

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

LEA name:

Palmdale School District

CDS code:

19648570000000

Link to the LCAP:

(optional)

[Provide link.]

For which ESSA programs will your LEA apply?

Choose from:

TITLE I, PART A

Improving Basic Programs Operated by
State and Local Educational Agencies

TITLE I, PART D

Prevention and Intervention Programs for
Children and Youth Who Are Neglected,
Delinquent, or At-Risk

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners
and Immigrant Students

TITLE IV, PART A

Student Support and Academic
Enrichment Grants

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

Title I Part A
Title II Part A
Title III English Learner
Title III Immigrant
Title IV Part A

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

Instructions

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

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

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

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

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

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

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources;

however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

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

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

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

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

Strategy

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

Palmdale School District (PSD) developed the LCAP for the three-year (2017-2020) cycle by aligning the goals of the LCAP with the goals of PSD's strategic initiative, "The Palmdale PROMISE". The vision of the PROMISE is that "...every student leaves ready for success in high school and beyond: college, career, and the global world." The five goals of the PROMISE and the four goals of the LCAP align with the state's eight priorities. The goals of the PROMISE are:

1. Dramatically improve student engagement and achievement through access to powerful learning opportunities.
2. Create and sustain globally-competitive learning environments of high intellectual performance across the curriculum and in all areas needed for 21st Century success for students, including opportunity for development of high levels of multilingual and STEAM competencies.
3. Provide strategic direction and support to district administrators, principals, teachers and sites, focused on improving the quality of classroom instruction and interaction in every classroom in every school.
4. Create and support safe, affirming, equitable, and enriched globally-competitive school environments for participatory, restorative, inclusive, and culturally and linguistically responsive learning and interaction for students.
5. Engage diverse families and communities in powerful learning and collaboration.

The goals of the LCAP are:

1. High level academic preparation and college & career readiness
2. Welcoming, safe and healthy learning environment

3. Parent, Family and Community engagement

4. Basic services (Williams Compliance)

PSD uses federal funds to supplement and enhance the goals of both the LCAP and the Palmdale PROMISE. Federal funding for programs, actions, and services ensures that PSD can maximize the impact on our highest needs students.

Learning Support Teachers (LST) play a large role in our district and are funded by both LCAP and Title I. An LST is a full-time certificated teacher who works a minimum of 2 hours per day with high-needs students. The LSTs provide data to teachers to help drive weekly Professional Learning Communities (PLC). PLCs meet every Wednesday by grade level to analyze data and to strategize intervention groups. LSTs work to streamline this process and provide support to teacher teams.

Advancement Via Individual Determination (AVID) is also funded using Title I. AVID has been a large part of our district for many years offering elective classes with college tutors at the middle schools. All of our elementary schools are also AVID certified with each school boasting a strong college-oriented focus as well as implementation of WICOR strategies. Staff, especially new teachers, attend AVID conferences to learn strategies to best help our students. AVID is a key program that helps to supplement our curriculum and keep our students focused on their futures, self-advocacy, and practices that will ensure their success in high school and beyond.

PSD is proud to always have offered robust professional development opportunities for our teachers, administrators, and support staff. LCAP and Title funds are used to support staff in areas related to curriculum and instruction – especially regarding new adoptions and state mandates, such as NGSS and Common Core; relationship-building; culturally relevant practices and unconscious bias training; foster youth and English Learner support; as well as intense training and coach support for our beginning teachers – especially regarding working with children of poverty. Each year, approximately 90 – 100 new teachers begins working for PSD and support for them is also tailored by their specific assignment such as teaching in Special Education or Dual Immersion programs.

PSD recognizes the importance of coaching and mentorship for teachers and administration and utilizes LCAP and Title funding to ensure that our best assets – our people – are provided support. Our beginning teacher program ensures that all beginning teachers are properly placed and receive the support necessary to ensure their success. Beginning teachers in our district are given significant resources, training, classes, and coaching regarding curriculum, classroom management, data analysis, and Professional Learning Communities (PLC), to name a few.

Parent Engagement remains a key component of PSD's effort to help our students. Each school has a full-time Parent Community Liaison (PCL) who works to engage parents at their respective sites. PCLs are funded by LCAP but receive support via programs such as Parenting Partners, Parent Center for Quality Education (PIQE), and our Parent Ambassador program funded through Title I. Each school has also dedicated one room as a Parent Center, where parents can receive support from the PCL and Parent Ambassador. Additionally, this year, PSD held the grand opening of a districtwide Parent Center, a centralized hub for parent meetings, trainings, and classes.

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 Palmdale PROMISE is PSD's overarching strategic plan which drives the work of the district. This plan, whose goals are highlighted above, was developed with extensive community involvement in 2014, and it is still the primary vehicle through which programs, actions, and services are brought to fruition. Through monthly PROMISE meetings and weekly cabinet meetings, as well as with LCAP stakeholder engagement, the district's goals, programs, actions, services, and funding alignment are reviewed and discussed with district officials responsible for implementation. School sites also engage in similar discourse with their respective School Site Councils (SSC), and site actions funded by federal and state allocations are reviewed by district officials to ensure compliance and alignment with district goals. School sites are also made aware of district priorities and expenditures through the lens of both the PROMISE and LCAP goals which helps to inform site decision making and ensure that programs are not duplicated. Program development regarding actions and services is an ongoing process that takes place in the context of stakeholder engagement with our students, teachers, staff, and administration.

ESSA Provisions Addressed Within the LCAP

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

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

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

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

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

Overuse in Discipline Practices that Remove Students from the Classroom

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

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

Career Technical and Work-based Opportunities

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

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

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

TITLE II, PART A

Title II, Part A Activities

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

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

TITLE III, PART A

Parent, Family, and Community Engagement

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

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

ESSA Provisions Addressed in the Consolidated Application and Reporting System

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

TITLE I, PART A

Poverty Criteria

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

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

ESSA Provisions Not Addressed in the LCAP

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

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

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Palmdale School District's data collection process for identifying disparities that may result in low-income and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers is as follows: Completion of the Comparability Report and other district resources, as well as the CalPads information shows any inequity that might occur at school sites resulting in low-income students and minority students taught by ineffective, inexperienced, or out-of-field teachers. Hiring practices follow state and California Department on Teacher Credentialing guidelines to ensure we have the most qualified staff possible. Prior to hiring a teacher, the county office is contacted to determine if a mis-assignment violation would occur if the individual were to be hired. This prevents the accidental hiring of someone out-of-field. Both Teacher and Classified contracts limit the district in moving individuals around in order to address issues of disparity. However, when hiring individuals, the needs of the particular sites are carefully considered during the interview process. In addition, the Human Resources department leaders annually attend the credentialing conference to receive updates and changes that are taking place related to processing teachers into the system.

Are low-income students taught at higher rates than other students by ineffective teachers? No
• Are low-income students taught at higher rates than other students by inexperienced teachers? No
• Are low-income students taught at higher rates than other students by out-of-field teachers? No
Based on the results of the California Equity Tools provided, Palmdale School District does not teach low-income students at higher rates with ineffective, inexperienced, or out-of-field teachers. 9.8% of our teachers are considered inexperienced and they are well dispersed throughout our 28 schools. Less than 1% of our teachers can be identified as ineffective or out-of-field therefore, this population is considered insignificant in regards to a negative effect on our low-income student population.

As evidence to support this narrative, our top three elementary schools in our low-income analysis were: Yucca with 99% low-income students, 0% ineffective or out-of-field teachers, and 8% inexperienced teachers; Tamarisk with 97.5% low-income students, 0% ineffective or out-of-field teachers, and 7% inexperienced teachers; Desert Rose with 96% low-income students, 0% ineffective or out-of-field teachers, and 8% inexperienced teachers. For our top three middle schools in our low-income analysis were: S.A.G.E. with 96% low-income students, 2% ineffective or out-of-field teachers, and 17% inexperienced teachers; Cactus with 93.5% low-income students, 0% ineffective or out-of-field teachers, and 11% inexperienced teachers; Desert Willow with 92.6% low-income students, 0% ineffective or out-of-field teachers, and 15% inexperienced teachers.

Are minority students taught at higher rates than other students by ineffective teachers? No

• Are minority students taught at higher rates than other students by inexperienced teachers? No

• Are minority students taught at higher rates than other students by out-of-field teachers? No

Based on the results of the California Equity Tools provided, Palmdale School District does not teach minority students at higher rates with ineffective, inexperienced, or out-of-field teachers. 9.8% of our teachers are considered inexperienced and they are well dispersed throughout our 28 schools. Less than 1% of our teachers can be identified as ineffective or out-of-field therefore, this population is considered insignificant in regards to a negative effect on our minority student population.

As evidence to support this narrative, our top three elementary schools in our minority analysis were: Yucca with 96% minority students, 0% ineffective or out-of-field teachers, and 8% inexperienced teachers; Tamarisk with 96% minority students, 0% ineffective or out-of-field teachers, and 7% inexperienced teachers; Tumbleweed with 95% minority students, 3% ineffective or out-of-field teachers, and 0% inexperienced teachers. For our top three middle schools in our minority analysis were: S.A.G.E. with 96% minority students, 2% ineffective or out-of-field teachers, and 17% inexperienced teachers; Shadow Hills with 96% minority students, 0% ineffective or out-of-field teachers, and 11% inexperienced teachers; Cactus with 95% minority students, 0% ineffective or out-of-field teachers, and 11% inexperienced teachers.

The current data on low-income and minority students was derived from 2019-2020 school year data.

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.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Building Capacity through Parent Engagement –

District Policies – In November of 2017, the Palmdale School District instituted a Parent Ambassador program. Parent Ambassadors were nominated to participate in the program. These parents were provided training in the Palmdale PROMISE, which is the guiding plan for our district. They received additional training about the various departments within the district – what they do, who to contact, laws that govern their work, and who to contact with questions and concerns. The Parent Ambassador program encourages parents to attend both district and site events throughout the year in order to help answer questions for parents, provide guidance and connect parents to the correct departments and people within the district.

Parent Advisory Councils/ Stakeholder Groups/ School Site Councils – Whether parents are involved in a Parent Advisory Council (such as District PAC, GATE PAC, Superintendent PAC, ELAC,

or DELAC) or the LCAP Stakeholder group or School Site Councils, they all receive training on the Palmdale PROMISE, as well as, the key information that pertains to their specific group focus. These groups meet monthly, quarterly and yearly in order to receive updates on the most current policy or procedures impacting the district and individual school sites.

Student Academic Achievement – School and district parent meetings and advisory groups center on student academic achievement through meaningful two-way conversations. School sites with the support of Parent Community Liaisons provide parenting classes, strategies on how parents can help students with their school work, organize Parent Family Nights, assist parents with obtaining access to the Parent Portal, an online program in which parents can see grades, email teachers, check absences, and much more.

Jointly Developed Parent Engagement Policy – All school sites in conjunction with their School Site Council and with input from the ELAC (English Learner Advisory Council) and AAPAC (African American Parent Advisory Council) groups, review the Parent Engagement Policy at the school site level. The Parent Engagement Policy is a commitment from teachers, students and parents to work together to ensure student academic success.

Materials/ Training to Improve Student Achievement – In March 2018, the Palmdale School District opened the Center for Parent Partnership, for the purpose of providing classes for parents. A class schedule has been created for the 2018-19 school year which includes nutrition classes (through a grant from Kaiser), GED classes, computer classes, and a series of classes delivered by the Los Angeles County Department of Public Health. District English Learner Advisory Council (DELAC), LCAP-PAC, and GATE PAC all meet at the Parent Center to discuss the needs of their particular groups and to receive pertinent training to help them support their students' achievement.

Educating Staff on Benefits of Parent Involvement – At the district Leadership Retreat, Principals, Assistant Principals and various Administrators and District leaders were given information on accepted methods of developing strong parental involvement at their sites and district meetings and events. The Gifted and Talented Site Leaders participated in a training to encourage effective parent involvement at the classroom level. We have had opportunities to strengthen parent involvement at school sites receiving School Improvement Grant funding by writing into the grant a focus on developing better communication protocols.

Other Support Provided at Parent Request – With input from various parent groups, such as ELAC, DELAC, LCAP PAC, AAPAC, GATE PAC, we have had requests for parenting classes and the district has continued to provide Parenting Partner classes for our sites. Parenting Partners classes are offered 1-2 times per year. Parents have also requested nutrition and computer classes. Harvest of the Month provides nutrition classes through a grant from Kaiser.

CSI and ATSI schools conducted needs assessments and used tools to determine root cause analysis to help determine the steps they should take to improve student achievement. Parent surveys and SSC meetings provided direction based on the results of both the needs assessment and the root cause analysis. As the budget for the CSI and ATSI schools was included as Goal 6 in their SPSA; the plan was approved by the School Site Council which includes administrators, teachers, staff and parents.

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

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

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

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted

assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Palmdale School District does not have students receiving services through local institutions for neglected or delinquent children.

Determination of students eligible for targeted assistance in our TAS schools are identified through their designation as a participant of the NFLP. We currently have three schools identified as TAS, with two of the schools going through the process of identification as school-wide programs due to the percentage of students on free and reduced lunch program. The third school on TAS is an alternative education school, in which students are on campus for a limited time.

All other schools in the district are qualified for school-wide programs.

All schools within the district have School Site Councils in which funding and budget needs are discussed. The SSCs follow the required composition for the council and cover the required topics of discussion with input from parent groups and individuals. Annual Title I meetings occur at sites whether Title I school-wide programs or TAS.

Neglected or delinquent: "N/A"

SWP: School-wide programs funded through Title I include but are not limited to, the following programs:

- Homeless and Foster Youth activities and transportation to and from school.
- Learning Support Teacher (LST) - These teachers work with small group instruction for our low performing students, provide professional development for teachers related to academic strategies, curriculum understanding, behavior strategies, and best pedagogical practices.
- Professional Development (both district and site initiatives). Professional development centers around student needs (ELA/ELD, Math, behavioral (PBIS, Restorative Justice, etc), relationship building (Capturing Kids Hearts), and leadership (Innovate Ed).
- AVID program focuses on providing low performing students with skills in writing, organization, critical thinking skills, teamwork/collaboration, and Reading skills.
- Technology is a focus as we continue to upgrade our technology and provide teacher training in the use of technology in the classroom. We currently have carts in all classrooms 3- 8 and are working on having devices TK- 2.
- Parent Engagement continues to be an area in which we are working on improving. We have opened Resource Centers in every school to provide meeting space and work space for our parent partners.
- In addition to these programs provided District-wide, sites provide additional programs that support their School Improvement Plan goals. While these goals may be similar from site to site, how they are supported could be very different. These supports might include coaches, outside consultants to address cultural concerns on the campus, curriculum specialists, behavior specialists,

TAS: Targeted Assistance Sites receive the same programs as our district funded school-wide program sites (see list above). They too use their funds to support their School Improvement Plan at their site. Palmdale Discovery Center supports many of our special needs students and therefore their needs are very different than most of our schools. Their limited funds are used to supplement curriculum to meet specific student needs. SAGE is a very large middle school with approximately

95% of their students qualified for targeted assistance. Their needs surround engaging students, behavioral supports and expanding their space and aeronautics exploration programs.

Neglected or delinquent: Title I, Part A neglected or delinquent reservation does not exist: "N/A"

In the Palmdale School District there are three Targeted Assistance Schools. Students identified in need of services at these schools are typically low-performing or at risk of failing. They are economically disadvantaged based on participation in the Free and Reduced Lunch Program. The students could also be homeless, foster youths, and/or English Learners.

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Palmdale School District provides tutoring and a variety of other types of Instructional Support for our Homeless student population. Transportation is provided for our homeless students. To ensure our homeless students are receiving the services they need we provide expedited evaluations, referrals for medical, dental, and other health services such as counseling, as well as, coordination between schools and outside agencies including obtaining or transferring records necessary for enrollment.

As part of our program to meet the needs of our homeless student and their families, parent education is provided in the areas of parental rights, resources for students, addressing needs related to domestic violence, assistance with participating in school programs, emergency assistance relating to school attendance and providing school supplies.

Our homeless liaison also provides administrative, certificated and classified staff with training to build awareness of the needs of our homeless student population.

As we begin planning for the 2018-19 school year we have partially implemented a program to provide clothing/ uniforms to meet school requirements. We are also looking at including early childhood programs, before school, after-school, mentoring and summer programs for our students.

Reservation funds for for homeless education are utilized to partially pay for our Student Services Director and Homeless Liasion who oversees the program/ activities and transportation to provide access to the students' home school or school of choice.

Student Transitions

ESSA SECTIONS 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.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Palmdale School District participates in the Antelope Valley Curriculum Articulation Council (AVCAC) on a monthly basis. This council provides updates around the valley about where each district is in regards to curriculum needs, federal and state programs, special projects and much more. The districts work together to solve common problems, misunderstandings, create communication, networking opportunities and professional development for teachers across the valley. AVCAC allows each district to understand the character of other districts, join together to provide best services possible for families as they transition from one district to another.

The Early Childhood Education department works in conjunction with district and school site personnel to provide smooth transitions for student moving into TK and K classes. In order to ensure a pleasant transition for all students, ECE and school site TK and K teachers will conduct a Transition University where site teachers create presentations to show the incoming students what to expect, pertinent information about their new school. ECE provides each student with a backpack and summer packet to ensure they have what they need to move on to their new school. ECE also sends staff during key enrollment days to the District Welcome Center to assist with registration for TK and K students and provide support for families. In conjunction with the Special Education department transition IEPs are held in the spring to ensure students are placed in correct programs and classes to support their needs. Special Education, ECE, and school site staff are in attendance at these important meetings.

Middle schools in the Palmdale School District include pathways that are coordinated to their feeder high school. The pathways include Law and Government, Health, Medical and Technology, Visual and Performing Arts, Engineering and Design, and Space and Aeronautics programs. High schools in the area recruit students through the AVID program, provide student orientation and registration in the spring for our outgoing 8th grade students, and PSD personnel provide information regarding math placement for students going into high school to ensure students are properly placed.

The Palmdale School District participates in the Antelope Valley Curriculum Articulation Council (AVCAC) on a monthly basis. This council provides updates around the valley about where each district is in regards to curriculum needs, federal and state programs, special projects and much more. The districts work together to solve common problems, misunderstandings, create communication, networking opportunities and professional development for teachers across the valley. AVCAC allows each district to understand the character of other districts, join together to provide best services possible for families as they transition from one district to another.

The Early Childhood Education department works in conjunction with district and school site personnel to provide smooth transitions for student moving into TK and K classes. In order to ensure a pleasant transition for all students, ECE and school site TK and K teachers will conduct a

Transition University where site teachers create presentations to show the incoming students what to expect, pertinent information about their new school. ECE provides each student with a backpack and summer packet to ensure they have what they need to move on to their new school. ECE also sends staff during key enrollment days to the District Welcome Center to assist with registration for TK and K students and provide support for families. In conjunction with the Special Education department transition IEPs are held in the spring to ensure students are placed in correct programs and classes to support their needs. Special Education, ECE, and school site staff are in attendance at these important meetings.

Middle schools in the Palmdale School District include pathways that are coordinated to their feeder high school. The pathways include Law and Government, Health, Medical and Technology, Visual and Performing Arts, Engineering and Design, and Space and Aeronautics programs. High schools in the area recruit students through the AVID program, provide student orientation and registration in the spring for our outgoing 8th grade students, and PSD personnel provide information to the high school districts regarding math placement for students going into high school to ensure students are properly placed.

Attendance at AVCAC meetings is a strategy that keeps the district apprised of opportunities for our students at the high school level. Another strategy used is to encourage our students to participate in events at both the high schools and colleges in our area; providing a familiarity to these institutions that support our students continuing their chosen educational pathway. For special education students staff meet during transitional IEPs to ensure students are appropriately placed and necessary supports are in place as they transition to high school. Keeping open communication with personnel from other districts; in particular, the high school district, allows us to provide a smooth transition for our general and special education students.

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Title I Funds are not used to identify or support gifted and talented students.

LIBRARY - To support libraries across the district, Title I funds pay for Follett software program which enables sites to track their inventory of textbooks, and to check out library books to parents and students.

Funds from Title I Part A Allocation and Reservation are used as follows under the "Title I Other Authorized Activities" designation:

- AVID Program including Tutors, Training/ Conferences, Materials and supplies, Field Trips, and AVID Memberships.

- Technology - Chromebooks 1:1 at grades 6-8, class sets in grades 3-5, and iPads for classes TK - 2. Also, materials and supplies to keep technology updated and in working order.
 - Consultants for Professional Development including District August PD Days, Michele Douglass, Middle School Content areas,
 - Social Studies Adoption Committee
 - Parent Involvement - Classes for parents such as Nutrition, computer classes and Parenting Partners.
 - Private School Allocations
 - Quarterly Training Meetings for Site Facilitators of Core Content Areas (1 from each grade level at each site.
 - Transportation for Homeless students
 - Supplies and materials for Homeless program
- Partially Funded Programs
- Homeless Liaison
 - Learning Support Teachers - small group instruction, clinic, conferences, data and assessment collection.

TITLE I, PART D

Description of Program

ESSA SECTION 1423(1)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable. The Palmdale School District does not receive funding from Title I Part D.

Formal Agreements

ESSA SECTION 1423(2)

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

(A) LEA; and

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable. The Palmdale School District does not receive funding from Title I Part D.

Comparable Education Program

ESSA SECTION 1423(3)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable. The Palmdale School District does not receive funding from Title I Part D.

Successful Transitions

ESSA SECTION 1423(4)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable. The Palmdale School District does not receive funding from Title I Part D.

Educational Needs

ESSA SECTION 1423(5)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable. The Palmdale School District does not receive funding from Title I Part D.

Social, Health, and Other Services

ESSA SECTION 1423(6)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable. The Palmdale School District does not receive funding from Title I Part D.

Postsecondary and Workforce Partnerships

ESSA SECTION 1423(7)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable. The Palmdale School District does not receive funding from Title I Part D.

Parent and Family Involvement

ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable. The Palmdale School District does not receive funding from Title I Part D.

Program Coordination

ESSA SECTION 1423(9–10)

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable. The Palmdale School District does not receive funding from Title I Part D.

Probation Officer Coordination

ESSA SECTION 1423(11)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable. The Palmdale School District does not receive funding from Title I Part D.

Individualized Education Program Awareness

ESSA SECTION 1423(12)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable. The Palmdale School District does not receive funding from Title I Part D.

Alternative Placements

ESSA SECTIONS 1423(13)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable. The Palmdale School District does not receive funding from Title I Part D.

TITLE II, PART A

Professional Growth and Improvement

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Palmdale School District provides comprehensive programs that support growth and improvement for teachers, principals, and other school leaders.

PRINCIPALS –

The PSD Clear Administrative Credential Program follows the CTC/ACSA approved two year induction program which allows principals to receive their Clear Administrative Credential. This program promotes professional growth through 40 hours of targeted, on-site coaching per year and 20 hours of professional development based on candidates job-responsibilities as determined by the candidate and leadership coach. Candidates also are provided 12 hours of PSD Leadership Development Academies

Measures growth and improvement - Candidates must demonstrate competency in each of the six California Professional Standards for Educational Leaders. Growth is demonstrated in Year 1 through initial and benchmark self-assessment and reflection, and through review, reflection and revision of leadership learning goals. In Year 2 Candidates complete a final CPSEL self-assessment and

reflection, exit presentation or Interview, Evidence/Artifacts Submission, verification of 2 years successful administrative experience and verification of program completion.

Supports from the beginning of their careers, throughout their careers and through advancement opportunities - On-going training includes FRISK training, monthly Principal meetings, School Leadership Teams meet with Innovate Ed to develop leadership capacity of all members on the team. Leadership Coach Collaborative meetings occur four times per year, focused on ongoing collaboration and support for program coaches, coach certification and triad coaching practice. All coaches must attend CNET meetings to maintain coach certification. CNET provides professional development in Evocative Coaching model, current research and trends, coaching strategies and program components. Principals are encouraged to attend professional development offered through district initiatives along with their staff throughout the year,

NEW TEACHERS –

The Palmdale School District's Teacher Induction Program and Support (TIPS) is a two-year, individualized, job-embedded system of mentoring, support and professional learning that begins their first year of teaching. Each candidate is assigned a mentor within the first 30 days of employment. Within the first 60 days of employment, TIPS candidates have already begun working on their Individual Learning Plan (ILP) and begun to set up their inquiries. Their ILP goals align with the California Standards of the Teaching Profession (CSTPs). Candidates gather data, reflect on their teaching practice and document growth using the Cycle of Inquiry. In addition, candidates participate in Cohort Network meetings, on a monthly basis, and Professional Learning opportunities throughout the year align to the Steps to Teacher Leader Plan developed by the Palmdale School District

Title II, Part A funds are used to provide Instructors for New Teacher Academy and Classroom Management (CHAMP) classes, training for coaching support, retired teachers to assist with coaching struggling veteran teachers and interns, as well as, substitute teachers which allow teachers to conduct observations or attend professional development. In addition to providing the coaches, the funds allow us to ensure the coaching staff is current on methodologies, pedagogy and best practices to meet the needs of our student demographics.

With a well-trained coaching staff, we are able to provide coaching support for Intern teachers, teachers on Provisional Intern Permits (PIPs) and Short-term Staffing Permits (STSPs). Our coaches provide an hour of weekly support and Just-In-Time support as needed.

For teachers in TIPS, effectiveness is measured by their growth in the California Standards for the Teaching Profession throughout their ILP process.. All Induction candidates meet with Coordinator of Teacher Support twice a year - Mid Year Interviews and End of Year Interviews to determine if additional support is need to keep on track for completion of program

EXPERIENCED TEACHERS –

Experienced teachers are offered opportunities to attend trainings such as CHAMPS and Students of Poverty to support classroom management and to provide strategies for students with behavioral issues.

PROFESSIONAL DEVELOPMENT EVALUATION - PSD has contracted with the Sinclair Group to provide feedback for all network meetings, trainings and professional development. The survey results are reviewed and adjustments are made to the training or content for subsequent meetings to provide clarity. The surveys will tell us if we need to add trainings or classes to meet candidate needs. All candidates take an End of the Year survey regarding TIPS activities; this information is used to

plan for the upcoming year and program changes. All information is provided to the TIPS steering committee for review, input and approval.

Prioritizing Funding

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Palmdale School District allocates funds for services to train, support and retain principals, teachers and school leaders ensuring they are highly qualified to meet the diverse learning needs of all students. Funding is based on the number of candidates at the schools who participate in the various programs and the cost to support them as required by state regulations. The Teacher Induction Program and Support follows the California Commission on Teacher Credentialing guidelines and the PSD Clear Administrative Credential Program follows the CTC/ACSA approved two year induction program. Currently, 4 out of the 6 CSI and ATSI sites have relatively new principals and are supported through the PSD Clear Administrative Credential Program. Approximately one-fifth of the new teachers in the Induction program are at the CSI and ATSI schools. In addition to our regular support process, our CSI, ATSI, and high needs schools receive additional support with behavior and classroom management that align with the needs of students of poverty, as well as site goals.

District Cabinet members determine whether priority funding is adequate to support CSI, ATSI and high-needs schools based on the comprehensive needs assessments, observations, meetings with other departments, and information provided at Site Leadership Team meetings. If it is deemed that a particular program requires further funding to meet a specific need then additional funds are allocated.

In conjunction with our work with Innovate ED, the Palmdale School District uses a needs assessment protocol to determine root cause analysis. Based on the comprehensive needs assessment and data from the California Dashboard, our CSI and ATSI schools determine the areas of focus, set goals and determine outcomes as outlined in each school's Single Plan for Student Achievement. Professional development activities are planned based on site-determined student and teacher needs. The Palmdale School District has taken the position that we should "lead from the middle" putting decision-making power in the hands of the site administrator whenever possible. As such, District Office staff take a supporting role to the needs of the sites. Each site holds Site Leadership Team meetings that include district personnel who use the meeting as an opportunity to provide assistance and determine necessary programs, supports, and professional development.

PSD consults with stakeholders regarding priority funding through numerous groups including LCAP Stakeholders, District Advisory Council (DAC), School Site Council(SSC), English Learner Advisory Council (ELAC), District English Learner Advisory Council (DELAC), and the Superintendent's Advisory Council. Parents are also consulted for input at the Superintendent's Breakfast meetings, GATE Parent Advisory Council, and Breakfast with the Principal meetings.

Title II Part A and general funds are used to support the goals of both the Teacher Induction Program and Support and the PSD Clear Administrative Credential Program to ensure that all of our teachers, principals, and other school leaders are prepared to meet the needs of the diverse community that comprise the Palmdale School District. These funds pay for training opportunities, mentors and coaches, retention of highly qualified personnel, and opportunities to reach out to teacher candidates. When hiring new teachers we consider the needs of all sites but extra thought is given to the needs of our CSI, ATSI and high needs schools. Additional funding is provided to teachers for putting in longer hours and split scheduling at these high needs schools.

All departments that support our CSI and ATSI schools, as well as our high needs schools, attend monthly meetings to discuss growth and concerns about program impact at these sites. Priority funding is reviewed to determine adequacy in meeting goals towards the desired outcomes and the ability to sustain activities that show positive impact.

Data and Ongoing Consultation to Support Continuous Improvement

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Professional development offerings are monitored through a participant feedback form. Each participant completes an online survey that reflects the strengths and areas of growth of the workshop. This includes the workshop leaders' skills in guiding the workshop. Participants identify areas that they will immediately implement in their classroom and areas where they would like additional support. Department heads and workshop leaders use feedback to determine the strength of the workshop, areas for improvement, and future offerings through review of the feedback forms.

On-going collaboration occurs when the Teacher Support Leadership, which meets 3 times per year, includes new teachers and coaches for training and collaboration on specific areas of additional support. Coaches complete monthly logs where they identify the focus of these meetings, challenges and next steps. Teacher Support also meets regularly with site principals to review professional growth of teachers receiving support through Title II funds. Teacher Support personnel also meet regularly with coaches of struggling veteran teachers to discuss their needs and additional types of support.

Finally, the Teacher Support Coordinator is on the advisory boards of three universities to receive on-going information about university changes and provide the universities with feedback on ways the universities can better prepare students. During these meetings, leadership and site administrators target specific areas of need for the new teachers. The district participates in quarterly meetings with the Antelope Valley Collaborative to discuss the needs of PIPs, STSPs, and Interns. The AV Collaborative is comprised of local university leadership, support teams from other districts and the Antelope Valley SELPA.

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Professional development for school staff members during the 2019 - 2020 school year will focus on the implementation of integrated ELD and addressing ELD standards during instruction across all content areas and introducing all staff members to the English Learner Roadmap for California. Title III funds are used to pay EL instructional coaches to provide additional Integrated ELD professional development. Three sessions are offered after school to teachers 3 times per month. Two levels will be provided, the first semester will be basic/refresher sessions, and the second semester will be intermediate sessions. As part of the sessions, teachers will be provided planning time guided by our EL instructional coaches to plan integrated ELD lessons. Participants will execute these instructional plans in the classroom and return to debrief with one another to discuss and reflect on their effectiveness by examining student work samples. This work will reinforce the cycle of inquiry work that our district is establishing at each of our schools. In addition, the district's four EL instructional coaches will provide enhanced job embedded professional development to staff members by modeling lessons, working with grade level teams to disaggregate and analyze student data to plan for effective first instruction. Coaches will also support teachers in connecting the tasks of the English Language Proficiency Assessment of California to classroom instruction in order to advance English proficiency through classroom practices. ? Title III funds will be used to provide additional professional learning opportunities to teachers during the 2019-2020 school year which will be directed toward the planning of effective integrated ELD instruction and providing teachers with time to reflect on the effectiveness of their instruction in order to plan refinements. Teachers will also learn how to effectively use "A Tool to Scaffold Instruction for English Learners" that was developed by the Los Angeles County Office of Education. In addition, some schools will participate in student shadowing in which a team of teachers will shadow EL students in order to observe their language production throughout the school day. These teams debrief and discuss their observation of students and the amount of language production they are engaged in throughout the day and discuss strategies and instructional routines that will increase engagement and effective language practice.

PSD dual language programs are growing and there is a need to provide the professional development necessary to ensure the most effective program for EL students. Additionally, the Director of Access and Equity for Multilingual Programs and EL Coaches will attend EL Roadmap Training of Trainers as we work to align our LCAP and EL Master Plans to the EL Roadmap, thereby, ensuring that we are providing EL students with the best educational system and supports.

Title III funds will be used to allow Administrators, EL Coaches and Teachers to attend professional conferences for dual language education.

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Title III Immigrant funds are used to provide immigrant students with Rosetta Stone licenses as an additional support in helping them attain English language proficiency. Palmdale School District has established a procedure where immigrant students are provided with the opportunity to participate in our dual language programs. These programs often have long wait-list, however, immigrants are given priority to meet the language and academic needs of our immigrant student population. Dual language programs help students acclimate to a new country, educational system and culture while at the same time honoring their home cultures and languages and rapidly develop their English skills to give them a foundation for success. Title III Immigrant funds will also be used to provide books and supplies for students in their native language. Additionally, Title III Immigrant funds will be used bring in consultants to help support parents of immigrant students.

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 subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

PSD provides SEI program and dual language programs. All EL students receive designated and integrated English Language Development instruction designed to move students to English proficiency. Students at the elementary school level receive a minimum of 30 minutes daily of designated ELD. Students in middle school receive one class period of designated ELD (52 minutes). Because attaining English proficiency cannot be isolated to a single block of time the District is placing a heavy emphasis on the implementation of effective integrated ELD across all content areas. Palmdale School District has purchased Imagine Learning licenses for students attaining Level 1 and 2 on ELPAC in an effort to prevent and intervene for our LTELs and At Risk of becoming LTEL.

Title III funds will be used to provide Adult ESL classes for parents parents of EL students. In this way, parents will have the necessary language skills to help support their children with homework thereby helping them be more academically successful.

English Proficiency and Academic Achievement

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

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

- (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.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Schools will identify each student's current language proficiency level and identify those students who are not making adequate progress in acquiring English. Certificated staff members will develop "catch-up" plans for students identified as being at risk of becoming a long term English learner and students who have already been identified as such. Plans will address both language and academic needs of students. Each plan will identify specific instructional strategies to be used by teachers and interventions that individual students will participate in. Student progress will be monitored at progress report time as well as at the end of each semester. School staff members will meet with parents at conference time and share catch up plans with parents and discuss with them how they are able to support their children at home. Teachers will also utilize ELPAC practice test items from the ELPAC website to assist them in understanding the rigorous language demands that students must be able to perform in order to attain English proficiency. They will use this information to collaborate with their grade level colleagues in planning integrated ELD instruction that supports the attainment of the English Language Development standards.

Students' success in meeting the California academic standards is regularly assessed in both English Language Arts and Mathematics through the implementation of our local progress monitoring benchmark assessments. In addition to our local benchmarks, teacher grade level teams implement common formative assessments, in order to gain immediate feedback to assist them in making timely instructional decisions that will positively impact student achievement. School staff members will disaggregate data for English learners and identify specific students who are struggling and provide specific intervention for these students during a designated time of the instructional day that we call "clinic," that is above and beyond designated ELD time.

Title III funds will be used to pay for EL Coaches. EL Coaches provide additional support and assistance to all classroom teachers in the full and skillful implementation of the district's adopted designated ELD as well as supporting staff in the integration of ELD in all content areas. Additionally, they provided enhanced support ensure effective use of instructional time for EL students by supporting teachers in organizational and management strategies. Conducting demonstration lessons to ensure that all teachers have been trained to an advanced level of delivery and are using the instructional materials provided to maximize EL student achievement. Co-planning instructional lessons with an emphasis on sheltered instruction techniques for EL students. Assisting teachers in building an interactive classroom environment focused on the content and learning strategies conducive to maximizing EL student growth. Organizing and facilitating informational parent meetings concerning ELL topics-Reclassification/ELPAC/Imagine Learning/Footsteps 2 Brilliance in Spanish/Long Term ELs.

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

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

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;

- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Palmdale School district has a variety of district, site and parent groups that provide direction for administration on needs at the school site and district departments. Cabinet consists of the leader's departments throughout the district. Our LCAP stakeholder meetings consist of teachers, classified, parents, and students. We also have parent advisory groups such as GATE and Superintendent's Advisory that provided feedback on needs across the district. Information from these various sources were used to determine how Title IV funds would be used. In looking at the Title 1, EL, and CA Healthy Kids surveys, we determined needs from concerns parents listed in regard to safety, health, well rounded opportunities for students, and technology. Our LCAP, AAPAC, and DELAC groups are very vocal and participate in voicing needs and wants for students. All stakeholders participate in surveys, Spend-a Dot, and charting possible expenditures as part of informational teams during LCAP Stakeholder meetings.

During these meetings, a needs assessment was conducted which addressed all students. The needs assessment was confidential. Some of the areas addressed were: closing skill gaps for students, data reviews with root causes, staff professional learning needs and scheduling, roving subs to work with small groups and assist in extra safety measures, curricular sessions for parents to assist students, extra learning opportunities such as tutoring and summer enrichment academy needs, college nights, music programs, arts activities, cameras, STEAM opportunities through QUAVER Music and middle school pathways, DUO Lingo, and cultural celebrations. The results of the CHK Surveys were discussed with our Bully Free and Peer Mediation programs highlighting what is provided and needed still for students. Technology needs included building teacher capacity on content delivery through technology with real word applications and STEAM activities. Stakeholders worked in collaborative teams, participating in the assessment to ascertain and plan future actions.

PSD has these objectives: Supporting Well Rounded Education \$343,781 - It is our intention to enrich our students with a variety of learning experiences which include high level academic pursuits in various pathway programs including STEAM competencies in art, music, drama, dance, band, and strings as part of the Visual and Performing Arts, curricular opportunities such as Mathletes, Science Olympiad, Debate, Film, Robotics, Engineering and Design, as well as medical pathways, computer science, coding, and mathematics practices. Our goal is to develop well rounded students who are kind, globally conscious, and integrate their learning in a a variety of areas to solve local school and community problems, increasing their appreciation for learning and each other. This will be measured through effectiveness surveys and through observations. Cabinet members visit sites daily to provide support and coaching to site stakeholders who in turn work with students.

Supporting Safe and Healthy Students \$386,752- We want to ensure students have a warm, welcoming environment that is conducive to learning. Title IV funds will be used to expand the sites trained in Healthy Choice, Restorative Practice, Safe and Civil Schools, and PBIS. All programs involve teachers, classified, parents, and admin. Some programs are Trainer models. Others involve

key staff members who return to their grade levels/departments to assist in implementation. Funds will also be used to expand physical education equipment at sites. Funds will be used to provide video cameras at sites to ensure a safe environment for students to learn. Cameras will allow for equitable implementation for all students as we apply the developing program constructed by our Discipline Task Force. AED machines will be purchased to ensure all students in need will have timely assistance if in crisis. Training will also be provided to key personnel involved in using AED's.

Supporting the Effective Use of Technology \$128,916 - Title IV funding will support professional development opportunities for teachers to better use the technology the district currently possesses within the classroom setting. Currently our IT department provides training on Tech Tuesdays, Saturday classes and a valley-wide Educational Technology Summit. These courses provide instruction for all stakeholders, increase personalized learning, aid with assessment, increases technology use to deliver lessons that are engaging, high level, relevant and ultimately, increases digital literacy and student achievement.

PSD also will incur Indirect Costs \$ 84,455 and will provide to St Mary's their allocation-\$ 18,878.

Method of Evaluating the Effectiveness of Programs-Each department affected will create committees meeting four times a year to monitor implementation of programs and to determine effectiveness through the use of surveys and observation tools.