



Palmdale School District

**Mid – Year Local Control and
Accountability Plan Update**

February 15, 2022

Background

Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the annual update to the 2021–22 LCAP and budget overview for parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board of the Palmdale School District. Tonight we will be covering the following information:

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



Impact to the Budget Overview for Parents

When the Palmdale School District adopted our LCAP and Budget on June 15, 2021, the state budget act was not approved by the legislature. The final adopted state budget included additional funds that were not included in the originally approved LCAP budget. The impact to our adopted Budget Overview for Parents is as follows:

Item	As adopted in Budget Overview for Parents	Amount per Budget Act
Total LCFF Funds	\$203,014,243	\$212,285,857
LCFF Supplemental/ Concentration Grants	\$53,860,448	\$62,276,793

Prompt 1: Educational Partner Engagement for Budget Act funds:

Briefly summarize the LEA's efforts to engage Educational Partners, with focus on:

- *Educator Effectiveness Block Grant*
 - *Met with teachers, classified union, and instructional coaches in informal meetings due to short timelines.*
 - *Concerns regarding mentoring new teachers and all teachers due to COVID concerns, equity mindsets and instructional planning were topics of discussion.*
- *Expanded Learning Opportunities Program*
 - *Outreach has been limited to sites without Rise or the Boys and Girl Club*
 - *Principals have reported parents need services but are reluctant to participate due to extended day and exposure to COVID.*
 - *Outside services are struggling with staffing issues that would allow them to meet our needs.*
- *Pre-K Planning and Implementation*
 - *Meetings have included TK Teachers, Human Resources, Early Childhood Education and facilities.*
 - *Planning is still in progress.*

Engaging Educational Partners - LCAP

Believing that decision-making is most effectively accomplished at the local level; that it is based on assessments and community input as to the needs of students, and the subsequent actions and services determined to be best practices in meeting student needs; and finally, understanding the importance of ensuring that there is transparency in our efforts to increase and improve actions and services for our English Learners, Foster Youth and Low-Income students, we have met with the following groups to obtain feedback relating to the use of LCAP Supplemental and Concentration funding in supporting our unduplicated students.

- Meetings were held with District Administrators/ Department Leaders
- Cabinet was provided with survey results and educational partner input from various meetings to determine additional actions and services.
- LCAP Educational Partnership Meetings
- District English Learner Advisory Council Meetings
- Breakfast with the Superintendent Meetings
- Student PROMISE Ambassador Meetings
- ASB Student Leaders
- Principal and Assistant Principal Meetings
- Parent Advisory Council Meetings – GATE and AAPAC
- We will continue to meet with these groups throughout the year for updates and additional input.



Prompt 2: Use of Additional Concentration Funding:

Briefly summarize how the LEA used, or intends to use, the additional concentration grant add on to increase the number of staff who provide direct services to students on school campuses with Unduplicated Pupil Percentages greater than 55%.

Within the Palmdale School District, all school sites have an unduplicated pupil percentage above 55%. The Palmdale School District received \$8,610,006.00 of additional concentration grant funds in order to increase the number of staff who provide direct services to students, this includes custodial and maintenance staff.



Additional Concentration Grant Funding

The Palmdale School District is using or planning on using the additional concentration grant add-on funding received, in order to increase the number of certificated and classified staff who provide direct services to students on school campuses, including custodial and maintenance staff. All of the school sites within the Palmdale School District have enrollment of students who are low-income, English learners, and/or foster youth at a rate greater than 55 percent.

Action or Service	Funding Allocated
Additional Teaching Staff (15)	\$1,614,588
Music Teacher (1)	\$71,507
Counselors	\$1,000,000
Social Emotional Learning Specialist	\$2,000,000
Noon Duty Extra Hours (2 additional hours per day)	\$819,200
Assistant Principals (2)	\$218,570
Grounds Utility Maintenance Worker II (3 FTE)	\$186,753
Custodian I (5 FTE)	\$311,361
Parent Community Liaisons (1)	\$44,228
Bilingual Typist Clerk (1)	\$25,315
Custodial Extra Duty Hours	\$711,312
Additional Hours for Library Aides at Sites	\$258,474
Total Funding Allocated	\$7,261,308

Prompt 3: Educational Partner Engagement for One-Time Federal Funds: One Time Federal Funding



Throughout the planning processes, the voices of students, families, staff, and community members have informed the development of actions, expenditures, and target outcomes. Efforts to meaningfully consult with community members and solicit input to inform development of plans have included activities in collaboration with specific community partners/groups and opportunities for the wider community to provide input. The Palmdale School District (PSD) has structures in place for effective communication and engagement with our educational partners. Collaboration with our partners helps us to establish and communicate compelling aspirations for student performance outcomes that guide the district's areas of focus and site driven improvement efforts.

- Students; Student Ambassadors (9/30/21)
- Families, including families that speak languages other than English; (DELAC on 9/21/21 and AAPAC on 8/30/21)
- School and district administrators, including special education administrators; (Directors on 8/26/21, Principals on 10/12/21)
- Teachers, principals, school leaders, other educators, school staff, and local bargaining units, (LCAP stakeholder grp. 9/17/21)
- Community Partners/Groups (Ongoing in bi-weekly Board meetings)
- Superintendent Advisory Council (SAC) (10/12/21)
- Survey Responses (ELO Grant Plan; May 5, 2021)
- Fernandeano Tataviam Band of Mission Indians in San Fernando (1/14/22)

Prompt 4: Implementation of the ESSER III Expenditure Plan: Continuous and Safe In-Person Learning



Action Title	Action Description	Planned ESSER III Funded Expenditures
A1 - Student Health and Safety: Enhanced Indoor Air Quality and Ventilation	Enhance ventilation for Indoor Air Quality at nine school sites: BV, CM, DW, PT, QV, SH, SW, YN and PLP. This new and upgraded ventilation systems at the school will provide much safer and improved ventilation, optimal outdoor air percentages, much improved filtration, and improved indoor environmental control.	\$12,562,822.00
A2 - Facility repairs and improved corridor for social distancing at schools	Improved corridor for social distancing, wall replacement and carpet upgrade at Footprint Schools: CM, SW, OC, MQ. It creates accessibility and safety by developing an internal path of travel that is protected from the elements. It will create spaces for "Break-out" to address special needs of the students. The project will replace internal portable wall panels with improved framed walls and needed corridors for safe distancing and access/egress.	\$15,606,305.00
A3 - Roof repairs for student safety	Roof Repairs in four schools: JH, LA, TW and SW. This school facility repairs and improvement will reduce risk of virus transmission and support students' health needs. This project will also improve insulation for classroom space.	\$2,577,692.00
A4 - Facility improvements to enable operation of schools to reduce environmental hazards	Steel Storage Warehouse for Maintenance Department to Store safety equipment and replacement materials. Using storage containers in the high desert with extreme temperatures is untenable for the long-term. There are currently over 25 containers in the maintenance yard and multiple at the school sites. A centralized warehouse would allow ease of access, inventory control, and product sustainability. The bulk acquisition of supplies to sanitize and clean LEA facilities, PPE supplies, and filters require enormous storage capacity.	\$2,500,000.00
A5 - Supplies to mitigate the spread of COVID-19 and safety operations of schools	Purchase of Personal protective equipment (PPE) and sanitization supplies PPEs, additional nursing and custodial supplies/services	\$1,249,404.00
A6 - Staff training and PD on sanitation and minimizing spread of infectious diseases.	Training on managing clean, safe and healthy learning environment for staff. Extra hours to classified staff for school sanitization.	\$300,000.00



ESSER Expenditure Plan – Addressing Impact of Lost Instructional Time

Action Title	Action Description	Planned ESSER III Funded Expenditures
<p>B1 - Expanded Learning time and targeted support opportunities in and outside of the school day.</p>	<ol style="list-style-type: none"> 1. Students in K-5th and 6th-8th will be provided with activities grounded in core curriculum and arts education during summer Intersession. Two 4 weeks sessions will be provided during the 2021-22 and 22-23 school year Certificated and classified staff will be paid hourly rates in addition to purchases of texts and instructional supplies: \$2,400,000 2. All 4th through 8th students will be provided a 24 hour access to a professional tutoring website charged by the hour. Tutor.com will provide full subscription, district professional development for teachers and site teacher collaboration: \$190,000 3. Before and after school tutoring for students by allocating site funds for teacher and classified extra duty pay and supplies: \$700,000 	<p>\$3,290,000.00</p>
<p>B2 - Supplemental Curriculum, instructional supplies and assessment tools</p>	<ol style="list-style-type: none"> 1. NewsELA with thousands of undated articles in ELA and Spanish that could be leveled to reading ability and aligned to curriculum will be provided to all students. It will include subscription, teacher PD, five hour certification per teacher and time for teacher collaboration: \$130,000 2. Scholastic News licenses and subscription for all TK-5 students for high interest and Close Reading strategies both in the classroom and/or at home to help improve comprehension as students will have opportunities to apply comprehension strategies to gain meaning from the text. \$105,000 3. Summer workbooks will provide opportunities to prevent “summer slide” as students practice reading, writing, and math skills from their previous grade level standards. Summer Workbooks for K-7th Extended year support. \$350,000 4. 95% Extended Learning Intervention for Phonemic Awareness and Phonics coaching, additional materials for Tier 1 and 2 to close the achievement gap for grades k-5 This training will increase the knowledge and strategies that will increase the effectiveness of Instructional Assistants . \$100,000 	<p>\$685,000.00</p>

ESSER Expenditure Plan – Addressing Impact of Lost Instructional Time



Action Title	Action Description	Planned ESSER III Funded Expenditures
B3 - Student Leadership and 21 st Century Global skills	<ol style="list-style-type: none"> 1. Project Based Learning materials for Maker Spaces with Professional Learning Communities \$1,030,000 2. Outdoor science Camp for 5th grade students. District will pay half the cost for students to attend the program: \$300,000 3. Outdoor Learning spaces and student learning gardens will be provided for several schools. As a result, children are more engaged, more attentive and more motivated to learn. \$500,000 4. Opportunities for students to participate in Model United Nation and other leadership related programs through ICC. \$20,000 	\$1,850,000.00
B4 Integrated student Support to address barriers to learning	<ol style="list-style-type: none"> 1. Mental health services and wraparound support to improve socio-emotional Learning. Provide access through Tier 2 & 3 based on early warning indicator data like testing data, attendance and discipline. \$100,000 2. Provide calming/sensory rooms in all the school sites to support emotional well-being and balance. Allow students to decompress and confront a variety of sensory issues in a way that will ultimately help them learn to cope with seemingly normal experiences. \$500,000 3. Mentoring and rite of passage program for underserved students to help understand the cultural and linguistic needs our students bring to the classroom, acknowledge their achievements, and understand the barriers they face The PSD African American Blueprint will be implemented, resources will be acquired, resources to facilitate culturally and linguistically responsive practice implementation, expand opportunities for student equity leadership, and support implementation of targeted and universal equity programs. This includes funds for adding diverse materials for school libraries. \$100,000 	\$850,000.00

ESSER Expenditure Plan – Addressing Impact of Lost Instructional Time



Action Title	Action Description	Planned ESSER III Funded Expenditures
B4 - Integrated student Support to address barriers to learning	<ol style="list-style-type: none"> 4. Nutrition services support and supplies for meal preparation to provide balanced meals for our students' well-being and growth. Some of the fund will be used for staff incentives and retention. \$100,000 5. MTSS purposeful planning through grade level PLCs incorporate instructional strategies to promote behavioral, emotional, and cognitive engagement for all students. Lessons are designed to promote collaborative conversations and teachers form positive student-teacher relationships with an understanding of a student's strengths and interests. \$50,000 	
B5 - Professional Development for Staff to build capacity in closing the achievement gap and increase student engagement.	<ol style="list-style-type: none"> 1. K-5 Summer Reading Boot Camp to provide professional learning for teachers in the research and strategies for Phonemic awareness, phonics, and reading comprehension \$300,000 2. 6-8 Summer Reading Boot Camp for teachers to provide professional learning for teachers in the research of reading comprehension and strategies to integrate into different content areas \$98,000 3. Teacher Core Reading Academy, this asynchronous course is based on the science of reading and it provides participants with an introduction to dyslexia along with fundamental knowledge in effective standards-aligned and research-based reading and assessment practices for all learners. \$280,000 4. Increase support for teachers and school leaders by expanding time and training for teacher targeted quarterly core curriculum training for ELA, Math, Social Studies and Science collaboration \$250,000 5. Corwin PLC+ to support teams engaged in PLC work that focuses on teaching and learning practices specific to current learning conditions. Professional learning community is an effective model that leads to school improvement through collaboration, shared leadership, and ongoing learning. Through the PLC model, teams can develop collective teacher efficacy with an effect size of 1.57 (Hattie). \$250,000 	\$2,150,000.00

ESSER Expenditure Plan – Addressing Impact of Lost Instructional Time



Action Title	Action Description	Planned ESSER III Funded Expenditures
<p>B5</p> <p>Professional Development for Staff to build capacity in closing the achievement gap and increase student engagement.</p>	<ol style="list-style-type: none"> 6. Corwin Teacher Clarity Playbook coaching with Doug Fisher and follow up coaching activities that will include institute certification. It is a method and mindset that leads to Teacher Clarity with an effect size of 0.84 (Hattie). The playbook guides us through an intentional planning process that begins with standards and ends with the design and delivery of highly effective instruction. \$250,000 7. Corwin Rebound Professional Learning with Doug Fisher for acceleration rather than learning loss. It provides tools and strategies that address the collective traumas of the COVID pandemic. This leads to strategies that shift the conversation and planning from “learning loss” to “acceleration”. \$500,000 8. Lori Ferguson Mastery Guide PD for implementation of phonics and coaching for Learning support Teachers. Phonemic awareness and phonics are foundational skills that are essential to teaching students to read. \$72,0000 9. Eureka Math K-5 and K-8 Dual Teachers continued math support to close the achievement gap. A focus on strategies to adjust instruction to meet students’ needs. It deepen teacher understanding of the role of each grade level. \$100,000 10. Professional learning to support Universal Design for Learning (UDL), MTSS, Book studies and Effective use of data. Designing professional learning will require sessions to provide our staff and teachers with opportunities to develop knowledge and skills necessary to address students’ SEL and academic needs to improve instruction and learning outcomes. \$50,000 	



ESSER Expenditure Plan – Addressing Impact of Lost Instructional Time

Action Title	Action Description	Planned ESSER III Funded Expenditures
B6 Equitable Learning and specialized program opportunities	1. Magnet School Assistance Program (MSAP) grant sustainability including transportation, conferences, contracts and PD. In order to meet the statutory purposes of the program, projects also must support the development and implementation of magnet schools that assist in the achievement of systemic reforms and provide all students with the opportunity to meet challenging academic content and student academic achievement standards. \$400,000	\$400,000.00
B7 Adult Education and Parent/Community Engagement	1. Family engagement and community partnerships that go beyond transactional to give families real opportunities to shape their students' experience in school, receive accurate and helpful information about their students' progress and play a significant role in decision-making at school sites, through the support of the Parent Community Liaisons and school sites. \$100,000 2. District will invest in community schools and wraparound services, intentionally align the work of partners with school visions and create the tools to connect partners with schools and establish strong systems of collaboration \$100,000	\$200,000.00
	1. Provide increased access to mental health services and workshops including mindfulness classes, yoga, walking tracks for PSD central office staff, Buddy benches at school sites, District staff sports team and SEL support. \$855,905 2. Professional Learning workshops for classified staff: \$500,000	\$1,355,905.00

Use of Any Remaining Funds. Additional funds were used to support Operational effectiveness and Staff Support/Incentives. Central office capacity to implement initiatives and to engage in continuous improvement cycles on planned investments and staff incentives and rewards to encourage attendance and support the burden of increased workload during the pandemic. These additional funds totaled \$5,681,239



Prompt 5: Using fiscal resources consistent with LCAP

Briefly describe how the LEA is using the fiscal resources received for the 2021-22 school year to implement the requirements of applicable plans in a manner that is **aligned with the goals, actions, and expenditures of the LEA's 2021-22 LCAP**.

ESSER III Action Title	Plan Alignment
A1 - Student Health and Safety: Enhanced Indoor Air Quality and Ventilation	LCAP Plan Goal 2.1, Action 2.1.3
A5 - Supplies to mitigate the spread of COVID-19 and safety operations of schools	LCAP Plan, Goal # 2.1, Action 2.1.3
A6 - Staff training and PD on sanitation and minimizing spread of infectious diseases.	LCAP Plan, Goal # 2.1, Action 2.1.3 ELO Strategy 3
B1 - Expanded Learning time and targeted support opportunities in and outside of the school day.	LCAP Plan, Goal # 1.4, Action 1, 2 & 3 Goal #1.18, Action 3 & 5 ELO Strategy 1
B2 - Supplemental Curriculum, instructional supplies and assessment tools	LCAP Plan, Goal # 1.3, Action # 3 & 4 Goal # 1.6, Action # 1 ELO Strategy 2 & 6
B3 Student Leadership and 21 st Century Global skills	LCAP Plan, Goal # 1.10, # 5, 7, & 8 Goal # 1.15, # 1, 2, & 3 Goal # 1.17, # 1 & 2 ELO Strategy 4



Prompt 5: Using fiscal resources consistent with LCAP (cont.)

Briefly describe how the LEA is using the fiscal resources received for the 2021-22 school year to implement the requirements of applicable plans in a manner that is **aligned with the goals, actions, and expenditures of the LEA's 2021-22 LCAP**.

ESSER III Action Title	Plan Alignment
B4 - Integrated student Support to address barriers to learning	LCAP Plan, Goal # 1.2, Action # 2 Goal # 1.12, Action # 1 Goal # 1.13 Action # 1 Goal # 1.16, Action # 1 Goal # 1.18, Action # 1 & 2 ELO Strategy 3
B5 - Professional Development for Staff to build capacity in closing the achievement gap and increase student engagement.	LCAP Plan, Goal # 1.1, Action # 2, 3, 6, 8, 10, 13, 18, 19, 20, 21, 22, 23, 24, & 28 Goal # 1.2, Action # 1 ELO Strategy 7
B6 - Equitable Learning and specialized program opportunities	LCAP Plan, Goal # 2.8, Action # 1 & 2 Goal # 2.12 Action # 5
B7 - Adult Education and Parent/Community Engagement	LCAP Plan, Goal # 3.1, Action # 1, 2, 3 Goal # 3.2, Action # 1-7 Goal # 3.3, Action # 1 Goal # 3.4, Action # 1 Goal # 3.7, Action # 1 Goal # 3.8, Action # 1 ELO Strategy 3 & 4
B8 - Socio-Emotional Well Being and Wellness Support for Staff and Parents	LCAP Plan, Goal # 2.2, Action # 16, 17 Goal # 2.3, Action # 3 Goal # 3.7, Action # 1 Goal # 3.8, Action # 1 ELO Strategy 3

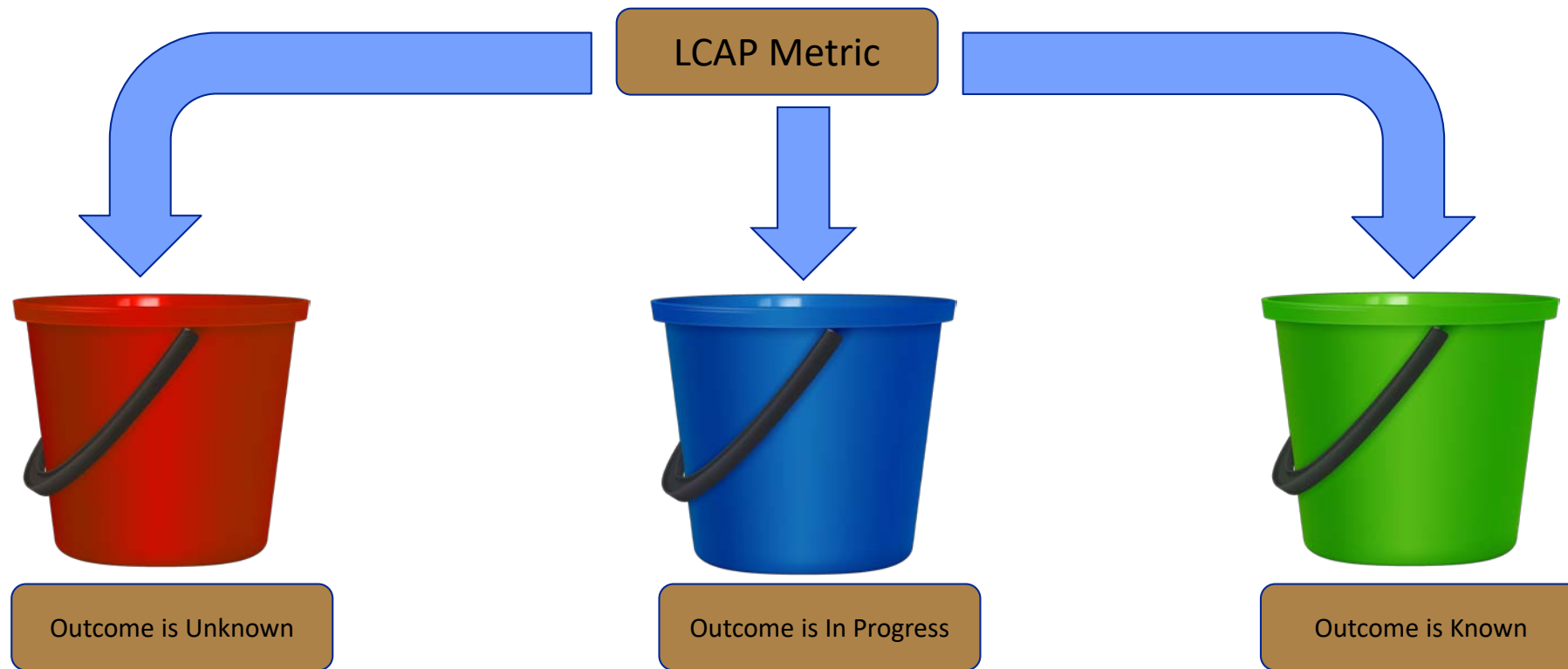


ESSER Successes and Challenges

Describe the successes and challenges the LEA experienced in the implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the Federal American Rescue Plan Act of 2021.

Successes	Challenges
Address capital projects that support good air quality, social distancing, and mitigation of the spread of COVID – 19.	Filling personnel positions, both classified and certificated, in classrooms, at school sites, and at the district office.
Extra hours for classified staff to support cleaning and sanitization of our schools.	Ensuring students receive services in spite of the absences of staff and students due to quarantine.
Many opportunities to work with our educational partners to support student learning and well-being.	We have funds for staffing, but unavailable staff.
Mentoring programs proposed to support students.	Keeping students from being exposed to COVID - 19.
Mental health support for students, parents and staff as we navigate the pandemic. Providing calming rooms for students and after-school yoga for staff.	Educational partners hesitant to return to in-person meetings due to safety concerns. Lower overall participation for workshops, activities, meetings.
Funding to provide extra services and support for our students.	Inconsistent testing, completion rates, due to absences, affects other programs, reclassification of students, and determination of supports.
Funding to purchase evidenced-based intervention materials.	

Mid-year Update: LCAP Metrics



At this point in the school year, some metric outcomes are Unknown, some are In Progress, and some are Known. The metrics for each LCAP goal will be shared on the following slides.

Mid-Year Student Data – Goal 1



Metric	Baseline				Desired Outcome for 2023–24				2021-22 Mid-Year Update				Status
Increase overall SBAC proficiency rates for ELA and Math by 3%	2018-19				Measured through SBAC proficiency rates for ELA and Math, at the rate of 1% per year.				No Data Available				Assessments will be given in the spring.
	ELA		Math		ELA		Math						
	All - 32%		All - 20%		All - 32%		All - 20%						
	RFEP - 54%	LI - 29%	RFEP - 35%	LI - 18%	RFEP - 54%	LI - 29%	RFEP - 35%	LI - 18%					
	EL - 6%	AA - 18%	EL - 5%	AA - 10%	EL - 6%	AA - 18%	EL - 5%	AA - 10%					
	FY - 15%	SWD - 6%	FY - 8%	SWD - 4%	FY - 15%	SWD - 6%	FY - 8%	SWD - 4%					
SBAC ELA & Math Gr 3-8, decrease Points from level 3 by 3 points (Status level on CA School Dashboard)	Spring 2019 SBAC Results				Measured by the status level on the California School Dashboard, at the rate of 1% per year.				No Data Available				Assessments will be given in the spring.
	ELA All: -45.9 points below level 3		Math All: -81.8 points below level 3		ELA All: -42.9 points below level 3		Math All: -78.8 points below level 3						
	RFEP: -3.2 points below level 3		RFEP: -44.8 points below level 3		RFEP: -.2 points below level 3		All - 20%						
	EL: -59.8 points below level 3		EL: -93.4 points below level 3 FY: -116.7		EL: -56.8 points below level 3		RFEP - 35%						
	FY: -87.7 points below level 3		FY: -116.7 points below level 3		FY: -84.7 points below level 3		EL - 5%						
	LI: -51.7 points below level 3		LI: -87.6 points below level 3		LI: -48.7 points below level 3		FY - 8%						
	AA: -79.2 points below level 3		AA: -117.5 points below level 3		AA: -76.2 points below level 3		LI - 18%						
	SWD: -123.3 below level 3		SWD: -159 points below level 3		SWD: -120.3 below level 3		AA - 10%						
	HL: -77.1 point below level 3		HL: -114.2 points below level 3		HL: -74.1 point below level 3		SWD - 4%						
Increase overall percentage of students at benchmark and above in ELA and Math by 3% (LPM)	2018-19				Measured through results from the LPMs for ELA and Math, at the rate of 1% per year.				Average of Quarter 1 & 2 LPM Results				
	ELA		MATH		ELA		MATH		ELA		MATH		
	All – 38%		All – 60%		All – 41%		All – 63%		All – 43%		All – 59%		
	RFEP – 57%	LI – 36%	RFEP – 75%	LI – 58%	RFEP – 60%	LI – 39%	RFEP – 78%	LI – 61%	RFEP – 65%	LI – 42%	RFEP – 74%	LI – 54%	
	EL – 19%	AA – 30%	EL – 48%	AA – 49%	EL – 22%	AA – 33%	EL – 51%	AA – 52%	EL – 30%	AA – 35%	EL – 46%	AA – 46%	
	SWD – 15%	FY – 26%	SWD – 34%	FY – 47%	SWD – 18%	FY – 29%	SWD – 37%	FY – 50%	SWD – 26%	FY – 32%	SWD – 38%	FY – 45%	
		HL – 25%		HL – 51%		HL – 28%		HL – 54%		HL – 29%		HL – 38%	

Mid-Year Student Data – Goal 1 *(continued)*



Metric	Baseline	Desired Outcome for 2023–24	2021-22 Mid-Year Update	Status
Increase the percentage of students in K-2nd grade mastering foundational skills in mathematics by 3% (LPM)	2018-19 Kinder - 90% Grade 1 - 79% Grade 2 - 70%	Measured through results from the LPMs for Math, at the rate of 1% per year. Kinder - 90% Grade 1 - 82% Grade 2 - 73%	Average of Quarter 1 & 2 LPM Results Kinder – 84% Grade 1 – 64% Grade 2 – 72%	
Increase percentage of students in K-2nd grade reading by 3rd grade by 3% (ELA LPM)	2018-19 Grade 3 – 35%	Measured through results from the LPMs for ELA, at the rate of 1% per year. Grade 3 – 38%	Average of Quarter 1 & 2 LPM & Mastery Guides Results Grade 3 LPM – 40% Grade 3 Mastery Guides – 48%	
Increase in overall English Learner reclassification rate by 3%, as determined through PSD reclassification policy.	2018-19 10.4%	As determined through PSD reclassification policy, at the rate of 1% per year. 13.4%	We currently have 145 students reclassified but are still in the process of reclassifying students.	On going
Increase percentage of EL students at Level 4 on the ELPAC by 3%.	2018-19 16%	Measured by results for the ELPAC Test, at the rate of 1% per year. 19%	Based on the 2021 ELPAC 11.8%	
Decrease the number of Long-Term English Learners by 3% in each category, as evidenced through district evaluation criteria.	2018-19 4-5 Years - 21.4% 6 or More Years - 26.5%	As evidenced through district evaluation criteria. 4-5 Years - 18.4% 6 or More Years - 23.5%	4-5 years – 25% 6 or more years - 24.1%	On going
Increase the percentage of technology fluency of teachers, students, and administrators to access 21st century learning skills by 3%, as evidenced through the annual technology survey.	2018-19 Teacher – 77%, Student – 80%, Administrator - 78%	Measured by surveying Teachers, Students, and Administrators annually. Teacher – 80%, Student – 83%, Administrator - 81%	No Data Available	Survey will be completed in March
Maintain the total number of professional development hours accumulated by teachers through district training at a minimum of 32,000 hours, as evidenced through sign-in sheets.	2018-19 32,345	The total number of professional development hours accumulated by teachers through district training will be maintained at a minimum of 32,000 hours.	No Data Available	In progress
Physical Education Assessment To Be Determined Due to State Equity Study	TBD	TBD	TBD	

Mid-Year Student Data – Goal 2



Metric	Baseline	Desired Outcome for 2023–24	2021-22 Mid-Year Update	Status
Increase district-wide rate of attendance by 0.5%, as evidenced through A2A data.	2018-19 94.6%	District-wide rate of attendance will be 95.1%, as evidenced through A2A data.	89.19%	As of 1/26/22
Decrease district-wide rate of chronic absenteeism by 2%, as evidenced through A2A data.	2018-19 17%	District-wide rate of chronic absenteeism will be at 15%, as evidenced through A2A data.	12.20%	As of 1/26/22
Decrease/Maintain the district-wide 8th grade dropout rate as determined through A2A reports	2018-19 0%	District-wide 8th grade dropout rate will be maintained at 0%. As determined through A2A reports.	0%	As of 1/26/22
Reduce district-wide suspension rate by 2% as determined through Infinite Campus reports*	2018-19 7.44%	District-wide suspension rate will be reduced to 5.44%.	4.10%	As of 1/26/22
Reduce district-wide African American male student suspension rate by 2%, as determined through Infinite Campus reports*	2018-19 30.92%	District-wide African American male student suspension rate will be reduced to 28.92%, as determined through Infinite Campus reports	1.00%	As of 1/26/22
Maintain district-wide expulsion rate, as determined through Infinite Campus reports *	2018-19 0.01%	District-wide expulsion rate will be maintained at 0.01%, as determined through Infinite Campus reports	0.04%	As of 1/26/22
Increase student positive engagement and school connectedness by 2%, as evidenced in the California Healthy Kids Survey.	2018-19 Grade 5 – 67.5% Grade 7 – 55.5%	Positive student engagement and connectedness will increase as measured by California Healthy Kids Survey as follows: Grade 5: 69.5%, Grade 7: 57.5%	No Data Available	Surveys will be completed in February
Increase student perception of safety at school by 2%, as evidenced in the California Healthy Kids Survey.	2018-19 Grade 5 – 75.0% Grade 7 – 86.4%	Student perception of safety at school will increase by 2% as measured on the California Healthy Kids Survey as follows: Grade 5: 77.0%, Grade 7: 88.4%	No Data Available	Surveys will be completed in February
Increase student social-emotional learning and strength of body, mind, and character by 2%, as evidenced in the California Healthy Kids Survey.	2018-19 Grade 5 – 78.0% Grade 7 – 50.7%	Student social-emotional learning and strength of body, mind and character will increase by 2% as measured by the California Healthy Kids Survey as follows: Grade 5: 80%, Grade 7: 52.7%	No Data Available	Surveys will be completed in February
Increase the number of foster youth and parent/caregiver engagement and training by 2	2018-19 1	The number of foster youth and parent/caregiver engagement training will increase by 2 as evidenced in training agenda and sign in sheets, for a total of three meetings.	No Data Available	Documentation will be compiled by end of year.

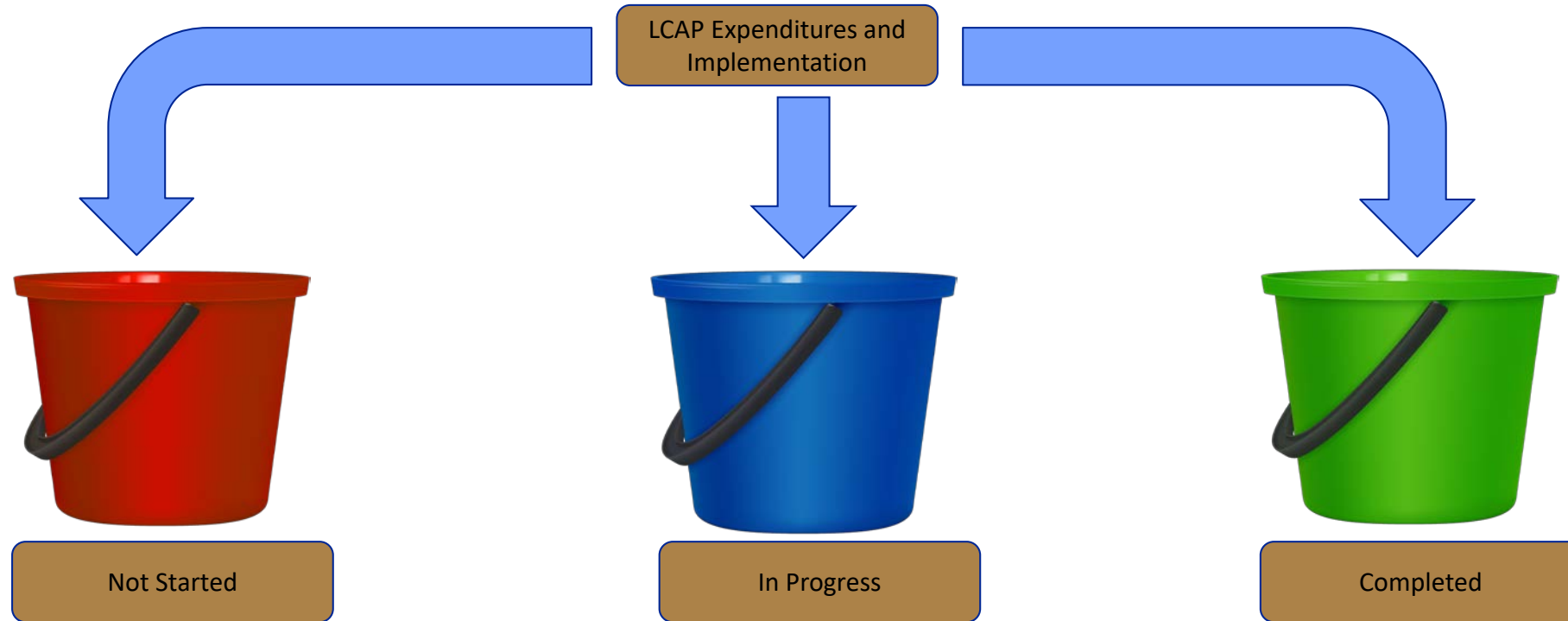
* Items reflect changes that were made to the starred sections, as a discrepancy was found after the 2.15.22 board presentation.

Mid-Year Data – Goal 3



Metric	Baseline	Desired Outcome for 2023–24	2021-22 Mid-Year Update	Status
Increase district-wide parent participation and engagement by 2% (California School Parent Survey & Title I/LCAP Parent Survey)	2018-19 CSPS - 86.0% Title I - 87.2%	District-wide parent participation and engagement will increase by 2% as evidenced by California School Parent Survey & Title I / LCAP Parent Survey, as follows: CSPS - 88.0% Title I / LCAP Parent Survey - 89.2%	No Data Available	Surveys will be completed between January and March.
Increase district-wide home/school communication by 2% (California School Parent Survey & Title I/LCAP Parent Survey)	2018-19 CSPS – 79.8% Title I – 95.9%	District-wide home/school communication will increase by 2% as measured by California School Parent Survey & Title I/LCAP Parent Survey, as follows: CSPS - 81.8% Title I/LCAP Parent Survey - 97.9%	No Data Available	Surveys will be completed between January and March.
Increase the average number of parent academic initiatives and parent classes offered at the school site by 2	2018-19 71	The average number of parent academic initiatives and parent classes offered at the school site will increase by 2, for a total of 73.	No Data Available	Site Documentation will be compiled by end of year.
Increase the number of community partnership meetings by 2	2018-19 16	The number of community partnership meetings will increase by 2, for a total of 18.	No Data Available	Documentation will be compiled by end of year.

Mid-year Update: LCAP Expenditures and Implementation



Similarly, at this point in the school year, some LCAP actions have Not Started, some are In Progress, and some have been Completed. An update of LCAP actions will be shared with expenditures through the Second Interim.

Mid-Year Expenditures – Goal 1



Action/Service	Budget June 2021	Revised Budget November 2021	Expenditures as of Feb. 11, 2022
1.1 Supporting Students & Closing the Achievement Gap	\$8,936,790	\$8,902,897	\$3,759,694
1.2 Professional Learning Communities	\$5,544,380	\$5,547,101	\$3,449,812
1.3 Supplemental Curriculum, Instruction, & Assessment	\$1,049,628	\$1,060,618	\$564,667
1.4 Equitable Learning – Summer “STEAM” Camp	\$259,181	\$458,236	\$170,781
1.5 Equitable Learning – Schools of Choice	\$165,810	\$165,567	\$107,165
1.6 Sites Support High Levels of Academic Preparation & College & Career Readiness	\$3,143,610	\$3,343,610	\$1,238,247
1.7 Access to Specialized Program Opportunities – VAPA	\$50,000	\$160,000	\$8,400
1.8 Access to Specialized Program Opportunities – Music	\$426,458	\$517,086	\$248,627
1.9 Access to Specialized Program Opportunities – GATE	\$20,000	\$80,000	\$9,862
1.10 Access to Curriculum through Technology	\$3,104,467	\$5,765,442	\$3,185,404
1.11 Rigorous Physical Fitness through Curricular Collaboration	\$2,751,175	\$2,742,679	\$1,528,107
1.12 Language Development & Implementation of the English Learner Support Plan	\$1,434,618	\$2,520,451	\$1,546,465
1.13 Wraparound Services, Extracurricular Activities through the Foster Youth Support Plan	\$1,107,957	\$750,000	\$499,800
1.14 Extended Learning Opportunities & Access to Broad Curriculum	\$8,021,623	\$8,011,707	\$4,606,628
1.15 Student Leadership, 21 st Century & Global Skills	\$20,000	\$160,800	\$27,310
1.16 Intensive Academic, Social-emotional, & Behavioral Support through Renaissance Model at Tamarisk Elementary	\$873,843	\$1,402,002	\$323,121
1.17 Student Engagement Programs & Activities	\$80,000	\$1,330,000	\$15,440
1.18 Closing the Achievement Gap – English Learner, Foster Youth, & Low-Income	\$171,697	\$790,587	\$88,155

Mid-Year Expenditures – Goal 2



Action/Service	Budget June 2021	Revised Budget November 2021	Expenditures as of Feb 11, 2022
2.1 Student Health	\$1,203,358	\$1,862,740	\$644,040
2.2 Social-emotional Well-being	\$3,335,205	\$7,936,563	\$2,536,731
2.3 Assistant Principals – Oversight of Wraparound Services for English Learners and Foster Youth	\$5,060,983	\$7,164,870	\$2,775,277
2.4 Campus Security	\$0	\$2,734,337	\$1,360,781
2.5 Student Design Project	\$438,706	\$1,044,497	\$357,911
2.6 Culturally Responsive Practices – Certificated/Classified Professional Development	\$301,000	\$345,500	\$23,883
2.7 Foster Youth Support Plan	\$361,714	\$952,871	\$218,399
2.8 Student Engagement Activities – Sports Programs	\$250,000	\$711,000	\$131,512
2.9 School Sites Support for Social-Emotional Well-being	\$778,351	\$778,351	\$405,762
2.10 Learning Gardens	\$0	\$95,000	\$0
2.11 Attendance & Truancy	\$554,576	\$558,404	\$288,578
2.12 Home to School Transportation	\$1,484,087	\$2,097,454	\$1,739,380



Mid-Year Expenditures – Goal 3

Action/Service	Budget June 2021	Revised Budget November 2021	Expenditures as of Feb 11, 2022
3.1 Communications	\$91,350	\$582,000	\$295,490
3.2 Personnel to Support Parent Involvement	\$2,302,423	\$2,270,780	\$1,218,985
3.3 Adult Education & Parent/Community Engagement	\$5,000	\$40,000	\$35,256
3.4 District Parent Events & Meetings	\$10,000	\$80,000	\$41,033
3.5 English Learner Parent Support	\$5,000	\$20,000	\$16,814
3.6 Foster Youth Parent Support	\$5,000	\$5,000	\$0
3.7 Professional Development for Classified Staff Supporting Parental Engagement	\$5,000	\$20,000	\$0
3.8 District Provided Resources for Site Parent Engagement	\$161,666	\$161,666	\$39,476
3.9 Welcome & Enrollment Center	\$345,792	\$337,799	\$198,267



Mid-Year Expenditures – Goal 4

Action/Service	Budget June 2021	Revised Budget November 2021	Expenditures as of Jan 31, 2022
4.1 Certificated Staffing	\$102,171,975	\$102,171,975	\$58,452,904
4.2 Instructional Material/Textbooks & Other Expenditures to Support Basic Services for Williams Compliance	\$18,824,544	\$18,824,544	\$10,671,008
4.3 Facility/Operations	\$15,584,340	\$16,439,609	\$11,185,937
4.4 Site Allocations for Basic Supplies & Other Expenditures to Support Basic Services for Williams Compliance	\$1,631,475	\$1,631,475	\$920,904
4.5 Basic Transportation	\$3,305,341	\$3,305,341	\$3,923,825
4.6 Pupil Achievement – Technology	\$1,147,305	\$1,147,305	\$525,871
4.7 Classified Staffing – Health & Safety at School Sites	\$2,806,063	\$2,806,063	\$1,280,493
4.8 Classified Staffing – Pupil Engagement & Parent Involvement	\$556,780	\$556,780	\$286,638
4.9 Classified Staffing – School Climate & Parent Involvement – School Site	\$3,125,972	\$3,125,972	\$1,675,406

Closing

The continuing impacts of the COVID-19 Pandemic, including the challenges of hiring staff, implementing health and safety protocols, and addressing learning acceleration needs due to the impacts of distance learning, has presented many challenges the first half of the school year.

Despite these challenges, the Palmdale School District is committed to implementing the LCAP to provide the necessary services to our students.

We acknowledge, and sincerely thank, the hard work and dedication of our employees, the support of our parents and community, and the resilience of our students to continue our reach for excellence.

Questions?