

**LOCAL Control and Accountability Plan (LCAP)  
Every Student Succeeds Act (ESSA)  
Federal Addendum  
2023-2024**

**Strategy**

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

Located in the central area of Coachella Valley, Desert Sands Unified School District (DSUSD) primarily serves the socioeconomically and ethnically diverse populations from the cities of Bermuda Dunes, Coachella, Indian Wells, Indio, La Quinta, Palm Desert, and Rancho Mirage. The district currently operates eighteen elementary schools, six middle schools, four comprehensive high schools, two continuation high schools and one virtual school of choice. In addition, the district operates an early childhood learning center which includes nine special education early childhood programs along with two Head Start and one State Preschool programs.

As of CBEDS day in October 2022, the district's enrollment for students (inclusive of two charter schools) in TK-12 was 26,379 of which 75.5% are of Hispanic/Latino descent, 15.6% are white, 1.4% are Black/African American, 2.1% Asian, and 5.4% other ethnicity. The diversity among the population is evidenced by the 29 different home languages reported with Spanish being the home language of 95.76% of the district's 5,545 English learners. The district has an unduplicated pupil percentage of 77.3%; 21.0% (5,545) are English language learners, 75.0% (18,827) are from low-income families eligible for free or reduced-priced meals, including 0.7% (196) foster youth and 2.0% (268) homeless students; and 11.5% (3,042) are students with disabilities.

All district staff members focus on providing and supporting exemplary educational programs to serve all students. DSUSD has consistently been recognized as the valley's leader in academic excellence, more often meeting or exceeding the County and State performances in English language arts and mathematics assessments of state standards. In the work for continuous improvement, professional development, intervention programs and a variety of opportunities for family engagement are in place to support all students and all staff. DSUSD's LCAP and Federal LCAP Addendum describe the variety of special programs offered to meet the needs. The comprehensive and innovative programs integrate 21st Century teaching and learning skills to ensure students are meeting high academic standards. Programs include but are not limited to Federal and

State Grants; Gifted and Talented Education (GATE); Advanced Placement, International Baccalaureate, and Honors Programs; English Learner and Special Education programs; Personalized Learning; 1:1 Technology; Mental Health Services; Multi-Tiered System of Supports; Visual and Performing Arts (VAPA); Science, Technology, Engineering, Art, Mathematics (STEAM); Transitional Kindergarten, Head Start and State Preschool. An in-depth data analysis of student achievement data and staff, student, parent surveys are conducted at the district level and at each school site to determine academic areas of strength, areas of concern, and instructional strategies and programs that support student achievement. Three Local Control and Accountability Plan (LCAP) goals are supported by school site instructional, social-emotional and college and career readiness goals developed with the opportunity for input of all staff members, parent committees, and instructional leadership teams to maximize the use of all funding resources to create the highest academic, college and career ready outcomes in school climates that build responsible citizens.

The Desert Sands' cities and schools work together to enhance both facilities and programs. A locally elected five-member Board of Education, each trustee representing a geographic area of our district's boundaries, sets the direction of the district through formulation of policies and the adoption of annual goals and objectives and reflects the priorities of the community and the Board. A student board member is selected from each of the Desert Sands' high schools and serves on the Board throughout the year, providing the student voice in policy-making and input on engagement opportunities for students. Local cities are a resource to their schools through grants, student scholarships, and other donations and the involvement of city officials as community volunteers in classrooms and at school events. Federal funding sources supplement and enhance district priorities and are aligned with decisions on how the district's funds are spent. Decisions are considered through input from Panorama surveys for parents, staff, and students as well as the following committees: District Advisory Committee (DAC), District English Learner Advisory Committee (DELAC), African American Parent Advisory Group (AAPAC), Migrant Parent Committee, and Native American Parent Advisory Committee. Budget priorities each year reflect the Board's ongoing deliberations on the many programs and facility needs facing the district. The Board of Trustees establishes and approves LCAP goals and the action areas to achieve those goals on an annual basis.

Our LCAP is rooted in extensive educational partners engagement and established through strategic planning. Educational partner groups such as parents, teachers, administrators, employee association representatives, community leaders and school board members invested time and resources to develop the four goals that provide the guidance to be responsive in meeting the unique needs of the DSUSD students.

1. All students will demonstrate growth as measured by federal, state and district assessments.
2. All students will graduate and be prepared to make a successful transition to further education and/or career opportunities.
3. All students will develop and consistently demonstrate responsible, respectful and ethical behavior in a safe, clean and orderly learning environment.

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

**Goal 1.** *All students will demonstrate growth as measured by federal, state, and district assessments.*

- A. Highly Qualified Staff
- B. Professional Development
- C. Instructional Materials/Assessments
- D. Technology
- E. Interventions
- F. School Site Staffing
- G. Parent Engagement
- H. Site Based Student Achievement Support
- I. Early Childhood Educational Programs

**Goal 2.** *All students will graduate and be prepared to make a successful transition to further education and/or career opportunities.*

- A. Course Access/Advanced Programs
- B. Opportunities Outside of Traditional Program
- C. Career Technical Education
- D. College-Going Culture/Broad Course of Study

**Goal 3.** *All students will develop and consistently demonstrate responsible, respectful and ethical behavior in a safe, clean and orderly learning environment.*

- A. Improve School Attendance
- B. Site Based Schoolwide Positive Behavioral Interventions and Supports
- C. Counseling Support and Behavioral Health
- D. Health and Wellness for Students
- E. Positive and Safe Environment
- F. Clean and Efficient Environment
- G. Communication
- H. Parent Engagement
- I. Supporting the needs of the unduplicated student population

**Goal 4:** *Students with disabilities will access and participate in their educational journey resulting in graduates that are prepared to make a successful transition to college, career, and life.*

- A. Professional Development
- B. Strategic Alignment
- C. Interventions & Supports
- D. Engagement

Actions and services within the LCAP include a districtwide focus with the implementation of Multi-Tiered Systems of Supports (MTSS) to address students’ academic, behavioral, social and emotional needs through sites developing school wide expectations, acknowledgment and behavior management systems as well as using multiple types of data for early identification of students needing early intervention. Tier I and Tier II teams address multiple avenues of intervention for struggling students, including students with disabilities, a group with higher than average chronic absenteeism and suspension rates. The MTSS framework, in concert with professional development, is embedded in all LCAP goals to support administrative, certificated, and classified staff in identifying and addressing students' needs.

The MTSS Framework contains six areas that support the four LCAP goals:

*Teaming Structures:* There is ongoing support for Tier I, Tier II, and PLC teaming structures by revisiting and recommitting to a theory of action when reviewing norms, roles and agendas for more efficient meetings, and establishing goals and priorities for the year.

*School Culture and Climate:* With using the Tiered Fidelity Inventory (TFI) as an implementation support, teams can explore evidence to monitor effectiveness of PBIS across the campus(es) throughout the year with addressing: expectations, acknowledgements, and behavior.

*Student and Staff Wellness:* The integration of SEL competencies enhance student and staff wellness. Comprehensive resources are located on the district’s website to support all educational partners which includes a monthly calendar with activities to support wellness.

*Data and Assessment:* Deepening school sites' understanding of the data calendar and personalizing it for their site, reviewing the DSUSD protocol to analyze data, and providing support to effectively utilize the DSUSD Data Warehouse provides the foundational structure needed to address interventions.

*Best First Instruction:* Leveraging Tier I systems will support staff and prioritize improved student outcomes through best practices such as Universal Design for Learning, Inclusive Practices, ELD supports, and AVID strategies.

*Parent and Community Engagement:* The platform ThoughtExchange is used primarily to collect free response feedback from educational partners on each of the LCAP Goals, while the Panorama surveys provide data received from families, students, staff and teachers regarding supports, environment, skills, and competencies to inform their MTSS practices.

To expand the educational and workforce options in the Coachella Valley, Desert Sands and the other two valley school

districts, partners with local post-secondary education institutions including California State University, San Bernardino Palm Desert Campus, and College of the Desert. In addition, they work closely with industry and non-profit organizations like One Future Coachella Valley. They collaborate to fulfill the goals as defined in a Regional Plan for College and Career Success. This is a five-year framework outlining how business and education will collaborate to achieve increased high school graduation rates, college readiness, college and higher skills training completion, and the number of local students with higher wage jobs. Key to the plan's success is the involvement of our region's employers. They ensure that student preparation is aligned with local current and future workforce needs. In addition, business and community involvement promotes both college attainment and an expansion of our district's Career Technical Education programs. Desert Sands has built an impressive array of Career Technical Education program choices over the past few years. In the 2021-22 school year approximately 31% of grades 9-12 students enrolled in a career or interest-themed program including a CTE pathway, AVID, and Military Science. Rigorous, A-G approved coursework fostering both career and college readiness is accessible at all high school campuses. For the Class of 2021 and 2022 on the College and Career Readiness indicator on the CA School Dashboard was suspended, however in 2020 45.7% of students were considered prepared while an additional 19.6% were considered approaching prepared. When compared to the Class of 2019, this represents an increase of 3.4% in prepared students, a 0.5% increase in students approaching prepared, and a 3.9% decrease in the number of students not prepared. This represents an increase in not only the percentages of students, but in the case of prepared, an increase in the number of students in spite of a smaller class size for 2020. Rigorous and engaging academic options for all students is a high priority to ensure students graduate with the greatest number of post-secondary choices from the widest array of options.

The DSUSD FAFSA submission rate in 2023 was 77.03%. Programs, which focused on STEM (Science, Technology, Engineering, and Mathematics), CTE, early indicators of college readiness such as the PSAT given to students at grades 8, 9, and 10, plus the SAT given to 11th graders, and Advancement Via Individual Determination (AVID) at all middle and high schools along with 8 elementary schools, provide equitable opportunities prioritized to meet the needs of all students whose educational journeys are challenged by language and/or economic barriers. Such preparatory work has translated to broader post-secondary opportunities for these students. According to the most recently available data from the National Student Clearinghouse, 59% of DSUSD class of 2022 graduates have enrolled in a two or four-year college within a year of receiving their high school diploma. Desert Sands is committed to providing a learning environment that meets the physical, emotional, social, and intellectual needs of all students. Use of Federal funds supplement actions to support continuous improvement by reducing the academic gaps and ensuring equity for all students in access to the opportunities, supports and tools needed to ensure college, career, and life readiness. Our partners are very proud of our schools, our students and of the dedicated, talented certificated and classified staff who support them.

### **Alignment**

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

The four district divisions of Business Services, Educational & Technology Services, Personnel Services and Student Support Services work together with school sites to plan, organize and ensure accountability to align federal funds with activities funded through Title I, Title II, Title III, and Title IV. Principals are provided professional development and resources, through monthly meetings of the Network to Support Student Achievement (NISO), on the effective and compliant use of supplemental funds to support school initiatives. Each school's School Plan for Student Achievement (SPSA) includes funding sources that support the site goals and actions to support student groups. Decisions are derived from the analysis of multiple measures and approved by School Site Councils with input from their English Learner Advisory Committees. All SPSA actions and expenditures are reviewed by district personnel and approved by the Board of Trustees. Federal funds are targeted to support low-income students and their families, the lowest achieving students, professional development needs of teachers and English learner populations to increase support and intervention services to ensure equity and close the achievement gap for student groups.

## **TITLE I, PART A**

### **ESSA SECTION 1112(b)(1) {A D}**

#### **Monitoring Student Progress Towards Meeting Challenging State Academic Standards**

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

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

Desert Sands Unified School District continuously monitors student progress and supports students in multiple ways to meet the challenging State academic standards. A priority for all students is to provide for a well-rounded program of instruction that meets their academic needs. All curriculum that is adopted is used by all teachers in every school. Implementation of teacher teams facilitated by district core content project facilitators provides standards based curricular alignment to state standards and district assessments. All students from Transitional Kindergarten to twelfth grade are given a chrome device. Students who do not have WiFi access at home can request a MiFi device to access WiFi from their home. Teachers are embedding technology into their daily classroom instruction through the use of Google classroom, Seesaw, interactive software programs and daily lessons that incorporate interactive technology whenever possible. Supplemental tutoring is available for all students in DSUSD through online programs, such as FEV tutoring, as well as via DSUSD teachers. Supplemental supplies and materials are also purchased to enhance the instructional program.

Beginning at the elementary level, students are provided additional mental and emotional support from a full time counselor. The counselors provide character education, small group support for social-emotional needs and are integral to the Tier II Team and Student Success Team (SST) to align support and intervention based on student need. All elementary schools have a full time credentialed physical education teacher who plans interactive lessons for every grade level. Most elementary schools have either art or music classes that are taught by specialists with a music or art background. The music or art classes provide opportunities to connect with student talents beyond the core academic areas. With the implementation of Next Generation Science Standards, the district project facilitator in science along with an elementary science implementation team, have designed quarterly hands-on science modules from kindergarten to 5th grade that align with the English Language Arts curriculum. Students observe science phenomena, develop their own questions and explore science in a highly interactive way. Additional support with Early Literacy and Writing instruction has been provided to designated elementary sites. Within our district, there are two identified International Baccalaureate (IB) elementary schools that feed into a Middle Years Programme (MYB) and into an IB high school. In the 2022-23 school year DSUSD continues to implement a K-12 articulated Dual Language Immersion Program at two elementary schools to promote bi-literacy and multicultural opportunities for all students. Advancement Via Individual Determination (AVID) is a district priority, with 8 of our elementary sites implementing elements of the AVID system. Four additional sites will begin implementation during the 2022-23 school year.

In the middle schools, students are given choices for electives that will create high interest and increased student engagement. Choices in elective classes are available for art, band, robotics, stem, foreign language and technology. All of the middle schools are committed to AVID pedagogy and most middle school teachers are AVID trained and incorporate many of the AVID strategies that increase student engagement, collaboration, writing and note-taking skills (e.g., WICOR: writing, inquiry, collaboration, organization, and reading).

In the high schools, students have opportunities to engage in Honors, Advanced Placement, and IB classes. All students in high school, unless they have severe disabilities, are enrolled in an A-G high school plan. In 2022, 51.3% of students graduating in a four year cohort met the UC/CSU A-G requirements for college readiness. Each of our high schools are committed to schoolwide implementation of the AVID system.

Desert Sands proudly offers twenty-seven Career Technical Education (CTE) program options. Students can enroll in CTE classes at their home school as well as other high school campus sites for specialty CTE programs such as Automotive Systems Diagnostics, Service, and Repair, and Building and Construction Trades. These specialized programs provide full certification and students from all high schools are offered enrollment into these two programs.

Sustainability for funding in CTE programs is key to providing students with a well-rounded education. Funds will be allocated to provide counselors and academy teachers with training and professional development to assist students with career planning and CTE training. CTE plans will support existing strategies that are proven effective to help at-risk students such as

contextualized instruction, work-based learning experiences and certification opportunities when possible.

Funding will also be used to provide students in DSUSD with a well-rounded education. Funds will be allocated for the expansion and creation of makerspaces/STEAM labs in our schools. Students will have access to makerspace materials so that students will engage in hands-on activities that teach twenty-first century skills and support the Science and Engineering Practices. Students will have a place to explore their own interests; learn to use tools and materials, both physical and virtual; and develop creative projects.

The emphasis in our makerspaces is placed upon educating our students in science, technology, engineering, art and mathematics (STEAM) subjects as well as digital and information literacy. Activities in our makerspaces will engage learners in creative, higher order problem solving through hands-on design and construction and will address the necessary skill sets for students in the 21st century. Makerspace will reinforce the goal for our students to develop critical thinking, problem solving, adaptability, resilience, collaboration, communication and creative skills as well as civic and cultural awareness.

Student progress monitoring is a key component to promoting academic success for all students. The LEA works collaboratively with all school sites to support and address students who are at risk for academic failure. Through the student data information system (Synergy), and the DSUSD Data Warehouse, educational partners at the district and school sites can access data and run queries on student groups based on grades, standardized test scores, summative and formative test data, and yearly monitor progress of individual and student groups.

As part of the overarching Goal 3 of the Local Control Accountability Plan (LCAP), to provide a safe and supportive school climate for all students, each site continues to refine and increase fidelity of implementation of Schoolwide Positive Behavioral Interventions and Supports (PBIS). After completing a rigorous application and site visit process, Desert Sands proudly has nine sites receiving recognition from the California PBIS Coalition, including five elementary schools, three middle schools and one high school. All sites have engaged in trauma-informed practices training as a foundation for supporting our students. Sites continue to utilize restorative practices that are demonstrated in both the classroom and the campus setting. In an effort to meet the social-emotional needs of all children, counseling support has increased and each school site has a full time counselor that provides additional resources for students that include character education, grief, anger management and self-esteem counseling to groups or individual students. A district request for assistance (RFA) process is accessible by all educational partners, including staff, parents and students, so that all students can receive additional support as needed. The district Student Assistance Program (SAP) provides district level support through counseling and community resource referrals to students and their families. They also conduct group counseling sessions by their counseling team and crisis counseling if needed.

SAP analyzes district, school and student group data to determine student needs-and in turn provide potential solutions to district and school personnel. SAP also works on writing grants to expand services for school sites, for example, the TUPE

grant that provides resources and direct support services to students and families on Alcohol & Other Drugs (AOD). SAP also conducts monthly advisory meetings in partnership with the Betty Ford Center to bring community resources together to learn about each other's services and expand on community partnerships. SAP leads the work and training for the district for both suicide and bullying prevention. SAP connects and builds community partnerships to expand mental health services and awareness. SAP hired and assigned a team of SAP Tier 2 counselors to provide direct student support throughout the district. This team of SAP Counselors focuses on supporting school sites by facilitating group counseling, progress monitoring students, and supporting foster youth students. In terms of professional development, SAP conducts monthly meetings with K-12 counselors and topics such as social-emotional and behavioral factors along with trauma-informed practices are presented and discussed with the counselors. Counselors have also been trained on developing and monitoring positive behavior support plans to provide additional support to teachers and their students. In addition, all SAP counselors have been trained to provide intervention in areas such as grief, trauma, social skills and mentoring. Desert Sands continues to develop our MTSS framework to improve outcomes for all students, including a plan to improve behavior outcomes and reduce the overall suspension rate as measured on the California Dashboard along with creating positive academic, social-emotional and behavioral expectations for Tier I, Tier II, and Tier III intervention and supports. All of these supports are in place to both identify and to improve the academic achievement of students most at risk of academic failure.

The Desert Sands Unified School District provides additional education assistance to individual students that need strategic support to meet the challenging State academic standards. FEV tutoring is available for all DSUSD students grades 3-12 to access at any time. Opportunities for before, during and after school including Saturday School tutoring are available at most school sites. Students are identified through multiple measures and encouraged to attend all available tutoring sessions. Attendance is monitored. At the high school level, students who fail courses or want to improve their low grade in an A-G required class can enroll in an online credit recovery program (APEX), and complete the A-G approved course with one-on-one support from the APEX teacher. Edgenuity, a standards-aligned video-based curriculum is available for middle schools. The program allows students to monitor their own progress while completing lessons, assessments, and interactive activities.

DSUSD identifies and implements instructional programs that are evidence-based and vetted. Through a systematic and transparent method, all educational partners are encouraged to evaluate and provide input for the proposed adopted curriculum in all subject areas. In addition, professional development is an integral part of academic achievement. While maintaining a comprehensive professional development plan, the Educational Services Division provides a multitude of professional development trainings per year, for teachers in grades TK-12 on topics ranging from core content to instructional strategies. What makes DSUSD unique is not just the number of training sessions, but the depth and breadth of the content delivered to all educational partners. Educational Services facilitates trainings, collaborates with outside contractors, including Riverside County Office of Education (RCOE), as well as district teacher leaders to bring the best first instruction to all teachers. Our district focus with an emphasis on literacy and mathematics provides direction when creating learning opportunities for students in ELA/ELD, mathematics, science, social science, new teacher support, and literacy in all

disciplines. While the emphasis for professional development is on curriculum and instruction, the district focus supports training in a number of areas that include the following topics: leadership, needs of English learners and English learners with disabilities, technology integration, AVID strategies, growth mindset, lesson design with a focus on learning targets, and formative and summative assessments, including analysis of data. Educational Services works closely to ensure vertical articulation with a common message, making connections to learning in all grades and across all disciplines.

## **Overuse in Discipline Practices that Remove Students from the Classroom**

### **ESSA SECTION 1112(b)(11)**

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

Desert Sands Unified School District (DSUSD) has implemented a multi-faceted approach to reducing the overall suspension rate and removal of students from the classroom. With the development of our Multi-Tiered Systems of Support (MTSS), site teams continue to implement school wide Positive Behavioral Interventions and Supports (PBIS), including schoolwide expectations, a matrix defining behavioral expectations in various areas on campus, acknowledgement systems to reinforce the expected behaviors, and a comprehensive behavior management system describing both teacher managed and office managed behaviors, including interventions. With a focus on improving Tier I behavior, these systems and practices can reduce the frequency and intensity of negative behaviors in the classroom and around campus, reduce office referrals, and when coupled with the implementation of restorative practices, reduce recidivism rates. Sites utilize district and national fidelity tools to monitor the progress and fidelity of implementation of PBIS. Nine sites achieved recognition at the state level in 2022-23 for their successful implementation of PBIS. As part of the California Dashboard, suspension rates are analyzed by all educational partners including School Site Council members, site leadership teams and administration. In school's School Plan for Student (SPSA) annual measurable goals for suspension rates and actions and services that align with Goal three of the Local Control Accountability Plan (LCAP) are developed and evaluated yearly. District as well as schools support MTSS financially through state and federal funding and through implementation of the multi year MTSS plan, which includes ongoing professional learning for staff, and site-based coaching and support from district staff and outside consultants.

In an effort to meet the social-emotional needs of all children, counseling support has increased and each school site has a full time counselor that provides additional resources for students that include character education, grief, anger management and self esteem counseling to groups or individual students. The District Student Assistance Program (SAP) provides district level support through intensive counseling and community resource referrals to students and their families. They also conduct group counseling sessions by their counseling team and crisis counseling if needed.

Through federal and state funding, some schools with high rates of suspension are providing an additional counselor at the school site who support both the academic and behavioral factors that contribute to the incidence of students removed from the classroom. Through this model, Alternative to Suspension Center (ASC), counselors provide counseling support for site

multi-tiered intervention efforts which may include participation on tiered teams, supporting proactive and preventative universal, targeted and intensive intervention. This model encourages positive behavior and develops and enforces behavioral interventions and resources (e.g. staff professional development) to decrease negative student behavior resulting in a decreased referral and suspensions and improving outcomes for students not meeting grade level standards. can create relationships with the students and the families, communicate with teachers, deliver instruction and create a behavior plan that is communicated to student, parent, teacher and administrators. Student referrals and meetings are monitored and positive approaches to behavior intervention are introduced.

The SAP program analyzes district, school and student group data to determine student needs and to evaluate high rates of suspensions and in turn provide potential solutions to district and school personnel. Through Federal and state funding, some schools with high rates of suspension are providing mental health specialists at the school site who will support both the academic and behavioral factors that contribute to the incidence of students removed from the classroom. Through this model, mental health specialists can create relationships with the students and the families, communicate with the teachers and deliver instruction and create a behavior plan that is communicated to student, parent, teacher and administration. Student referrals and meetings are monitored and positive approaches to behavior intervention are introduced.

In terms of professional development, the Student Assistance Program conducts monthly meetings with K-12 counselors and topics such as social-emotional and behavioral factors along with trauma-informed practices are presented and discussed with the counselors. Counselors have also been trained on developing and monitoring positive behavior support plans to provide additional support to teachers and their students.

The director of SAP meets regularly with principals and assistant principals at all school sites to improve and understand the options that are available in lieu of removing students from the classroom. Some sites have implemented alternatives to suspension rooms that focus on intervention and behavior support, while continuing academic progress. Recidivism rates have reduced dramatically at these sites. Desert Sands will continue the roll-out of the MTSS implementation plan to reduce the overall suspension rate, along with creating positive academic, social-emotional and behavioral expectations for Tier I, Tier II, and Tier III interventions and supports.

## **Career Technical and Work-based Opportunities**

### **ESSA SECTION 1112(b)(12) (A·B)**

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

- A. Academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations**

or industries in the State; and

- B. Work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.**

Desert Sands is committed to providing support to our twenty-four Career and Technical Education (CTE) programs. This educational strategy combines academics, work-based learning, and integrated student supports that prepare students to enter into college and career. Programs in Desert Sands must include a viable curriculum which includes a clear, consistent course sequence, cross-curricular activities, and work-based learning opportunities. Another expectation of our CTE programs includes involvement with Career Technical Student Organizations (CTSO). Most CTE programs are associated with a student organization that provides leadership opportunities, employability skills training, and collaboration with other students locally, statewide, and nationally.

As indicated previously, work-based learning opportunities are an expectation within our career and interest-themed programs. Such learning opportunities are cultivated through continual collaboration with industry partners and advisory committees. Industry partners provide input to the skills necessary to be successful in the workforce. Furthermore, they contribute to the development of curriculum and activities students engage with in the classroom, with the culminating activity being student internships. Industry partners also provide mock interview support, guest speakers, mentoring, and job shadowing.

## **TITLE II, PART A**

### **TITLE II, PART A Activities**

#### **ESSA SECTION 2102(b)(2) (A)**

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

Professional development in Desert Sands Unified School District (DSUSD) has always been an ongoing commitment to promote academic achievement for all students who attend Desert Sands Unified School District schools. Through the development of a comprehensive and all-inclusive system of professional development, dedicated and strategic activities are developed to align and address the challenging State academic standards. District professional development starts with a clearly articulated outline of a targeted multi-year plan.

Prior to the beginning of each academic year, newly hired teachers attend our three day New Teacher Orientation. Workshops are offered by the Educational Services and Technology Project Facilitators to provide valuable information about our district initiatives, as well as an introduction to our data analysis tools and our DSUSD data management system. Curriculum, instruction and assessment-related breakout sessions supporting all new K-12 certificated staff are delivered from both an

elementary and secondary perspective, supporting the core content areas as well as college and career readiness skills. In order to support new teachers with the diverse needs of their students, sessions specifically support Universal Design for Learning, English learner strategies, AVID strategies and classroom management. The institute provides an opportunity for teachers to receive direction and guidance in setting up their classrooms, learning about DSUSD policy and initiatives as well as how to access the many resources that DSUSD has to offer new teachers as they begin their career. Ongoing support is provided throughout the year to support new teachers in after school opportunities.

DSUSD, in conjunction with the Center for Teacher Innovation (CTI), which is an arm of the Riverside County Office of Education, has uniquely and strategically implemented peer assistance programs to capture and multiply the expertise of effective classroom instructors in an extra-duty model emphasizing 1:1 coaching assignments, supporting induction candidates with coaches having content and/or grade level expertise, matching special education teachers with coaches having common credential profiles and experience, and designing mentorships in close proximity to promote and access "just in time" coaching. Our Center for Teacher Induction (CTI) system has received recognition as a Model of Academic Excellence and Innovation.

The comprehensive structure of our professional learning system is designed to support administrative engagement and build capacity for building leaders and teaching staff. Professional Learning Communities (PLCs) and job-embedded coaching are essential components of successful implementation. Whether we are implementing state standards and frameworks, or supporting teachers with high leverage instructional strategies, our professional learning opportunities are intentionally designed and connected within our district initiatives, and in alignment with our MTSS framework. The comprehensive structure is integral to the success of the professional development program. Tier I Best First Instruction is the core of our professional development program from which all activities are derived and include the following: Tier I Site Leadership teams, site-based instructional coaches, grade level/content trainings for teachers, Principal and Assistant Principal collaborative groups, and Structured Academic Support Time (SAST) which is delivered to all schools each month by the instructional leader on campus. Our professional development program has also received recognition as a Model of Academic Excellence and Innovation.

DSUSD is committed to providing professional development to support the Multi-Tiered System of Support (MTSS) for all schools. As we work to build our MTSS framework at the district level, MTSS teams in each school site have worked to create Tier I classroom and school-wide climate and culture norms. Within the MTSS framework, there are three tiers that align with the academic, social-emotional and behavioral benchmarks for students. Professional development is designed for each school to engage in collaborative dialogue to identify the systems used to identify students who may need additional support beyond Tier I. Building Tier II systems is a focus for the next few years as sites work to refine processes by which students who need more are able to access interventions, all while monitoring their progress and addressing social emotional, behavioral and academic needs. Protocols for accessing and matching to appropriate interventions and progress monitoring are being developed and implemented through district training and coaching with support from outside consultants. All sites have

received this coaching and training support and will continue with this level of professional development over the next few years. Significant training has also been provided to implement a district diagnostic across the district for mathematics and reading. Maximizing the platform, sites are also using the personal pathway to provide students with targeted intervention in reading and mathematics. To enhance the effectiveness of our tiered supports, including best first instruction for all students, DSUSD has recommitted to Professional Learning Communities (PLCs). Sites are working diligently to tighten grade level and content teaming structures to increase outcomes for students and strengthen teacher practice. Best first instruction, data and assessment, and PLCs are a continued area of our professional development moving forward.

The focus for each professional development is tailored for each group of educators with clear messaging regarding the intent and focus. Training and ongoing support are planned strategically within all of the groups of our MTSS tiered teaming structures in order for all educators to gain capacity as well as align with key instructional focuses for each particular year. Professional development is planned by a collaborative team of district and county personnel that provide guidance to the twenty-five project facilitators from Educational and Technology Services and Student Support Services divisions, who develop and deliver the professional development to the content and grade level teams, instructional coaches and often site leadership teams. What makes DSUSD unique is not just the number of training sessions, but the depth and breadth of the content delivered to all educational partners. Educational Services facilitates trainings, collaborates with outside contractors, including Riverside County Office of Education (RCOE), as well as district teacher-leaders to bring the best first instruction to all teachers. While the emphasis for professional development is on curriculum and instruction, the district focus supports training in a number of areas that include the following topics: leadership, needs of English learners, needs of English learners and special education dually identified students, technology integration, AVID strategies, social emotional learning, growth mindset, lesson design with a focus on learning targets, and formative and summative assessments, including analysis of data. MTSS Site Leads also receive training and support throughout the year to build capacity and ensure alignment of our work within our divisions to support the implementation of our comprehensive MTSS framework. Educational Services works closely to ensure vertical articulation with a common message, making connections to learning in all grades and across all disciplines.

SAST is the professional development that the LEA provides via the instructional leader of each school site one time per month during the late start/early release days. LEA prepares the SAST material via a multi-media and/or interactive engagement activity. Instructional leaders at each school site deliver the professional development each month. Capacity is built with all staff and the professional development aligns with the focus for the year. Themes for SAST have included the following for the past three years: characteristics and support of Long Term English learners and improving the effectiveness of PLCs to ensure increased success of all students, digital citizenship, social emotional learning, Universal Design for Learning, and deepening understanding around key features of our MTSS framework.

Tier I Site Leadership teams at each school site work together twice a year to create, monitor and revise their site School Plan for School Achievement (SPSA) which incorporates the Local Control Accountability Plan Goals with the actions and services

of the SPSA to focus on academic goals and annual measurable outcomes. As a team, they analyze data and focus on actions and services that will benefit students of greatest need. As a result of our Tier I Site Leadership team days, we observe schools making ongoing adjustments to their plans in response to district benchmark data, analysis of student work, and observation of student learning.

As we continue exploring the depth of content and differentiation, we provide multiple differentiated learning opportunities for administration and teachers to reach everyone in a variety of ways. In order to achieve this, we offer full-day grade-level or core content subject trainings, two non-student professional development days per the teacher contract, after-school academies, instructional coach training days, on-site coaching cycles, a training of trainer model, and site-based training with district Project Facilitators. The result has been increased participation and teacher engagement, all supporting implementation of the district focus on literacy and mathematics. With substitutes being scarce during this school year, we have leveraged asynchronous and synchronous delivery options for ongoing professional learning.

As part of the continued professional development for administrators, DSUSD has an administrative leadership development position with the goal of providing sustainability and support for new as well as veteran administrators. During the first two years of their administrative tenure, principals work one on one with an administrative mentor. Topics for the meetings include leadership, accountability requirements and general management of school sites. In addition, further support is given for establishing core values and building a mission and vision, preparing for and holding crucial conversations, working with teams and creating meaningful professional development. The assistant principal PLC cohort also meets on a regular basis with the administrative mentor to grow the capacity of our future principal leaders in a multitude of areas including management and leadership.

In addition to working with new principals and assistant principals, we have launched the Desert Sands Leadership Academy for school leaders (DSLAs). This Academy is in partnership with the National Center on Education and the Economy (NCEE) using the National Institute for School Leaders (NISL) curriculum. Participants range from district office directors and TOSAs, site teachers and instructional coaches, who work together two days per month to build a common language and alignment of systems throughout the district. We had a cohort complete their DSLA experience in the winter of 2023 with anticipation of an upcoming cohort for 2024.

The use of data drives the DSUSD professional learning system, especially in the area of comprehensive and differentiated support. The implementation of a districtwide diagnostic in mathematics and reading provides data throughout the year with respect to student academic progress. The district utilizes a web-based survey system that can tailor surveys for all educational partners and information is analyzed throughout the year. Professional learning surveys are utilized to determine the effectiveness of teacher training in both content and grade level PLCs, as well as other aspects of our MTSS framework, including inclusion, social emotional learning and trauma-informed practices. Following training, surveys are given to all participants and data is analyzed by the specific professional development team that was responsible for the training. Surveys

are also sent out to all certificated staff periodically to gather needs, assess implementation, and determine next steps. Data is analyzed to pinpoint key successes in the training as well as make constructive changes for future training. Surveys are linked on our webpage, accessible for educators to provide input for any professional learning event.

Data from the school management system, DSUSD Data Warehouse, Data Quest from California Department of Education, as well as the DSUSD Assessment department provide information in regards to student summative performance data as well as California Dashboard data for the district and the schools. Data from these systems include CAASPP, English Language Proficiency Assessment for California (ELPAC), DIBELS (literacy screening data), ELA and math i-Ready data and are utilized to plan professional development that will build teacher capacity that directly impacts student achievement.

Opportunities to participate in professional development is provided during the school day by recruiting an ample amount of trained guest teachers. These individuals are often retired teachers who guide the instruction for the students in the absence of the regular teacher. There are also opportunities beyond the school day provided by the district project facilitators on specific topics in English Language Arts and math that dive deeper into the curriculum and standards. These trainings are well publicized and open to all teachers and are held at the district office or online via Zoom. In addition, there are specific training sessions that focus on student groups with greatest need. Professional development opportunities are available for teachers of English language Learners, students with IEPs and dual immersion students. These opportunities are developed from analysis of student data, requests through professional development evaluation surveys as well as through processes of system accountability

The majority of professional development for administrators and teachers at Desert Sands is provided through the district project facilitators. There are twenty-five project facilitators between the Educational and Technology Services and Student Support Services Divisions that work collaboratively to provide professional support to all. The areas of expertise are in early literacy, elementary and secondary English Language arts, elementary and secondary math, science, health, social studies, English Language Learners, special education, AVID, Gate, Dual Language Immersion and technology. Through shared planning with consultants from the Riverside County Office of Education (RCOE) as well as outside consultants, teams work together to plan professional development that utilize research-based approaches that will create sustainability and build teacher capacity. In addition to district project facilitators, every Title 1 school has a full time instructional coach that supports the school site in its own professional development. The site level instructional coaches attend monthly full day district meetings that support their coaching responsibilities and provide evidence-based strategies to provide strategic support for their teachers.

There are solid and sustainable resources for professional learning development in Desert Sands for administrators and teachers. Administrators are supported by the Director of Leadership Development, who works one on one with new principals, coordinates DSLA which is supported through NCEE, and leads the monthly Assistant Principal PLC. Teachers are supported by the Director of Professional Development and Teacher Support, the district project facilitators, the site-based

instructional coaches and the Center for Teacher Induction program through RCOE. Outside consultants play a vital role in providing additional support and serve as valuable resources to plan professional development with the project facilitators, provide full day trainings to large groups of teachers at the District Office, site professional development, lesson study in mathematics, and consultation regarding specific content area professional development and MTSS framework implementation and support. Resources also include opportunities for individuals at the district and site level to attend national conferences that focus on foundations of professional learning communities, student achievement, researched-based strategies for underserved populations and effective strategies for the Dual Language Immersion program.

In addition to multiple levels of resources that support professional development within Desert Sands, there is also a strong connection between continued and intentional support to building increased administrator and teacher capacity. Through the alignment of the School Plan for Student Achievement (SPSA) and the Local Control Accountability Plan (LCAP), both the district and school sites demonstrate continued funding of a robust and strategic program. This is based on needs from educational partners, empirical data from the data systems, and goals set by the district and school sites as well as yearly measurable outcomes that align with California Dashboard data. Two district-supported full professional development days are allotted per year to each school site for their Tier I Site Leadership Team, led by Educational Services administrators and project facilitators that specifically address data, development of instructional goals toward academic achievement and how the actions and strategies of the SPSA will align with the three Desert Sands LCAP goals. Through the inclusion of the School Site Council members and the Tier I Site Leadership Team, professional development plays a major role in the continuous achievement of all students at each school site.

### **TITLE III, PART A**

#### **Parent, Family, and Community Engagement**

##### **ESSA SECTION 3116(b)(3)**

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

The Desert Sands Unified School District (DSUSD) implements effective parent, family, and community engagement in the education of English learners through multiple opportunities and strategies that strengthen and enhance a collaborative environment. Research indicates that strong parent and family engagement helps to increase student achievement. The district surveys all parents to gather feedback to ensure that parent and community engagement focuses on students and family needs and plans for parent events that are welcoming and inclusive for all. Parent Engagement is an action area in LCAP Goal 1 (Local Control Accountability Plan) which focuses on student achievement and Goal 3 (parent engagement in Goal 3 is to address support with attendance concerns) promotes responsible citizenship through safe and orderly school environments. In both, the emphasis is on engagement rather than mere participation and parents are viewed as true partners in the Pre-K through post-secondary education of their children. The family engagement activities for English learner

parents support the district's LCAP Goal 2 that all students will graduate and be prepared to make a successful transition to further education and/or career opportunities to engage English learner parents and committed community members in the collaborative educational journey, parent leadership and governance opportunities are available at both the site and district levels. At the school level, opportunities are offered for parents and community members to participate on the School Site Council and the English Learner Advisory Committee (ELAC). Parents and community leaders are provided with extensive training in the implementation of required categorical programs. Educational Services and the Office of State and Federal Programs create presentations for school staff to use for these trainings, to build the capacity of both parents and school and district staff in such areas of budget development, instructional strategies and social emotional support including school attendance. Multiple opportunities to provide input on a variety of district and site initiatives through meaningful consultation on the quality and content of family engagement support exist with participation. The groups are integral in providing input into the School Plan for Student Achievement (SPSA) containing programs, actions and services, and proposed expenditures related to state and federal categorical funding. Additionally, the committees assist in the development and approve each school's Title I Parent and Family Engagement Policy and School-Parent Compact. Both the district and site level Parent Involvement Policies, reviewed annually by the Office of State and Federal Programs in partnership with parents, provide guidance to school sites to strengthen their parent and family engagement programs.

At the district level, English learner parents have multiple opportunities throughout the year to collaborate with other parents regarding the educational processes and programs that support their children toward meeting the challenging state academic standards. The various parent groups that are supported by the district include: District Advisory Committee (DAC), District English Learner Advisory Committee (DELAC), Migrant Education Parent Advisory Council (PAC), African American Parent Advisory Council (AAPAC), Native American Parent Advisory Committee, and the Special Education Parent Advisory Committee (SEPAC). The LCAP Advisory Committee includes parents, teachers, students and educational partners that represent all student groups and meets throughout the year to provide feedback and discussion for the annual update process of the LCAP.

As needed, State and Federal Programs Office staff will train new principals and assistant principals on supporting family engagement and review their SPSA's annually to provide feedback on their parent engagement actions and strategies. The district and school sites communicate with parents in a variety of ways to address families' diverse needs and interests. To facilitate communication, information is provided through social media, district and site websites, online postings and newsletters. Additionally, notices, provided in both English and Spanish, are mailed home in a timely fashion. Families also can receive text messages, emails, and phone calls that provide them with critical school information. The district translator also trains site level translators in simultaneous interpretation methods which allows for optimum communication in multiple languages.

The district School Messenger system provides families recorded and text messages about issues concerning the district and school sites, as well as upcoming events in which parents can participate. Parents also have access to ParentVue on the

district data management system, an online parent portal through which they can learn about their students' daily attendance, current grades, homework, test results, graduation requirements, and contact information. Gaining access to their children's school information through the secure online portal will allow for families and school staff to have the same foundational information about their students so they can better focus on coordinating strategies for targeted support. Families can also use traditional means of communicating with school and district staff by calling, visiting and writing. District initiatives for communication with families are shared at monthly principal meetings and monthly counselor meetings with information and training to welcome, communicate and partner with parents effectively and frequently. Appointments to confer with school teachers and other staff will be made directly with each school through email, phone calls, or in person. Special accommodations will be made for communicating with families that have accessibility needs, with bilingual authorized site staff or the district translator providing material in Spanish upon request, and with the needs of disabled, homeless and migrant families being considered and addressed at each school site in coordination with the Student Support Services Division for the Homeless Education Program and the State and Federal Programs Office for the Migrant Education Program staff. Parents are invited to complete an annual survey regarding school culture and programs.

Yearly survey data provides the district and sites information regarding the needs of their families and the effectiveness of their family engagement programs. The results of this survey are shared annually with all educational partners including parents, staff and the Board of Trustees. DSUSD builds capacity by partnering with parents by providing a variety of opportunities to become involved and resources that help them to understand educational initiatives and how they can continue to support learning in the home. Additionally, Title I schools hold an annual meeting to share detailed information about Title I programs with families.

Various workshops provided by the district are offered yearly for English learner parents to support their students in the use of technology, instructional strategies and social emotional support. Historically, the district has provided informative parent nights provided by Los Espacios y la Comunicaci6n Interpersonal (LECI). The focus for parents in how to encourage and support their child in their education as well as their social-emotional health. In addition, the LEA provides a nine-week parenting class to four schools each year through the Parent Institute for Quality Education (PIQE). Approximately 65 to 70 parents of English learners graduate at each school site and receive a completion diploma. Classes are taught in Spanish and are designed to engage parents in a collaborative setting as well as educate the parents on how to support their child in their educational journey.

To build the capacity of parents as educational partners during distance learning, hybrid, and traditional settings, school sites offer family nights via Zoom to communicate an understanding of academic standards (e.g., ELA, math, science) and to provide parents with opportunities to learn how to support learning in the home. Parents, including parents of English learners, have access to a Request for Assistance (RFA) form to communicate concerns and needs to their school site and request additional support. Sites will host training for parents to improve understanding of the state accountability system, the California School Dashboard and DSUSD graduation requirements. Schools will choose from a variety of other academic

topics, depending on school goals, to teach their parents, many of which address California State Standards and assessments. Professional development is held in conjunction with the Consolidated Application meeting for teams of school personnel, including the principal and district staff supporting family engagement, to learn about how to welcome families of English learners and to share promising practices with one another. In addition, district project facilitators and site instructional coaches and counselors work with teachers and paraeducators to model and participate in parent/teacher conferences to foster meaningful dialogue between parents and teachers/paraeducators.

**TITLE I, PART A**

**Poverty Criteria**

**ESSA SECTION 1112(b)(4)**

Desert Sands Unified School District annually ranks schools using poverty criteria and specified ranking rules to identify eligible Title I school attendance areas. The same poverty measure, Free and Reduced Priced Meals percentage, is used consistently to rank all schools for funding in order of poverty. Schools that are at or above our district average poverty rate are eligible to receive Title I funds; however, we first fund all schools above the 75% poverty criteria. We serve schools from highest to lowest by grade span and we maintain documentation of this process on file.

**TITLE I, PART A**

**Educator Equity**

**ESSA SECTION 1112 (b)(2)**

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

Desert Sand Unified School District's Personnel Services Department monitors for and identifies disparities in teacher assignment. Two full-time credential analysts review credentials and review databases to identify teachers who are ineffective, inexperienced or out of field. Through the use of the district's Student Information System (Synergy), school site master schedules are generated and reviewed to determine if schools are disproportionately staffed by ineffective, inexperienced, or out of field teachers. Through this process we identify if there are disparities that result in low-income and minority students being taught at higher rates than other students by ineffective, inexperienced, or out of field teachers.

After completing this process, we concluded that the low-income students in Desert Sands Unified School District are not taught at higher rates than other students by ineffective, inexperienced, or out of field teachers. We also concluded that the minority students in Desert Sands Unified School District are not taught at higher rates than other students by ineffective, inexperienced, or out of field teachers.

In the event that disparities are discovered during the yearly data analysis process the Educational Services Team will collaborate with the Personnel Department to ensure teachers complete all the necessary requirements to be fully credentialed in the assigned field. The Personnel Department will monitor the progress of course or test completion. If the teacher does not comply with fulfilling all of the necessary requirements, they are removed from the position.

The Desert Sands Unified School District has strong systems and structures to enable all departments to collaborate efficiently and effectively. Through on-going monitoring of personnel and student data there are proactive measures in place to determine present and future staffing needs. In the current condition of limited math, science and special education credentialed teachers in California, Desert Sands has a robust recruitment program designed to recruit teachers from out of state and out of county to fill these hard to fill positions. These systems and structures are transparent and communicated to all educational partners.

## **Parent and Family Engagement**

### **ESSA SECTIONS 1112(b)(3) and 1112(b)(7)**

**Describe how the LEA will carry out its responsibility under section 1111(d)**

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

To build the capacity of parents as educational partners, the district offers parent educational sessions such as Social Emotional Learning provided by the Riverside County Office of Education. The district implements effective parent and family engagement through multiple opportunities and strategies that strengthen and enhance a collaborative environment. Research indicates that strong parent and family engagement helps to increase student achievement. The district surveys all English learner parents to gather feedback to ensure that parent and community engagement focuses on students and family needs and plans for parent events that are welcoming and inclusive for all. Parent Engagement is an action area in LCAP Goal 1(Local Control Accountability Plan) focuses on student achievement and Goal 3 promotes responsible citizenship through safe and orderly school environments. In both, the emphasis is on engagement rather than mere participation and parents are viewed as true partners in the Pre-K through post-secondary education of their children. The family engagement activities support the district's LCAP Goal 2 that all students will graduate and be prepared to make a successful transition to further education and/or career opportunities.

To engage parents and community members in a collaborative educational journey, parent leadership and governance opportunities are available at both the site and district levels. At the school level, opportunities are offered for parents and community members to participate on the School Site Council and the English Learner Advisory Committee. Parents and community leaders are provided with extensive training in the implementation of required categorical programs. Educational Services and the Office of State and Federal Programs create presentations for school staff to use for these trainings, to build the capacity of both parents and school and district staff in such areas of budget development, instructional strategies and

social emotional support including school attendance. Multiple opportunities to provide input on a variety of district and site initiatives through meaningful consultation on the quality and content of family engagement support exist with participation. The groups are integral in providing input into the School Plan for Student Achievement (SPSA) containing programs, actions and services, and proposed expenditures related to State and Federal categorical funding. Additionally, the committees assist in the development and approve each school's Title I Parent and Family Engagement Policy and School-Parent Compact. The SPSA and related documents are submitted to the district and reviewed prior to Board approval. The district continually monitors implementation of each site's SPSA through review of site documentation including each site's Parent Involvement Plan, Title I Parent Involvement Policy, Title I School Compact, agendas and minutes of meetings, school site websites and on-site visitations. The evidence demonstrating that schools address these requirements for parent participation will be uploaded onto an online portal (Title I-Crate). The district's Office of State and Federal Programs monitors this evidence and works with site administrators and representatives to the monthly district-wide Network to Support Student Achievement (NISO) meeting to provide coordinated training and targeted support to schools in compliant use of federal funds and associated requirements such as parent engagement. At the district level, parents have multiple opportunities throughout the year to collaborate with other parents regarding the educational processes and programs that support their children toward meeting the challenging State academic standards. The various parent groups that are supported by the district and overseen by State and Federal Programs Project Facilitators include the following: District Advisory Committee (DAC), District English Learner Advisory Committee (DELAC), Migrant Education Parent Advisory Council(PAC), African American Parent Advisory Committee (AAPAC), Native American Advisory Parent Committee, and the Special Education Parent Advisory Committee (SEPAC). The LCAP Advisory Committee includes parents, teachers, students and educational partners that represent all student groups and meets throughout the year to provide feedback and discussion for the annual update process of the LCAP.

Desert Sands provides guidance to the Comprehensive Support and Improvement (CSI) and Additional Targeted Support & Improvement (ATSI) schools to involve parents in the planning of the targeted support and improvement plans. Through School Site Council membership, parents provide input and recommendations to the improvement plan. In addition, the district supports several schools by offering an eight week parent education class that focuses on supporting their children in meeting the challenging State academic standards, requirements needed for A-G requirements, career and college readiness and ways to increase communication with their teens. For the CSI high school, staff works strategically with both parents and the students who are at most risk for not graduating to provide academic and social-emotional support as well as monitoring of attendance and academic performance.

Both the district and site level Parent Involvement Policies, reviewed annually by the Office of State and Federal Programs in partnership with parents, provide guidance to school sites to strengthen their parent and family engagement programs.

As needed, State and Federal Programs Office staff train new principals and assistant principals on supporting family engagement and review their SPSA's annually to provide feedback on their parent engagement actions and strategies. The

district and school sites communicate with parents in a variety of ways to address families' diverse needs and interests. To facilitate communication, information is provided through social media, district and site websites, online postings and newsletters. Additionally, notices, provided in both English and Spanish, are mailed home in a timely fashion. Families also can receive text messages and phone calls that provide them with critical school information. The district School Messenger system provides families recorded and text messages about issues concerning the district and school sites, as well as upcoming events which parents can participate in. Parents also have access to ParentVue on the district data management system, an online parent portal through which they can learn about their students' daily attendance, current grades, homework, test results, graduation requirements, and contact information. Gaining access to their children's school information through the secure online portal will allow for families and school staff to have the same foundational information about their students so they can better focus on coordinating strategies for targeted support. Families can also use traditional means of communicating with school and district staff by calling, visiting and writing. District initiatives for communication with families are shared at monthly principal meetings and monthly counselor meetings with information and training to welcome, communicate and partner with parents effectively and frequently. All parents have access to a Request for Assistance (RFA) form to communicate concerns and needs to their school site and request additional support. Appointments to confer with school teachers and other staff will be made directly with each school through email, phone calls or in person. Special accommodations will be made for communicating with families that have accessibility needs, with bilingual authorized site staff or the district translator providing material in Spanish upon request, and with the needs of disabled, homeless and migrant families being considered and addressed at each school site in coordination with the Student Support Services Division for the Homeless Education Program and the State and Federal Programs Office for the Migrant Education Program staff. Parents are invited to complete an annual survey regarding school programs and school climate, culture and connectedness.

Yearly survey data provides the district and sites information regarding the needs of their families and the effectiveness of their family engagement programs. The results of this survey are shared annually with all educational partners including parents, staff and the Board of Trustees. DSUSD builds capacity by partnering with parents by providing a variety of opportunities to become involved and resources that help them to understand educational initiatives and how they can continue to support learning in the home. Additionally, Title I schools hold an annual meeting to share detailed information about Title I programs with families.

Various workshops through the district are offered yearly for parents to support their students in the area of technology, instructional strategies and social emotional support. To build parent capacity, school sites offer family nights (ELA, math, science) to communicate an understanding of academic standards and to provide parents with opportunities to learn how to support learning in the home. Sites will host trainings for parents to improve understanding of the state accountability system, the California School Dashboard and DSUSD graduation requirements. Schools will choose from a variety of other academic topics, depending on school goals, to teach their parents, many of which address California State Standards and assessments. Professional development is held in conjunction with the Network to Improve Student Achievement (NISO)

meeting for teams of school personnel, including the principal and staff supporting family engagement, to learn about how to welcome families and to share promising practices with one another.

### **School-wide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children ESSA SECTIONS 1112(b)(5) and 1112(b)(9)**

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

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

Twenty-nine schools, including elementary, middle and high, in the Desert Unified School district operate a Title I school wide program. Every school site has an instructional coach who supports teachers with ELA and math to increase academic achievement. Instructional coaches support the school site by building teacher capacity in a variety of ways. Instructional coaches work collaboratively with teachers through the Professional Learning Community (PLC) grade level or core content teams, analyzing data, discussing research based strategies and aligning the lessons to the challenging State academic standards. Instructional coaches also observe lessons as well as co-teach and model lessons when appropriate.

The focus for each district professional development is tailored for a specific group of educational partners with clear messaging regarding the intent and focus. Training and ongoing support are planned strategically within all of the groups of our professional learning structure in order for all educational partners to gain capacity as well as align with key instructional focuses for each particular year. Professional development is planned by a collaborative team of district and county personnel that provide guidance to the district staff who develop and deliver the professional development to the content and grade level teams, instructional coaches and site leadership teams. In addition, directors and administrators in Educational Services coordinate professional development within weekly and monthly principal meetings. Structured Academic Support Time (SAST) is the professional development that the LEA provides via the instructional leader of each school site one time per month during the late start/early release days. District staff prepares the SAST material via a multimedia and/or interactive engagement activity. Instructional leaders at each school site deliver the professional development each month. Capacity is built with all staff and the professional development aligns with the focus for the year. Themes for SAST have included the following: improving the effectiveness of PLCs, characteristics and support of English learners, PBIS and MTSS implementation to ensure increased success of all students. Through the comprehensive professional development, school wide programs are supported through consistent methods and instructional strategies that strengthen the core academic program.

We provide multiple, differentiated learning opportunities for administration and teachers to reach all of our educational partners in a variety of ways. In order to achieve this, we offer grade-level or core content subject trainings, two non-student professional development days per the teacher contract, after-school academies, instructional coach training days, a trainer model, site-based training with district Project Facilitator partnership and online opportunities. All professional development opportunities supporting implementation of the district focus on literacy, mathematics and English Language Development.

DSUSD identifies and implements instructional programs that are evidenced based and vetted. Through a systematic and transparent method, all educational partners are encouraged to evaluate and provide input for the proposed adopted curriculum in all subject areas. In addition, professional development is an integral part of academic achievement. While maintaining a comprehensive professional development plan, the Educational Services Division provides a multitude of professional development trainings per year, for teachers in grades TK-12 on topics ranging from core content to instructional strategies. What makes DSUSD unique is not just the number of trainings, but the depth and breadth of the content delivered to all educational partners. Educational Services facilitates professional development training, collaborates with outside contractors, including Riverside County Office of Education (RCOE), as well as district teacher-leaders to bring the best first instruction to all teachers. Our district focuses with an emphasis on literacy, mathematics and English Language Development provides direction when creating learning opportunities for students in ELA/ELD, mathematics, science, social science, new teacher support, and literacy in all disciplines. While the emphasis for professional development is on curriculum, instruction and assessment, the district focus supports training in a number of areas that include the following topics: leadership, needs of English learners and English learners with disabilities, technology integration, AVID strategies, growth mindset, lesson design with a focus on learning targets, and formative and summative assessments, including analysis of data. Educational Services works closely to ensure vertical articulation with a common message, making connections to learning in all grades and across all disciplines.

The Desert Sands Unified School District provides additional education assistance to individual students that need strategic support to meet the challenging State academic standards. The quantity of learning time is increased for students who are identified as most at risk in their academic progress. Students are given opportunities before, during or after the school day as well as summer school opportunities to gain skills and close achievement gaps. Students are monitored by pre and post data and interventions are often in small group settings with opportunities for increased interaction between student and teacher. Students are identified through multiple measures and encouraged to attend all available tutoring sessions. Elementary students who are advanced are provided enrichment activities within and outside the classroom.

The district implements effective parent and family engagement through multiple opportunities and strategies that strengthen and enhance a collaborative environment. Research indicates that strong parent and family engagement helps to increase student achievement. The district surveys all parents including English learner parents to gather feedback to ensure that parent and community engagement focuses on students and family needs and plans for parent events that are

welcoming and inclusive for all.

To engage parents and community members in the collaborative educational journey, parent leadership and governance opportunities are available at both the site and district levels. At the school level, opportunities are offered for parents and community members to participate on the School Site Council and the English Learner Advisory Committee. Parents and community leaders are provided with extensive training in the implementation of required categorical programs. Educational Services and the Office of State and Federal Programs create presentations for school staff to use for these trainings, to build the capacity of both parents and school and district staff in such areas of budget development, instructional strategies and social emotional support including school attendance. Multiple opportunities to provide input on a variety of district and site initiatives through meaningful consultation on the quality and content of family engagement support exist with participation. The groups are integral in providing input into the School Plan for Student Achievement (SPSA) containing programs, actions and services, and proposed expenditures related to State and Federal categorical funding. Additionally, the committees assist in the development and approve each school's Title I Parent and Family Engagement Policy and School-Parent Compact. The SPSA and related documents are submitted to the district and reviewed prior to Board approval. The district continually monitors implementation of each site's SPSA through review of site documentation including each site's Parent Involvement Plan, Title I Parent Involvement Policy, Title I School Compact, agendas and minutes of meetings, school site websites and on-site visitations. The evidence demonstrating that schools address these requirements for parent participation will be uploaded into an online portal (Title I Crate). The district's Office of State and Federal Programs will monitor this evidence and work with site administrators and representatives to the monthly district-wide Network to Improve Student Achievement (NISO) meeting to provide coordinated training and targeted support to schools in compliant use of federal funds and associated requirements such as parent engagement. At the district level, parents have multiple opportunities throughout the year to collaborate with other parents regarding the educational processes and programs that support their children toward meeting the challenging State academic standards.

Both the district and site level Parent Involvement Policies, reviewed annually by the Office of State and Federal Programs in partnership with parents, provide guidance to school sites to strengthen their parent and family engagement programs. As needed, State and Federal Programs Office staff will train new principals and assistant principals on supporting family engagement and review their SPSA's annually to provide feedback on their parent engagement actions and strategies. The district and school sites communicate with parents in a variety of ways to address families' diverse needs and interests. To facilitate communication, information is provided through social media, district and site websites, online postings and newsletters. Additionally, notices, provided in both English and Spanish, are mailed home in a timely fashion. Families also can receive text messages and phone calls that provide them with critical school information. The district School Messenger system provides families recorded and text messages about issues concerning the district and school sites, as well as upcoming events in which parents can participate. Parents also have access to ParentVue on the district data management system, an online parent portal through which they can learn about their students' daily attendance, current grades, homework, test results, graduation requirements, and contact information. Gaining access to their children's school

information through the secure online portal will allow for families and school staff to have the same foundational information about their students so they can better focus on coordinating strategies for targeted support. Families can also use traditional means of communicating with school and district staff by calling, visiting and writing. District initiatives for communication with families are shared at monthly principal meetings and monthly counselor meetings with information and training to welcome, communicate and partner with parents effectively and frequently. Appointments to confer with school teachers and other staff will be made directly with each school through email, phone calls or in person. Special accommodations will be made for communicating with families that have accessibility needs, with bilingual authorized site staff or the district translator providing material in Spanish upon request, and with the needs of disabled, homeless and migrant families being considered and addressed at each school site in coordination with the Student Support Services Division for the Homeless Education Program and the State and Federal Programs Office for the Migrant Education Program staff. Parents are invited to complete an annual survey regarding school programs and school climate, culture and connectedness.

Yearly survey data provides the district and sites information regarding the needs of their families and the effectiveness of their family engagement programs. The results of this survey are shared annually with all educational partners including parents and staff. DSUSD builds capacity by offering parents a variety of opportunities to become involved and resources that help them to understand educational initiatives and how they can continue to support learning in the home. Additionally, Title I schools hold an annual meeting to share detailed information about Title I programs with families.

To build the capacity of parents, the district offers various workshops to support their children in the area of technology, instructional strategies and social-emotional support. School sites offer family nights (ELA, math, science) to communicate an understanding of academic standards and to provide parents with opportunities to learn how to support learning in the home. All parents have access to a Request for Assistance (RFA) form to communicate concerns and needs to their school site and request additional support. Sites host training for parents to improve understanding of the state accountability system, the California School Dashboard and DSUSD graduation requirements. Schools choose from a variety of other academic topics, depending on school goals, to teach their parents, many of which address California state standards and assessments. Professional development is held in conjunction with the Consolidated Application meeting for teams of school personnel, including the principal and staff supporting family engagement, to learn about how to welcome families and to share promising practices with one another. In addition, district project facilitators and site instructional coaches and counselors work with teachers and paraeducators to model and participate in parent/teacher conferences to foster meaningful dialogue between parents and teachers/paraeducators.

The Desert Sands Unified School District does not receive Title I, Part D funding and will not operate Title I Targeted Assistance Programs in the 2023-24 school year.

**Homeless Children and Youth Services**  
**ESSA SECTION 1112(b)(6)**

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

Federal and State Law mandates that all school districts identify homeless students annually. Desert Sands Unified School District includes a questionnaire in all student registration packets. This questionnaire is modeled after the California Department of Education's model questionnaire and helps staff identify students who may be experiencing homelessness. Office staff are also trained in how to identify students who may be McKinney-Vento eligible. The training includes key information for potential identification in conversations with parents and students along with socially sensitive questions to ask for clarification. All school sites have posters regarding McKinney-Vento eligibility and possible services, and brochures regarding the district's homeless education program are also available. Informational fliers are also electronically distributed monthly via the district's parent communication software.

The McKinney-Vento Act, reauthorized by the Every Student Succeeds Act of 2015, entitles all homeless school-aged children equal access to the same free, appropriate public education that is provided to non-homeless students. Accordingly, schools and centers are required to identify homeless students, inform them of their rights, remove barriers to enrollment, attendance or academic success and are not to stigmatize homeless students. DSUSD has two full-time Homeless and Foster Youth Liaisons whose responsibility is to ensure that school sites annually identify all homeless students and accurately enter the information in the district's student information system for accounting purposes. The liaisons further ensure school sites provide public notice of the educational rights and protections of students experiencing homelessness. One liaison is a credentialed school counselor and is able to provide direct counseling support to students and families and provide family referrals to community agencies supporting the needs of homeless families. She also supports high school aged students in post-secondary planning and coordination. Both liaisons are housed at the district office and work closely with all school counselors and school level administrators. Their primary responsibility is to support the student and their families and provide referrals to agencies that can assist with shelter and basic supplies. When necessary they conduct home visits, coordinate with school transportation services for students and work collaboratively with community partners. They also provide school supplies, vouchers for school uniforms and backpacks, basic needs kits. The liaisons monitor attendance and enrollment of all homeless students, continue to investigate potential homeless students through ongoing referrals and provide social-emotional and academic counseling on a regular basis. The liaisons are also an active and ongoing component of staff development to better identify and understand students experiencing homelessness.

Through the Desert Sands website, all educational partners have access to resources for both staff and parents. There is a staff toolkit that provides school staff with easy identification flow charts, graduation waiver forms, McKinney-Vento identification guide and resources that schools can provide to their homeless students. Parents have access to district information such as free and reduced lunch applications, school supply assistance and community resources such as locations

of homeless shelters and food banks. All parents have access to a Request for Assistance (RFA) form to communicate concerns and needs to their school site and request additional support.

Desert Sands supports the one-to-one technology device program for all students. Homeless students are issued a Chromebook and have full access to Wi-Fi through the Mi-Fi district program. All students, no matter where they live in the Desert Sands boundaries, have 24 hour Wi-Fi access. This allows all children, including the homeless to have the ability to academically engage and complete assignments remotely. This is a real success along with the one-to-one virtual tutoring that is also available to homeless students as well. In addition to technological support, homeless children also qualify for the State AB 1806 graduation exception that contributes to the increased graduation rate for homeless seniors.

## **Student Transitions**

### **ESSA SECTION 1112(b)(8) and 1112(b)(10) (A B)**

**Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs. Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:**

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

Desert Sands is committed to providing support to our twenty-seven career and interest-themed programs. This educational strategy combines academics, work-based learning, and integrated student supports that prepare students to enter into college and career. Programs in Desert Sands must include a viable curriculum which includes clear, consistent course sequences, cross curricular activities, and work-based learning opportunities. Another expectation of our CTE programs include involvement with Career Technical Student Organizations (CTSO). Most CTE programs are associated with a student organization providing leadership opportunities, practicing "soft skills", and collaborating with other students locally, statewide, and nationally.

As indicated previously, work-based learning opportunities are an expectation within our career and interest-themed programs. Such learning opportunities are cultivated through continual collaboration with industry partners and advisory committees. Industry partners provide input as to the skills necessary to be successful in the workforce. Furthermore, they contribute to the development of curriculum and activities students engage with in the classroom, with the culminating activity being student internships. Additional supports our industry partners provide include mock interviews, guest speaker

series, mentoring, and job shadowing.

The Desert Sands Unified School District early education programs maintain assessments of children's learning strengths and needs. Articulation and a smooth transition from prekindergarten to kindergarten are critical to learners' continued educational success. Articulation and transition are the responsibility of both the sending early education program and the receiving elementary school. Preschool children are enrolled in Early Childhood Education programs including the Head Start and California State Preschools housed at several district elementary schools and the Adams Early Childhood Education Centers. Desert Sands Unified School District supports the Early Childhood Education (ECE) programs in many ways to coordinate and integrate services for the students attending all of our facilities. The district's Director for Elementary Curriculum, Instruction, and Assessment provides oversight and leadership to the ECE Programs and supports the ECE principal. The benefit from the support is evident when the children transition each year out of the ECE Programs and into elementary schools equipped with readiness skills for kindergarten success.

In reference to preparation of preschool students and their successful transition to kindergarten, there is a strategic path toward preparation that is focused on both academic and socio-emotional skill building. Prior to exiting preschool and entering kindergarten, preschool students visit kindergarten classrooms and talk to the kindergarten teachers and students. Toward the end of their preschool year, students eat at the cafeteria to transition to eating outside of the classroom as well as watching a video "Kindergarten, Here I Come" along with the reading of the text. All preschool students receive a kindergarten readiness bag with school supplies and a list of ideas for parents to work with their children in preparation for the transition to kindergarten.

The transition from preschool to kindergarten is a collaborative process between the preschool and the designated home elementary school. Elementary schools receive a "Letter to Kinder" with a summary of information regarding the incoming student, including information about students who participated in SSTs. Children with IEPs are scheduled for a transitional meeting with the IEP team at their new school site. Parents are also offered workshops about assisting them with the transition from preschool to kindergarten.

For transition into middle schools, students attend their future middle schools through site visitations near the end of the 5th grade year and there are parent and student 6th grade orientation days prior to the beginning of the new school year. Monthly K-12 counselor meetings support the collaboration from the primary to the secondary school level and strengthen the transition for students through articulation of site-level resources to meet student academic and social-emotional needs. This same care is given in transition from 8th grade to high school. High school counselors travel to the middle school campuses and counsel the 8th grade students in choosing electives as well as information regarding Career Technical Education (CTE), AVID and Advanced Placement classes as well as other electives and programs offered at the high school. In grades 6-12 counselors, students and their families, have access to [CaliforniaColleges.edu](http://CaliforniaColleges.edu), a web based platform which allows students to explore colleges and careers. DSUSD has partnered with the College and Career Guidance Initiative (CCGI) program for grades 6-12. CCGI is a comprehensive college and career readiness solution that helps students turn their

aspirations into achievements. Through a variety of tasks, students participate in a variety of self-assessments that help identify their strengths and personality type. Students see how they can capitalize on their strengths and unique qualities as they plan for future careers and educational paths. CCGI has a range of career research tools that allow students to identify careers that align with their strengths and interests. The college planning tools help students identify their best-fit post-secondary options. Educator tools streamline the college application process, enabling counselors to have more time with students. Counselors receive training in this program; in turn counselors monitor students in the completion of CCGI milestones set unique to each grade level. Children with IEPs are scheduled for a transitional meeting with the IEP team at their new school site.

High school summer bridge programs build student academic preparation for math "A-G" courses to assist with the transition from middle school to high school. Incoming 9th grade students in the Intro to Math I summer school course additionally receive personalized assistance from one-to-one web-based tutoring. This course and assistance is to provide a strong foundation in concepts preparing identified underperforming students for success in Math I, the first level class for freshmen.

All Desert Sands middle and high schools offer AVID courses, which clearly serve as support to successful transitions from middle to high school and from high school into post-secondary education. While an understanding of high school graduation requirements and the UC/CSU "A-G" college entrance requirements are made for all students, these are areas of intense focus for the AVID program. For all high school seniors, college and FAFSA application support is provided by counseling and/or career center staff. DSUSD has entered into agreements with the community colleges to expand concurrent enrollment opportunities for high school students. High schools offer career counseling and use the CCGI instrument to identify student interests and skills.

In reference to coordination with institutions of higher education, employers and local partners, Desert Sands continually meets with representatives from One Future Coachella Valley, a non-profit organization focused on increased participation in Career and Interest themed pathways, student internship opportunities, increasing "A-G" completion rates, and increasing financial literacy. Through this partnership, One Future Coachella Valley facilitates industry council meetings in the areas of Health Care, Arts Media and Entertainment, and Engineering. In addition, working with Desert Sands, support has been given to increasing the FAFSA completion rate of our senior students.

Desert Sands administration meets monthly with College of the Desert to discuss programs and courses that allow for smooth matriculation to post-secondary. Such programs include the pLEDGE program at College of the Desert. This program is designed to create greater access to higher education and is available for all Coachella Valley high school graduates. It guarantees one year of free "tuition" to all graduating students who would like to attend the community college full-time. The program removes the economic barriers to the first year of college while providing critical guidance, skills and support that are essential to the achievement of individual educational and career goals.

In addition, there is increased discussion around dual and concurrent enrollment. College of the Desert faculty, along with Educational Services personnel, collaborate on curriculum outcomes for students. Currently there are seventy six dual enrollment and concurrent college credit courses available to students. Dual and concurrent enrollment offerings are predicated on student interest, qualified faculty, and master schedule.

**ESSA SECTION 1112(b)(13) (A-8)**

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

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

The Desert Sands Unified School District does not use Title I funds in support of the Gifted and Talented Education (GATE) Program. However, Title I schools receive funding and may choose to allocate a portion of their funds to support gifted/talented students' access to high-quality differentiated instruction that addresses their unique talents. A school's funding may be used to increase the site's ability to serve students who are historically underrepresented in gifted and talented programs including low income and English learner students. This could include beyond the school day access to the library to collaboratively work with other students or complete assignments independently. Title I school sites may use funds to promote and support digital literacy for all students. Title I funds may provide additional support to site librarians to ensure students have equitable access to effective services and provide up-to-date print and electronic collections. Schools may use Title I funds to purchase digital tools such as Chromebooks, online and hard copy magazine subscriptions, library books both digital and hard copy, reference materials, leveled readers and software licenses.

**Title I, Part D**  
**ESSA SECTION 1423 (1)**  
Not Applicable

**TITLE II, PART A**  
**Professional Growth and Improvement**  
**ESSA SECTION 2102(b)(2) (B)**

**Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers,**

**principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.**

Professional development has always been an ongoing commitment to promote academic achievement for all students who attend Desert Sands Unified School District schools. District professional development starts with a clearly articulated outline of a targeted multi-year plan. The comprehensive structure of our professional learning system is designed to support administrative engagement and build capacity for building leaders and teaching staff. Professional Learning Communities (PLCs) and job-embedded coaching are essential components of successful implementation. Whether we are implementing state standards and frameworks, or supporting teachers with high leverage instructional strategies, our professional learning opportunities are intentionally designed and connected within our district initiatives, and in alignment with our MTSS framework. The comprehensive structure is integral to the success of the professional development program. Tier I Best First Instruction is the core of much of our professional development, and includes support for the following organizational and teaming structures: Tier I Site Leadership teams, site-based instructional coaches, grade level/content trainings for teachers, Principal and Assistant Principal collaborative groups, and Structured Academic Support Time (SAST) which is delivered to all schools each month by the instructional leader on campus. Our professional development program has also received recognition as a Model of Academic Excellence and Innovation.

DSUSD is committed to providing professional development pertaining to the Multi-Tiered System of Support (MTSS) plan for all schools. The primary components of our district MTSS framework include Teaming Structures, School Climate and Culture, Staff and Student Wellness, Data and Assessment, Best First Instruction, and Family and Community Engagement. Within the MTSS framework, there are three tiers that align with the academic, social-emotional and behavioral benchmarks for students. Professional development is designed for each school to engage in collaborative dialogue to identify screeners and diagnostics to identify students who may need additional support beyond Tier I intervention. Site teams in each school have worked to create Tier I classroom and school-wide climate and culture norms. This year, all school site Tier II teams received support to build out their Tier II systems, including teaming structures, access, intervention and evaluation of student progress. This support was provided in the form of both coaching and training. Protocols for accessing and matching to appropriate interventions and progress monitoring are being developed and implemented through district training and coaching with support from outside consultants. Continued coaching for Tier I teams will occur with each site to further develop common assurances and a solid foundation of practices at the Tier I level to increase success of all students. All site staff have been trained in trauma-informed practices and the protective factors to reduce the impact of trauma on student learning experiences. Key staff members at each site have been trained in restorative practices in efforts to support improved discipline practices and reduce recidivism. Going forward, schoolwide restorative practices will be implemented at each site as a preventative measure to improve school culture and climate and improve behavior.

Significant training has also been provided to implement a district diagnostic across the district for mathematics and reading. Maximizing the platform, sites are also using the personal pathway to provide students with targeted intervention in reading

and mathematics. To enhance the effectiveness of our tiered supports, including best first instruction for all students, DSUSD has recommitted to Professional Learning Communities (PLCs). Sites are working diligently to tighten grade level and content teaming structures to increase outcomes for students and strengthen teacher practice. Best first instruction, data and assessment, and PLCs are a continued area of our professional development moving forward.

The focus for each professional development is tailored for each group of educators with clear messaging regarding the intent and focus. Training and ongoing support are planned strategically within all of the groups of our MTSS tiered teaming structures in order for all educators to gain capacity as well as align with key instructional focuses for each particular year. Professional development is planned by a collaborative team of district and county personnel that provide guidance to the twenty-three Project Facilitators who develop and deliver the professional development to the content and grade level teams, instructional coaches and often site leadership teams. While the emphasis for professional development is on curriculum, instruction and assessment, the district focus supports training in a number of areas that include the following topics: leadership, needs of English learners, needs of English learners with disabilities, technology integration, Universal Design for Learning, AVID strategies, growth mindset, formative assessments, lesson design with a focus on learning targets, trauma informed practices, restorative practices, social emotional learning, implementation of our district diagnostic, relationships, positive school culture and climate, and data analysis. Educational Services works closely to ensure articulation within and between divisions to align initiatives, create a common message, and make connections to improved learning outcomes for all students.

In order to develop common messaging and increase the impact of our training, all initiatives are supported within our district structures, including Principal PLC, Assistant Principal PLC, Instructional Coach PLC, MTSS Site Lead meetings, and district SAST presentations. MTSS Site Leads also receive training and support throughout the year to build capacity and ensure alignment of our work within our divisions to support the implementation of our comprehensive MTSS framework. Educational Services works closely to ensure vertical articulation with a common message, making connections to learning in all grades and across all disciplines.

SAST is the professional development that the district provides via the instructional leader of each school site one time per month during the early release days. Educational Services staff prepare the SAST material via a multi-media and or interactive engagement activity. Instructional leaders at each school site deliver the professional development each month. Capacity is built with all staff and the professional development aligns with the focus for the year. Themes for SAST have included the following for the past three years: characteristics and support of Long Term English Learners and improving the effectiveness of PLCs to ensure increased success of all students, digital citizenship, social emotional learning, Universal Design for Learning, and deepening understanding around key features of our MTSS framework.

Tier I Site Leadership teams at each school site work together twice a year to create, monitor and revise their site School Plan for School Achievement (SPSA) which incorporates the Local Control Accountability Plan goals with the actions and services

of the SPSA to focus on academic goals and annual measurable outcomes. As a team, they analyze data and focus on actions and services that will benefit students of greatest need. As a result of our Tier I Site Leadership team days, we observe schools making ongoing adjustments to their plans in response to district benchmark data, analysis of student work, and observation of student learning.

Prior to the beginning of each academic year, newly hired teachers attend our three day New Teacher Orientation. Workshops are offered by the Educational Services and Technology Project Facilitators to provide valuable information about our district initiatives, as well as an introduction to our data analysis tools and our DSUSD data management system. Curriculum, instruction and assessment related breakout sessions supporting all new K-12 certificated staff are delivered from both an elementary and secondary perspective, supporting the core content areas as well as college and career readiness skills. In order to support new teachers with the diverse needs of their students, sessions specifically support Universal Design for Learning, English learner strategies, AVID strategies and classroom management. The institute provides an opportunity for teachers to receive direction and guidance in setting up their classrooms, learning about DSUSD policy and initiatives as well as how to access the many resources that DSUSD has to offer new teachers as they begin their career. Ongoing support is provided throughout the year to support new teachers in after school opportunities.

The use of data drives the DSUSD professional learning system, especially in the area of comprehensive and differentiated support. The district utilizes a web-based survey system (Panorama) that can tailor surveys for all educational partners and information is analyzed throughout the year. Surveys are developed to measure the effectiveness of all professional learning opportunities, and educational partners have opportunities to provide feedback and input for future training. Comprehensive needs assessment results, including survey data, are analyzed to pinpoint key successes in the training, make constructive changes for future training, and determine new needs. Data from the DSUSD Data Warehouse system, Data Quest from California Department of Education, as well as the DSUSD Assessment department provides information in regards to student summative performance data as well as California Dashboard data for the district and the schools. Data from these systems include CAASPP, ELPAC, (English Language Proficiency Assessment California) DIBELS (literacy screening data), ELA and math i-Ready data and are utilized to plan professional development that will build teacher capacity that directly impacts student achievement.

Opportunities to participate in professional development is provided during the school day by recruiting an ample number of trained guest teachers who are often retired teachers who guide the instruction for the students in the absence of the regular teacher. There are also opportunities beyond the school day provided by the district project facilitators on specific topics in English Language Arts and math that dive deeper into the curriculum and standards. These trainings are well publicized and open to all teachers and are held at the district office. In addition, there are specific training sessions that focus on student groups with greatest need. Professional development opportunities are available for teachers of English language Learners, students with IEPs and dual immersion students. These opportunities are developed from analysis of student data, requests through professional development evaluation surveys as well as through processes of system accountability.

## **Prioritizing Funding**

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

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

Desert Sands Unified School District utilizes Title II, Part A funding to provide quality support through professional development that is on-going and systemic. Schools that are identified as Comprehensive Support and Improvement (CSI) or Additional Targeted Support and Improvement (ATSI), receive priority in Title II, Part A funding based on the need to provide activities that support higher levels of professional development to build educator support in rigor and evidence-based strategies. In Desert Sands USD, one school, Summit High School, is identified for Comprehensive Support and Improvement.

Summit High School has been identified due to their graduation rate, a three year average of the combined 4 and 5-year graduation rate, as measured on the CA School Dashboard, for the cohort of below 68%. Summit's graduation rate has increased in the past two years and was 85.6% in 2022 as measured by the CA Dashboard.

Desert Sands Unified School District is committed to supporting Summit High School, identified for Comprehensive Support and Improvement (CSI). The Director of State and Federal Programs is the primary lead to oversee the Comprehensive Support and Improvement process for Summit High School, and the Senior Director of Secondary Education was assigned to assist with the oversight process. Additionally, the Senior Director of Secondary and Director of Professional Development and Teacher support worked with the Riverside County Office of Education on CSI training for county schools.

The LEA uses the Continuous Improvement Framework Cycle: Plan, Do, Study, Act, and uses Improvement Science tools to conduct the needs assessment, root cause analysis and to select evidenced based strategies to address the identified area of need that triggered eligibility.

The LEA sought educational partner input into the Summit High School CSI plan during the strategic planning process ensuring the school obtained input from staff and community. The district and site comprehensive needs assessments were conducted and included reviewing Dashboard data, administering school climate and social-emotional surveys to teachers, administrators, students, and parents. The site leadership team engaged in a continuous cycle of improvement through the School Plan for Student Achievement (SPSA) and MTSS plan implementation. In addition, the process included the review and analysis of local data such as i-Ready and compared data to Dashboard results as well as long-term state goals.

The CSI district leads support the school and ensure continued educational partner engagement by assisting with the planning and implementation of CSI activities as well as engaging in reflective practices. Specifically, the district leads participate in the school site

planning, development and implementation of the Tier I Site Leadership days and site guiding coalition meetings to ensure and encourage ongoing educational partner input.

The needs assessment process also revealed the following targeted areas of need at the CSI school site:

- Summit High partnered with the College Readiness Unit at Riverside County Office of Education to correctly identify and effectively address their status. RCOE assisted key educational partners at Summit High to execute a root cause analysis of the low graduation rate. Pertinent data, extrapolated through a transcript analysis process, identified the courses students struggled in the most as well as identified when students were getting derailed. In addition, an analysis of grades, behavior, attendance, and engagement was conducted to provide input into the action plan. Summit High School identified that chronic absenteeism contributes to the low graduation rate. As a result of the root cause analysis process, a structured schedule with a defined start and stop time was implemented to create a sense of urgency for course completion. Summit High School also hired a part-time, temporary counselor to support students who are chronically absent and conducted parent and family outreach to support students with attendance concerns. In addition, a zero period was added to the master schedule to assist seniors with completing the mathematics graduation requirement.

The LEA supports the CSI school with the identification and selection of evidenced-based interventions to address the targeted areas of need by assisting with the data and root cause analysis processes and ensuring alignment with appropriate interventions. The LEA also assists the school site with identifying resource inequities, comparing services at schools to areas of need, and determining if the caliber is sufficient. It is expected that graduation rates continue to improve across all student groups.

The CSI plan was developed through a multitude of planning sessions which included site principals and district office leadership. Directors provided assistance in their area of expertise (e.g. Directors of Secondary Curriculum, Director of Professional Development and Teacher Support, Director of State and Federal Programs, and LCAP Coordinator) with the alignment of SPSA, LCAP, and funding.

Desert Sands Unified School District will support the CSI school through a collaborative effort. During the two Tier I Leadership days, Educational Services, along with the leadership team at the site, will review their SPSA and specific data associated with intervention support. The effectiveness of actions and strategies embedded in the CSI plan through several actions will be monitored.

The LEA will monitor and evaluate the implementation and effectiveness of the CSI plans to support student and school improvement by:

- The Director of State and Federal Programs and the State and Federal Programs Project Facilitators will share an evaluation plan with LEA CSI leads to gain feedback on the CSI implementation process. The monitoring tool captures strengths and needs and will enable the School Site Council to make recommendations to adopt, adapt, abandon, or continue CSI actions. LEA CSI leads provide consultation with principals before and after School Site Council meetings to ensure educational partners are monitoring and evaluating CSI evidence-based interventions and related expenditures.

- District CSI leads discuss the progress of the CSI plan, including evidence-based interventions, at the Directors' meetings and provide feedback to CSI site leadership.
- LEA CSI leads collaborate with the principal to discuss strengths, needs, results/impact and provide guidance throughout the CSI plan implementation process.

Through the continued use of the DSUSD Data Warehouse, the district will monitor high school students' progress toward graduation. This platform will provide data focusing on daily attendance, participation in the summer academy, and credit attainment. Additionally, through the Edgenuity academic platform, monitoring of progress toward credit attainment will be reviewed at regular intervals.

DSUSD is in partnership with Graduation Alliance (GA). GA is an outside educational entity that partners with school districts to provide a unique educational experience for students who have dropped out of school. They have the capability to locate and find students who have disengaged from the district. They provide a wrap-around services approach to education and ultimately provide DSUSD with another educational opportunity to meet the needs of these students.

In addition, other funding sources such as Title I, Title III, Title IV and CSI will support activities and interventions to assist students and their parents at the CSI eligible school. The needs assessment process also revealed the following targeted areas of need at each CSI school site:

### **Data and Ongoing Consultation to Support Continuous Improvement**

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

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

There are different types of data that are collected, disseminated and analyzed. Concrete data, such as ELPAC, CAASPP, ELA and math i-Ready, PSAT and Advanced Placement results provided by the Assessment and Accountability office provides our district and school sites information that allow for consistent monitoring of student groups and directs strategic Title II activities that drive instruction and build teacher capacity. California State Dashboard Data provides the LEA and schools the information for the development of the School Plan for Student Achievement (SPSA), as well as determine what strategic Title II activities are developed with the help of outside consultants or with in-house resources such as district project facilitators and site instructional coaches. The previously mentioned data analysis enables consistent and yearly evaluation and reflection.

Yearly surveys through Panorama are given to all parents, students, teachers, paraprofessionals, classified and administrators to evaluate the effectiveness of Title II activities. Feedback is gathered and directors along with district project facilitators analyze the data through systematic performance monitoring and reflection.

Desert Sands is committed to involving all educational partners in the development of Title II activities. Through evaluation surveys following staff professional development sessions, periodic parent surveys during district-sponsored parent groups such as District Advisory Council (OAC) and District English Language Advisory Committee (DELAC), as well as an annual professional development survey with all teachers, educational partners are given opportunities to voice their opinions and provide input for future Title II activities.

### **TITLE III, PART A**

#### **Title III Professional Development**

##### **ESSA SECTION 3115(c)(2)**

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

To enhance teachers, administrators, and other school based personnel's capabilities in supporting English learners, the Educational Services Department, which includes the State and Federal Programs Office, provides many opportunities for high-quality professional development such as: Implementation of English Language Arts/English Language Development (ELA/ELD) Benchmark Advance (grades TK-5) and StudySync (grades 6-11), Professional Learning Communities, Academic Language Development, 21st Century skills, and Instructional Technology. Desert Sands Unified School District (DSUSD) provides ongoing professional development in the ELA/ELD Framework to support student access and success in State standards. These professional development opportunities are focused on increasing capacity to support English learners in meeting or exceeding English language development benchmarks along with the same challenging standards that all children are expected to meet. Annually monitoring the mastery of ELD standards through the assessment of English Proficiency Assessment for California (ELPAC) and the ELA standards through an English learner group analysis of the California Assessment of Student Performance District and Progress (CAASPP) assists in determining professional development needs.

Through core content professional development days, all teachers are trained in evidenced-based strategies that will increase the academic performance of English learners. Teachers participate in station rotations whereby the district project facilitators engage the teachers in strategies that incorporate listening, speaking, reading and writing. Project facilitators also work individually with site instructional coaches to model lessons, participate and co-plan instructional learning rounds at school sites and engage in lesson studies that dive deep into English language development. The lesson studies focus on acquisition of academic vocabulary, engaging students in collaborative conversations, implementing specific reading and writing standards and utilizing sentence frames and graphic organizers that correspond to the emerging, expanding and bridging levels of language development.

Professional development in Integrated and Designated ELD is an ongoing component of the implementation of the district

ELA/ELD adopted materials. Teachers will gain knowledge in how language functions are identified in different contexts, learn strategies that focus on structured, targeted oral and written language practice daily, and dive deep into ways for students to use language flexibility and fluency for a range of meaningful purposes. Professional development also includes ongoing professional development that focuses on the unique characteristics of Long Term English Learners (LTEL's) and effective strategies to pave the path toward reclassification.

The District annually supports schools with the Parent Institute for Parent Engagement (PIQE) program. These sessions build parents' capacity to understand and navigate the educational system and learn how to support their students for college and career readiness. Parents of English learners also take an active role in the District English Learner Advisory Committee through which they provide input into the development of the Local Control Accountability Plan.

All Title I schools have site Instructional Coaches to support teachers in effectively delivering, modeling and co-teaching and providing feedback focused on strategies to support English learner success across all core academic areas. Instructional Coaches will continue to receive training on the use and implementation of ELA/ELD Framework, the English Learner Roadmap and best first instruction for English learners. Title I funds are used to support Instructional Coaches at Title I SWP schools to deliver/model/co-teach and provide feedback focused on strategies to support English learner success across all core academic areas.

Title I funds will also support Project Facilitators of State and Federal Programs to conduct informal classroom walkthroughs and provide feedback and support to Instructional Coaches. Site administrator walkthroughs will be used to monitor the implementation of Integrated and Designated ELD and best first instruction at their school sites. State and Federal Programs Project Facilitators will conduct informal classroom walkthroughs with site Instructional Coaches and/or Site Administrators to monitor instructional practices. Based on these observations, feedback and support will be provided for ongoing professional learning. Instructional Coaches will support teachers with implementing Integrated/Designated ELD at all schools.

## **Enhanced Instructional Opportunities**

### **ESSA SECTION 3115(e)(1) and 3116**

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

Desert Sands Unified School District (DSUSD) provides enhanced instructional opportunities for immigrant children to advance in their levels of English proficiency and create opportunities for academic success. Upon arrival and subsequent enrollment into their home school, students are enrolled in classrooms with teachers who are aware and trained to meet the needs of a child who has emerging English proficiency. All students are given an initial English Language Proficiency Test (ELPAC) within the first thirty days of enrollment and test results are shared with parents within thirty days. Teachers also receive results within a timely manner. At the elementary level, students gain access to the core content areas through the

use of research-based strategies provided by the teacher (Integrated ELD). In addition, there is daily designated English Language Development (ELD) that specifically focuses on language fluency, vocabulary development and grammar. The adopted English Language Arts and English Language Development curriculum, (Benchmark), are taught in tandem and English Language Development is not taught in isolation. Students gain content knowledge through the English Language Arts curriculum and are taught specific fluency, grammar and vocabulary skills that are congruent with their language proficiency based on the results of their yearly language proficiency test.

At the secondary level, students gain access to the core curriculum through a complete schedule that includes a designated English Language Development class. Similar to the elementary model, the adopted secondary English Language Arts curriculum (StudySync) is taught in tandem with the English Language Arts curriculum. Teachers are trained on the use of research based strategies that serve as best first instruction for newly immigrated students. All high school students are enrolled simultaneously in an A-G approved English Language Arts course and a designated English Language Development course for support. In Title I schools with a high population of immigrant students, paraeducators are in the English Language Arts, designated English Language Development, and math classes to offer daily support in both language and content.

Desert Sands supports a one-to-one technology device program for all students. Immigrant students are issued a device upon enrollment and have the ability to request full access to Wi-Fi at home through the district's Connect Initiative. All students enrolled in Desert Sands have the ability to request full access to Wi-Fi regardless of their address. This allows all children, including immigrants, to have the ability to academically engage and complete assignments remotely. These students also have access to translation into their primary language.

Part of the sustainability in meeting the needs of immigrant children is the portion of the yearly professional development that is planned and delivered by the project facilitators in the Educational Services Department. Working collaboratively with the project facilitators in elementary and secondary English Language Arts, the theme is ALL teachers of ALL content areas are ELD teachers. Strategic and targeted professional development that focuses on providing access to core content and strategies in order to enhance English Language Development are provided during professional development days dedicated to ELA/ELD. Small group, collaborative lesson planning and training in specific strategies are an integral part of the professional day. Teachers work interactively with the project facilitators utilizing technology to deliver information and to also develop lessons that directly impact immigrant students. Project facilitators also visit school sites and meet with the instructional coach and observe teachers who teach immigrant children. Teachers are given release time during the school day whereby project facilitators will conduct lesson study and develop curriculum designed for immigrant students.

Additional enhanced instructional opportunities include the Imagine Language & Literacy supplemental on-line program for English learners in grades TK-8th grades. This program accelerates literacy skills and English language proficiency by providing instruction and practice in all four domains of literacy—reading, writing, listening, and speaking. As students practice skills, their individualized learning sequence adjusts to maximize their engagement and progress.

Title III funds support the Advancement Via Individual Determination (AVID) program. The AVID professional development provides educators with resources to cultivate and maintain a learning system that is rigorous, breaks down barriers, aligns the work, and advocates for students. Through the implementation of language-building routines and scaffolded instruction, educators support students in using their voice, culture, identity, and language to access and produce rigorous and language-rich content.

Title III funds support parent education classes to strengthen the engagement of immigrant parents by creating partnerships between immigrant families and educators to further the students' academic achievements. The parent classes provide the parents of immigrant children with an exposure to the academic and social school climate of their child. In addition to parenting classes held at the school sites, parent outreach is also provided through parent engagement opportunities supported by Title III and held at the District Education Center in the evenings. There are a variety of informative and inspiring workshops wherein parents learn how to create a positive, supportive, and empowering educational environment at home using proven academic success tools. Topics include how parents can support their children and become involved at school, opportunities to learn English, family literacy events and strategies parents can use to support their children's academic progress. The district also builds capacity for immigrant parents by providing the opportunity and the transportation to attend the annual California Association for Bilingual Education (CABE) Conferences, including the CABE one-day regional and the annual CABE conference. This conference is specifically designed with immigrant parents in mind and includes several different workshops. Following the conference, the State and Federal project facilitator provides a reflection meeting whereby all parent participants collaborate and share out on the topics and information they learned at the conferences.

### **Title III Programs and Activities**

#### **ESSA SECTION 3116(b)(1)**

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

Desert Sands Unified School District (DSUSD) informs educational partners of current uses of Title III funding as well as their effectiveness to serve the English learners in our district. The State and Federal Programs Director holds monthly Network to Improve Student Achievement (NISO) meetings to discuss Title III funding and how these funds best serve English learners. Through the continued updating and posting of the Title III Accountability Plan on the website, educational partners have access to the programs and activities that are supported in the plan. All county, state and federal program directors attend monthly meetings at the Riverside County Office of Education. Directors collaborate and share best practices with each other as well as learn about new policies and procedures. The State and Federal Programs Director meets with the Principal

of the Early Childhood Education program and discusses opportunities for the students to make a successful transition into kindergarten. In addition, the district project facilitator of the Dual Language Immersion program and the district translator conduct meetings with early childhood center preschool parents to discuss the possible enrollment of their child into the Dual Language Immersion program offered at two school sites.

Yearly surveys are distributed to all parents of English learners and results are analyzed and distributed yearly by school site. Parents of English learners have opportunities to attend District Advisory Council (DAC), District English Learner Advisory Council (DELAC), Migrant Education Parent Meetings (PAC) and district-sponsored parent engagement meetings that are supported with a district interpreter. The State and Federal Programs Director, the Coordinator of Multilingual Learner programs, district administrators and project facilitators and other educational partners provide presentations that are articulated and delivered to all parent groups. Topics such as student performance data, student mental health services, technology programs and services, CTE Pathways, Next Generation Science Standards and the Dual Language Immersion program are presented in a systematic and engaging fashion. Relationship building is key to every parent group and high levels of parent participation is a true measure of the dedication to each parent group.

Implementation of the adopted English Language Arts/English Language Development (ELD) Benchmark Advance (grades TK-5) and StudySync (grades 6-12), have been supported by professional development to all ELA/ELD teachers in TK-12th grade. District project facilitators collaborate with consultants from Riverside County of Education (RCOE) to deliver grade level curriculum development and planning days along with site-based lesson study activities. These professional development opportunities are focused on increasing capacity to support English learners in meeting or exceeding English language development standards along with the same challenging ELA standards that all children are expected to meet. In addition, supplemental instructional materials are purchased to support English learner needs.

All English learners receive designated ELD and teachers are supported in the delivery of curriculum by site instructional coaches that co-plan and co-teach designated ELD lessons. Embedded in the district adopted Benchmark and StudySync curriculum, are differentiated systems of support that address the emerging, expanding and bridging proficiency levels. The strength of the adopted ELA/ELD curriculum is the interwoven design of teaching the curriculum in tandem; in other words, utilizing specific pieces of text in ELA core and then in ELD, students can acquire the skills needed to gain language fluency in context.

In reference to equity, English learner students grades 9-12, are enrolled in A-G approved English classes along with a Designated ELD class. This provides access, yet also provides support in English language fluency, vocabulary development, close reading strategies, listening and speaking skills along with writing support.

At the elementary level, students gain access to the core content areas through the use of research-based strategies provided by the teacher (Integrated ELD). In addition, there is daily designated English Language Development (ELD) that

specifically focuses on language fluency, vocabulary development and grammar. The adopted English Language Arts and English Language Development curriculum, (Benchmark}, are taught in tandem and English Language Development is not taught in isolation. Students gain content knowledge through the English Language Arts curriculum and are taught specific fluency, grammar and vocabulary skills that are congruent with their language proficiency based on the results of their yearly language proficiency test.

Desert Sands provides activities at all district levels to address the academic progress and instructional needs of English learners. Through ELA/ELD professional development days, teachers are trained in evidenced-based strategies that will increase the academic performance of English learners. Teachers participate in station rotations whereby the district project facilitators engage the teachers in strategies that incorporate listening, speaking, reading and writing. Project facilitators also work individually with site instructional coaches to model lessons, participate and co-plan instructional learning rounds at school sites and engage in lesson studies that dive deep into English language development. The lesson studies focus on acquisition of academic vocabulary, engaging students in collaborative conversations, implementing specific reading and writing standards and utilizing sentence frames and graphic organizers that correspond to the emerging, expanding and bridging levels of language development.

Professional development in Integrated and Designated ELD is an ongoing component of the implementation of the district ELA/ELD adopted materials. Teachers analyze data from multiple measures to determine student performance and how it drives instruction to build language fluency skills, design lessons in targeted oral and written language practice, and learn how to write with language flexibility and fluency for a range of meaningful purposes. After each professional development, there is an evaluation survey given to all participants and the data is collected and reviewed by the project facilitators to inform and guide future professional development.

With the 2017 passing of The California English Learner Roadmap: Strengthening Comprehensive Educational Policies, Programs, and Practices for English learners, the Director of State and Federal Programs along with the Elementary and Secondary Directors of Curriculum, met with each Principal and their English Learner Leadership team to provide planning and support addressing the components of the EL Roadmap. Each school leadership team completed an EL Roadmap self-reflection rubric and teams evaluated their present supports and outlined future goals for a comprehensive system of support for English learners at each site. Additional roll out of the EL Roadmap was communicated to all staff at a Structured Academic Support Time (SAST) meeting with next steps communicated to all staff members. With continued support from the district and continued guidance from the EL Road Map, all English learners, including LTELs and English learners with disabilities are served.

English learner student placement in schools is supported through the on-line English learner data platform, Ellevation and the DSUSD DataWarehouse. Comprehensive data reports are accessible through these platforms to assist school sites in the development of a master schedule that supports the Designated ELD classes. There are also reports that show comparative data as well as potential candidates for reclassification. In addition, the Assessment Office along with a project

facilitator identifies all senior candidates who have earned the Seal of Biliteracy, which is a well-deserved and prestigious honor for our Initially Fluent English Proficient students (IFEP), Reclassified Fluent English Proficient students (RFEP), our English learners who qualify as well as our English only (EO) students. There is ample data and support by the Office of Assessment and Accountability to examine the effectiveness of activities related to English learners. All educational partners are consulted in reference to the performance and the specific needs of English learners. Principals, assistant principals, counselors, teachers and paraprofessionals are given multiple professional development opportunities to collaborate and discuss the needs of their English learners at their school site. In addition, PLCs address the needs of English learners and teachers and paraprofessionals analyze performance data and develop measurable instructional goals that guide instruction.

Communication around English learner data and progress monitoring was an area of identified need. To address this need, a data management system, reporting tool, and online training for administrators/teachers was purchased through ELlevation in order to increase productivity, performance and reporting for English learners (ELs). The ELlevation platform which focuses solely on ELs assists administrators and teachers to better plan and meet the needs of English learners. It also enables the Long Term English learners and Reclassified Fluent English Proficient students to be digitally monitored more easily as well as streamline the reclassification process to make it user friendly for staff and parents.

As part of the Title III plan, the DSUSD administrative team, teachers, support staff and other educational partners throughout the district engage in the roll out of our Multilingual Learner Master Plan.

## **English Proficiency and Academic Achievement**

### **ESSA SECTION 3116(b)(2) (A-8)**

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

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

Desert Sands Unified School District (DSUSD) is committed to providing a comprehensive and fully articulated academic program that assists English learners in developing English language proficiency that leads to strong mastery of language skills and ultimate reclassification.

Implementation of adopted English Language Arts/English Language Development (ELA/ELD) Benchmark Advance (grades TK-5) and StudySync (grades 6-11), along with LEA and site personnel consistently analyzing data and ongoing progress monitoring, create a well-rounded program that leads to preparation of each student for the State's English language proficiency assessment. Through the professional development of the LEA working with outside consultants, Riverside

County Office of Education (RCOE), and district project facilitators, all teachers receive continuing training on the ELD standards, best first instruction for English learners, lesson study of district adopted ELA/ELD materials, deep dive into data analysis and requirements for reclassification. Through the adoption of a comprehensive curriculum, on-going professional development, intervention support and consistent monitoring, English learners are prepared to master the challenging State academic standards.

There is a systematic delivery by the Desert Sands Unified School District to educational partners of the progress and monitoring of all English learners. Part of the process is data dissemination to parents and educational partners. Through district level parent meetings, school site council meetings, English Learner Advisory committee meetings, and English learner parent nights, parents and community are informed regarding the performance level of English learners through multiple measures. Data from the California Dashboard, the results of the State's English language proficiency assessment (ELPAC), CAASPP data in ELA and math, along with reclassification data are shared with parents on a yearly basis. Yearly individual performance levels of students are sent to parents via mail and can be seen through ParentVue on the student data management system (Synergy). Twice yearly individual student conferences are held at school sites with all Long Term English Learners using the Academic Support Plan (ASP) that shows performance data, interventions, and develops goals for the student to work toward reclassification.

The Director, Coordinator of Multilingual Programs and the project facilitators of State and Federal Programs support monthly meetings for each school representative of the English Language Learner Leadership. During these meetings, overall performance of all English learners is shared as well as information regarding monitoring of all English learners at the site level. In addition, training is given for specific instruments to monitor the success of English learners such as the Academic Support Plan (ASP), criteria for reclassification and reclassification procedures, reclassification follow-up procedures and documentation and sharing of new policies and procedures for English learners, especially related to the ELPAC and the Alternate ELPAC for eligible English learners with disabilities.

At the site level, the Language Acquisition Team (LAT) meets periodically throughout the year to discuss the progress of English learners, especially the students who are ready for reclassification or have been reclassified in the past four years. Representatives from the school site meet with the English Language Learner representative who conducts the meeting and provides the information to the members. The meeting is collaborative in nature and oftentimes, members develop ways to monitor the success of students through protocols and data analysis.

Through Tier I Site Leadership days and the development of the School Plan for Student Achievement (SPSA), site teams analyze English learner data through the California Dashboard as well as data provided by the Assessment and Accountability office. Programs are monitored based on student performance and actions and strategies are developed and aligned with Local Control and Accountability Plan (LCAP) goals. Interim metrics that are analyzed are as follows: ELPAC, CAASPP, California Dashboard, DIBELS (Phonics Screener K-2), ELA i-Ready data, and reclassification data.

School sites are held accountable for meeting achievement goals for English learners through the meetings held with each principal and their site English Learner Leadership Team along with the Director of State and Federal Programs, Coordinator of Multilingual Learner programs and the Directors of Elementary and Secondary Curriculum. The purpose of the meeting is to analyze English learner data, discuss the school's English Learner program using the California English Learner Roadmap Self Reflection Rubric, and discuss how to best serve their English learners.

## **TITLE IV, PART A**

### **Title IV, Part A Activities and Programs**

#### **ESSA SECTION 4106(e)(1)**

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

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

**Describe how the LEA developed its application in consultation with individuals and entities (teachers, principals, paraprofessionals, specialized support personnel, charter school leaders, parents, and community partners).**

#### **Describe the needs assessment of the LEA**

The Desert Sands Unified School District seeks input through a variety of means and sources to gather student academic, behavior and socio-emotional needs. There are several systems in place to obtain educational partner feedback including student, staff and parent surveys, parent advisory committee surveys including the following: Migrant Parent Advisory Council (PAC), District English Learner Advisory Committee (DELAC), African American Parent Advisory Committee (AAPAC), Native American Parent Advisory Committee, and District Advisory Committee (DAC), and Special Education Parent Advisory Committee (SEPAC), and principal and assistant principal meetings.

The various educational partners identified needs through a variety of activities. In some instances educational partners

responded to surveys while other educational partners participated in facilitated activities resulting in the prioritized needs and additional valuable input.

Desert Sands Unified values partnerships with our community, neighboring school districts, and various educational partners. One such partnership is with OneFuture Coachella Valley, a non-profit organization aimed at developing college and career readiness for all students in the Coachella Valley. The Coachella Valley Regional Plan was jointly authored with direct input from over 75 educational partners, including Coachella Valley Unified School District, Desert Sands Unified School District, Palm Springs Unified School District, Riverside County Office of Education, College of the Desert, Riverside County EDA/Workforce Investment Board, and industry leaders from across the Coachella Valley. The regional plan documents how business and education will collaborate to create regional career pathways strategies, college and career readiness strategies, assign responsibilities for key components and develop an agreed upon sustainability plan.

Additionally, Desert Sands serves on the local K-14 consortium which is composed of administrators from each of the three school districts in the valley, as well as representatives from College of the Desert. The monthly meetings are hosted and facilitated by College of the Desert and address programs, grant funding, and coursework ensuring smooth matriculation for students into post secondary. This includes developing concurrent, dual, and articulated courses. Other partnerships with industry partners provide other district specific support. Such examples include, career and technical advisory committees and meetings. These meetings provide a venue for industry partners to share the skills necessary to be successful in the workforce. Furthermore, they contribute to the development of curriculum and activities students engage with in the classroom, including work-based learning activities leading to student internships. Additional supports our industry partners provide include mock interviews, guest speaker series, mentoring, and job shadowing.

Providing additional funds to support all middle and high schools, on identified metrics for college and career readiness, will be a focus. Such support will be in the areas of college and career exploration. Working in conjunction with the California College Guidance Initiative (CCGI), Desert Sands currently provides a platform for students in middle and high-school to participate in career exploration and planning, matching their desired interests. This is intended to help students develop a 10 year plan, starting in 6th grade so they can choose the appropriate courses. Funds will support staff to facilitate the lesson around career and college exploration. To support high schools specifically, monitoring and support for "A-G" at each site also takes place. Funding support will go toward staff to lead transcript audits at the high school level to determine content areas, or "A-G" areas, that are considered "choke points" in students successfully completing the requirements.

A well-defined program to institute soft-skills must also be developed, at site, district, and regional levels. Funds will be allocated to provide counselors and academy teachers with training and professional development to assist students with career planning and soft-skill training. Plans will scale existing strategies proven effective to help at-risk students excel-contextualized instruction, work based learning experiences and instructional support for counselors. Funds will be used for staff to provide support, specifically in the implementation of a Multi-Tiered System of Support (MTSS). Social and

emotional wellness for students will be the focus. The work will center on assisting students to identify their emotional state and responding appropriately. Funding will also be used to provide students in DSUSD with a well-rounded education. Funds will be allocated for the expansion and creation of makerspaces in our schools. Students will have access to makerspace materials so that students will engage in hands-on activities that teach twenty-first century skills. Students will have a place to explore their own interests; learn to use tools and materials, both physical and virtual; and develop creative projects. The emphasis in our makerspaces is placed upon educating our students in science, technology, engineering, art and mathematics (STEAM) subjects as well as digital and information literacy. Activities in our makerspaces will engage learners in creative, higher order problem solving through hands-on design and construction and will address the necessary skill sets for students in the 21st century. Makerspace will reinforce the goal for our students to develop critical thinking, problem solving, adaptability, resilience, collaboration, communication and creative skills as well as civic and cultural awareness.

In addition, funding will be used to enhance our Multi-Tiered System of Support District-wide Initiative. In order to align our MTSS processes, site MTSS leads will coordinate efforts at the school sites and an office specialist at the district level will provide the district and schools with greater ease of access to data to monitor student progress and to better assess the need for Tier II and Tier III interventions through managing databases and training to match need with appropriate interventions and use data to monitor the effectiveness of interventions. The expansion and availability of the data within the DSUSD warehouse is essential to enhance our MTSS initiative.

A needs assessment also indicated the following materials and services are necessary to close the achievement gap and address social-emotional needs of our various student groups: Chromebooks, FEV tutoring, Edgenuity-SEL licenses, Esports equipment and Sora on-line books. It was also determined that professional development for Art and PE teachers is needed to address students' academic and social emotional needs.

The overall objective of the Title IV activities is enhanced student achievement evidenced by increased scores on interim benchmarks, CAASPP and student grades. We also expect intended outcomes to include a reduction in behavior incidences, increased student attendance, alternate methods to reduce suspension, and an improvement on the Panorama climate and connectedness survey results.

The Educational Services Leadership Team comprised of the Assistant Superintendent of Educational Services, the Senior Directors of Secondary and Elementary Education, the Director of Professional Development and Teacher Support, the Coordinator of Assessment and Accountability, the Administrator of College and Career Readiness, the Director of State and Federal Programs, the Coordinator of Multilingual Learner Programs and the Coordinator of Coordinator of Equity, Diversity, and Parent & Family Engagement will evaluate the effectiveness of these Title IV activities based on CA Dashboard results and Panorama student, staff and parent survey results on an annual basis. Activities demonstrating successful results will be maintained and others will be modified or eliminated as necessary.