

Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Palm Springs Unified School District	Simone Kovats, Ed.D. Assistant Superintendent, Educational Services	skovats@psusd.us (760) 883-2703

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021-22 Local Control and Accountability Plan (LCAP).

Palm Springs Unified School District (PSUSD) received funding through the Budget Act of 2021 after the adoption of the 2021-22 Local Control Accountability Plan (LCAP). The district uses the LCAP as the guiding document for improving student outcomes. Plans for use of the additional funding are developed to ensure that there is alignment and coherence with the LCAP and the goals outlined there while considering the purposes, restrictions and method of allocation for the funds.

Input collected as part of the development of the 2021-22 LCAP was considered as part of the use of funds provided through the Budget Act of 2021, expanding on actions initially identified in the 2021-22 LCAP. Additional educational partner input was sought for the use of funds during the 2021-22 academic year and the district plans to seek additional input as noted below.

Educator Effectiveness Block Grant: The District Advisory Team, a standing LCAP advisory made up of site and district-based administrators, classified and certificated collective bargaining leadership and, teacher leaders met on October 27, 2021 to provide input and suggestions. This input was reviewed by the Educational Services Leadership Team on November 1, 2021. The draft plan was presented to the public at regular meeting of the Board of Education on November 23, 2021 and again for approval on December 14, 2021.

A-G Improvement Grant: Initial planning is underway, with a small steering group consisting of secondary administrators and Educational Services staff designing the planning process. High school student empathy interviews are in development to collect student perspectives in meeting A-G requirements. Additional sessions involving teachers, families, and community members are being planned for the spring of 2022.

Expanded Learning Opportunity Program: An Expanded Learning Steering Committee has been developed that includes teachers, site and district administrators. The role of the Steering Committee will be to:

- Provide insight to help determine the strategic direction of the program
- Ensure alignment with goals of the program and other extended-day offerings

- Act as an advocate for equitable access to consistently high-quality programming
- Review implementation and offer recommendations

This committee began work on January 19, 2022, with an overall review of program requirements and initial potential program offerings and designs. Additional meetings are being planned through the spring of 2022 to collect input from students, parents/families, and community members, with results reviewed by the Steering Committee. Results from LCAP surveys administered in February of 2022 will also be used as part of developing the plan. Community partner organizations will also be engaged in developing the expanded learning program offerings.

LCAP Supplemental Concentration Funds: Input for the use of LCAP Supplemental Concentration add-on funds is being collected as part of the annual LCAP input cycle in the spring semester of 2022. LCAP survey data will be used as a general input tool, with students, parents/families, staff, and community surveys being available from January 24, 2022, through March 4, 2022. The District Advisory Team will provide additional input as part of regular meetings set to update and align the LCAP. Meetings will also be held with other district advisory groups, community groups, and parent/family groups to request and receive input on possible expenditures for these funds.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

In the Palm Springs Unified School District, each of the 27 school sites has an unduplicated percentage greater than 55%. Therefore, planned use of concentration grant add-on funding will increase the number of staff providing services to students across all school sites within the district, prioritizing schools or regions with the highest unduplicated percentages.

As of this LCAP Supplement report, the district's concentration grant add-on funds have not yet been expended. Planning is underway regarding potential uses of these additional funds to expand offerings, support student learning, and provide additional services at schools. Potential actions may be added based on input collected through the LCAP input period as outlined in the prior section.

Actions currently under consideration include but are not limited to:

- Reading Intervention Aides to support the district's Primary Reading Intervention program outlined in the LCAP (\$900,000)
- Math Intervention Aides to support the middle and high school Tier II intervention program as outlined in the LCAP (\$600,000)
- Additional FTE positions to improve elective offerings within and outside of the middle school exploratory course structure (\$1,500,000)
- Additional custodial staff to support campus cleaning and maintenance (\$1,600,000)
- Additional school nurses for elementary and middle schools (\$2,000,000)
- Additional Family and Community Engagement (FACE) Specialists to support parent engagement (\$500,000)
- Office Specialists to assist with Special Education school documentation, data management, and meeting logistics (\$1,625,000)

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

At the start of the 21-22 school year, PSUSD provided multiple opportunities for educational partners to provide input into the ESSER III Expenditure Plan. An ESSER III input survey was made available for educational partners to complete from August 30, 2021 through September 17, 2021. Each school site actively encouraged staff, parent/family, and student participation in the ESSER III survey. A survey link was posted on the landing page of the district website and via multiple social media channels. Input meetings for the ESSER III Expenditure Plan were held referencing the goals and actions listed in the Local Control Accountability Plan (LCAP) as well as the Extended Learning Opportunities Grant (ELO-G) Plan. The emphasis for meetings with various educational partners was focused around safe in-person learning and the analysis of programs, actions, services and expenditures that will best allow the district to address students' needs. Efforts were made to ensure interventions are in place to address the academic, social, emotional, and mental health needs of all students, as well as address opportunity gaps that existed before and were exacerbated by the COVID-19 pandemic; specifically addressing the unique needs of our low-income students, students with disabilities, English learners, racial and ethnic groups, homeless students, and foster youth. Members of the PSUSD Educational Services Department presented a PowerPoint presentation, provided a survey link, and conducted community meetings on September 1, 2021 and September 7, 2021.

Meetings were held with the district's Parent Advisory (September 1, 2021), the district's Community Advisory Committee (September 6, 2021), which included members of the civil rights groups Coachella Valley Students First Organization and the LGBTQ Community Center of the Desert, and the District English Learner Advisory Committee (DELAC - September 14 and September 28, 2021). These meetings were held to gather additional input specifically for the ESSER III Expenditure Plan. Additionally a district representative held a meeting with the Director of Public Relations for the Agua Caliente Band of Cahuilla Indians Tribe on September 29, 2021 to receive input. The District Advisory Committee composed of district administrators special education administrators, site administrators, representatives of the local bargaining units, district teachers, district classified staff, and specialists met on September 13, 2021, where they viewed a presentation, reviewed stakeholder input, and provided input on actions aligned with the regulations of ESSER III funding.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

The health and safety of students, educators, and staff is paramount to ensuring the continuity of services for PSUSD students. Plan alignment has been a focal point for the district, ensuring that additional resources within the ESSER III plan not only keep schools open and safe, but also coherently extend actions outlined within the current LCAP to meet student needs. The district is working to leverage the combination of one-time and ongoing funding to effectively resource services targeting known needs and adapting to the changing context of the pandemic.

As of the time of this LCAP Supplement report, the district has spent minimally from ESSER III funds, using other federal stimulus dollars with more pressing expiration timelines (e.g. CARES, ESSER) prior to expending ESSER III funds. Currently, approximately 94.9% of ESSER III funds remain unspent, allotted to actions that are in planning and development phases. Using this expenditure methodology, the district has successfully been able to maintain open school campuses, provide intervention services to address loss of instructional time, maintain and

expand health-related supports (e.g. contact tracing, COVID-19 testing, vaccination clinics), and add additional mental health services for students. Many ESSER III actions require the hiring of additional staff to implement and monitor actions outlined in the plan, which is pending based on start dates for the identified services and actions. Filling positions may pose challenges given limited statewide applicant pools, therefore additional time may be needed to initiate some of the outlined ESSER III plan actions including implementation of Learning Hubs and expanding the "Game On!" recess program.

Actions identified using input from educational partners and incorporated into the ESSER III Expenditure Plan include:

Strategies for Continuous and Safe In-Person Learning:

- Expanded Health Care Services including nurses, contract tracing support, COVID-19 testing and vaccination centers
- Enhanced Campus Cleanliness including additional custodial staff, air purifiers, and personal protective equipment (PPE)
- Facility and Maintenance Upgrades including improving ventilation and heating and air conditioning systems

Addressing the Impact of Lost Instructional Time:

- Technology Implementation including personnel, devices, and home wireless access
- Multi-Tiered Systems of Support - Academic Supports including additional staffing to support targeted small group intervention and related professional development
- English Learner Support including additional staff and programs to target the identified reading needs of English Learners
- Additional A-G Support including quick credit recovery options within the regular school day
- Supplemental Inclusion Model Staffing including additional paraprofessionals to support 1:1 and small group instruction and to expand inclusionary practices
- Alternative Education Virtual School including additional staffing to support the hybrid virtual school, the development of a fully virtual school, and an independent study program
- Mental Health Support including additional mental therapists and a contracted consulting group
- Multi-Tiered Systems of Support - SEL and Behavioral supports including additional staffing and professional developments to support targeted intervention and extended WRAP services
- Game On! Organized Recess including additional recess coaches and supervision aides
- Learning Hubs to support students access to technology and academic supports
- High School Graduation Support including a contract with Graduation Alliance to support all students in graduating
- Health Excluded Student Supports including staff and consulting agreements to support students unable to attend school due to COVID related illness or direct exposure

Use of Remaining Funds:

- Equity Education including staffing and consultants focus on increasing students connectedness and engagement across students group and to close achievement and opportunity gaps

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.

As noted in the previous section, the district is working to leverage the combination of one-time and ongoing funding to effectively resource services targeting known needs and adapting to the changing context of the pandemic. PSUSD posted the Safe Return to In-Person Instruction and Continuity of Services Plan to the district website on March 5, 2021, outlining the timeline and plan for the reopening of schools and various health and safety protocols that would be used at the time of school reopening. Schedules were provided outlining instructional and intervention segments aligned with LCAP priorities and actions. Funds were budgeted within the 2021-22 LCAP to support additional nursing staff, mental health supports, academic interventions, and other structures within a Multi-Tiered System of Support that focused on student needs due to lost instructional time and the pandemic.

ESSER III supports the addition of 5 specific actions not represented in previously existing plans to ensure continued safe in-person learning both within and beyond the 2021-22 academic year. The ESSER III Expenditure Plan was developed to ensure that there was alignment and coherence with the 2021-22 Local Control and Accountability Plan (LCAP). Care was taken in the creation of the plan to shift from an expenditure mindset to one of effectively resourcing for equity, beginning with the needs of students. Based on data points and input from educational partners, the majority of the plan was built to enhance and/or extend current LCAP actions aimed at addressing the impact of lost instructional time and to focus on social emotional needs. These include professional development in areas not previously identified prior to the start of the current school year, additional staffing, equipment and materials to support instructional initiatives and expanding services to assist high school students to get back on track, for students with IEPs, and, virtual learning opportunities. Actions were also included to expand parent/family engagement to support student educational recovery efforts.

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education’s (CDE’s) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA’s educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to

reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Prompt 3: *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fg/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fg/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: *“A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”*

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: “A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021