Language Learners. In 2013, 84% 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 nearly 1,200 employees. Approximately 1200 classified staff members provide additional support to school sites.

Gifted and Talented Education services are provided to approximately 1,089 students. Special education services are provided to approximately 2,092 students.

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

We currently have 219 identified foster children as students in our schools, who are monitored by district staff to ensure they have the greatest opportunity for success.

What We Do:

The 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 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
- Ensure our students are College and Career ready

2) Ensure that all students actively engage in learning and connect in meaningful

organizations provided surveys on needs/priorities and actions that reflect the needs of our school community. Whenever possible, this input was matched to our current metrics, and possible resources were identified as actions and services. Along with stakeholder surveys, the plan itself is based on extensive analysis of district data.

The PSUSD LCAP is intended to complement, not supercede, other major district plans, including but not limited to the District LEA, Strategic Plan, District Safety Plan, Health and Wellness Plan, and school site SPSAs. It is critical for all stakeholders to understand that the funds and programs identified under the LCAP are only part of the overall district plan and expenditures to meet our overall district goals. It is a District priority for all district funds and expenditures to work in coherence (example General Fund, Title I) in order for us to support all of our students in the most effective and appropriate ways. To integrate current district goals with stakeholder input and state LCAP priorities, the four District Focus/Priority areas were identified as the focus for district LCAP implementation. These four areas, 1) Student Achievement, 2) Parent and Community Partnerships, 3) Safe and Secure Environments and 4) Human Resource Development.

From the stakeholder input, staff identified preferred outcomes that fell within each of the 8 state priorities and the 4 District Focus Areas noted above. Following the state's direction, the PSUSD LCAP was written with a three year implementation cycle in mind. Therefore, many of the actions and services provided will not be fully implemented until years two, three and subsequent years when Local Control Funding enables greater implementation.

This plan is reflective of stakeholder input that aligns with identified District priorities and school community needs. Staff, parents, students, and local organizations provided feedback on needs and actions that reflect the priorities of our school community. Whenever possible, this input was matched to our current metrics, and possible resources were identified as actions

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 environment 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.

How we're doing:

In the summer of 2008, PSUSD 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.

In 2011, PSUSD included an additional priority, "Engaging Parents" to create CDE-HIP as a focus for our instructional programs.

Palm Springs Unified continues to identify these six high leverage priorities within our systems to ensure that there is a continual focus on best practice strategies to meet the needs of each of our students.

Each school site determines individual school goals identified by analyzing data, with their School Site Council, which support the district's high leverage priorities. Schools are allocated money, in addition to what is identified in this LCAP, from the Local Control Funding Formula to support them in achieving their goals. For more information, please refer to the school's Single Plan for Student Achievement (SPSA).

Current Data Information

The following is a collection of data from various sources that summaries the progress of PSUSD across numerous fields. All information is from the latest data sources available. The second number listed in parenthesis is the Riverside

and services.

Stakeholder groups information and input was divided into major categories:

Human Resources

Examples of multiple stakeholder input on human resources included:

- Recruit and retain highly qualified staff
- Develop effective Professional Learning Communities
- Support new teachers
- Increase salaries to be competitive and retain staff
- Maintain Health & Welfare benefits
- Hire more nurses and counselors
- Add more technology support specialists
- Increase professional development for all staff
- Create a districtwide 2-1-2 schedule

Parent and Community Engagement

Examples of multiple stakeholder input on Parent and Community Engagement included:

- Additional Parent training opportunities
- Provide a District Parent Coordinator
- Provide parent outreach and time to meet with school officials
- Provide translators at parent conferences
- Create parent visit to schools programs
- More CTE Pathway support
- More professional development on parent and community needs for staff

Safe and Secure Environment

Examples of multiple stakeholder input on Safe and Secure Environment included:

- Provide more security officers
- More security cameras at sites
- Provide badges and IDs to students and staff
- Make sure all sites are well maintained (facilities, alarms, etc)
- Provide more shade structures
- Provide more mental health counselors and therapists
- Get parents involved in safety around campuses
- Provide contraband detection dogs on campuses

Academic Achievement

County average in the respective selection.

- Student enrollment is 23,500
- English Language Learners = 30% (20%)
- Free and Reduced Lunch Population = 83% (62%)
- API is 752. (789)
- 46.9% of students proficient in English/Language Arts. (55.7)
- 53.1% of students were proficient in Math. (58.7)
- Cohort graduation rate is 86.7%. (83.8)
- Cohort drop-out rate is 9.0%. (10.1)
- Middle School drop-out rate is .47% (.59)
- A-G Completion Rates is 28.2%. (35.1%)
- A-G Completion Rate (EL students) 3.4% (5.3%)
- A-G Completion Rate (SED students) 25.3 (28.1)
- 15% of students "college-ready" in ELA Early Assessment Program (EAP). (20)
- 7% of students "college-ready" in MATH Early Assessment Program (EAP). (9)
- 12% of students reclassified fluent English proficient (10.70)
- 56% of EL students making one year growth in learning English on the CELDT. (55.13)
- 25.2% of EL students attaining English Language Proficiency in less than 5 years. (23.77)
- 43.4% of EL students attaining English Language Proficiency in more than 5 years. (45.32)
- 77% CAHSEE ELA Pass Rate. (82)
- 77% CAHSEE Math Pass Rate. (84)
- 22% of students taking Advanced Placement (AP) Exams (1423 exams). (25)
- 39.4% of AP Exam takers earning a score of 3+. (46.71)
- 24.52% of students labeled truant during school year. (30.53)
- 49.43% of students participate in Career Technical Education. (53.73)
- 45.32% of students completed CTE sequence. (27.33)
- 15.5% of students earned CTE certification. (14.7)
- Attendance Rate Overall TK-12 = 94.56%
- Truancy Rate = 24.52% (30.53%)
- Suspension Rate = 6.9% (5.5%)
- Expulsion Rate = 0.5% (0.2%)
- Highly Qualified Teachers (Williams) 100%

Examples of multiple stakeholder input on Academic Achievement included:

- Improve early literacy for all children
- Help students to be college and career ready
- Provide all day kindergarten
- Improve literacy across all subject areas
- Provide more staff collaboration time and activities
- Provide more technology and technology professional development

Specifically, the following LCFF investment priorities directly correlate with the feedback received from our stakeholders and our student data and are tied to the academic, social and safety needs of our students and school community.

Along with stakeholder surveys, the plan itself is based on extensive analysis of district data, including recent achievement data (AYP/API, CAHSEE, CELDT, Subgroup information) attendance, graduation and drop-out rates, A-G enrollment and completion, Climate Surveys, CTC/Pathway enrollment, suspension, expulsion and special education information, Healthy Kids Surveys, Free and Reduced Lunch populations, local community statistics (crime, etc.) and other data.

It is the goal of Palm Springs Unified to present a Local Accountability Plan that addresses the complex needs of our students while honoring parent, community and staff input. This plan will be revised as necessary to meet the needs of our school community. This plan will be posted on the District website for review and stakeholder input prior to Board adoption.

Data analysis shows that there continues to be an achievement gap within subgroups and students struggle in the following areas:

1. Early Literacy
2. Middle school math
3. UC (A-G) access and success
4. High School Graduation rate

How will we fulfill our vision?

Palm Springs Unified has committed to creating a coherent *Local Control and Accountability Plan* to provide base support to all students and supplemental and enrichment resources to identified students to ensure that all students graduate college and career ready. As a district, we are committed to improving student achievement and ensuring that all students are college and career ready by working in partnership with our school community to share in the vision of providing students a safe, rigorous and engaging environment from high qualified staff.

As a district, we use data, including state and local assessments, to ensure the fidelity of our instructional programs and the progress of our students toward college and career readiness.

Stakeholder Input to the LCAP

PSUSD provided opportunities for every stakeholder to offer feedback on needs and resources and to assist in the planning for future needs of all students. The LCAP was being written with careful reflection of stakeholder input, current levels of student achievement, review of existing programs and anticipated needs.

Parents, Community Members, and PSUSD Staff were provided an overview of the LCFF and LCAP process at a number of District sponsored "LCFF/LCAP Information & Input Forums". These forums consisted of providing information and resources on the new funding process (LCFF), district priorities under the LCAP and opportunities to solicit stakeholder information and input regarding needs, priorities, etc. These opportunities were provided both in person (see activities and dates) and in writing. All information was provided in both English and Spanish.

The primary instrument used by the district to gather stakeholder input was a comprehensive survey that addressed each of the State's Eight Priority Areas, filtered through the District's Strategic Plan and Board of Education Focus Areas of Academic Achievement, Human Resources Development, Parent and Community Partnerships, and Safe and Secure Environment.

At each forum, surveys were distributed to all of the stakeholders in attendance. In addition, an online survey (English and Spanish) was made available from January through March, 2014.

Stakeholder input was summarized by focus area and summaries were provided to the LCAP Leadership Committee. In order to meet the statutory requirements pursuant to Education Code 52062, all major parent and school community groups were engaged for input. This was accomplished by:

1. Three designated community Forums (2/5, 2/19, 2/26) to provide information, overview and opportunities for input on LCFF and LCAP.
2. Online surveys for all parties (teachers, district staff, parents, business, other school community participants). (ongoing)
3. Principal Input (2/27/14 & 3/3/14 ongoing)
4. District Leadership Input. (ongoing) (3/3/14)
5. Student input at all comprehensive and alternative high schools. (3/3, 3/4,3/4, 3/7, 3/14)
6. Superintendents Parent Advisory Committee (1/23/14)
7. Classified Forum (1/13/14)
8. DELAC parent input (1/21, 1/16, 2/20)
9. Secretary's workshop (2/09/14)
10. Certificated Teacher Forums & Union forum (2/03/14)
11. District Specialists (Teachers on Special Assignment) (2/27/14)
12. Board Advisory Committee (1/21/14)
13. District Advisory Council (Title I) (2/12/14)

Palm Springs Unified continues to meet with and seek input from stakeholder groups on a regular basis.

Important terminology used within this plan:

LCAP--Local Control Accountability Plan

LCFF--Local Control Funding Formula

API--Academic Performance Index
AYP--Adequate Yearly Progress
SBAC--Smarter Balanced Assessment Consortium
CAHSEE--California High School Exit Exam
CAASPP--California Assessment of Student Performance and Progress
CELDT--California English Language Development Test
A-G--University of California and California State University Subject Area Requirements
AVID-Advancement Via Individual Determination
AMAO--Annual Measurable Achievement Objectives
ELL--English Language Learner
ELD--New English Language Development standards
NGSS--Next Generation Science Standards
RtI - Response to Instruction
SPSA - Single Plan for Student Achievement
TOSA - Teacher on Special Assignment
CCSS - Common Core State Standards
PD - Professional Development
CTE - Career Technical Education
SED - Socioeconomically Disadvantaged
DAELE 2.1 - Digitally Advanced Educational Learning Environment 21st Century

Section 2: Goals and Progress Indicators

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, for each state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.

Instructions: Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups (e.g., school site councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Guiding Questions:

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
- 3) What are the LEA's goal(s) to address state priorities related to "Engagement"(e.g., pupil and parent)?
- 4) What are the LEA's goal(s) to address locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific predicted outcomes/metrics/noticeable changes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority and/or to review progress toward goals in the annual update?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities
	Description of Goal	Applicable Pupil Subgroup(s) (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>Goal 1 Increased rigor and standards alignment Pre K -12. Increase instructional and curriculum rigor and create standards alignment by fully implementing the Common Core State Standards. Ensure all students have access to textbooks.</p> <p>Full implementation of the Common Core State Standards in all schools, TK-12 as measured by student performance on the CAASPP, Benchmarks, schoolwide assessments and administrator observation. Ensure appropriate instructional materials are available for all students. Ensure and maintain that 100% of students have textbooks per Williams Act.</p>	1. Academic Achievement: Increased rigor and standards alignment, Pre-K through 12th Grade (fully implement CCSS, NGSS, ELD Standards).	All	All	<p>Establish Math and ELA proficiency baselines as measured by the CAASPP. Identify and implement benchmark assessments to establish baseline. Maintain 100% of students have access to core textbooks.</p>	<p>Increase Math and ELA proficiency by 2% from 14/15 baseline data as measured by the CAASPP. Increase benchmark performance level from baseline established in 2014-15 by 2%. Maintain 100% of students have access to core textbooks.</p>	<p>Increase Math and ELA proficiency by 2% from 15/16 baseline data as measured by the CAASPP. Increase benchmark performance level from 2015-16 by 2%. Maintain 100% of students have access to core textbooks.</p>	<p>Basic; Implementation of State Standards; Course access; Pupil achievement; Pupil engagement Academic Achievement Basic Services</p>	

<p>Goal 1.2 PSUSD AYP Data shows that less than 45% of all middle school students are scoring proficient in Math.</p> <p>Beginning in 14/15 growth will be measured using CAASPP</p>	<p>1.2 All Students will be prepared to be successful in higher-level math courses</p>	<p>All</p>	<p>All</p>		<p>Establish math proficiency baselines as measured by the CAASPP</p> <p>Establish math below proficiency baselines as measured by the CAASPP</p>	<p>Increase math proficiency baselines by 2% from 14/15 as measured by the CAASPP</p> <p>Decrease math below proficiency baselines by 2% from 14/15 as measured by the CAASPP</p>	<p>Increase math proficiency baselines by 2% from 15/16 as measured by the CAASPP</p> <p>Decrease math below proficiency baselines by 2% from 15/16 as measured by the CAASPP</p>	<p>Basic; Implementation of State Standards; Course access; Pupil achievement; Other pupil outcomes; Pupil engagement Academic Achievement</p>
<p>Goal 1.3 Increase percent of students proficient in ELA.</p> <p>Growth will be measured by CAASPP in grades 3-5. Growth will be measured by DIBELSNEXT in grades K-2.</p>	<p>1.3 Increase Literacy across all content areas</p>	<p>All</p>	<p>All</p>		<p>Establish ELA proficiency baselines as measured by CAASPP</p> <p>Establish ELA below proficiency baselines as measured by CAASPP</p> <p>Establish DIBELSNEXT PSUSD baselines as measured by DIBELSNEXT Composite Scores</p>	<p>Increase ELA proficiency baselines by 2% from 14/15 as measured by CAASPP</p> <p>Decrease ELA below proficiency baselines by 2% from 14/15 as measured by CAASPP</p> <p>Increase DIBELSNEXT PSUSD proficiency by 2% as measured by DIBELSNEXT Composite Scores</p>	<p>Increase ELA proficiency baselines by 2% from 15/16 as measured by CAASPP</p> <p>Decrease ELA below proficiency baselines by 2% from 15/16 as measured by CAASPP</p> <p>Increase DIBELSNEXT PSUSD proficiency by 2% as measured by DIBELSNEXT Composite Scores</p>	<p>Implementation of State Standards; Course access; Pupil achievement Academic Achievement</p>
<p>Goal 1.4</p> <p>Increase the percentage of English Language Learners making progress in learning English. AMAO-1 Increase the percentage of students attaining English proficiency. AMAO-2 Increase the number of students reclassified as English Language Proficient</p>	<p>1.4 Increase English Learner achievement (especially long term ELs).</p>	<p>English learners</p>	<p>All</p>		<p>AMAO Levels 1 & 2 will increase: AMAO 1 - Percentage of ELs Making Annual Progress in Learning English</p> <p>Percentage Meeting AMAO 1 in LEA (57.5%) will increase to 59%</p> <p>AMAO 2 - Percentage of ELs Attaining the English Proficient Level on the CELDT</p> <p>Less than 5 Years</p>	<p>AMAO Levels 1 & 2 will increase: AMAO 1 - Percentage of ELs Making Annual Progress in Learning English</p> <p>Percentage Meeting AMAO 1 in LEA will increase to 61%</p> <p>AMAO 2 - Percentage of ELs Attaining the English Proficient Level on the CELDT</p> <p>Less than 5 Years Cohort</p>	<p>AMAO Levels 1 & 2 will increase: AMAO 1 - Percentage of ELs Making Annual Progress in Learning English</p> <p>Percentage Meeting AMAO 1 in LEA will increase to 63%</p> <p>AMAO 2 - Percentage of ELs Attaining the English Proficient Level on the CELDT</p> <p>Less than 5 Years Cohort</p> <p>Percentage in Cohort</p>	<p>Basic; Implementation of State Standards; Course access; Pupil achievement; Other pupil outcomes; Parent involvement; Pupil engagement Academic Achievement</p>

English Learner Progress on CELDT, AMAO 1-2, Reclassification Rate					<p>Cohort</p> <p>Percentage in Cohort Attaining the English Proficient Level of (25.2%) will increase to 26.5%</p> <p>5 Years or More Cohort</p> <p>Percentage in Cohort Attaining the English Proficient Level of (43.4%) will increase to 45%</p> <p>The English Learner Reclassification rates will meet or exceed those of Riverside County.</p>	<p>Percentage in Cohort Attaining the English Proficient Level will increase to 28%</p> <p>5 Years or More Cohort</p> <p>Percentage in Cohort Attaining the English Proficient Level will increase to 47%</p> <p>The English Learner Reclassification rate will meet or exceed those of Riverside County.</p>	<p>Attaining the English Proficient Level will increase to 30%</p> <p>5 Years or More Cohort</p> <p>Percentage in Cohort Attaining the English Proficient Level will increase to 49%</p> <p>The English Learner Reclassification rate will meet or exceed those of Riverside County.</p>	
<p>Goal 1.5</p> <p>Increase opportunities for advanced learners</p> <p>Provide engaging activities for all students</p> <p>Increase arts exposure to all students</p> <p>Increase the number of students enrolled in AP courses, and GATE Classes.</p> <p>Increase the number of students exposed to and participating in arts programs throughout the district and community.</p>	1.5 Increased Enrichment Opportunities	All	All		<p>The percentage of students enrolled in and completing enrichment opportunities through Advanced Placement and GATE classes will increase by 2% over the established baseline.</p> <p>The percentage of students exposed to and participating in arts programs will increase by 5% over the established baseline</p>	<p>The percentage of students enrolled in and completing enrichment opportunities as measured by the number of students enrolled in Advanced Placement and GATE classes will increase by 2%. above the 14-15 baseline rate.</p> <p>The percentage of students exposed to and participating in arts programs will increase by 5% over the 2014-2015 baseline.</p>	<p>The percentage of students enrolled in and completing enrichment opportunities as measured by the number of students enrolled in Advanced Placement and GATE classes will increase by 2%. above the 15-16 baseline rate.</p> <p>The percentage of students exposed to and participating in arts programs will increase by 5% over the 2015-2016 baseline.</p>	<p>Implementation of State Standards; Course access; Pupil achievement; Other pupil outcomes; Pupil engagement; School climate Academic Achievement Parent and Community Partnerships Student Behavior/Engagement Human Resources</p>

<p>Goal 1.6</p> <p>Increase high school graduation rate</p> <p>Decrease the drop-out rate (middle and high school)</p> <p>Increase the percentage of students completing A-G course requirements.</p> <p>Decrease the subgroup gap in A-G completion rates.</p> <p>Increase the percentage of students completing the CTE Course Sequence.</p> <p>Increase the percentage of students "passing" AP Exams with a 3 or higher.</p> <p>Increase the percentage of students designated College Ready on EAP in ELA and Math.</p> <p>Increase high school graduation rate as measured by : CAHSEE PASS RATE (10th Grade) (ELA 77; MATH 77) Graduation cohort rate (86%) High School Cohort Dropout Rate (9.0%) Middle School Dropout Rate (.47%) (.59) A-G Course Completion</p>	<p>1.6 Increase the number of College and Career Ready Students. Decrease the achievement gap within subgroups in A-G completion rates.</p>	<p>All</p>	<p>Middle; High School</p>		<p>The number of students college and career ready will increase based on improved CAHSEE pass rates, increased graduation cohort rates, decreased cohort dropout rates, improved A-G Course completion rates, improved EAP College Readiness, decreased subgroup gap for A-G completion and increased percentages of students completing CTE Sequence. CAHSEE PASS RATE (10th Grade) (ELA 79; MATH 79) Graduation cohort rate (87%) High School Cohort Dropout Rate (8.5%) Middle School Dropout Rate (.4%) A-G Course Completion Rates (30%)</p> <ul style="list-style-type: none"> • EL A-G Course Completion (4.5%) • SED A-G Course Completion (30%) <p>CTE Sequence Completion:</p> <ul style="list-style-type: none"> • Participation 50% • Concentrator 47% • Attainment 17% <p>AP Passing Rate 41% EAP College Readiness ELA = 16% Math = 6%</p>	<p>The number of students college and career ready will increase based on improved CAHSEE pass rates, increased graduation cohort rates,, decreased cohort dropout rates, improved A-G Course completion rates, decreased subgroup gap for A-G completion and increased percentages of students completing CTE Sequence. CAHSEE PASS RATE (10th Grade) (ELA 81; MATH 81) Graduation cohort rate (88%) High School Cohort Dropout Rate (8.0%) Middle School Dropout Rate (.35%) A-G Course Completion Rates (32%)</p> <ul style="list-style-type: none"> • EL A-G Course Completion (6.5%) • SED A-G Course Completion (32%) <p>CTE Sequence Completion:</p> <ul style="list-style-type: none"> • Participation 52% • Concentrator 49% • Attainment 19% <p>AP Passing Rate 43% EAP College Readiness ELA = 18% Math = 8%</p>	<p>The number of students college and career ready will increase based on improved CAHSEE pass rates, increased graduation cohort rates,, decreased cohort dropout rates, improved A-G Course completion rates, decreased subgroup gap for A-G completion and increased percentages of students completing CTE Sequence. CAHSEE PASS RATE (10th Grade) (ELA 83; MATH 83) Graduation cohort rate (89%) High School Cohort Dropout Rate (7.5%) Middle School Dropout Rate (.30%) A-G Course Completion Rates (34%)</p> <ul style="list-style-type: none"> • EL A-G Course Completion (8.5%) • SED A-G Course Completion (34%) <p>CTE Sequence Completion:</p> <ul style="list-style-type: none"> • Participation 55% • Concentrator 51% • Attainment 21% <p>AP Passing Rate 45% EAP College Readiness ELA = 20% Math = 10%</p>	<p>Implementation of State Standards; Course access; Pupil achievement; Other pupil outcomes; Parent involvement; Pupil engagement; School climate Academic Achievement Parent and Community Partnerships Student Behavior/Engagement</p>
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<p>Rates (28.2%)</p> <ul style="list-style-type: none"> • EL A-G Course Completion (3.4%) • SED A-G Course Completion (28.1%) <p>CTE Sequence Completion:</p> <ul style="list-style-type: none"> • Participation 49.4% • Concentrator 45.3% • Attainment 15.5% <p>AP Passing Rate 39.4%</p> <p>Increase EAP College Readiness in ELA & Math ELA - 14% Math -4%</p>								
<p>Goal 1.7 Increase number of students with access to classroom technology. Increase the number of classrooms with integrated technology learning systems. (DAELE 2.1) Digitally Advanced Educational Learning Environment - 21st Century.</p> <p>Measurement by District Technology Plan and number of devices per capita. Currently, 2.9 students per device. Number of "DAELE 2.1" classrooms to increase.</p>	<p>1.7 Effectively utilize technology to support teaching and to maximize learning and self-expression by increasing the number of students and classrooms with access to educational technology.</p>	All	All		<p>Develop baseline of technology access to all students by measuring the number of devices available per capita. (Number of students per device). Develop a baseline of "DAELE 2.1" classrooms in the district and increase 5% year one.</p>	<p>Increase baseline from 14/15 of technology access to all students by a 5% increase in the number of devices. (Number of students per device). The number of DAELE-2.1 classrooms to increase 15% from 2014-15 established baseline.</p>	<p>Increase baseline from 15/16 of technology access to all students by a 5% increase in the number of devices. (Number of students per device). The number of DAELE-2.1 classrooms to increase 25% overall from 2014-15 established baseline.</p>	<p>Implementation of State Standards; Course access; Pupil achievement; Other pupil outcomes; Parent involvement; Pupil engagement Academic Achievement Student Behavior/Engagement</p>
<p>Goal 2 Increase collaboration with families and community to ensure all students are actively</p>	<p>2. Parent and Community Partnerships</p> <ul style="list-style-type: none"> • To increase 	All	All		<p>Establish baseline of parent survey involvement data</p> <p>Establish baseline of partnerships with both</p>	<p>Increase baseline from 14/15 parent survey involvement data by 2%</p> <p>Increase baseline from</p>	<p>Increase baseline from 15/16 parent survey involvement data by 2%</p> <p>Increase baseline from</p>	<p>Pupil achievement; Other pupil outcomes; Parent involvement; Pupil engagement; School</p>

<p>engaged in learning and connected in meaningful ways to their schools through the community, and by so doing, improve attendance and graduation rates. Levels of parent involvement, Attendance, Drop-Out rates, Graduation Rates, Chronic Absenteeism rate</p> <p>Parent / Stakeholder Surveys and Parent / Volunteer sign in sheets Attendance rates, drop-out rates, chronic absenteeism rates, cohort graduation rates</p>	<p>student engagement in schools.</p> <ul style="list-style-type: none"> • Improve overall attendance • Decrease truancy rates • Decrease Chronic Absenteeism Rates 				<p>the business and philanthropic communities</p> <p>(see metric for Goal1.6)</p> <p>Improve overall attendance rates. 94.56%. Decrease Truancy Rate. 24.52%. Decrease Chronic Absenteeism Rate from established baseline developed during 2014-15 school year.</p>	<p>14/15 data of partnerships with both the business and philanthropic communities by 2%</p> <p>(see metric for Goal 1.6)</p> <p>Improve overall attendance rates. 95.%. Decrease Truancy Rate. 24.% Decrease chronic absenteeism rate by 1% from established baseline.</p>	<p>15/16 data of partnerships with both the business and philanthropic communities by 2%</p> <p>(see metric for Goal 1.6)</p> <p>Improve overall attendance rates. 95.5%. Decrease Truancy Rate. 23.5%. Decrease chronic absenteeism rate by 2% from established baseline.</p>	<p>climate Academic Achievement Parent & Community Partnerships Student Behavior/Engagement</p>
<p>Goal 3</p> <p>Reduce the number of suspensions and expulsions, and reduce the disproportionality of both throughout the district.</p> <p>Implement character building programs throughout our schools to build responsible, respectful students.</p> <p>Provide clean facilities by working with site custodial and maintenance staff and monitoring work order completion through School Dude.</p>	<p>3. Provide students with a clean, healthy, physically and emotionally safe learning environment.</p>	<p>All</p>	<p>All</p>		<p>The number of suspensions and expulsions by subgroup will decrease by 2% as measured through suspension/expulsion rates. Baseline established by 2013-2014 data.</p> <p>A baseline measuring the percentage of students surveyed who state they have a clean, healthy, physically and emotionally safe learning environment will be established. Districtwide</p>	<p>The number of suspensions and expulsions by subgroup will decrease by 3% from 2014-15 as measured through suspension/expulsion rates. (See 2013-14 Metric)</p> <p>The percentage of students surveyed who state they have a clean, healthy, physically and emotionally safe learning environment will increase by 3%. Districtwide surveys (Title 1 and Healthy Kids)</p> <p>The number of Sprigeo bullying reports will decrease by 3% from the baseline established in 2014 - 15.</p>	<p>The number of suspensions and expulsions by subgroup will decrease by 3% from 2015-16 as measured through suspension/expulsion rates. (See 2013-14 Metric)</p> <p>The percentage of students surveyed who state they have a clean, healthy, physically and emotionally safe learning environment will increase by 3%. Districtwide surveys (Title 1 and Healthy Kids)</p> <p>The number of Sprigeo bullying reports will decrease by 3% from the baseline established in 2015-16.</p>	<p>Basic; Pupil achievement; Other pupil outcomes; Parent involvement; Pupil engagement; School climate Academic Achievement Basic Parent & Community Partnerships Student Behavior/Engagement</p>

<p>The number of suspensions and expulsions.</p> <ul style="list-style-type: none"> • Expulsions 0.5% (153) • Hispanic = 68% • Black = 15% • White = 14% • Suspensions 6.9% (3435) • Hispanic = 64% • Black = 17% • White = 17% <p>Districtwide surveys (Title 1 and Healthy Kids)</p> <p>Sprigeo Bullying Reports Facilities maintenance will be measured by School Dude work order completion.</p>					<p>surveys (Title 1 and Healthy Kids)</p> <p>A baseline of Sprigeo Bullying Reports will be established.</p> <p>A baseline of "open" work orders within School Dude will be measured to establish a baseline.</p>	<p>The percentage of "open" work orders within School Dude will decrease by 3% from the 2014-15 baseline.</p>	<p>The number of "open" work orders within School Dude will decrease by 3% from the 2015-16 baseline.</p>	
<p>Goal 4</p> <p>Recruit, retain and provide ongoing training for high quality employees</p> <p>Decrease number of misassigned positions. Increase the percentage of teachers retained in years 2, 3, 4.</p> <p>Maintain 100% highly qualified teachers/</p>	<p>4. Human Resources to ensure highly qualified staff in all positions</p>	<p>All</p>	<p>All</p>		<p>The number of "misassigned" teachers will be determined as a baseline and will decrease to no more than 2% misassigned.</p> <p>The number of teachers retained in years 2, 3 and 4 will be determined to establish a baseline, and will increase by 2%.</p> <p>The number of teachers receiving coaching and professional development training will be determined to establish a baseline and this number will increase by 2%.</p>	<p>The number of "misassigned" teachers will be determined as a baseline and will decrease to no more than 1% misassigned.</p> <p>The number of teachers retained in years 2, 3 and 4 will will increase by 2% from 2014-15.</p> <p>The number of teachers receiving coaching and professional development training will will increase by 2% from 2014-15.</p> <p>Maintain 100% highly qualified teachers.</p>	<p>The number of "misassigned" teachers will be determined as a baseline and will decrease to no more than 1% misassigned.</p> <p>The number of teachers retained in years 2, 3 and 4 will will increase by 2% from 2015-16.</p> <p>The number of teachers receiving coaching and professional development training will will increase by 2% from 2015-16.</p> <p>Maintain 100% highly qualified teachers.</p>	<p>Basic; Pupil achievement; Other pupil outcomes; Parent involvement; Pupil engagement; School climate</p> <p>Basic Academic Achievement Human Resources</p>

				Maintain 100% highly qualified teachers.			
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Section 3: Actions, Services, and Expenditures

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52064 requires a listing and description of the expenditures required to implement the specific actions.

Instructions: Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA's budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

- 1) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 2) How do these actions/services link to identified goals and performance indicators?
- 3) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?
- 4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 5) In the annual update, how have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
- 7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?

A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA's budget.

Goal	Related State and Local Priorities (Identify specific state priority. For districts and COEs, <u>all priorities in statute must be included and identified</u> ; each goal may be linked to more than one priority if appropriate.)	Actions and Services	Level of Service	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP Year Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
1. Academic Achievement: Increased rigor and standards alignment, Pre-K through 12th Grade (fully implement CCSS, NGSS, ELD Standards).	Basic; Implementation of State Standards; Course access; Pupil achievement; Pupil engagement Academic Achievement Basic Services	Fully Implement Common core State Standards in ELA, English Language Development & Next Generation Science Standards; ensuring all students have access to standards-aligned instructional materials.	LEA-Wide		Common Core Curriculum Implementation: \$ 0 Funding Source: LCFF Note: Curriculum PD	Common Core Curriculum Implementation: \$ 0 Funding Source: LCFF Note: Curriculum PD	Common Core Curriculum Implementation: \$500,000 Funding Source: LCFF Note: Curriculum PD
1. Academic Achievement: Increased rigor and standards alignment, Pre-K through 12th Grade (fully implement CCSS, NGSS, ELD Standards).	Basic; Implementation of State Standards; Course access; Pupil achievement; Pupil engagement Academic Achievement Basic Services	Special Education Teacher on Special Assignment (2)	LEA-Wide		Special Education Teacher on Special Assignment: \$200,000 Funding Source: LCFF	Special Education Teacher on Special Assignment: \$200,000 Funding Source: LCFF	Special Education Teacher on Special Assignment: \$200,000 Funding Source: LCFF

1. Academic Achievement: Increased rigor and standards alignment, Pre-K through 12th Grade (fully implement CCSS, NGSS, ELD Standards).	Basic; Implementation of State Standards; Course access; Pupil achievement; Pupil engagement Academic Achievement Basic Services	Hire NGSS TOSA to support CCSS, NGSS, and Career Tech Ed Coursework	LEA-Wide		Hire NGSS TOSA to support CCSS, NGSS, and Career Tech Ed Coursework: \$100,000 Funding Source: LCFF	Hire NGSS TOSA to support CCSS, NGSS, and Career Tech Ed Coursework: \$200,000 Funding Source: LCFF	Hire NGSS TOSA to support CCSS, NGSS, and Career Tech Ed Coursework: \$300,000 Funding Source: LCFF
1. Academic Achievement: Increased rigor and standards alignment, Pre-K through 12th Grade (fully implement CCSS, NGSS, ELD Standards).	Basic; Implementation of State Standards; Course access; Pupil achievement; Pupil engagement Academic Achievement Basic Services	Extended School Year Program	LEA-Wide		Extended School Year: \$329,000 Funding Source: LCFF Note: funds are allocated to school sites based on their number of unduplicated students. Please review the school's SPSA for more information.	Extended School Year: \$380,000 Funding Source: LCFF Note: funds are allocated to school sites based on their number of unduplicated students. Please review the school's SPSA for more information.	Extended School Year: \$460,000 Funding Source: LCFF Note: funds are allocated to school sites based on their number of unduplicated students. Please review the school's SPSA for more information.
1.2 All Students will be prepared to be successful in higher-level math courses	Basic; Implementation of State Standards; Course access; Pupil achievement; Other pupil outcomes; Pupil engagement Academic Achievement	Fully Implement Common Core State Standards in Math; ensuring all students have access to standards-aligned instructional materials.	LEA-Wide		Collaborative Lesson Study Planning Time: \$3,000 Funding Source: LCFF Intervention Math: \$0 Funding Source: LCFF Note: Provide Intervention to Support	Collaborative Lesson Study Planning Time: \$3,000 Funding Source: LCFF Intervention Math: \$125,000 Funding Source: LCFF Note: Provide Intervention to Support	Collaborative Lesson Study Planning Time: \$3,000 Funding Source: LCFF Intervention Math: \$125,000 Funding Source: LCFF Note: Provide Intervention to Support

				Students' Achievement in Common core Math	Students' Achievement in Common core Math	Students' Achievement in Common core Math
				Increase number of highly qualified math teachers: \$25,000 Funding Source: LCFF	Increase number of highly qualified math teachers: \$25,000 Funding Source: LCFF	Increase number of highly qualified math teachers: \$25,000 Funding Source: LCFF
				Reduce Class Size: \$500,000 Funding Source: LCFF Note: Secondary class Size Reduction	Reduce Class Size: \$500,000 Funding Source: LCFF Note: Secondary class Size Reduction	Reduce Class Size: \$500,000 Funding Source: LCFF Note: Secondary class Size Reduction
1.3 Increase Literacy across all content areas	Implementation of State Standards; Course access; Pupil achievement Academic Achievement	Fully implement Common Core State Standards in ELA, English Language Development & Next Generation Science Standards	LEA-Wide	Professional Texts: \$20,000 Funding Source: LCFF Note: Professional Learning for Teachers	Professional Texts: \$20,000 Funding Source: LCFF Note: Professional Learning for Teachers	Professional Texts: \$20,000 Funding Source: LCFF Note: Professional Learning for Teachers
				Supplemental Literacy Support Materials: \$100,000 Funding Source: LCFF Note: Add additional online support in Yr 2 & 3	Supplemental Literacy Support Materials: \$300,000 Funding Source: LCFF Note: Add additional online support in Yr 2 & 3	Supplemental Literacy Support Materials: \$400,000 Funding Source: LCFF Note: Add additional online support in Yr 2 & 3
				RTI Staffing Support at Targeted Schools: \$290,000 Funding Source: LCFF	RTI Staffing Support at Targeted Schools: \$380,000 Funding Source: LCFF	RTI Staffing Support at Targeted Schools: \$470,000 Funding Source: LCFF

Note: Consultant, Substitutes for Teacher Planning, RTI Staffing Support	Note: Consultant, Substitutes for Teacher Planning, RTI Staffing Support	Note: Consultant, Substitutes for Teacher Planning, RTI Staffing Support
Implement and support evidence-based literacy program interventions: \$300,000 Funding Source: LCFF Note: Intervention materials / support for Elementary Schools - 3 Year Contract	Implement and support evidence-based literacy program interventions: \$0 Funding Source: LCFF Note: Intervention materials / support for Elementary Schools - 3 Year Contract	Implement and support evidence-based literacy program interventions: \$0 Funding Source: LCFF Note: Intervention materials / support for Elementary Schools - 3 Year Contract
Common Core Professional Development & Support: \$300,000 Funding Source: LCFF	Common Core Professional Development & Support: \$550,000 Funding Source: LCFF	Common Core Professional Development & Support: \$800,000 Funding Source: LCFF
Provide and Support Early Reading Assessment & Data Support System: \$40,000 Funding Source: LCFF Note: VPORT and Substitutes for support with assessment	Provide and Support Early Reading Assessment & Data Support System: \$40,000 Funding Source: LCFF Note: VPORT and Substitutes for support with assessment	Provide and Support Early Reading Assessment & Data Support System: \$40,000 Funding Source: LCFF Note: VPORT and Substitutes for support with assessment

1.5 Increased Enrichment Opportunities	Implementation of State Standards; Course access; Pupil achievement; Other pupil outcomes; Pupil engagement; School climate Academic Achievement Parent and Community Partnerships Student Behavior/Engagement Human Resources	Increase access to Arts Education opportunities throughout the district	LEA-Wide		Arts Programs: \$220,000 Funding Source: LCFF Note: Facilitated by Arts Program Coordinator	Arts Programs: \$245,000 Funding Source: LCFF Note: Facilitated by Arts Program Coordinator	Arts Programs: \$270,000 Funding Source: LCFF Note: Facilitated by Arts Program Coordinator
1.6 Increase the number of College and Career Ready Students. Decrease the achievement gap within subgroups in A-G completion rates.	Implementation of State Standards; Course access; Pupil achievement; Other pupil outcomes; Parent involvement; Pupil engagement; School climate Academic Achievement Parent and Community	Provide High Quality Pathways and other College and Career Opportunities to increase graduation rates and decrease dropout rates.	LEA-Wide		Communicate with parents about student progress and program options: \$0 Funding Source: LCFF Linked Learning and Career Tech	Communicate with parents about student progress and program options: \$0 Funding Source: LCFF Linked Learning and Career Tech	Communicate with parents about student progress and program options: \$0 Funding Source: LCFF Linked Learning and Career Tech

	Partnerships Student Behavior/Engagement				Ed: \$790,000 Funding Source: LCFF	Ed: \$1,285,000 Funding Source: LCFF	Ed: \$1,415,000 Funding Source: LCFF
					Build common understanding of what it means to be college and career ready (with all key stakeholders): \$30,000 Funding Source: LCFF	Build common understanding of what it means to be college and career ready (with all key stakeholders): \$30,000 Funding Source: LCFF	Build common understanding of what it means to be college and career ready (with all key stakeholders): \$30,000 Funding Source: LCFF
					Increase percentage of students enrolled in and completing Expository Reading and Writing Course: \$0 Funding Source: LCFF	Increase percentage of students enrolled in and completing Expository Reading and Writing Course: \$0 Funding Source: LCFF	Increase percentage of students enrolled in and completing Expository Reading and Writing Course: \$0 Funding Source: LCFF
1.7 Effectively utilize technology to support teaching and to maximize learning and self-expression by increasing the number of students and classrooms with access to educational technology.	Implementation of State Standards; Course access; Pupil achievement; Other pupil outcomes; Parent involvement; Pupil engagement Academic Achievement Student Behavior/Engagement	Implement District Technology Plan	LEA-Wide		Technology - Equipment and software roll-out - prioritize high need students / schools: \$1,000,000 Funding Source: LCFF Note: Funds are allocated to school sites based on their number of unduplicated students. Please review the	Technology - Equipment and software roll-out - prioritize high need students / schools: \$1,200,000 Funding Source: LCFF Note: Funds are allocated to school sites based on their number of unduplicated students. Please review the	Technology - Equipment and software roll-out - prioritize high need students / schools: \$1,500,000 Funding Source: LCFF Note: Funds are allocated to school sites based on their number of unduplicated students. Please review the

					school's SPSA for more information.	school's SPSA for more information.	school's SPSA for more information.
					Technology Professional Development for Staff: \$0 Funding Source: LCFF	Technology Professional Development for Staff: \$0 Funding Source: LCFF	Technology Professional Development for Staff: \$0 Funding Source: LCFF
					Ensure technology access to all students (infrastructure, equipment, software, and licensing: \$0 Funding Source: LCFF	Ensure technology access to all students (infrastructure, equipment, software, and licensing: \$0 Funding Source: LCFF	Ensure technology access to all students (infrastructure, equipment, software, and licensing: \$0 Funding Source: LCFF
3. Provide students with a clean, healthy, physically and emotionally safe learning environment.	Basic; Pupil achievement; Other pupil outcomes; Parent involvement; Pupil engagement; School climate Academic Achievement Basic Parent & Community Partnerships Student Behavior/Engagement	Implement and grow Play Works (Structured Recess) Program at targeted sites.	School-Wide		Play Works Structured Recess: \$20,000 Funding Source: LCFF Note: Targeted Schools	Play Works Structured Recess: \$40,000 Funding Source: LCFF Note: Targeted Schools	Play Works Structured Recess: \$80,000 Funding Source: LCFF Note: Targeted Schools
3. Provide students with a clean, healthy, physically and emotionally safe learning environment.	Basic; Pupil achievement; Other pupil outcomes; Parent involvement; Pupil engagement; School climate Academic Achievement Basic Parent & Community Partnerships Student Behavior/Engagement	Conduct/Review facilities safety plan and prioritize and implement critical actions (security cameras, lighting, name badges)	LEA-Wide		Campus Safety and Security: \$500,000 Funding Source: LCFF	Campus Safety and Security: \$600,000 Funding Source: LCFF	Campus Safety and Security: \$700,000 Funding Source: LCFF
					Increase School Resource Officer Visibility: \$0 Funding Source: LCFF	Increase School Resource Officer Visibility: \$0 Funding Source: LCFF	Increase School Resource Officer Visibility: \$0 Funding Source: LCFF

					<p>Improve/Update and communicate safety, emergency, preparedness and response plans: \$ 0 Funding Source: LCFF</p>	<p>Improve/Update and communicate safety, emergency, preparedness and response plans: \$ 0 Funding Source: LCFF</p>	<p>Improve/Update and communicate safety, emergency, preparedness and response plans: \$ 0 Funding Source: LCFF</p>
					<p>Communicate bullying prevention strategies to community: \$0 Funding Source: LCFF</p>	<p>Communicate bullying prevention strategies to community: \$0 Funding Source: LCFF</p>	<p>Communicate bullying prevention strategies to community: \$0 Funding Source: LCFF</p>
					<p>Continue to provide professional development and resources for Cyber Safety: \$0 Funding Source: LCFF</p>	<p>Continue to provide professional development and resources for Cyber Safety: \$0 Funding Source: LCFF</p>	<p>Continue to provide professional development and resources for Cyber Safety: \$0 Funding Source: LCFF</p>
4. Human Resources to ensure highly qualified staff in all positions	Basic; Pupil achievement; Other pupil outcomes; Parent involvement; Pupil engagement; School climate Basic Academic Achievement Human Resources	Consulting Teachers to Provide Beginning Teacher Support & Assessment (BTSA) Program to new teachers as well as Peer Assistance and Review Program (PAR)	LEA-Wide		<p>Consulting Teachers: \$835,000 Funding Source: LCFF Note: Provide Support for BTSA and PAR Programs</p>	<p>Consulting Teachers: \$835,000 Funding Source: LCFF Note: Provide Support for BTSA and PAR Programs</p>	<p>Consulting Teachers: \$885,000 Funding Source: LCFF Note: Provide Support for BTSA and PAR Programs</p>
4. Human Resources to ensure highly qualified staff in all positions	Basic; Pupil achievement; Other pupil outcomes; Parent involvement; Pupil engagement; School climate	Recruit and retain highly qualified and effective staff.	LEA-Wide		<p>Recruit Staff: \$0 Funding Source: LCFF</p>	<p>Recruit Staff: \$250,000 Funding Source: LCFF</p>	<p>Recruit Staff: \$250,000 Funding Source: LCFF</p>

	Basic Academic Achievement Human Resources						
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B. Identify additional annual actions, and the LEA may include any services that support these actions, above what is provided for all pupils that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01 and pupils redesignated as fluent English proficient. The identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or pupils redesignated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA's budget.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP Year Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
1. Academic Achievement: Increased rigor and standards alignment, Pre-K through 12th Grade (fully implement CCSS, NGSS, ELD Standards).	Basic; Implementation of State Standards; Course access; Pupil achievement; Pupil engagement Academic Achievement Basic Services	Low income pupils; Foster youth; English learners; Redesignated fluent English proficient pupils: In addition to base allocations, allocations will be to increase services above what is allocated for "all" students.	LEA-Wide		Supplement Counseling and Behavior Support to Middle Schools: \$20,000 Funding Source: LCFF Note: Identify foster youth students, provide staff training, and support to meet students' educational needs Funds are allocated to school sites based on their number of unduplicated students. Please review the school's SPSA for more information.	Supplement Counseling and Behavior Support to Middle Schools: \$20,000 Funding Source: LCFF Note: Identify foster youth students, provide staff training, and support to meet students' educational needs Funds are allocated to school sites based on their number of unduplicated students. Please review the school's SPSA for more information.	Supplement Counseling and Behavior Support to Middle Schools: \$20,000 Funding Source: LCFF Note: Identify foster youth students, provide staff training, and support to meet students' educational needs Funds are allocated to school sites based on their number of unduplicated students. Please review the school's SPSA for more information.
					Site and	Site and	Site and

					Centralized Allocations: \$4,600,541 Funding Source: LCFF Note: Funds are allocated to school sites based on their number of unduplicated students. Please review the school's SPSA for more information.	Centralized Allocations: \$4,600,541 Funding Source: LCFF Note: Funds are allocated to school sites based on their number of unduplicated students. Please review the school's SPSA for more information.	Centralized Allocations: \$4,600,541 Funding Source: LCFF Note: Funds are allocated to school sites based on their number of unduplicated students. Please review the school's SPSA for more information.
1. Academic Achievement: Increased rigor and standards alignment, Pre-K through 12th Grade (fully implement CCSS, NGSS, ELD Standards).	Basic; Implementation of State Standards; Course access; Pupil achievement; Pupil engagement Academic Achievement Basic Services	Low income pupils; Foster youth; English learners; Redesignated fluent English proficient pupils: Additional Elementary Assistant Principals to increase student safety/culture, student achievement, and communication with parents and community	LEA-Wide		4 Additional Elementary Assistant Principals: \$460,000 Funding Source: LCFF	4 Additional Elementary Assistant Principals: \$460,000 Funding Source: LCFF	4 Additional Elementary Assistant Principals: \$460,000 Funding Source: LCFF
1. Academic Achievement: Increased rigor and standards alignment, Pre-K through 12th Grade (fully implement CCSS, NGSS, ELD Standards).	Basic; Implementation of State Standards; Course access; Pupil achievement; Pupil engagement Academic Achievement Basic Services	Low income pupils; Foster youth; English learners; Redesignated fluent English proficient pupils: High School Class Size Reduction - Increase Staffing - Improved student performance in Core	LEA-Wide		High School Class Size Reduction in Core Content Classes: \$407,000 Funding Source: LCFF Note: Increased Staffing - Reduce class sizes from	High School Class Size Reduction in Core Content Classes: \$407,000 Funding Source: LCFF Note: Increased Staffing - Reduce class sizes from	High School Class Size Reduction in Core Content Classes: \$407,000 Funding Source: LCFF Note: Increased Staffing - Reduce class sizes from

		Content Classes			29.5 to 28.5 (goal of 27.5 2015/2016)	29.5 to 28.5 (goal of 27.5 2015/2016)	29.5 to 28.5 (goal of 27.5 2015/2016)
1. Academic Achievement: Increased rigor and standards alignment, Pre-K through 12th Grade (fully implement CCSS, NGSS, ELD Standards).	Basic; Implementation of State Standards; Course access; Pupil achievement; Pupil engagement Academic Achievement Basic Services	Low income pupils; Foster youth; English learners; Redesignated fluent English proficient pupils: Provide Additional Counselors in Middle Schools	LEA-Wide		Additional Middle School Counselors: \$364,000 Funding Source: LCFF Note: 4 Additional Counselors to increase and support attendance, safety/climate, and student achievement	Additional Middle School Counselors: \$464,000 Funding Source: LCFF Note: 4 Additional Counselors to increase and support attendance, safety/climate, and student achievement	Additional Middle School Counselors: \$564,000 Funding Source: LCFF Note: 4 Additional Counselors to increase and support attendance, safety/climate, and student achievement
1. Academic Achievement: Increased rigor and standards alignment, Pre-K through 12th Grade (fully implement CCSS, NGSS, ELD Standards).	Basic; Implementation of State Standards; Course access; Pupil achievement; Pupil engagement Academic Achievement Basic Services	Low income pupils; Foster youth; English learners; Redesignated fluent English proficient pupils: Increase High School Vice Principal positions to Assistant Principal	LEA-Wide		High School Assistant Principals: \$70,000 Funding Source: LCFF Note: High School VP to become AP (8 additional work days) Funds are allocated to school sites based on their number of unduplicated students. Please review the school's SPSA for more information.	High School Assistant Principals: \$70,000 Funding Source: LCFF Note: High School VP to become AP (8 additional work days) Funds are allocated to school sites based on their number of unduplicated students. Please review the school's SPSA for more information.	High School Assistant Principals: \$70,000 Funding Source: LCFF Note: High School VP to become AP (8 additional work days) Funds are allocated to school sites based on their number of unduplicated students. Please review the school's SPSA for more information.
1. Academic Achievement: Increased rigor	Basic; Implementation of State Standards; Course access; Pupil	Low income pupils; Foster youth; English learners;	School-Wide		Middle School Class Size Reduction in Core	Middle School Class Size Reduction in Core	Middle School Class Size Reduction in Core

and standards alignment, Pre-K through 12th Grade (fully implement CCSS, NGSS, ELD Standards).	achievement; Pupil engagement Academic Achievement Basic Services	Redesignated fluent English proficient pupils: Middle School Class Size Reduction - Improved student performance in Core Content Classes			Content Classes: \$286,000 Funding Source: LCFF Note: Increased Staffing - Reduce class sizes from 29.5 to 28.5 (goal of 27.5 2015/2016)	Content Classes: \$572,000 Funding Source: LCFF Note: Increased Staffing - Reduce class sizes from 29.5 to 28.5 (goal of 27.5 2015/2016)	Content Classes: \$572,000 Funding Source: LCFF Note: Increased Staffing - Reduce class sizes from 29.5 to 28.5 (goal of 27.5 2015/2016)
1. Academic Achievement: Increased rigor and standards alignment, Pre-K through 12th Grade (fully implement CCSS, NGSS, ELD Standards).	Basic; Implementation of State Standards; Course access; Pupil achievement; Pupil engagement Academic Achievement Basic Services	Low income pupils; Foster youth; English learners; Redesignated fluent English proficient pupils: Provide Middle School Prevention Specialists	School-Wide		Hire Additional Middle School Prevention Specialists: \$235,000 Funding Source: LCFF	Hire Additional Middle School Prevention Specialists: \$235,000 Funding Source: LCFF	Hire Additional Middle School Prevention Specialists: \$235,000 Funding Source: LCFF
					Provide Additional Math Coaches: \$300,000 Funding Source: LCFF Note: TOSA Math Support in Secondary	Provide Additional Math Coaches: \$300,000 Funding Source: LCFF Note: TOSA Math Support in Secondary	Provide Additional Math Coaches: \$300,000 Funding Source: LCFF Note: TOSA Math Support in Secondary
1. Academic Achievement: Increased rigor and standards alignment, Pre-K through 12th Grade (fully implement CCSS, NGSS, ELD Standards).	Basic; Implementation of State Standards; Course access; Pupil achievement; Pupil engagement Academic Achievement Basic Services	Low income pupils; Foster youth; English learners; Redesignated fluent English proficient pupils: Provide Additional Counselors at Desert Hot Springs High School	School-Wide		Provide Additional Counselors at Desert Hot Springs High School: \$125,000 Funding Source: LCFF	Provide Additional Counselors at Desert Hot Springs High School: \$125,000 Funding Source: LCFF	Provide Additional Counselors at Desert Hot Springs High School: \$125,000 Funding Source: LCFF
1. Academic Achievement:	Basic; Implementation of State Standards;	Low income pupils; Foster youth; English	School-Wide		Full Day Kindergarten:	Full Day Kindergarten:	Full Day Kindergarten:

Increased rigor and standards alignment, Pre-K through 12th Grade (fully implement CCSS, NGSS, ELD Standards).	Course access; Pupil achievement; Pupil engagement Academic Achievement Basic Services	learners; Redesignated fluent English proficient pupils: Full Day Kindergarten Pilot at Target School Site			\$5,000 Funding Source: LCFF Note: Year 1 Plan and Pilot Program Year 2 & 3 Implement and Add Bilingual Aide Support	\$265,000 Funding Source: LCFF Note: Year 1 Plan and Pilot Program Year 2 & 3 Implement and Add Bilingual Aide Support	\$490,000 Funding Source: LCFF Note: Year 1 Plan and Pilot Program Year 2 & 3 Implement and Add Bilingual Aide Support
1.3 Increase Literacy across all content areas	Implementation of State Standards; Course access; Pupil achievement Academic Achievement	Low income pupils; Foster youth; English learners; Redesignated fluent English proficient pupils: Reading Coach / Intervention Specialists	LEA-Wide		Reading Coach / Intervention Specialist: \$300,000 Funding Source: LCFF	Reading Coach / Intervention Specialist: \$600,000 Funding Source: LCFF	Reading Coach / Intervention Specialist: \$900,000 Funding Source: LCFF
1.4 Increase English Learner achievement (especially long term ELs).	Basic; Implementation of State Standards; Course access; Pupil achievement; Other pupil outcomes; Parent involvement; Pupil engagement Academic Achievement	English learners; Redesignated fluent English proficient pupils: Professional Development (ongoing coaching) planning/study to support ELL's (i.e.: QTEL)	LEA-Wide		EL Targeted Support at Secondary Schools: \$110,000 Funding Source: LCFF Note: PD, Substitutes for Teacher Planning, Coaching Support, Consultant Funds are allocated to school sites based on their number of unduplicated students. Please review the school's SPSA for more	EL Targeted Support at Secondary Schools: \$160,000 Funding Source: LCFF Note: PD, Substitutes for Teacher Planning, Coaching Support, Consultant Funds are allocated to school sites based on their number of unduplicated students. Please review the school's SPSA for more	EL Targeted Support at Secondary Schools: \$160,000 Funding Source: LCFF Note: PD, Substitutes for Teacher Planning, Coaching Support, Consultant Funds are allocated to school sites based on their number of unduplicated students. Please review the school's SPSA for more

information.	information.	information.
Support with Assessments for ELL Students: \$30,000 Funding Source: LCFF	Support with Assessments for ELL Students: \$30,000 Funding Source: LCFF	Support with Assessments for ELL Students: \$30,000 Funding Source: LCFF
Develop and implement a more consistent process for identifying and supporting long-term ELL students: \$10,000 Funding Source: LCFF	Develop and implement a more consistent process for identifying and supporting long-term ELL students: \$40,000 Funding Source: LCFF	Develop and implement a more consistent process for identifying and supporting long-term ELL students: \$60,000 Funding Source: LCFF
Research, develop, and implement dual immersion program at a targeted pilot elementary school site: \$5,000 Funding Source: LCFF	Research, develop, and implement dual immersion program at a targeted pilot elementary school site: \$60,000 Funding Source: LCFF	Research, develop, and implement dual immersion program at a targeted pilot elementary school site: \$90,000 Funding Source: LCFF
Identify and implement improved communication about reclassification process and criteria for ELL programs: \$0 Funding Source: LCFF	Identify and implement improved communication about reclassification process and criteria for ELL programs: \$0 Funding Source: LCFF	Identify and implement improved communication about reclassification process and criteria for ELL programs: \$0 Funding Source: LCFF
Targeted	Targeted	Targeted

					academic counseling to support ELL students: \$0 Funding Source: LCFF	academic counseling to support ELL students: \$0 Funding Source: LCFF	academic counseling to support ELL students: \$0 Funding Source: LCFF
					Fully implement English Language Development Framework: \$0 Funding Source: LCFF	Fully implement English Language Development Framework: \$0 Funding Source: LCFF	Fully implement English Language Development Framework: \$0 Funding Source: LCFF
1.5 Increased Enrichment Opportunities	Implementation of State Standards; Course access; Pupil achievement; Other pupil outcomes; Pupil engagement; School climate Academic Achievement Parent and Community Partnerships Student Behavior/Engagement Human Resources	English learners; Redesignated fluent English proficient pupils: Increase the number of second language learners in AP Spanish courses	LEA-Wide		Increase the number of ELL Students in AP Spanish Classes: \$0 Funding Source: LCFF	Increase the number of ELL Students in AP Spanish Classes: \$0 Funding Source: LCFF	Increase the number of ELL Students in AP Spanish Classes: \$0 Funding Source: LCFF
1.6 Increase the number of College and Career Ready Students. Decrease the achievement gap within subgroups in A-G completion rates.	Implementation of State Standards; Course access; Pupil achievement; Other pupil outcomes; Parent involvement; Pupil engagement; School climate Academic Achievement Parent and Community Partnerships Student Behavior/Engagement	Low income pupils; Foster youth; English learners; Redesignated fluent English proficient pupils: Increase the opportunities/number of students assigned to Work Based Learning (WBL) activities.	School-Wide		Work Based Learning 4 FTE's: \$400,000 Funding Source: LCFF	Work Based Learning 4 FTE's: \$400,000 Funding Source: LCFF	Work Based Learning 4 FTE's: \$400,000 Funding Source: LCFF
2. Parent and Community Partnerships	Pupil achievement; Other pupil outcomes; Parent involvement;	Low income pupils; Foster youth; English learners;	LEA-Wide		Increase communication with parents about	Increase communication with parents about	Increase communication with parents about

<ul style="list-style-type: none"> • To increase student engagement in schools. • Improve overall attendance • Decrease truancy rates • Decrease Chronic Absentism Rates 	Pupil engagement; School climate Academic Achievement Parent & Community Partnerships Student Behavior/Engagement	Redesignated fluent English proficient pupils: Parent Outreach Coordinator(s)		academic progress, student results, parents rights and opportunities for involvement.: \$0 Funding Source: LCFF Note: Responsibilities of Parent Outreach Coordinator	academic progress, student results, parents rights and opportunities for involvement.: \$0 Funding Source: LCFF Note: Responsibilities of Parent Outreach Coordinator	academic progress, student results, parents rights and opportunities for involvement.: \$0 Funding Source: LCFF Note: Responsibilities of Parent Outreach Coordinator
				Identify and implement strategies for making schools welcoming and engaging parents: \$0 Funding Source: LCFF Note: Responsibility of Parent Outreach Coordinator	Identify and implement strategies for making schools welcoming and engaging parents: \$0 Funding Source: LCFF Note: Responsibility of Parent Outreach Coordinator	Identify and implement strategies for making schools welcoming and engaging parents: \$0 Funding Source: LCFF Note: Responsibility of Parent Outreach Coordinator
				Increase website accessibility and use/relevance for parents and community.: \$0 Funding Source: LCFF Note: Responsibilities of Parent Outreach Coordinator	Increase website accessibility and use/relevance for parents and community.: \$0 Funding Source: LCFF Note: Responsibilities of Parent Outreach Coordinator	Increase website accessibility and use/relevance for parents and community.: \$0 Funding Source: LCFF Note: Responsibilities of Parent Outreach Coordinator
				Parent Outreach Coordinator: \$190,000	Parent Outreach Coordinator: \$190,000	Parent Outreach Coordinator: \$190,000

Funding Source: LCFF Note: Coordinator and Clerical Support	Funding Source: LCFF Note: Coordinator and Clerical Support	Funding Source: LCFF Note: Coordinator and Clerical Support
Identify 2-3 sites with the most successful parent engagement programs and practices. Replicate and expand across school sites.: \$0 Funding Source: LCFF Note: Responsibilities of Parent Outreach Coordinator	Identify 2-3 sites with the most successful parent engagement programs and practices. Replicate and expand across school sites.: \$0 Funding Source: LCFF Note: Responsibilities of Parent Outreach Coordinator	Identify 2-3 sites with the most successful parent engagement programs and practices. Replicate and expand across school sites.: \$0 Funding Source: LCFF Note: Responsibilities of Parent Outreach Coordinator
Identify and implement staff and faculty professional development: \$0 Funding Source: LCFF Note: PD for Parent Engagement- Responsibilities of Parent Outreach Coordinator	Identify and implement staff and faculty professional development: \$0 Funding Source: LCFF Note: PD for Parent Engagement- Responsibilities of Parent Outreach Coordinator	Identify and implement staff and faculty professional development: \$0 Funding Source: LCFF Note: PD for Parent Engagement- Responsibilities of Parent Outreach Coordinator
Identify & Support Foster Students throughout District: \$0 Funding Source: LCFF	Identify & Support Foster Students throughout District: \$0 Funding Source: LCFF	Identify & Support Foster Students throughout District: \$0 Funding Source: LCFF

					Note: Parent Coordinator, Community Liaisons and District staff will identify and monitor all foster youth, making contact with guardians to increase opportunities for success.	Note: Parent Coordinator, Community Liaisons and District staff will identify and monitor all foster youth, making contact with guardians to increase opportunities for success.	Note: Parent Coordinator, Community Liaisons and District staff will identify and monitor all foster youth, making contact with guardians to increase opportunities for success.
3. Provide students with a clean, healthy, physically and emotionally safe learning environment.	Basic; Pupil achievement; Other pupil outcomes; Parent involvement; Pupil engagement; School climate Academic Achievement Basic Parent & Community Partnerships Student Behavior/Engagement	Low income pupils; Foster youth; English learners; Redesignated fluent English proficient pupils: Expand attendance liaison program	LEA-Wide		Expand Student Attendance Liaison Program: \$ 0 Funding Source: LCFF Note: Refer to Section 3B, Goal 3, Item 4 for actions, services, and expenditures.	Expand Student Attendance Liaison Program: \$ 0 Funding Source: LCFF Note: Refer to Section 3B, Goal 3, Item 4 for actions, services, and expenditures.	Expand Student Attendance Liaison Program: \$ 0 Funding Source: LCFF Note: Refer to Section 3B, Goal 3, Item 4 for actions, services, and expenditures.
3. Provide students with a clean, healthy, physically and emotionally safe learning environment.	Basic; Pupil achievement; Other pupil outcomes; Parent involvement; Pupil engagement; School climate Academic Achievement Basic Parent & Community Partnerships Student Behavior/Engagement	Low income pupils; Foster youth; English learners; Redesignated fluent English proficient pupils: Employ and Sustain Positive Behavioral Interventions & Supports (PBIS) Strategies/Model	LEA-Wide		Implement and Sustain PBIS Model: \$15,000 Funding Source: LCFF Note: Funds are allocated to school sites based on their number of unduplicated students. Please review the school's SPSA for more	Implement and Sustain PBIS Model: \$150,000 Funding Source: LCFF Note: Funds are allocated to school sites based on their number of unduplicated students. Please review the school's SPSA for more	Implement and Sustain PBIS Model: \$250,000 Funding Source: LCFF Note: Funds are allocated to school sites based on their number of unduplicated students. Please review the school's SPSA for more

					information.	information.	information.
3. Provide students with a clean, healthy, physically and emotionally safe learning environment.	Basic; Pupil achievement; Other pupil outcomes; Parent involvement; Pupil engagement; School climate Academic Achievement Basic Parent & Community Partnerships Student Behavior/Engagement	Low income pupils; Foster youth; English learners; Redesignated fluent English proficient pupils: Counseling for Students at Elementary School Sites	LEA-Wide		Counseling at Elementary Schools: \$150,000 Funding Source: LCFF Note: Partner with local agencies to provide counseling support for students	Counseling at Elementary Schools: \$150,000 Funding Source: LCFF Note: Partner with local agencies to provide counseling support for students	Counseling at Elementary Schools: \$150,000 Funding Source: LCFF Note: Partner with local agencies to provide counseling support for students
3. Provide students with a clean, healthy, physically and emotionally safe learning environment.	Basic; Pupil achievement; Other pupil outcomes; Parent involvement; Pupil engagement; School climate Academic Achievement Basic Parent & Community Partnerships Student Behavior/Engagement	Low income pupils; Foster youth; English learners; Redesignated fluent English proficient pupils: Evidence-based mental health support model	LEA-Wide		Mental Health Support: \$97,175 Funding Source: LCFF Note: 30 groups at 10 schools, Curriculum, Student Reinforcement, School Site Support	Mental Health Support: \$97,175 Funding Source: LCFF Note: 30 groups at 10 schools, Curriculum, Student Reinforcement, School Site Support	Mental Health Support: \$97,175 Funding Source: LCFF Note: 30 groups at 10 schools, Curriculum, Student Reinforcement, School Site Support
3. Provide students with a clean, healthy, physically and emotionally safe learning environment.	Basic; Pupil achievement; Other pupil outcomes; Parent involvement; Pupil engagement; School climate Academic Achievement Basic Parent & Community Partnerships Student Behavior/Engagement	Low income pupils; Foster youth; English learners; Redesignated fluent English proficient pupils: Increase Busing for Middle School Students	LEA-Wide		Increased Busing: \$220,000 Funding Source: LCFF Note: Middle Schools	Increased Busing: \$174,000 Funding Source: LCFF Note: Middle Schools	Increased Busing: \$174,000 Funding Source: LCFF Note: Middle Schools
3. Provide students with a clean, healthy, physically and	Basic; Pupil achievement; Other pupil outcomes; Parent involvement;	Low income pupils; Foster youth; English learners; Redesignated fluent	LEA-Wide		Expand Elementary PE Instruction: \$0 Funding Source:	Expand Elementary PE Instruction: \$300,000	Expand Elementary PE Instruction: \$500,000

emotionally safe learning environment.	Pupil engagement; School climate Academic Achievement Basic Parent & Community Partnerships Student Behavior/Engagement	English proficient pupils: Expanded Elementary PE Instruction			LCFF Note: Year 1 Research and Plan Year 2 & 3 Expand Programs	Funding Source: LCFF Note: Year 1 Research and Plan Year 2 & 3 Expand Programs	Funding Source: LCFF Note: Year 1 Research and Plan Year 2 & 3 Expand Programs
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C. Describe the LEA's increase in funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5). Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496. For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a school site in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state priority areas. (See 5 CCR 15496(b) for guidance.)

Palm Springs Unified School District is committed to providing an outstanding education for all students, excellent service to the parents and communities we serve, and a rewarding career for all employees. Our District focus areas of Academic Achievement, Parent and Community Involvement, Human Resources Development and Safe and Secure Environments are aligned with the 8 state priority areas of Student Achievement, School Climate, Implementation of Common Core Standards, Basic Services, Course Access, Student Engagement, Parental Involvement and other Student Outcomes. 86% of PSUSD students are in an unduplicated count of low-income students, English Learners and foster youth. The District has several planned actions and services for all students in a district wide or school wide manner.

Palm Springs calculated its increase in funds as \$18,424,877. Approximately \$14 million of LCFF supplemental and concentration grant funds were allocated within the LCAP as expenditures for additional staff, services and technology directly related to improving academic achievement for both underserved and general population students. Of this amount, nearly \$4.5 million was allocated directly to 28 school sites based on their unduplicated numbers of EL, Low Income and Foster Youth to ensure school personnel have adequate resources to meet the needs of targeted subgroups. As noted in the Palm Springs Unified School District adopted budget, approximately \$4.3 million of LCAP supplemental and concentration funds have been set aside for future expenditures for targeted schools, programs and students, based on needs of the district. However, a proportional increase and improvement in services has been identified in the plan. Any additional actions utilizing these funds will be presented at a public Board meeting for comment and action.

The utilization of these funds in this way will enable us to ensure that all students achieve individual academic goals and attain proficiency in Common Core State Standards and become College and Career ready. The use of these funds will also ensure that all students actively engage in learning and connect in meaningful ways to their schools through families and community. All students will be provided with a safe and secure learning environment characterized by responsible, respectful and ethical behavior by the entire school community. In order to build and support systems to achieve these outcomes it is critical that PSUSD actively recruit, develop and retain highly qualified and effective staff.

D. Consistent with the requirements of 5 CCR15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

In addition to the school wide and district wide actions and services there are several actions and expenditures which are targeted at the specific needs of English Learner students, Redesignated English Learner students, Low-income students and foster and homeless youth. These actions are designed to provide additional supplementary support for students in the "unduplicated" count. In many instances when actions and services are being targeted at specific schools, the identification of schools is based on a number of factors, including the percentage of unduplicated students. As an example the placement of additional administrators at elementary schools was based on several factors, including EL percentage, parent education level and school climate. Additionally, each school will receive a specific LCFF Supplemental and Concentration fund based on the number of English Learner, Low-income and foster youth at their school. These funds will only be used to provide targeted supplemental support to high need students. These site allocations will be spent on actions aligned with the district goals and LCAP priorities to support high need students. This represents approximately 4.5 million dollars of the total LCAP budget. Detailed expenditure plans for these funds can be found in School Site Council and School Board approved Single Plans for Student Achievement (SPSAs). The increased and improved services represent an approximate 13% increase in comparison to the services provided to all students. This calculation is based both on increased expenditures and increased and improved services which may not have a budgeted amount in the Local Control Accountability Plan.

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.