

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Palmdale Discovery Center	19 64857 0133611	5/26/2023	

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Comprehensive Support and Improvement

Briefly describe the school’s plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Palmdale Discovery Center is located in the western portion of the city of Palmdale. The current enrollment is 215 with students in grades TK-8. We serve students with moderate to severe autism for the entire district and are also the regional program for the entire SELPA. We are located next door to Dos Caminos, and we share a cafeteria and multipurpose room. We also service and manage classrooms preschool special education program for students with mild to moderate disabilities. Our preschool program is located on the same comprehensive campus as Ocotillo Elementary school. There are 6 classrooms for mild to moderate SDC and 2 classrooms for moderate to severe Autism.

The Autism program is designed to service students with moderate to severe disabilities. Every classroom is assigned two all day Para educators in addition to having additional adult assistants who are Para educators. Other professional members of our staff onsite include licensed speech pathologists, an Adapted physical education specialist, an Occupational therapist, and a Credentialed Registered nurse. Palmdale Discovery Center has 17 classrooms for moderate to severe students and 3 classrooms for students with moderate disabilities. Our moderate to severe program uses a functional curriculum supported by supplemental curriculum in all academic areas. Our moderate program uses a combination of functional skills curriculum and state standards modified to fit the needs of each individual. We us the ABA (Applied Behavior Analysis) approach for our instruction and research-based methods for teaching students with Autism.

Description of School Programs

Moderate to Severe Autism Program:

PK-8 Moderate to Severe Autism program:

The Autism program is designed to service students with moderate to severe disabilities. Every classroom is assigned two all day Para educators in addition to having additional adult assistants who are Para educators. Other professional members of our staff onsite include: licensed speech pathologists, an Adapted physical education specialist, an Occupational therapist and COTA, and a Credentialed school nurse.

During a typical school year:

All staff members attend weekly training that is provided on campus. The training sessions are a combination of didactic and hands-on activities with coaching. Training takes place prior to students arriving to class so that skills can be learned and practiced immediately following the training sessions taking place in an authentic environment. 23/24 school year, we will commence with our training to start in September of 2023.

PROGRAM ELEMENTS

- Applied Behavior Analysis (ABA)-Methodologies (beginning through advanced)
- Functional Assessment
- Positive Behavior Support Evaluative data Collection
- Reinforcement and Reward Systems
- Discrete Trial Teaching
- Picture Exchange Communication
- District adopted curriculum aligned with SEACO standards
- Social Skills Training
- Visual Schedules
- Augmentative Communication
- Promotion of Generalized Behavior across environments
- Effective Classroom Management
- Structured Teaching and Functional Curriculum
- Inclusive Education Opportunities

The ABA Approach

With the use of functional assessment of the relationship between a targeted behavior and the environment, the methods of ABA can be used to change overt inappropriate behaviors; thus leading to students' abilities to be learners.

Classroom instruction individualized for each student with highly qualified staff in a small group setting

Instructional strategies and practices that are research based

A team focused on social skills development and inclusion

A language and sensory enriched program

ABA, DTT, PRT, PECS

Support network involved in development and maintenance of the SPSA for PDC

At Palmdale Discovery Center we rely on the support and guidance of several committee who work together to establish and monitor the school plan. These committee include parents, teachers, other school staff, and the administrator. The committees include: AAPAC, SSC, our Autism awareness committee and our school leadership team

Parent involvement program

At Palmdale Discovery Center, we encourage parents to be active participants in their child's education. Parent involvement is observed through the following activities: family nights, school and district committees, IEP teams, parent workshops, district parenting partnership programs, parent advisory council,, and school site council. Our parent community liaison and leadership coordinate and facilitate parent involvement opportunities.

Table of Contents

SPSA Title Page	1
Purpose and Description.....	1
Table of Contents.....	4
Comprehensive Needs Assessment Components	6
Data Analysis	6
Surveys	6
Classroom Observations.....	6
Analysis of Current Instructional Program.....	7
Educational Partner Involvement	11
Resource Inequities	11
School and Student Performance Data	12
Student Enrollment.....	12
CAASPP Results.....	14
ELPAC Results	18
Student Population.....	20
Overall Performance	22
Academic Performance	24
Academic Engagement	30
Conditions & Climate.....	33
Goals, Strategies, & Proposed Expenditures.....	35
Goal 1.....	35
Goal 2.....	38
Goal 3.....	41
Goal 4.....	45
Goal 5.....	48
Goal 6.....	51
Goal 7.....	54
Budget Summary	55
Budget Summary	55
Other Federal, State, and Local Funds	55
Budgeted Funds and Expenditures in this Plan	56
Funds Budgeted to the School by Funding Source.....	56
Expenditures by Funding Source	56
Expenditures by Budget Reference	56
Expenditures by Budget Reference and Funding Source	57
Expenditures by Goal.....	57

School Site Council Membership58

Recommendations and Assurances59

Instructions.....60

 Instructions: Linked Table of Contents60

 Purpose and Description61

 Educational Partner Involvement61

 Resource Inequities61

Goals, Strategies, Expenditures, & Annual Review62

 Annual Review63

 Budget Summary64

 Appendix A: Plan Requirements66

 Appendix B:69

 Appendix C: Select State and Federal Programs71

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

SPSA effectiveness, SSC evaluation, and surveys (LCAP, TITLE I, and Healthy kids)

TITLE I and LCAP parent surveys:

14.29% of parent believe that the school does not offer their children to participate in in extracurricular activities.

7.14% of parents believe that students are not treated with respect.

7.14% of parents believe their children don't feel safe at school.

7.14% of parents believe that the school does not provide opportunities for parents to be involved.

Area of improvement:

The school needs to provide more opportunities for parents to learn about the school, culture and student learning

The school needs to find and organize extracurricular activities for students to participate in.

CA Healthy Kids Survey:

40% of parents have participated in school activities.

Area of improvement:

The school needs to provide more opportunities for parents to learn about the school, culture and student learning

SANDI:

All students 100% increased scores in communication and social skills

Area of improvement:

School team will continue to build more opportunities for communication and social skills acquisition.

Dashboard DATE (CSI grant)

Chronic Absenteeism - did not meet exit criteria (improve.1% from 2019)

2019 - 46.9%

2022 - 67.5%

2022 student groups at VH:

SED - 70.7%

SWD - 67.5%

H- 65.8%

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

During the school year, informal observations are made within all classrooms on a weekly basis.

Every classroom is observed once a week at least. Formal observations happen twice yearly for classrooms in which teachers are due for a yearly formal evaluation.

The summary of findings are as follows: All classrooms are safe learning environments, employing appropriate classroom management and instruction required of the Autism program.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

We utilize the SANDI twice yearly to evaluate student performance, as well as daily data taken.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

At PDC, staff take data continuously throughout the day utilizing the Discrete Trial training program. Each child has an individualized education program (IEP) in which they have their own goals to meet. Each classroom teacher sets up a distinct program for each child. Then data is taken for each program (students may have up to 15 programs each) daily in order to drive the instruction of the entire program.

Students also take the SANDI (Student Annual Needs Determination Inventory) twice yearly in which data is analyzed for students curriculum and program planning.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

At Palmdale Discovery Center we have 15 highly qualified classroom teachers. The 5 remaining teachers are currently finishing their credentialing programs and are on staff as Pre Interns. Each are supported by a veteran mentor teacher and the administrator and special education department.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All teachers at PDC participate in onsite training in the areas of Autism. All curriculum and assessments utilized by the teachers come with training as well.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

We have weekly staff development for all staff which is provided by a BCBA providing training in all areas of Autism. All teachers at PDC participate in onsite training in the areas of Autism. All curriculum and assessments utilized by the teachers come with training as well.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

At Palmdale Discovery Center leadership is critical. This is true for all levels of leadership. As we take on new staff (teachers, para educators, service providers), we have a self-reliant system in place for team onsite training. Firstly, our students are on an alternate schedule in which they arrive at school later one day per week. This allows us to have scheduled time for intensive training in strategies we utilize for instructing students with Autism. As new staff enter our team, they receive training within the classroom by the teacher and other veteran staff, in addition to the weekly training sessions. Finally, we have outside consultants that provide fidelity checks for our school system on a monthly basis. They sit in classrooms and provide hands on training, and then send reports of their feedback for our review.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teachers and support staff meet in grade level, or classroom cohorts on a daily and weekly basis to analyze data and discuss program.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

All students at Palmdale Discovery Center have special education services; therefore require an IEP (Individual Education program). IEP teams consisting of all service providers and the school administrator meet yearly to discuss the program for each child. Within the IEP the team develops goals that include short term objectives or benchmarks. The purpose of these is to predict the provisional steps any student will need to reach an annual goal which must be created and deemed as attainable and appropriate by the team members.

As our school plans for each school year, we develop a plan of curriculum for our students. This is not a typical process that you might see on a comprehensive campus. We must start with a basic plan and add elements as appropriate for each student. Every piece of curriculum that we gather is formatted in a leveled system, so that we can start with lower achievement levels and build up to higher levels for students who have mastered those lower levels. For our severely disabled students, we utilize a system under ABA (Applied Behavior Analysis) called Discrete trial training (DTT). This is a system in which all skills are broken down into smaller steps. We use task analysis to break down the steps and then collect data on every step. Mastery is achieved once the student has shown knowledge in the skill for three different adults and across environments. All student information is shared amongst team members for continual review and collaboration.

For our higher functioning students we scaffold curriculum and collaborate as teams to design a perfect learning package for every student. School teams meet regularly to design plans to optimize learning and instruction for our students at this level.

One vital need for all of our students at PDC is social skill attainment. Our school focus and plan being implemented calls for students to have structured collaborative conversations to improve in social and communication skills. Within this move, we have created social skills goals for every classroom which are posted so that all staff members who enter a classroom know what skill is being worked on and how to work on it with students. Each teacher has chosen two students and skills. In these skills areas, they take specific data and we all meet as teams regularly to discuss the data and analyze the plan during cycles of inquiry.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

We use a functional curriculum at PDC. All students have IEPs which assign individualized instructional and curricular needs which drives the planning for their schedules and services. They also have designated instructional services as assigned through their IEPs.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

All teachers at PDC participate in onsite training in the areas of Autism. All curriculum and assessments utilized by the teachers come with training as well.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

We use a functional curriculum at PDC. All students have IEPs which assign individualized instructional and curricular needs which drives the planning for their schedules and services. They also have designated instructional services as assigned through their IEPs.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

We use a functional curriculum at PDC. All students have IEPs which assign individualized instructional and curricular needs which drives the planning for their schedules and services. They also have designated instructional services as assigned through their IEPs.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

N/a. PDC is a specialized school for students with moderate to severe Autism. We have general education services for Physical education.

Evidence-based educational practices to raise student achievement

Applied Behavior Analysis (ABA)-Methodologies (beginning through advanced)

- Functional Assessment
- Positive Behavior Support Evaluative data Collection
- Reinforcement and Reward Systems
- Discrete Trial Teaching
- Picture Exchange Communication
- District adopted curriculum aligned with SEACO standards
- Social Skills Training
- Visual Schedules

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

We receive funds from Title I and LCAP to support parent engagement.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

SSC, IEP meetings, Parent Advisory committee, AAPAC, Parent training and networking events, school performances

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Under LCAP funding we provide our EL and Foster students with extra instructional supplies to support their learning needs.

Fiscal support (EPC)

We receive funds from Title I and LCAP to support parent engagement.

Educational Partner Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The SSC, stakeholders and SLT meet several times a year to discuss the school plan. We also meet in PLC teams to discuss all parts of the plan for the school. These teams consist of all staff within the classroom plus support staff and parents.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

There are no resource inequalities at Palmdale Discovery Center. All students have access to all instructional materials and technology. Students have been provided with iPads, and other assistive technology that is appropriate. Students have been provided with manipulatives and notebooks to support every subject. Students have picture communication books, visual schedules, and token boards needed for behavior support. Parents have direct communication with teachers daily. Academic packets have also been provided for parents that request them. Students have also been provided with all instructional materials needed to success in the classroom.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	15	29	47
Grade 1	13	13	28
Grade 2	23	14	24
Grade3	18	24	18
Grade 4	25	20	26
Grade 5	14	24	21
Grade 6	13	7	16
Grade 7	8	13	9
Grade 8	6	9	16
Total Enrollment	136	153	215

Conclusions based on this data:

1. The majority of our students at PDC are Hispanic.
2. Our second largest subgroup at PDC are African American.
3. Our third largest subgroup of students at PDC are White.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	11	11	31	8.10%	7.2%	16.6%
Fluent English Proficient (FEP)	15	19	18	11.00%	12.4%	9.6%
Reclassified Fluent English Proficient (RFEP)	2			18.2%		

Conclusions based on this data:

1. Our percentage of English learner students increased for the last school year, from the prior school year.
2. Our percentage of FEP students decreased from 21/22
3. We have very few students at our campus at PDC who are English learners. This number or percentage has increased since the prior school year, and it is expected to continue to increase as we get more students.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	*	*		0	*		0	*				
Grade 5	*			0			0					
Grade 7	*			0			0					
Grade 8	*			0			0					
All Grades	4	*		0	*		0	*		0.0		

The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*			*			*			*			*	
All Grades	N/A	N/A	N/A		*			*			*			*	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*			*			*	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*			*			*	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*			*			*	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*			*			*	

Conclusions based on this data:

1. There is no data for this area.
2. Students participate in the CAA for ELA state testing.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	*	*		0	*		0	*				
Grade 5	*			0			0					
Grade 7	*			0			0					
Grade 8	*			0			0					
All Grades	4	*		0	*		0	*		0.0		72

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*			*			*			*			*	
All Grades	N/A	N/A	N/A		*			*			*			*	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*			*			*	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*			*			*	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*			*			*	

Conclusions based on this data:

1. There is no data in this area.
2. Students participate in the CAA for mathematics.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
All Grades										8		

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
All Grades	*			*			*			*			*		

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
All Grades	*			*			*			*			*		

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
All Grades	*			*			*			*			*		

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
All Grades	*			*			*			*		

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
All Grades	*			*			*			*		

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
All Grades	*			*			*			*		

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
All Grades	*			*			*			*		

Conclusions based on this data:

1. No data for the 20/21 school year. Students participate in the VCAALPS.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

This section provides information about the school's student population.

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
215	75.8	7.2	2.6
Total Number of Students enrolled in Palmdale Discovery Center.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	11	7.2
Foster Youth	4	2.6
Homeless		0
Socioeconomically Disadvantaged	116	75.8
Students with Disabilities	148	100.00

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	28	18.3
American Indian	1	0.7
Asian	2	1.3
Filipino	4	2.6
Hispanic	104	68.0
Two or More Races	1	0.7
Pacific Islander		
White	12	7.8

Conclusions based on this data:

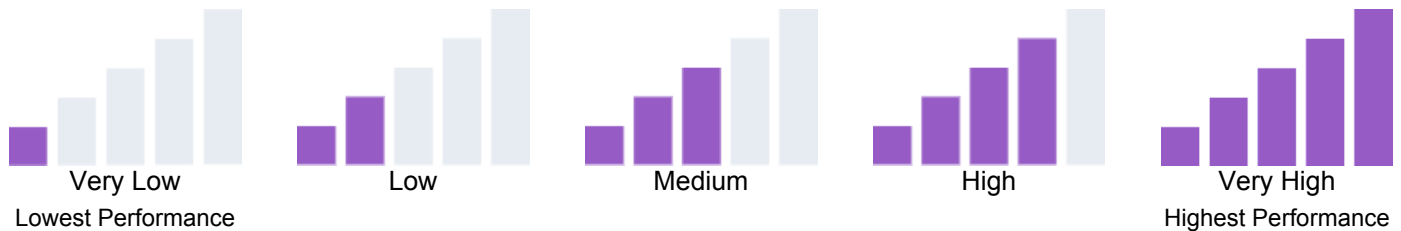
- 1. The majority of the students who attend PDC are Hispanic (70.6%)
- 2. 72.8% of our students are socioeconomically disadvantaged.
- 3. Our entire student population consists of students with disabilities.

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

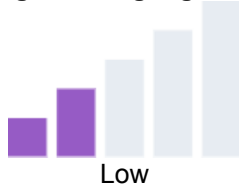
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



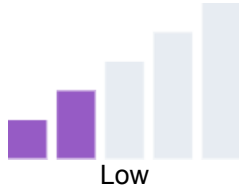
2022 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



Mathematics

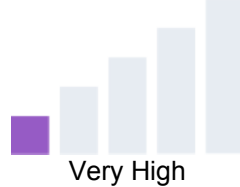


English Learner Progress

Palmdale Discovery Center

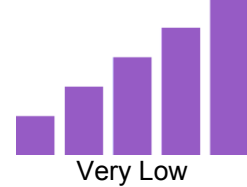
Academic Engagement

Chronic Absenteeism



Conditions & Climate

Suspension Rate



Conclusions based on this data:

1. Palmdale Discovery Center falls well into critical area (red) the for chronic absenteeism.
2. Palmdale Discovery Center has zero suspensions and expulsions.

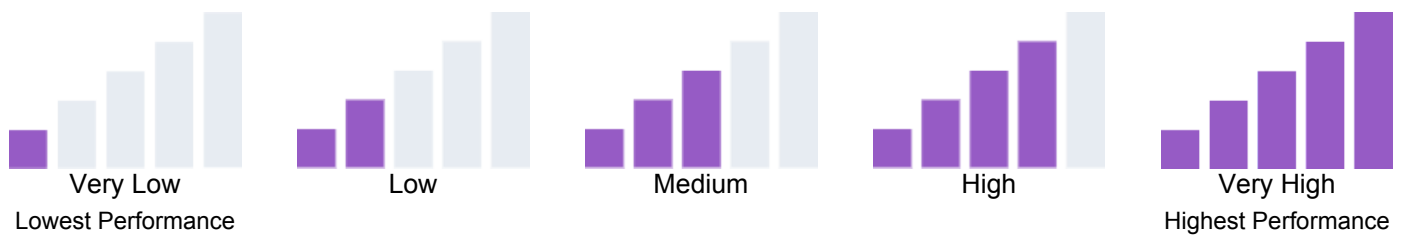
3. The performance data is from 2019 on the dashboard for mathematics and English language arts as our students participate in the CAA (California Alternative Assessment)

School and Student Performance Data

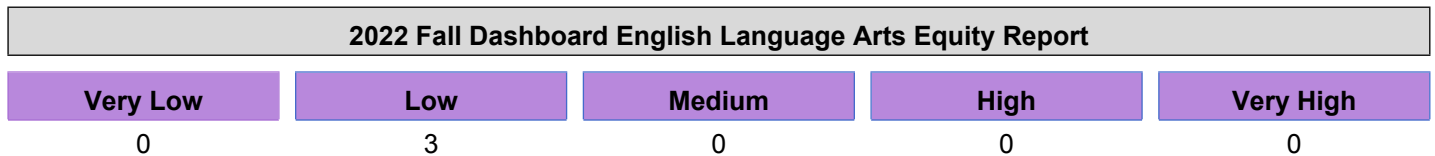
Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

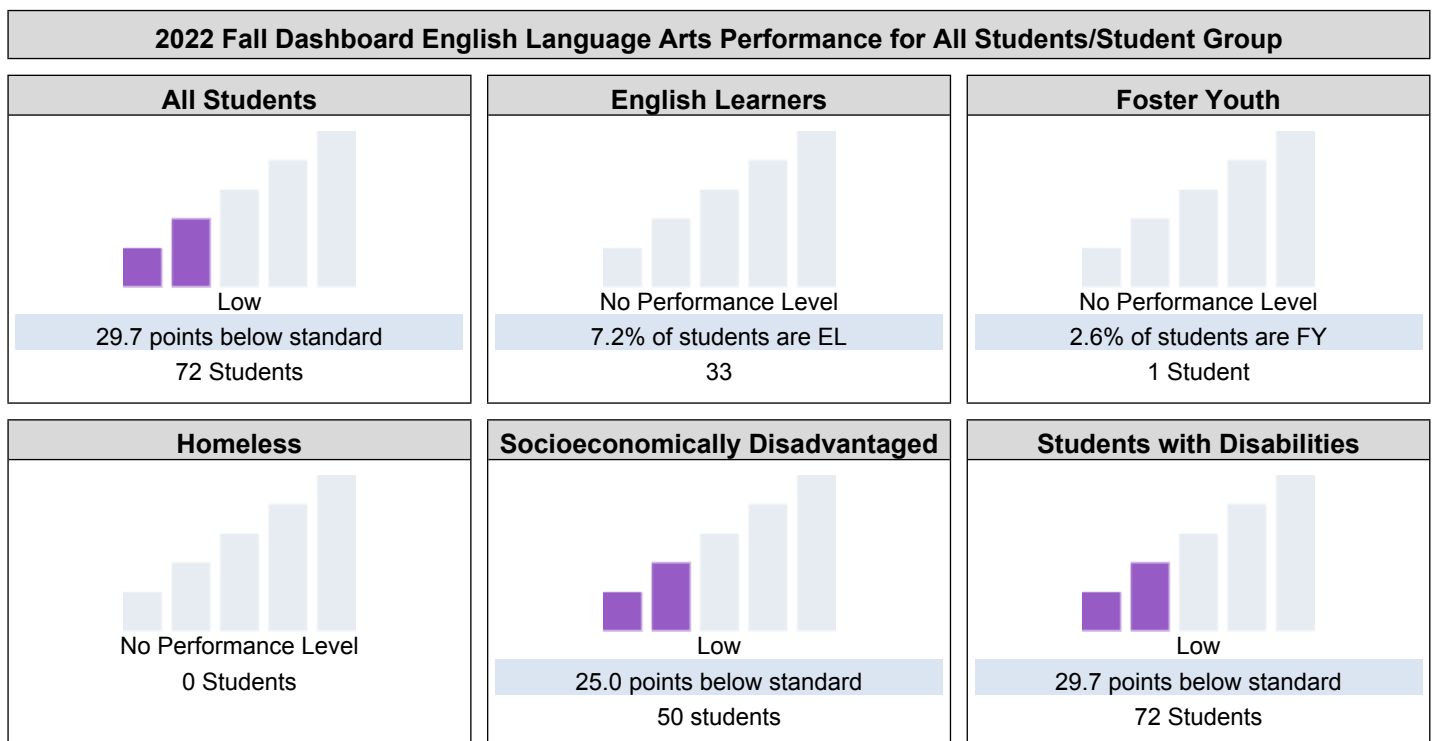
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



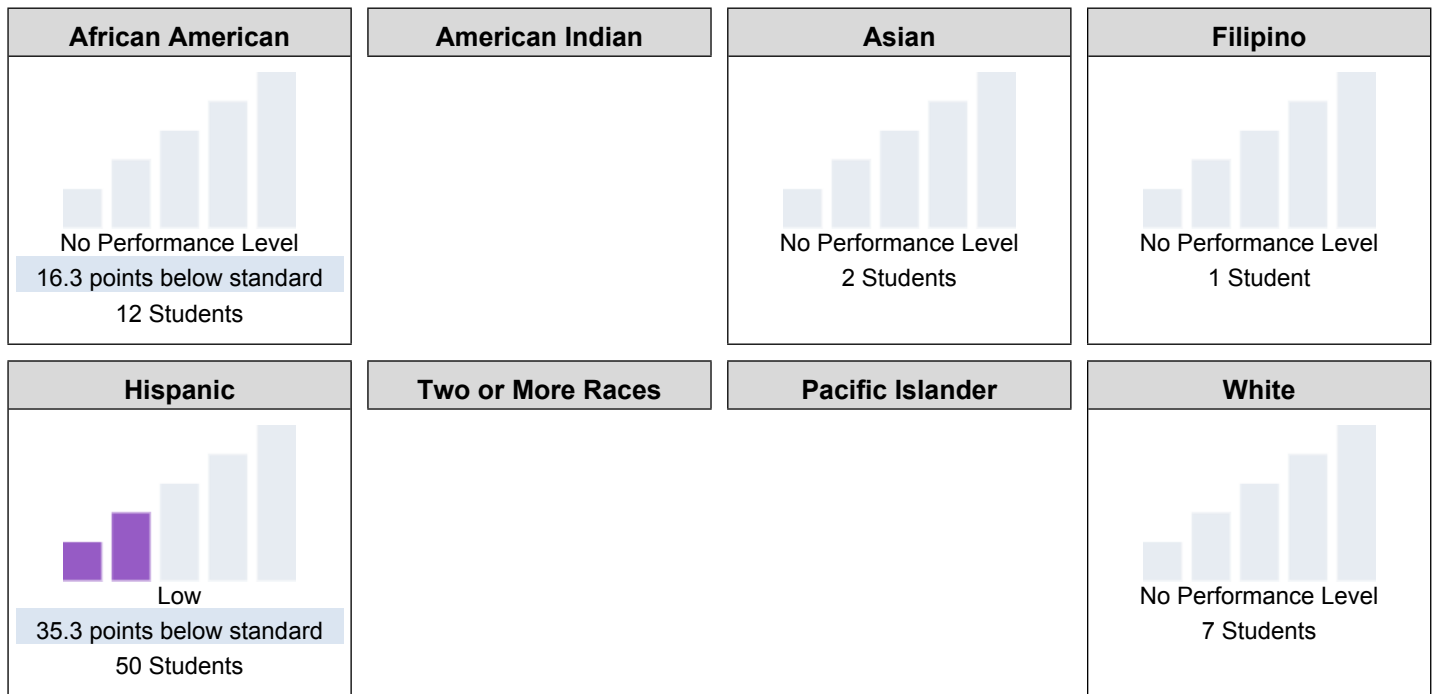
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
0 points below standard 3 Students	0 points below standard 5 Students	48.6 points below standard 52 Students

Conclusions based on this data:

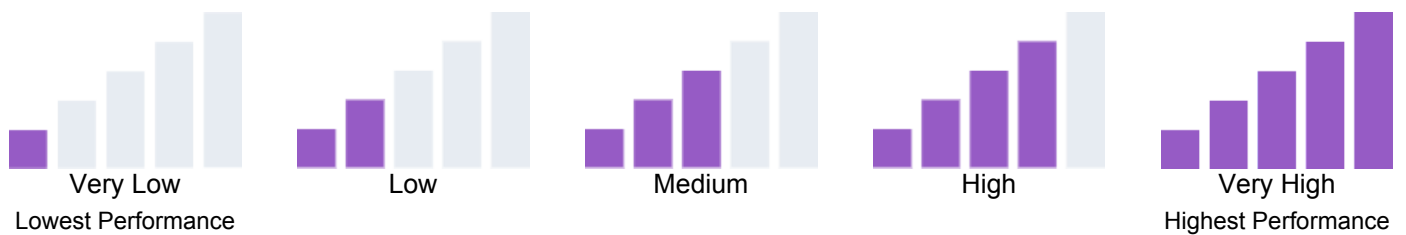
1. According to fall of 2019 ELA scores increased 8.8 points for all students.
2. EO students tested 48.6 points below the standard
3. EL students were 0 points below standard

School and Student Performance Data

Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



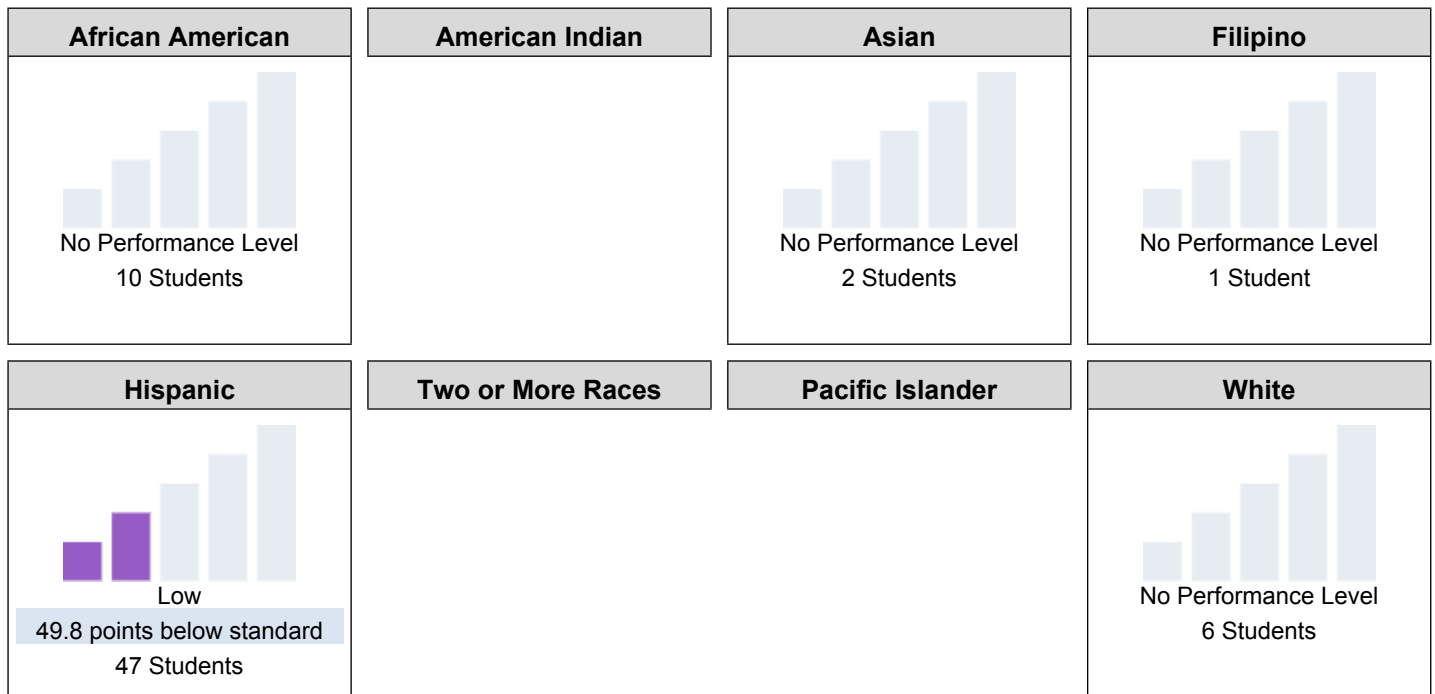
This section provides number of student groups in each level.

2022 Fall Dashboard Mathamtics Equity Report				
Very Low	Low	Medium	High	Very High
0	3	0	0	0

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students <p>Low</p> <p>48.3 points below standard</p> <p>66 Students</p>	English Learners <p>No Performance Level</p> <p>8 Students</p>	Foster Youth <p>No Performance Level</p> <p>1 Student</p>
Homeless <p>No Performance Level</p> <p>0 Students</p>	Socioeconomically Disadvantaged <p>Low</p> <p>47.2 points below standard</p> <p>47 Students</p>	Students with Disabilities <p>Low</p> <p>48.3 points below standard</p> <p>66 Students</p>

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
3 Students	0 points below standard for math 5 Students	48.6 points below standard 52 Students

Conclusions based on this data:

1. In the area of mathematics all students increased 3.3 points.
2. EO students fell 48.6 points below standard or math.

School and Student Performance Data

Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

This section provides information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress

Palmdale Discovery Center
Students making progress towards
English language proficiency
Number of EL Students: 33
Performance Level: 2

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2022 Fall Dashboard Student English Language Acquisition Results

Decreased
One ELPI Level

Maintained ELPI Level 1,
2L, 2H, 3L, or 3H

Maintained
ELPI Level 4

Progressed At Least
One ELPI Level

Conclusions based on this data:

1. PDC has 33 EL students.
2. There are 4 students who have been on EL status for over 4 years.
3. We have 11 students in RFEP

School and Student Performance Data

Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

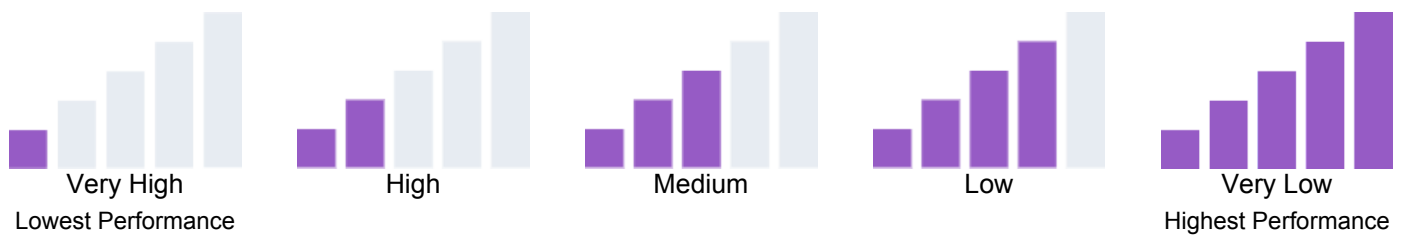
1. Not applicable for Palmdale Discovery Center.

School and Student Performance Data

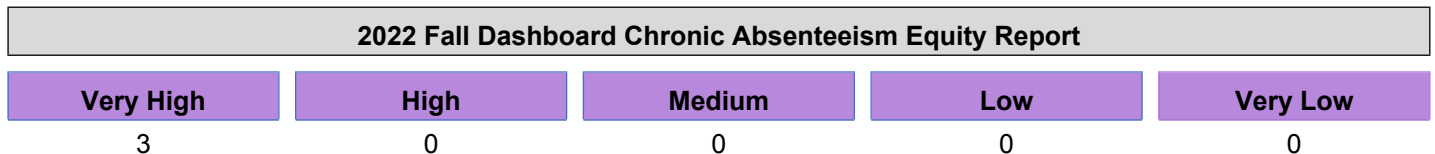
Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

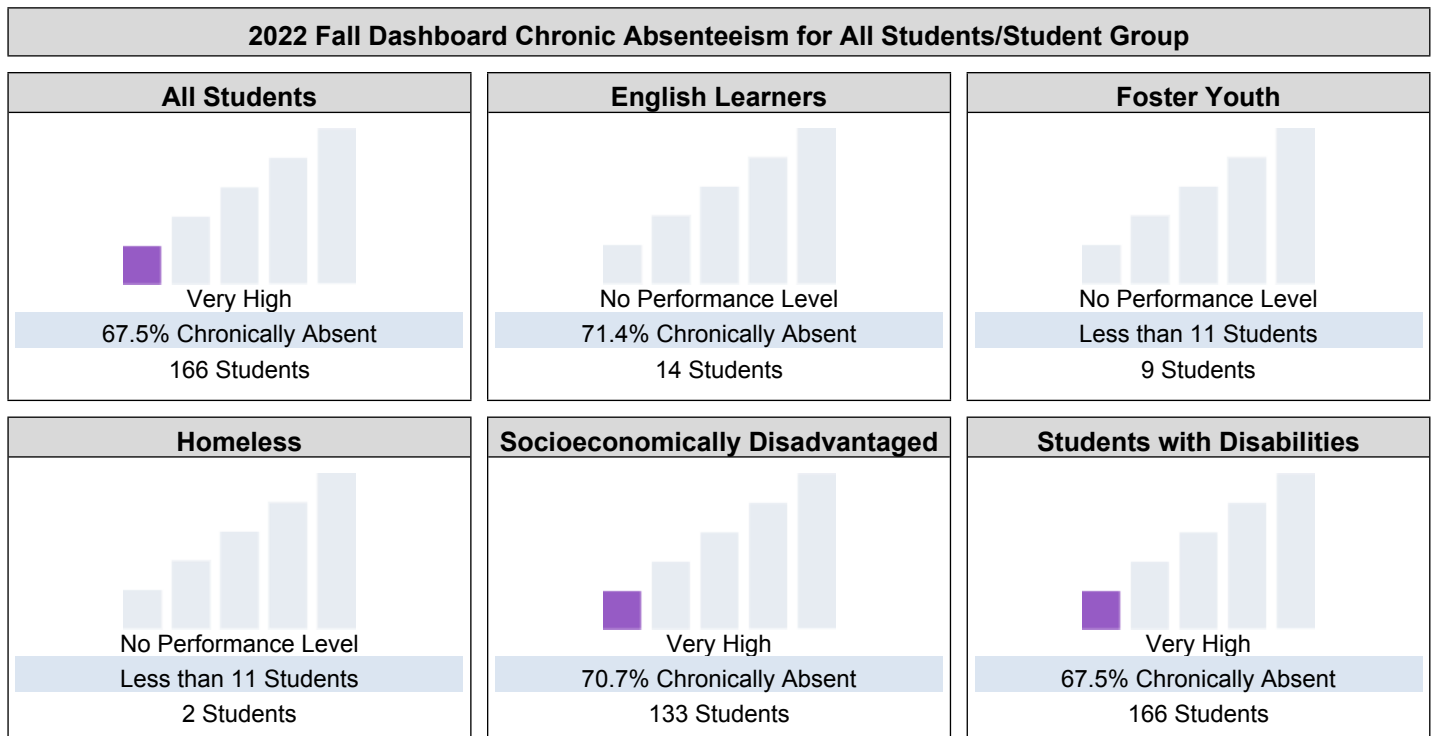
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



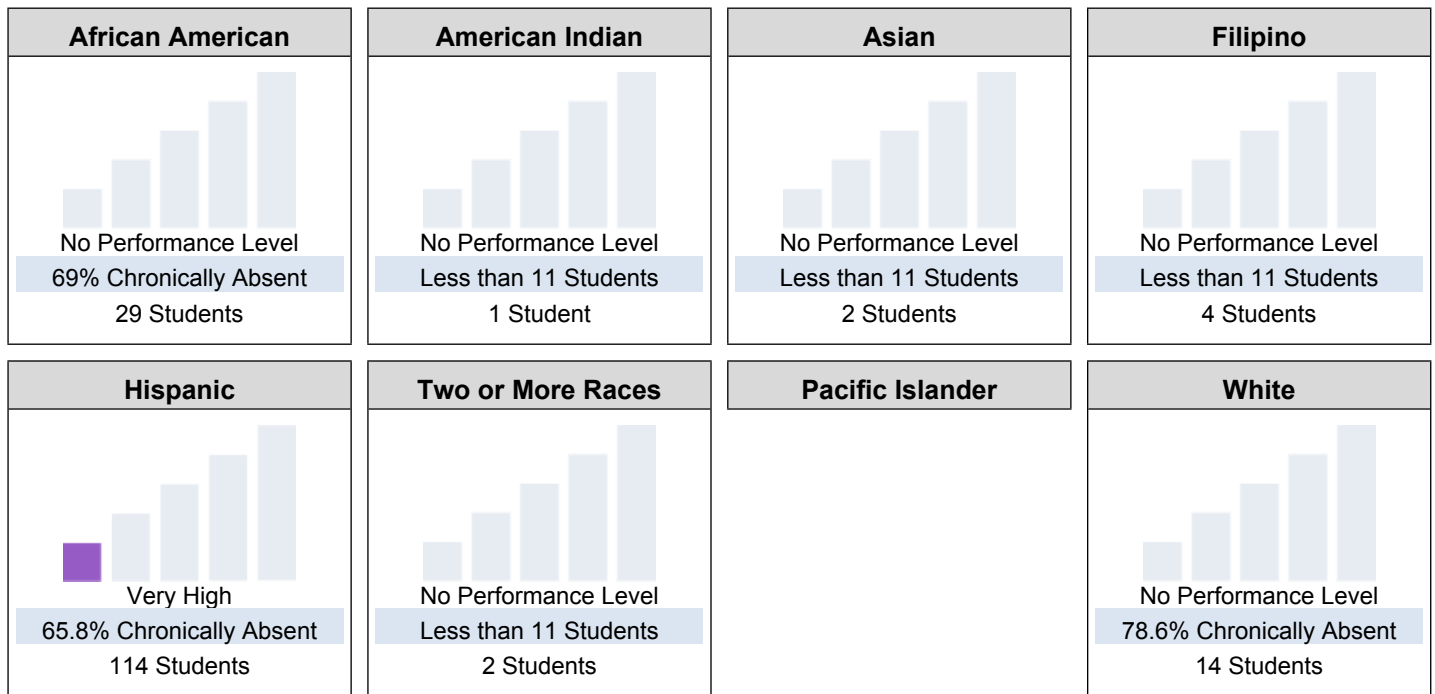
This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.



2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

1. We have a higher rate of chronic absenteeism among our Socioeconomically disadvantaged. The percentage is at 70.7%.
2. We have a high rate of chronic absenteeism among our Hispanic students at 65.8%.
3. Our overall chronic absence percentage is very high at 67.5%.

School and Student Performance Data

Academic Engagement Graduation Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Very Low Lowest Performance	Low	Medium	High	Very High Highest Performance
--------------------------------	-----	--------	------	----------------------------------

This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report				
Very Low	Low	Medium	High	Very High

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2022 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2022 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

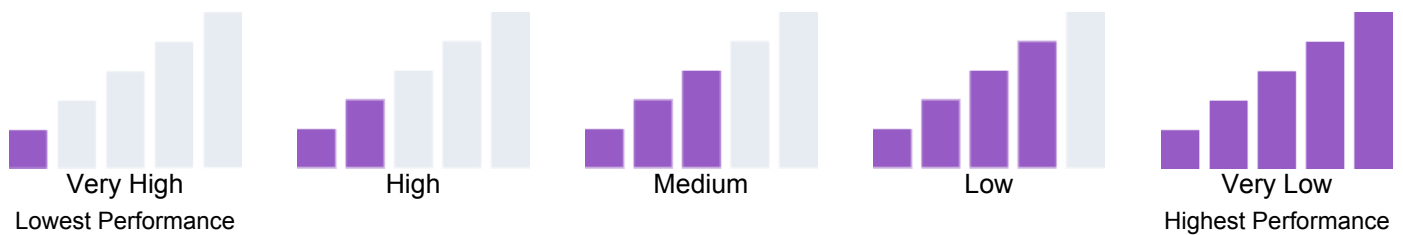
1. Students at Palmdale Discovery center have moderate to severe autism. All of our student promote to high school after 8th grade. They continue to be enrolled in functional curriculum programs in high school and the plan is for them to promote with their same age peers.

School and Student Performance Data

Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



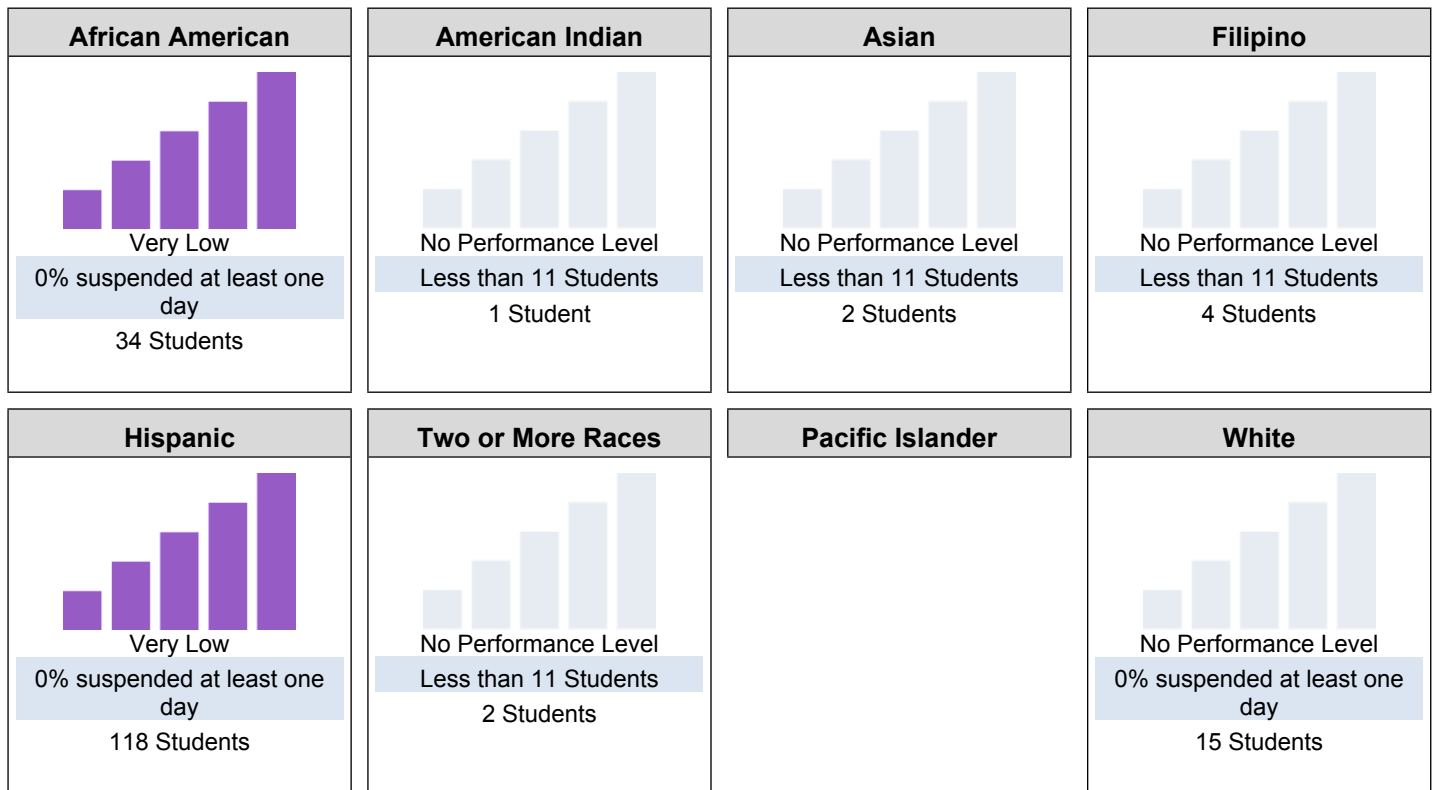
This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report				
Very High	High	Medium	Low	Very Low
0	0	0	0	4

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2022 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students Very Low 0% suspended at least one day 176 Students	English Learners No Performance Level 0% suspended at least one day 14 Students	Foster Youth No Performance Level Less than 11 Students 9 Students
Homeless No Performance Level Less than 11 Students 2 Students	Socioeconomically Disadvantaged Very Low 0% suspended at least one day 142 Students	Students with Disabilities Very Low 0% suspended at least one day 176 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

1. We do not suspend our students at Palmdale Discovery Center. This is an applied behavior analysis program for students with Autism. Their behaviors are associated with Autism and should not be suspended therefore.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Mathematics

Goal 1

All teachers will demonstrate application of:

- The three shifts in Mathematics and the eight Standards for Mathematical Practice (SMPs) as evidenced by their classroom instructional practice.
- The TK - 12 progressions of standards as evidenced by on grade level standards instruction with appropriate scaffolding in order to ensure access to grade level expectations.

All students will:

- Demonstrate growth toward proficiency in grade level mathematics by accessing and applying the rigorous state standards in CSS as measured by multiple measures including state and local assessments.

SCHOOLS MAY ADD ADDITIONAL GOALS that support and align to the District/School Goals.

Students at Palmdale Discovery Center will show improvement and progress in the area of mathematics according to alternative assessments (SANDI) and IEP goal attainment given at PDC as well.

LEA/LCAP Goal

High Levels Academic Preparation and College and Career Readiness - All students will demonstrate high levels of academic preparation and college and career readiness through mastery of grade level content as determined by state proficiency levels, with focus placed on ELA and Math.

Improve % met/exceeded (level 3) in the CAA Math from 18/19 baseline by 1% for 2324
District baseline is 5.39% with an expected outcome of 6.39% for 23/24

Identified Need

Students at Palmdale Discovery Center are on a modified functional curriculum. The majority of students have goals in the area of mathematics in their Individual Education programs and are assessed by IEP and SANDI assessment yearly as well as CAA.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAA	18/19 baseline: 9.23% +1%	10.23%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students serviced in the moderate to severe autism program will be included in this goal.

Strategy/Activity

Professional Learning Communities

- Grade Level and Departmental
- Vertical & Horizontal Articulation
- Instructional Leadership Team, MTSS Team AND Instructional Rounds Team

Data analysis sessions with entire staff, intensive training in all areas of instruction for special education students

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

18190

Title I Part A: Schoolwide Program 3010 (Total Allocation Less PD & PI)
4000-4999: Books And Supplies
Technology and licenses will be purchased. Web based Math curriculum K-12; standards based. Touch Math- Students use touchscreens. License/Subscription (board maker, touch math, Learning without tears, IXL, Touch Math online)

1000.00

LCFF Supplemental/Concentration Site Allocation for Targeted Students 9000
4000-4999: Books And Supplies
School supplies will be purchased for FY to assist them in accessing the curriculum

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The strategies outlined in this goal hold a purpose to support the students in their mathematics curriculum. Students will utilized web based tools to access mathematics. FY population at PDC will have extra supplies purchase for them to support their mathematics instruction.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No major differences.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

There were no changes made to this goal or the strategies. They have proven effective.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Language Arts

Goal 2

All teachers will demonstrate application of:

- The three shifts in English Language Arts/Content Literacy as evidenced by their classroom instructional practice.
- The TK - 12 progressions of standards as evidenced by grade level standards instruction with appropriate scaffolding in order to ensure access to grade level expectations.
- The foundational skills for reading by 3rd grade

All students will:

- Demonstrate growth toward proficiency in grade level reading and writing by accessing and applying the rigorous state standards as measured multiple measures including state and local assessments.
- Read by 3rd grade

SCHOOLS MAY ADD ADDITIONAL GOALS that support and align to the District/School Goals.

Students at PDC will increase their SANDI score in language arts by 10 points.

Students at Palmdale Discovery Center will show improvement and progress in the area of English Language Arts according to alternative assessments given at PDC as well. Students will improve in English Language Development as shown by scores on the ELPAC and reclassification. We will reclassify 2% more students.

LEA/LCAP Goal

High Levels Academic Preparation and College and Career Readiness - All students will demonstrate high levels of academic preparation and college and career readiness through mastery of grade level content as determined by state proficiency levels, with focus placed on ELA and Math.

Improve % met/exceeded (level 3) in the CAA ELA from 18/19 baseline by 1% for 23/24

District baseline is 9.58% with an expected outcome of 10.58% for 23/24

Identified Need

Students at Palmdale Discovery Center are on a modified functional curriculum. The majority of students have goals in the area of language arts in their Individual Education programs and are assessed by IEP and SANDI assessment yearly as well as CAA.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAA	18/19 baseline: 12.31% +1%	13.31%

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students at PDC will be supported by this goal and strategy.

Strategy/Activity

Professional Learning Communities

- Grade Level and Departmental
- Vertical & Horizontal Articulation
- Instructional Leadership Team, MTSS Team

Data analysis sessions with entire staff, intensive training in all areas of instruction for special education students

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2500

Source(s)

Title I Part A: Professional Development (10% minimum)
4000-4999: Books And Supplies
Books, materials and supplies will be purchased for PD.

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

This strategy and goal were successful. The average student increased by 20 points in communication and social skill sin the SANDI assessment. More than 50% of students met their ELA and ELD goals in their IEPs.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

None

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

None

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

English language development

Goal 3

All teachers will:

- Implement the instructional shifts required by the 2012 ELD Standards
- Implement Integrated English Language Development throughout the school day across all content areas.
- Provide instructional scaffolding and differentiation for English Learners in their classroom to enable them to access core content.
- Hold the same high expectations for academic achievement that they do for all students.
- Participate in professional learning opportunities to increase their knowledge and expertise delivering effective instruction to English Learners in order to increase their English proficiency and academic achievement.

All EL students will:

- Demonstrate growth toward English language proficiency as measured by the English Language Proficiency Assessment of California (ELPAC).
- Demonstrate growth toward meeting standards as measure by the Smarter Balanced Assessment (SBA) in both English Language Arts and Mathematics.

SCHOOLS SHOULD ADD ADDITIONAL GOALS THAT SUPPORT AND ALIGN TO DISTRICT GOALS:

- Example: Increase the school's reclassification rate, decrease the percentage of students identified as at risk of becoming a Long Term English Learner and those students identified already identified as being a Long Term English Learner.

Students will have an increase of at least 10 points on communication and social skills in the SANDI assessment.

Students at Palmdale Discovery Center will show improvement and progress in the area of ELA and Language Development according to alternative assessments given at PDC as well. Students will improve in social and communication skills.

LEA/LCAP Goal

High Levels Academic Preparation and College and Career Readiness - English Learners students will demonstrate high levels of academic preparation and college and career readiness through mastery of grade level content as determined by state proficiency levels, with focus placed on ELA and Math.

Increase % of met/exceeded for ELs in SBA ELA from the 18/19 baseline of 6% by 2% with expected outcome for 23/24 of 8%.

Increase % of met/exceeded for ELs in LPM ELA from the 18/19 baseline of 19% by 2% with expected outcome for 23/24 of 21%.

Increase % of EL students at level 4 on the 2022 ELPAC by 2% from the 18/19 baseline. District baseline for 18/19 was 12% with expected outcome for 22/23 at 14%.
 Increase overall EL reclassification rate by 2% from 18/19 baseline. District 18/19 baseline is 10% with expected outcome of 12% for 22/23.
 PDC has 0 students they considered for reclassification last year. PDC will raise the reclassification percentage by 2%.

Identified Need

Students will have an increase of at least 10 points on communication and social skills in the SANDI assessment.

Students at Palmdale Discovery Center will show improvement and progress in the area of ELA and Language Development according to alternative assessments given at PDC as well. Students will improve in social and communication skills.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
IEP goals, classroom data, school wide data	Students in the autism program require communication tools and strategies in order to achieve student engagement in all areas and for language development.	One additional student will be moved to reclassification status in the next year.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students identified as EL students.

Strategy/Activity

Staff will attend PD that pertains to ELD.

Under the leadership of our EL leader, teachers will be instructed on how to include ELD during the course of each school day.

Books will be purchased for EL students to support them in English language development.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5000.00	LCFF Supplemental/Concentration Site Allocation for Targeted Students 9000 4000-4999: Books And Supplies

	Funds will be used to purchase instructional and supplemental books and supplies to support our English learner population.
3433	Title I Part A: Schoolwide Program 3010 (Total Allocation Less PD & PI) 1000-1999: Certificated Personnel Salaries Funds will be provided for extra duty hours so that teachers can attend ELPAC training in order to assess our EL population.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students who are designated English Learners will be identified and supported with this strategy and budget expenditure.

Strategy/Activity

Instructional support, books and supply purchase for EL students

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Communication devices and support programs were purchased to improve scores in communication, social skills and language development. Data was collected daily, monthly and quarterly and by semester via the SANDI assessment.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There are no major differences. The budgeted expenditures prove to support the increase in ELD, communication and social skills according to data.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No changes at this time.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Welcome, Safe and Healthy Learning Environment for all students

Goal 4

All Schools will: (increase/ decrease from base year (18-19)

- Percentage of students attending 180 days of school by 2%
- Percentage of students missing 18 days or more each school year (Chronic Absenteeism) by 2%
- Percentage of district-wide suspension by 2%
- Percentage of suspensions related to K-code violations by 2%
- Percentage of suspension for African American males by 2%
- Percentage of student positive engagement and school connectedness by 2% (measured by 5th and 7th grade data from California Healthy Kids Survey (CHKS))
- Percentage of student perception of safety at school by 2% (measured by CHKS 5th and 7th grade).
- Percentage of students socio-emotional learning and strength of body, mind and character by 2% (measured by CHKS 5th and 7th grade)
- Maintain district-wide expulsion rate

SCHOOLS MAY ADD ADDITIONAL GOALS that support this.

LEA/LCAP Goal

Welcoming, Safe, and Healthy Learning Environment - is a critical component of ensuring that our unduplicated students experience positive learning environments, provided through fully trained Capturing Kids Hearts staff, and clean, safe campuses.

Decrease district - wide chronic absenteeism by 1% from the 18/19 baseline of 16.2% to 15.2% for 22/23. (California School Dashboard)

Reduce district - wide suspension rate by 1% from the 18/19 baseline of 7.8% of students suspended at least once to 6.8% for 22/23. (California School Dashboard)

Increase student positive engagement and school connectedness by 1% as evidenced in the California Healthy Kids Survey. 18/19 baseline of 67.5% for grade 5 and 55.5% for grade 7. Expected outcome for 22/23 is 68.5% for grade 5 and 56.5% for grade 7.

Increase student perception of safety at school by 1% as evidenced in the CHKS. 18/19 baseline for grade 5 is 75% and 86.4% for grade 7. Expected outcome for 22/23 is 76% for grade 5 and 87.4% for grade 7.

Increase student socio-emotional learning and strength of body, mind and character by 1% as evidenced by CHKS. 18/19 baseline for grade 5 is 78% and 50.7% for grade 7. Expected outcome for 22/23 for grade 5 is 79% and 51.7% for grade 7.

Identified Need

The majority of students at PDC have behavior goals that need to be addressed due to their behaviors associated with Autism.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student iep goals, school wide data	2018/2019 - Suspension Rate 0%	maintain 0%
Chronic Absenteeism (California School Dashboard)	18/19 baseline of 67.5% (Decrease by 1% from 2019)	23/24 less than 48.5%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Student serviced in the autism program

Strategy/Activity

Sensory items will be purchased to support students in the classrooms while providing them with sensory input breaks.

Student field trips will be purchased to provide students with additional learning experiences and social opportunities within the community.

Parents will be offered parent trainings and also networking events.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
18500.00	LCFF Supplemental/Concentration Site Allocation for Targeted Students 9000 4000-4999: Books And Supplies Sensory equipment and materials, items will be purchased to provide sensory integration support for students to better access the instruction and curriculum.
21505.00	LCFF Supplemental/Concentration Site Allocation for Targeted Students 9000 0000: Unrestricted Funds will be utilized to provide students with educational field trips aligning with their goals and the standards of the program.
0	
0	

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students in the autism program at PDC, all students.

Strategy/Activity

Students will be provided with additional support in the area of social skills and sensory integration in the Autism program to address behaviors that deter student achievement.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

By supplying additional supports for sensory and behavioral tools/strategies students will have more opportunities for social skills attainment and communication skills attainment, which will support a decrease in behavioral issues that deter student achievement.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No major differences.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

By analysis of data, it is shown that this goal is an effective goal with support expenditures and strategies for Palmdale Discovery Center.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Parent and family involvement

Goal 5

All schools will: (increase from base year (18-19)

- Percentage of parent participation and engagement by 2% per year as measured by parent response on Title Parent Survey
- California Healthy Kids Survey
- Title I Parent Survey
- Percentage of home/school communication by 2% per year as measured by parents response on
- Title I Parent Survey question, "effective home/school communication"
- California Healthy Kids Survey
- Parent participation on Title I parent survey
- Number of parents academic initiatives training and parent classes offered at the site by 2 as measured by enrollment in parent workshops at the school level
- Number of community partnership meetings at the site to 5.
- Increase # of foster youth and parent/caregiver engagement and training by 2.

SCHOOLS MAY ADD ADDITIONAL GOALS that support and align to the District/School Goals.

PDC will increase the number of parents that participate in school parent activities by 2 for the 2022/2023 school year.

LEA/LCAP Goal

Family and Community Partnership consists of ensuring two-way meaningful conversation regarding District and Site initiatives.

Increase district-wide parent participation and engagement by 1% (California School Parent Survey & Title I/LCAP Parent Survey). 18/19 baseline to 22/23: CSPA 86% to 87%, Title 1 87% to 88%,

Increase district-wide home/school communication by 1% (California School Parent Survey & Title I/LCAP Parent Survey). 18/19 baseline to 22/23: CSPA 80% to 81%, Title 1 96% to 97%.

Increase the average number of parent academic initiatives and parent classes offered at the school site by 1. District 18/19 71, 22/23 will be 72.

Identified Need

7.14% of parents believe that the school does not provide opportunities for parents to be involved. Parents need extra opportunities to work with school staff to be provided with training and networking.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent participation rates will be calculated	0% of parents have participated in parent training	Parents will participate in at least 1 parent night and networking opportunities, increasing their awareness of our school and program.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students in the autism program.

Strategy/Activity

- Parent Education
Parent networking opportunities

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4000.00	LCFF Supplemental/Concentration Site Allocation for Targeted Students 9000 4000-4999: Books And Supplies supplies will be purchased to educate parents in seminars, and networking sessions
675.00	Title I Part A: Parental Involvement (1% minimum) 4000-4999: Books And Supplies books and supplies purchased to educate parents.

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The school will continue to provide parent networking days and training. The school has already scheduled a full calendar of parent training and networking opportunities.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No major differences

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

There are no changes.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Planned Improvements in attendance, while increasing achievement in ELA and Math, and ELD.

Goal 6

Palmdale Discovery Center: (increase from base year 18/19. The chronic absenteeism the last documented school year was 67.5%. We plan to improve our attendance by 10% for the 23/24 school year. The goal will be supported by providing students with better school and classroom climate resulting in students' desire to come to school increasing. We will also be providing parents with more tools and instruction so that they are better equipped in sending their students to school and decreasing behaviors associated with the transition of going to school.

Percentage of student attendance by 10% per year as measured by attendance data
A2A attendance information and data

Percentage of total social and academic communication by 10% per year as measured by
SANDI assessment
IEP goal attainment
Classroom Data

LEA/LCAP Goal

Increase academic achievement focusing on all students not achieving due to academic or behavioral issues.

Identified Need

Baseline data showed that 67.5% of students are chronically absent. PDC did not meet the exit criteria from CSI to improve 1% from 2019.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance data, monthly attendance reports CAA scores SANDI assessment IEP goal attainment data Classroom Data Discrete Trial training Data A2A data and information	67.5% of students are chronically absent.	Attendance rates will improve, Achievement in ELA and Math will improve

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Whole staff trainings in the following: Capturing Kids' Hearts, PECS, NCI, Sensory supplies, parent training events and networking.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
30000.00	CSI Funding 5000-5999: Services And Other Operating Expenditures Capturing Kids' Hearts Teacher insights training-2 day for all staff, CKH I training, PECS training
	CSI Funding 4000-4999: Books And Supplies Attendance program supplies and incentives, materials and supplies to support attendance program (laminator, laminate, toner, printer, paper, other various supplies.
6728.00	CSI Funding 1000-1999: Certificated Personnel Salaries Certificated salaries, training opportunities and extra hours for set up of program
15000.00	CSI Funding 2000-2999: Classified Personnel Salaries Classified Salaries will be paid an extra hours for attending training events in support of meeting this goal
0	CSI Funding 5000-5999: Services And Other Operating Expenditures

In house training and instruction, not budgeted in at this time.

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

By providing staff with more techniques for working with behavioral issues and implementation of positive behavior support, staff will be better equipped to work with students, creating a more positive atmosphere that students will desire to attend improving attendance which will result in an increase in ELA, Math and ELD achievement scores. This was the first year we were fully out of COVID status. Parents were still reluctant to send students to school.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

This year we will have additional training opportunities and monthly parent workshops.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The goal will remain the same.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Goal 7

LEA/LCAP Goal

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$24,798
Total Federal Funds Provided to the School from the LEA for CSI	\$3,048
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$126,531.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
CSI Funding	\$51,728.00

Subtotal of additional federal funds included for this school: \$51,728.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
	\$0.00
LCFF Supplemental/Concentration Site Allocation for Targeted Students 9000	\$50,005.00
Title I Part A: Parental Involvement (1% minimum)	\$675.00
Title I Part A: Professional Development (10% minimum)	\$2,500.00
Title I Part A: Schoolwide Program 3010 (Total Allocation Less PD & PI)	\$21,623.00

Subtotal of state or local funds included for this school: \$74,803.00

Total of federal, state, and/or local funds for this school: \$126,531.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
CSI Funding	3,048	-48,680.00
Title I Part A: Parental Involvement (1% minimum)	675.00	0.00
Title I Part A: Professional Development (10% minimum)	2500	0.00
LCFF Supplemental/Concentration Site Allocation for Targeted Students 9000	50005	0.00
Title I Part A: Schoolwide Program 3010 (Total Allocation Less PD & PI)	21623.00	0.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
CSI Funding	51,728.00
LCFF Supplemental/Concentration Site Allocation for Targeted Students 9000	50,005.00
Title I Part A: Parental Involvement (1% minimum)	675.00
Title I Part A: Professional Development (10% minimum)	2,500.00
Title I Part A: Schoolwide Program 3010 (Total Allocation Less PD & PI)	21,623.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
0000: Unrestricted	21,505.00
1000-1999: Certificated Personnel Salaries	10,161.00
2000-2999: Classified Personnel Salaries	15,000.00
4000-4999: Books And Supplies	49,865.00
5000-5999: Services And Other Operating Expenditures	30,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
1000-1999: Certificated Personnel Salaries	CSI Funding	6,728.00
2000-2999: Classified Personnel Salaries	CSI Funding	15,000.00
5000-5999: Services And Other Operating Expenditures	CSI Funding	30,000.00
0000: Unrestricted	LCFF Supplemental/Concentration Site Allocation for Targeted Students 9000	21,505.00
4000-4999: Books And Supplies	LCFF Supplemental/Concentration Site Allocation for Targeted Students 9000	28,500.00
4000-4999: Books And Supplies	Title I Part A: Parental Involvement (1% minimum)	675.00
4000-4999: Books And Supplies	Title I Part A: Professional Development (10% minimum)	2,500.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Schoolwide Program 3010 (Total Allocation Less PD & PI)	3,433.00
4000-4999: Books And Supplies	Title I Part A: Schoolwide Program 3010 (Total Allocation Less PD & PI)	18,190.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	19,190.00
Goal 2	2,500.00
Goal 3	8,433.00
Goal 4	40,005.00
Goal 5	4,675.00
Goal 6	51,728.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Colleen E. Sawyer	Principal
Bethany Jones	Classroom Teacher
Joy Addy	Classroom Teacher
Kimberly Bown	Classroom Teacher
Jasmine Martinez	Other School Staff
Tanya Jones	Parent or Community Member
Manuel Ferniza	Parent or Community Member
Karla Kieffer	Parent or Community Member
Amanda Rodriguez	Parent or Community Member
Laura Galvan	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on .

Attested:



Principal, Colleen E. Sawyer on 5/26/2023



SSC Chairperson, Kimberly Bown on 5/26/2023

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA 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 schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and 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 SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019