

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Cactus Middle School
- Palmdale Discovery Center
- SAGE Middle School
- Tamarisk Elementary
- Yellen Learning Center

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Six years ago, the leadership of the Palmdale School District with consultants, community members, parents, teachers, students created the Palmdale PROMISE. It has been a guiding force in all aspects of the culture of the Palmdale School District since its inception. At that time two-way meaningful conversations with all stakeholders has been a key component to our success. Along with required advisory groups like District English Learner Advisory Council (DELAC) and the School Site Council (SSC); each site has an English Learner Advisory Council (ELAC), Gifted and Talented Education (GATE) Parent Advisory Council. At the district level parents and community members can participate in the Superintendent’s Parent Advisory Council (SPAC), District Parent Advisory Council (DPAC), African American Parent Advisory Council (AAPAC), GATE Parent Advisory Council, Student Ambassador program, and the Local Control and Accountability Plan Stakeholder Group. The Palmdale School District maintains open communication with our parents, students and community. Both at school sites and the district level we bring all required reports to our various stakeholder groups for discussion and input. Several of these groups have in various levels of input, provided guidance in the development of the CSI plans.

In developing the CSI plan school sites met with their leadership teams and content areas and grade level teams to review data to determine site needs. Some of the data reviewed included Local Progress Monitoring (LPMs) assessments, formative assessments such as unit tests, classwork, Read 180 and Math 180 assessments STAR 360, and other software programs that support student learning and provide teachers with feedback on student learning progress. In the 2019 -2020 school year, due to COVID-19 and the closing of schools in the Spring of 2020, summative assessments like CAASPP and Healthy Fitness Zone, were suspended therefore those results are not available for review. In addition to the assessments, suspension and expulsion rates, and attendance data were considered as the needs assessment was completed and reviewed by stakeholders.

As the needs assessments were reviewed from previous years and updated to reflect necessary changes, a plan was developed to determine how to best meet the needs through interventions, professional development, building knowledge of both parents and staff to better meet student needs. Sites used Root Cause analysis charts to help delve deeper into the reasons why certain areas were contributing to learning loss or stagnation. One such tool was provided by Innovate Ed, a consulting group that has worked extensively with district and site leadership

to improve student outcomes. Becky Wetzel, our outside oversight consultant met with District Directors of Curriculum and Instruction and the Director of LCAP who provides fiscal oversight for the CSI schools, site administrators and leadership teams to review data. The data reviewed included attendance data, chronic absenteeism data, state and local progress monitoring assessments (disaggregated by student groups) and office discipline records. School Plans were reviewed to determine where CSI funds would best be allocated for needed support.

The district has supported the individual school sites through monthly cohort meetings in which site leadership and district personnel meet to discuss the needs at the site and develop plans on how to improve services for students. These groups develop professional development and enlist consultants that will build the knowledge base for teachers and paraprofessionals to ensure a common depth of knowledge of content, intervention strategies, and best practices. Teams collect data and review next steps based on specific student needs. Interventions are considered using software programs, clinic time – for support or enrichment. Multiple Tiers of Student Support are considered by grade level and content area teams with additional support from Social Emotional Learning Specialists, Learning Support Teachers and other site and district personnel. These teams identify the needed interventions and supports that best meet the specific needs of their student populations, in particular the unduplicated students. The team discusses the reasons certain student groups would best be supported by a particular intervention. These conversations and this process is overseen by the district’s outside consultant and the site administrator as well as other district administrators, as needed. The district provides fiscal support providing regular notices of funding utilized from all sources to ensure that needed actions are funded according to state and federal guidelines, district personnel provide assistance in completing required state and federal reporting, ensuring alignment of needs to goals, and goals to actions and services. District personnel along with outside reviewers and consultants assist in developing plans, monitoring progress towards goals and the effectiveness of the chosen actions and services. The district will also act as a resource in finding outside vendors and consultants to meet required needs.

All actions and services developed and purchased or contracted, support understanding and implementation of curriculum based on California State standards, ELD and content frameworks.

District fiscal staff meet, at a minimum, two to three times per year to review budget projections and SPSAs to ensure site administrators understand the available funding and their sources, as well as, to ensure understanding of funding source limitations. The Director of LCAP and the outside oversight consultant met with each site administrator to share funding sources and available funds, including available CSI funds. As the consultant had already met with the sites and their various groups we were able to discuss their plans and how the district could provide additional support. Both Palmdale Discovery Center and Yellen schools are small schools serving students with special needs. Due to the size of these schools they receive very little state or federal dollars. As the needs of their students are very different from the needs of the other schools within the district or even other CSI schools, the district will provide additional funds for these sites to meet program needs that are specific to their site needs. The goal of the district is to ensure that all schools have the necessary funding to meet the needs of their students. Both Educational Services and Fiscal departments are aware when schools need additional funding and have been supportive of moving district funds to sites that receive significantly less funding. In the 2020-2021 school year, the district moved \$63,600 from district allocated CSI funds to PDC to provide needed supplies for their autism program to use during distance learning.

In addition, as district and site staff discussed the data and reviewed the specific needs of the sites, resource inequity was clearly shown in several areas that led to adjustments to plans and reallocation of funds. SAGE was able to see that they were over suspending African American students disproportionately and determined a plan to address this inequity. Academically all students were underperforming so the disparity of African American student suspensions really stood out in the data. At Tamarisk, they discovered that primary students were not at grade level

in reading, so they implemented a Literacy program to address this need. District personnel and the oversight consultant meet with site administrators on a regular basis to ensure follow through and consistency with the plan.

Finally, the LEA provided a half day training for all CSI schools on the topic of evidence-based intervention and how to select interventions at the Tier 1, Tier II and Tier III levels.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

District personnel, along with county representatives, provide oversight for all CSI schools, assisting with planning, implementation of the plan and monitoring and evaluating the effectiveness of selected, evidence-based interventions. Monitoring is done through monthly meetings, attendance at cohort meetings, and check-ins with site principals. Consistent review of data, feedback from teachers and parents, antidotal evidence, and student work samples will help determine the effectiveness of evidence-based interventions and inform ongoing decision making regarding whether to continue the current services. Stakeholder involvement in formal and informal meetings and discussions is crucial to ongoing monitoring and evaluation of the CSI plan. These meetings are important to building parent understanding of the requirements for CSI schools, and the importance of their voice in providing feedback on the effectiveness of various intervention programs.