

Local Control and Accountability Plan

Lancaster Elementary

July 1, 2014 - June 30, 2017

06/19/2014

Introduction:

<p>LEA: Lancaster Elementary</p>	<p>Contact: Brenda Smith Assistant Superintendent, Educational Services smithb@lancsd.org (661) 948-4661 186</p>	<p>LCAP Years: July 1, 2014 - June 30, 2017</p>
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Involvement Process:

The Lancaster School District gathered and incorporated input for the LCAP from all stakeholder groups, including parents, students, teachers, administrators, other school personnel, local bargaining units, community members, and the Board of Trustees.

Stakeholders were invited to complete input cards, participate in meetings, surveys, and study sessions. Town Hall meetings were held in a variety of locations throughout the District and in conjunction with family nights that highlighted and supported student learning from Early Childhood Education through Middle School. The 8 State Priorities were shared with stakeholders.

Stakeholders were invited to participate through several means, including but not limited to: flyers, District and school websites, Connect-Ed messages, email, school announcements, as well as through District and site parent advisory groups.

All LCFF/LCAP meetings provided detailed information regarding LCFF, including details specific to Lancaster School District as far as base funding, as well as supplemental and concentration funding. The process for LCAP development, the identification of the 8 state priorities, and timelines for LCAP adoption were shared.

DATE	TYPE OF MEETING	COMMENTS	PEOPLE INVOLVED	LOCATION
9/13/2013	CASH WORKSHOP	LCff and school facilities/maintenance depts.	FOURR, SMITH, GORMAN	ONTARIO, CA
9/23/2013	LCFF WORKSHOP	SCHOOL SERVICE OF CAL INTRO TO LCFF	BOWERS, CONTE, SMITH, SMITH, THOMPSON, SMITH	ONTARIO, CA
9/25/2013	DBAC	ROLL OUT OF LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)	DBAC COMMITTEE	D.O.
9/26/2013	AVSA	LCFF/LCAP Sharing with Other District Superintendents	Antelope Valley Superintendents	D.O.
10/24/2013	AVSA	LCFF/LCAP Sharing with Other District Superintendents	Antelope Valley Superintendents	D.O.
10/30/2013	DBAC	LCAP DEVELOPMENT	DBAC COMMITTEE	D.O.
11/12/2013	ED Services Cabinet	LCAP Progress	Cabinet	D.O.
11/22-23/13	CASBO SYMPOSIUM	Future of LCFF & LCAP, economic forecaste	Bowers, Smith, L	Universal City, CA

12/3/2013	Board Meeting	Individual action - K12 Insight - comprehensive stakeholder	public	D.O.
12/11/2013	DBAC	LCAP DEVELOPMENT & PLANNING	DBAC COMMITTEE	D.O.
12/17/2013	Board Meeting	LCAP update to Board & Public	public	D.O.
12/18/2013	DBAC	LCAP DEVELOPMENT & LCFF PRIORITIES	DBAC COMMITTEE	D.O.
1/15/2014	BUDGET WRKSHP	Governor's Workshop - proposed 2014-15 state budget	BOWERS, CONTE, SMITH, SMITH, THOMPSON, SMITH	Orange, CA
1/23/2014	AVSA	LCFF/LCAP Sharing with Other District Superintendents	Antelope Valley Superintendents	D.O.
2/4/2014	Board Meeting	LCAP & Governor's Budget updates	public	D.O.
2/5/2014	DBAC	LCAP DEVELOPMENT & LCFF PRIORITIES	DBAC COMMITTEE	D.O.
2/5/2014	LCFF/LCAP WRKSHP	Total School Solutions	Bowers & Smith, L	ONTARIO, CA
2/12/2014	DBAC	LCAP DEVELOPMENT & LCFF PRIORITIES	DBAC COMMITTEE	D.O.
2/14/2014	AVCAC	LCAP Sharing with Other Districts	AVCAC Reps	LLC
2/18/2014	ED Services Cabinet	LCAP Progress	Cabinet	D.O.
2/19-4/30/2014	On-Line Survey	K-12 Insight Stakeholder Survey	All Stakeholders	District Website
2/19/2014	TOWN HALL MTG	LCAP/LCFF - GATHER INFORMATION & SHARE IDEAS	PARENTS/PUBLIC	DISCOVERY ELEM.
2/20/2014	TOWN HALL MTG	LCAP/LCFF - GATHER INFORMATION & SHARE IDEAS	PARENTS/PUBLIC	MILLER ELEM.
2/20/2014	ED Services LEAD	LCAP Progress	Certificated LEAD	D.O.
2/21/2014	LACOE Webcast	LCAP - eLCAP	Brenda Smith	D.O.
2/26/2014	DBAC	LCAP DEVELOPMENT & LCFF PRIORITIES	DBAC COMMITTEE	D.O.
2/27/2014	AVSA	LCFF/LCAP Sharing with Other District Superintendents	Antelope Valley Superintendents	D.O.
2/27/2014	TOWN HALL MTG	LCAP/LCFF - GATHER INFORMATION & SHARE IDEAS	PARENTS/PUBLIC	NEW VIST MIDDLE
3/3/2014	TOWN HALL MTG	LCFF & LCAP	EMPLOYEES	LLC
3/12/2014	AAAC	LCAP Powerpoint Presentation	District AAAC	D.O.
3/13/2014	DELAC	LCAP Powerpoint Presentation	DELAC	NV Family Night
3/14/2014	AVCAC	LCAP Sharing with Other Districts	AVCAC Reps	LLC
3/26/2014	Workshop	LCAP: Its not just a plan!	Brenda Smith	El Monte Sch Dist.

4/2-5/2014	CASBO Conference	CASBO Annual Conference	Bowers, Smith, Thompson	Sacramento, CA
4/12/2014	Brainstorming/Writing	LCAP Brainstorming/Writing Workshop	Site & District Administrators	D.O.
4/22/2014	TOWN HALL MTG	LCAP/LCFF - GATHER INFORMATION & SHARE IDEAS	PARENTS/PUBLIC	Linda Verde Elem.
4/23/2014	DBAC	LCAP update	DBAC COMMITTEE	D.O.
4/24/2014	AVSA	LCFF/LCAP Sharing with Other District Superintendents	Antelope Valley Superintendents	D.O.
4/24/2014	TOWN HALL MTG	LCAP/LCFF - GATHER INFORMATION & SHARE IDEAS	PARENTS/PUBLIC	Nancy Cory Elem.
4/26/2014	Brainstorming/Writing	LCAP Brainstorming/Writing Workshop	Site & District Administrators	D.O.
5/13/2014	DBAC	LCAP update	DBAC COMMITTEE	D.O.
5/21/2014	May Revise Workshop	Governor's May Revise Workshop	BOWERS, CONTE, SMITH, SMITH, THOMPSON, SMITH	ONTARIO, CA

An online survey was available from February 19 to April 30, 2014. This survey was available in both English and Spanish and the LCFF/LCAP presentation was translated as necessary for participants.

Based on data and input from all stakeholders, the District Budget Advisory Committee was identified as the LCAP Development Team. The DBAC/LCAP Team consisted of parents, teachers, classified, community members, and administration. The team met for a total of 9 times on the following dates:

- September 25, 2013
- October 30, 2013
- December 11, 2013
- December 18, 2013
- February 5, 2014
- February 12, 2014
- February 26, 2014
- April 23, 2014
- May 13, 2014

The team was provided initial training on LCFF and the roles and responsibilities of the LCAP Development Team. The team then reviewed the data, needs analysis, current practices, and other documentation to work through the 8 state priorities to develop goals, actions, and accountabilities.

LCAP development updates were provided to the following groups on a regular basis:

- Administrative LCAP work group (April 12, 26, 2014)
- Strategic Plan Committee (April 18, May 1, 14, 2014)
- LEAD - Lancaster Educational Administrative Development (September 5, October 3, November 7, December 12, 2013, March 6, April 3, May 8, 2014)
- Superintendent's Advisory Council (October 23, 2013, January 15, 2014)
- CABINET - District Administration - (January - May, 2014 every Tuesday)
- TALC - Teacher Association of Lancaster Committee (January 27, February 24, April 21, 2014)
- HRT - Human Resources Team - (January 16, May 15, 2014)

Ongoing input was considered for working revisions.

LCAP was reviewed by the Superintendent and Cabinet on May 13, 2014, District Budget Advisory Council on May 14, 2014, presented to the Board for public hearing and comment on May 20, 2014, and will be submitted for Board approval on June 3, 2014.

Impact on LCAP:

Presentations to the DBAC/LCAP team were made by different District departments including Human Resources Services, Facilities, Curriculum, Instruction and Assessment, Special Programs, Student Services, Early Childhood Education, and Budget and Accounting. The 8 state priorities were presented, as well as data story discussions based on needs analysis.

Local District priorities were presented and discussed as pertaining to all students, in addition to conversations regarding the 3 LCAP identified subgroups of English Learners, At Risk, and Foster Youth.

At each meeting, comments, input, and suggestions were utilized to revise and guide LCAP development and progress.

An alignment tool was developed and utilized to align LCAP goals and actions with Lancaster School District priorities, District Strategic Plan, and individual site Single Plans for Student Achievement.

The input from stakeholders was reviewed, along with school and District data in the development of the LCAP. Major goals were designed to meet the needs of all students and, in particular, students who are low income, English Learners, and foster youth.

The goals begin in the 2014-15 school year, last for 3 years, and may extend beyond the next 3 years depending on

funding sources and program effectiveness data.

Goal:

1.1 The Lancaster School District will continue to have 100% of teachers appropriately assigned and credentialed, including EL and Autism Authorizations as required, in the subject areas and for the pupils they are teaching as evidenced by internal and external audits conducted annually.

Identified Need:

Studies examining the effects of teacher education and certification on student achievement have consistently found that fully prepared and certified teachers are more effective in raising student achievement than uncertified teachers or alternatively certified teachers. (<http://www.cta.org/Issues-and Action/Teacher-Quality/Research-Teacher-Certification.aspx>). The Lancaster School District participates in internal and external audits which verify teacher assignment and credentialing. In addition, audits of required EL Authorization for teachers are conducted annually.

Identified Metric:

Internal and external audits conducted annually

Williams Report – Highly Qualified Teachers

<p>Related State and Local Priorities: State: Basic Local: African American Disproportionality; Students With Special Needs (Special Education)</p>	<p>Applicable Student Subgroup(s): All</p>	<p>School(s) Affected: All</p>
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What will be different/improved for students?

Year 2014-15:

Students will excel under the direction of highly qualified teachers.

Year 2015-16:

Students will excel under the direction of highly qualified teachers.

Year 2016-17:

Students will excel under the direction of highly qualified teachers.

Goal:

1.2 Lancaster School District will employ teachers who are fully and appropriately credentialed. Additional teachers will be hired as necessary to accommodate class size reduction and to address the addition of specialized programs (Dual Language Immersion, AVID, STEM, VAPA, etc.)

Identified Need:

Studies examining the effects of teacher education and certification on student achievement have consistently found that

fully prepared and certified teachers are more effective in raising student achievement than uncertified teachers or alternatively certified teachers. (<http://www.cta.org/Issues-and Action/Teacher-Quality/Research-Teacher-Certification.aspx>). The Lancaster School District participates in internal and external audits which verify teacher assignment and credentialing. In addition, annual audits of required EL Authorization for teachers are conducted annually.

Identified Metric:

Internal and external audits conducted annually

Williams Report – Highly Qualified Teachers

<p>Related State and Local Priorities: State: Basic Local: African American Disproportionality; Students With Special Needs (Special Education)</p>	<p>Applicable Student Subgroup(s): All</p>	<p>School(s) Affected: All</p>
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What will be different/improved for students?

Year 2014-15:

Students will excel under the direction of highly qualified teachers.

Year 2015-16:

Students will excel under the direction of highly qualified teachers.

Year 2016-17:

Students will excel under the direction of highly qualified teachers.

Goal:

1.3 Lancaster School District will hire Site/District instructional Coaches who are fully and appropriately credentialed.

Identified Need:

Studies examining the effects of teacher education and certification on student achievement have consistently found that fully prepared and certified teachers are more effective in raising student achievement than uncertified teachers or alternatively certified teachers. (<http://www.cta.org/Issues-and Action/Teacher-Quality/Research-Teacher-Certification.aspx>). The Lancaster School District participates in internal and external audits which verify teacher assignment and credentialing. In addition, audits of required EL Authorization for teachers are conducted annually.

Identified Metric:

Internal and external audits conducted annually

Williams Report – Highly Qualified Teachers

<p>Related State and Local Priorities: State: Basic</p>	<p>Applicable Student Subgroup(s): All</p>	<p>School(s) Affected: All</p>
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Local: African American
Disproportionality; Students With
Special Needs (Special Education)

What will be different/improved for students?

Year 2014-15:

Students will excel under the direction of highly qualified teachers.

Year 2015-16:

Students will excel under the direction of highly qualified teachers.

Year 2016-17:

Students will excel under the direction of highly qualified teachers.

Goal:

1.4 Lancaster School District will provide State Board of Education adopted core textbooks or instructional materials for each pupil to use in class and to take home. Culturally responsive intervention and enrichment materials will be provided for all students.

Identified Need:

The 2002 adoption list expired November, 2008. Though these programs are no longer state adopted, Districts may continue to use them to meet sufficiency requirements of EC 60119. Research supports that providing appropriate instructional materials increases student achievement for all students, including English Learner, At Risk, and Foster Youth.

Identified Metric:

Williams audit

District annual inventory and survey

Related State and Local Priorities: State: Basic Local: African American Disproportionality; Students With Special Needs (Special Education)	Applicable Student Subgroup(s): All	School(s) Affected: All
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What will be different/improved for students?

Year 2014-15:

Students will excel using Common Core State Standards aligned textbooks.

Students will excel using culturally responsive educational materials.

Year 2015-16:

Students will excel using Common Core State Standards aligned textbooks.

Students will excel using culturally responsive educational materials.

Year 2016-17:

Students will excel using Common Core State Standards aligned textbooks.

Students will excel using culturally responsive educational materials.

Goal:

1.5 The Facilities Master Plan will be reviewed and /or revised annually to prioritize and meet site and program needs.

Campuses and classrooms will be secure and maintained in good repair.

Identified Need:

Ten district schools are more than 50 years old and require modernization to accommodate 21st century teaching and learning needs. All schools require technological and electrical infrastructure improvements to support the increase and integration of technology.

All campuses must be regularly assessed to determine that sites have adequate classrooms, resources, office space and equipment to accommodate growth and program development.

Identified Metric:

School Accountability Report Cards (SARCs)

Facilities Audits (internal)

Williams & Facility Inspection Reports

Related State and Local Priorities: State: Basic Local: African American Disproportionality; Students With Special Needs (Special Education)	Applicable Student Subgroup(s): All	School(s) Affected: All
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What will be different/improved for students?

Year 2014-15:

Students will excel in classrooms and schools that are safe, secure, and conducive to student learning.

Year 2015-16:

Students will excel in classrooms and schools that are safe, secure, and conducive to student learning.

Year 2016-17:

Students will excel in classrooms and schools that are safe, secure, and conducive to student learning.

Goal:

2.1 100% of Lancaster School District teachers will fully implement district developed interdisciplinary units according to the Year At A Glance (YAAG) in English Language Arts, Science, Social Studies, and Math, including specialized replacement curriculum in Special Education classrooms. Lancaster School District will provide an instructional program that fosters mastery of the Common Core State Standards and acquisition of 21st Century Skills with a focus on strategies for English Learners, Low Socioeconomic Status, Foster Youth, and African American students to close the achievement gap.

Identified Need:

All teachers have been provided with interdisciplinary Common Core State Standards (CCSS) units of study, and have been provided with basic training on Common Core State Standards and unit implementation. According to instructional staff surveys, there is a need for ongoing training on Common Core State Standards teaching strategies, as well as opportunities for lesson planning and collaboration. Staff has also expressed the need for aligned instructional materials, assessments, equipment and resources designed for Common Core State Standards implementation. PD Express shows that 100% of our instructional staff has taken at least an introduction to Common Core State Standards professional development. Staff surveys show that 85-90% of instructional staff feels the need for additional time for planning and collaboration and aligned instructional materials.

Identified Metric:

Strong implementation will be monitored through lesson plans, classroom walkthroughs, Professional Learning Communities, and Site coaching. The following rubric will be used:

- 100% Fully Implemented - 4
- 75% Substantially Implemented - 3
- 50% Partially Implemented - 2
- 25% Minimally Implemented - 1

Principal monthly reports will be used to monitor implementation progress.

Related State and Local Priorities: State: Implementation of State Standards; Course access; Pupil achievement Local: African American Disproportionality; Students With Special Needs (Special Education)	Applicable Student Subgroup(s): All	School(s) Affected: All
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What will be different/improved for students?

Year 2014-15:

50% School/District Wide Strong Implementation of Common Core State Standards

As the result of strong implementation of the Common Core State Standards, students will experience increased performance on site and classroom formative assessments, as well as District and State Performance Tasks and Smarter Balanced Assessments. English Learner students will move at least one level up on the CELDT. (Based on research of John Hattie, Visible Learning, 2009). All students will complete at least 5 end-of-unit District Performance Tasks, which will be analyzed by Professional Learning Communities and used to inform instruction, including intervention and enrichment.

Year 2015-16:

75% School/District Wide Strong Implementation of Common Core State Standards

As the result of strong implementation of the Common Core State Standards, students will experience increased performance on site and classroom formative assessments , as well as District and State Performance Tasks and Smarter Balanced Assessments. (Based on research of John Hattie, Visible Learning, 2009). All student will complete common formative assessments (provided by CDE), as well as end-of-unit Performance Tasks, including Math, which will be analyzed by Professional Learning Communities and use dto inform instruction, including intervention and enrichment.

Year 2016-17:

100% School/District Wide Strong Implementation of Common Core State Standards

As the result of strong implementation of the Common Core State Standards, students will experience increased performance on site and classroom formative assessments , as well as District and State Performance Tasks and Smarter Balanced Assessments. (Based on research of John Hattie, Visible Learning, 2009). All student will complete common formative assessments (provided by CDE), as well as end-of-unit Performance Tasks, including Math, which will be analyzed by Professional Learning Communities and use dto inform instruction, including intervention and enrichment.

Goal:

7.1 Lancaster School District will provide all students, preschool through 8th grade, with a broad course of study that includes all core subjects including Math, Language Arts, Social Studies, Science and PE. Lancaster school district will also embed foundational instructional strategies such as: Advancement Via Individual Determination (AVID), Writing, Inquiry, Collaboration, Organization and Reading (WICOR) for all students; Guided Language Acquisition Design(GLAD) and Specially Designed Academic Instruction In English (SDAIE)for all English Learners; Differentiated instruction for GATE students; students with Special Needs; and elective options for all middle schools.

Identified Need:

There is a need to monitor and track student placement and outcomes in all core subject areas. English Learners (EL), Foster students, low Socioeconomic Status students (SES), African American students and Students with Special Needs must be placed in core subjects where instruction and intervention are differentiated according to assessment results on a frequent and ongoing basis.

Student placement data shows that less than 30% of undeserved students are offered a broad course of study that includes exciting, rigorous and engaging experiences. Approximately one-third of middle school students are enrolled in elective courses.

Identified Metric:

The % of middle school students enrolled in elective courses will increase from one-third to 100% as recorded by student placement data.

AVID, as a district wide initiative will be offered all sites. AVID student assessments will be given three times per year and the results will be disaggregated by English Learner, African American, Hispanic, White, Foster, and Special Education in order to determine if all students are making adequate progress (5-10% increase in Lexile growth each year) and to also provide feedback to teachers and students. AVID student assessments and performance Tasks will be compared, monitored and analyzed by the AVID site team, Principal, Director of Special Programs and District Site Leadership Team (DSLTL) to determine if there is a correlation between the two for student performance. Individual and group formative feedback will be provided to students and teachers based on the results of the assessments in order to inform instructional practices.

<p>Related State and Local Priorities: State: Implementation of State Standards; Course access; Pupil achievement Local: African American Disproportionality; Students With Special Needs (Special Education)</p>	<p>Applicable Student Subgroup(s): All</p>	<p>School(s) Affected: All</p>
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What will be different/improved for students?

Year 2014-15:

English Learners will demonstrate progress on teacher embedded assessments in all core subject areas. English Learners will demonstrate progress on Performance Tasks. English learners will demonstrate growth in Read 180 and IREAD intervention in order to enhance their access to a broad course of study. Growth – 5-10% increase in Lexile.

Teacher embedded assessments will be disaggregated by the English Learner subgroup and compared to the whole group. Progress will be analyzed and monitored in order to inform instructional planning and re-teach concepts during both Core and Personalized Learning Time (PLT) in preparation for success on student Performance Tasks.

Year 2015-16:

Students with Special Needs will demonstrate significant growth on teacher embedded assessment that are aligned to their Individualized Educational Plan (IEP) instructional goals. Students with Special Needs will demonstrate significant growth (5-10% increase for each Performance Task) on their Performance Tasks and be given multiple opportunities to master the instructional connect that will be differentiated according to their IEP goals.

AVID assessments will be given for elementary and middle schools. 5-10% Lexile growth yearly.

Year 2016-17:

Students with Special Needs will be offered a broad course of study that offers AVID instructional strategies and elective options. Teacher embedded assessments, student performance tasks and AVID assessments will be analyzed, monitored and disaggregated by Students with Special Needs to whole group in order to inform instructional planning, provide feedback to students and teacher and, whenever possible, offer Student with Special Needs mainstream options.

Goal:

7.2 Each school, including Early Childhood Education (preschool), will establish a school focus, including but not limited to the following: Project Based Learning for Early Childhood Education, Visual and Performing Arts (VAPA) at El Dorado, Nancy Cory, Sierra; Science, Technology, Engineering and Math (STEM) at Amargosa Creek Discovery, Endeavour, Lincoln, New Vista, Piute; Science, Technology, Engineering, Arts, and Math (STEAM) at Lincoln; College and Career at Mariposa; and Dual Language Immersion at Linda Verde, to compliment their instructional programs. Our proposed Charter School, opening in 2016-17, will focus on Health Careers.

Identified Need:

There is a need to monitor and track student placement and outcomes in all core subject areas. English Learners (EL), Foster students, low Socioeconomic Status students (SES), African American students and Students with Special needs must be placed in core subjects where instruction and intervention is differentiated according to assessment results on a frequent and ongoing basis.

Student placement data shows that less than 30% of underperforming students are offered a broad course of study that includes exciting, rigorous and engaging experiences. Approximately 30% of middle school students are enrolled in elective courses.

Identified Metric:

The % of middle school students enrolled in elective courses will increase from one-third to 100% as recorded by student placement data.

AVID, as a district wide initiative will be offered all sites. AVID student assessments will be given three times per year and the results will be disaggregated by English Learner, African American, Hispanic, White, Foster, and Special Education in order to determine if all students are making adequate progress (5-10% increase in Lexile growth each year) and to also provide feedback to teachers and students. AVID student assessments and performance Tasks will be compared,

monitored and analyzed by the AVID site team, Principal, Director of Special Programs and District Site Leadership Team (DSL) to determine if there is a correlation between the two for student performance. Individual and group formative feedback will be provided to students and teachers based on the results of the assessments in order to inform instructional practices.

<p>Related State and Local Priorities: State: Course access Local: African American Disproportionality; Students With Special Needs (Special Education)</p>	<p>Applicable Student Subgroup(s): All</p>	<p>School(s) Affected: All</p>
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What will be different/improved for students?

Year 2014-15:

There is a need to monitor and track student placement and outcomes in all core subject areas. English Learners (EL), Foster students, low Socioeconomic Status students (SES), African American students and Students with Special Needs must be placed in core subjects where instruction and intervention are differentiated according to assessment results on a frequent and ongoing basis.

Student placement data shows that less than 30% of underperforming students are offered a broad course of study that includes exciting, rigorous and engaging experiences. Approximately one-third of middle school students are enrolled in elective courses.

Year 2015-16:

Students with Special Needs will demonstrate significant growth on teacher embedded assessment that are aligned to their Individualized Educational Plan (IEP) instructional goals. Students with Special Needs will demonstrate significant growth (5-10% increase for each Performance Task) on their Performance Tasks and be given multiple opportunities to master the instructional connect that will be differentiated according to their IEP goals.

AVID assessments will be given for elementary and middle schools. 5-10% Lexile growth yearly.

Year 2016-17:

Students with special Needs will be offered a broad course of study that offers AVID instructional strategies and elective options. Teacher embedded assessments, student performance tasks and AVID assessments will be analyzed, monitored and disaggregated by Students with Special Needs to whole group in order to inform instructional planning, provide feedback to students and teacher and, whenever possible, offer Student with Special Needs mainstream options.

Goal:

4.1 District and site Professional Learning Communities (PLCs) will utilize an ongoing assessment and monitoring system that provides timely data from common assessments to inform instructional decisions and improve student learning.

These assessments can include but are not limited to local benchmarks, Smarter Balanced Assessment Consortium (SBAC) data, Universal Screening, etc.

Identified Need:

There is a need to define, monitor and ensure individual student mastery of Common Core State Standards using multiple measures (classroom, site and district assessments) of academic and language proficiency. Currently less than 50% of students are proficient based on California Standards Test (CST); however, these measures will no longer be available. Less than 50% of English Learners pass the Intermediate level of the California English Language Development Test (CELDT), and accountability measures have not been met in the last 8 years. In both Math and Language Arts, nearly 50% fewer African American students met proficiency as compared to the highest performing sub group. An achievement gap of 20 points in Language Arts and 15 points in Math exists between our SES subgroups and the highest performing group.

Identified Metric:

Student Achievement in Language Arts, Math, Science, and Social Studies will be monitored on a regular and ongoing basis as defined by a yearly assessment calendar. CST scores are no longer available, so a universal screening tool (SRI Lexile) will be utilized to determine students' placement for instruction. Local assessment (teacher made tests, performance tasks, projects, etc), district benchmarks (Performance tasks, interim tests, etc) and state tests (SBAC) data will be analyzed to increase the % of students who are "proficient". The proficiency measure from the state has not been identified. District proficiency measures for benchmarks for Common Core State Standards will be defined and developed. The District Site Leadership Team (DSLTL) will monitor the data for evidence of increased student performance in all content areas.

The CELDT and English Language Learner Language Assessment (ELLA) will be analyzed for increased % of EL students becoming proficient in English.

Ongoing formative assessments will be analyzed for decreased gaps in learning for all underperforming groups including, but not limited to, English Learners, Special Education, African American.

<p>Related State and Local Priorities: State: Pupil achievement Local: African American Disproportionality; Students With Special Needs (Special Education)</p>	<p>Applicable Student Subgroup(s): All</p>	<p>School(s) Affected: All</p>
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What will be different/improved for students?

Year 2014-15:

Students will demonstrate academic growth through Performance Tasks and embedded assessments of Common Core State Standards mastery. Students with Special Needs scoring at or above proficient on California Modified Assessment (CMA) will increase by at least 5% annually (and/or increase one level).

Year 2015-16:

English Learners will increase by at least 7% in the percentage of students reaching early advanced or advanced and reaching intermediate level or above in all 4 language domains. The percentage of English Learner students reaching proficiency and redesignation will increase by at least 7% annually.

Year 2016-17:

Learning gaps for all underperforming groups, including African American, English Learner, and At-Risk will be eliminated.

Goal:

4.2 Targeted support will be provided to address identified learning gaps for English Learners, Foster Students, At Risk, and African American students.

Identified Need:

There is a need to define, monitor and ensure individual student mastery of Common Core State Standards using multiple measures (classroom, site and district assessments) of academic and language proficiency. Currently, less than 50% of students are proficient based on California Standards Test (CST) however, these measures will no longer be available. Less than 50% of English Learners pass the Intermediate level of the California English Language Development Test (CELDT), and accountability measures have not been met in the last 8 years. In both Math and Language Arts, nearly 50% fewer African American students met proficiency as compared to the highest performing sub group. An achievement gap of 20 points in Language Arts and 15 points in Math exists between our SES subgroups and the highest performing group.

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The CELDT and English Learner Language Assessment (ELLA) will be analyzed for increased % of EL students becoming proficient in English.

Ongoing formative assessments will be analyzed for decreased gaps in learning for all underserved groups, including, but not limited to, English Learners, Special Education, African American.

<p>Related State and Local Priorities: State: Implementation of State Standards; Pupil achievement Local: African American Disproportionality; Students With</p>	<p>Applicable Student Subgroup(s): Ethnic Group: Black or African American; Socioeconomically disadvantaged; English learners; Foster youth</p>	<p>School(s) Affected: All</p>
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Special Needs (Special Education)

What will be different/improved for students?

Year 2014-15:

Students will demonstrate academic growth through Performance Tasks and embedded assessments of Common Core State Standards mastery. Students with Special Needs scoring at or above proficient on California Modified Assessment (CMA) will increase by at least 5% annually (and/or increase one level).

Year 2015-16:

English Learners will increase by at least 7% in the percentage of students reaching early advanced or advanced and reaching intermediate level or above in all 4 language domains. The percentage of English Learner students reaching proficiency and redesignation will increase by at least 7% annually.

Year 2016-17:

Learning gaps for all underperforming groups, including African American, English Learner, and At-Risk will be eliminated.

Goal:

4.3 Culturally relevant materials and assessments will be utilized to support low Socioeconomic Status (SES), At Risk, Foster, English Learner (EL), and African American Students.

Identified Need:

There is a need to define, monitor and ensure individual student mastery of Common Core State Standards using multiple measures (classroom, site and district assessments) of academic and language proficiency. Currently less than 50% of students are proficient based on California Standards Test (CST) however, these measures will no longer be available. Less than 50% of English Learners pass the Intermediate level of the California English Language Development Test (CELDT), and accountability measures have not been met in the last 8 years. In both Math and Language Arts, nearly 50% fewer African American students met proficiency as compared to the highest performing sub group. An achievement gap of 20 points in Language Arts and 15 points in Math exists between our SES subgroups and the highest performing group.

Identified Metric:

Student Achievement in Language Arts, Math, Science, and Social Studies will be monitored on a regular and ongoing basis as defined by a yearly assessment calendar. CST scores are no longer available, so a universal screening tool (SRI Lexile) will be utilized to determine students' placement for instruction. Local assessment (teacher made tests, performance tasks, projects, etc), district benchmark (Performance tasks, interim tests, ect) and state test (SBAC) data will be analyzed to increase the % of students who are "proficient". The proficiency measure from the state has not been identified. District proficiency measures for benchmarks for Common Core State Standards will be defined and developed. The District Site Leadership Team (DSLTL) will monitor the data for evidence of increased student performance in all content areas.

The CELDT and English Learner Language Assessment (ELLA) will be analyzed for increased % of EL students becoming

proficient in English.

Ongoing formative assessments will be analyzed for decreased gaps in learning for all underperforming groups including, but not limited to, English Learners, Special Education, African American.

Related State and Local Priorities: State: Implementation of State Standards; Pupil achievement Local: African American Disproportionality; Students With Special Needs (Special Education)	Applicable Student Subgroup(s): Ethnic Group: Black or African American	School(s) Affected: All
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What will be different/improved for students?

Year 2014-15:

Students will demonstrate academic growth through Performance Tasks and embedded assessments of Common Core State Standards mastery. Students with Special Needs scoring at or above proficient on California Modified Assessment (CMA) will increase by at least 5% annually (and/or increase one level).

Year 2015-16:

English Learners will increase by at least 7% in the percentage of students reaching early advanced or advanced and reaching intermediate level or above in all 4 language domains. The percentage of English Learner students reaching proficiency and redesignation will increase by at least 7% annually.

Year 2016-17:

Learning gaps for all underperforming groups, including African American, English Learner, and At-Risk will be eliminated.

Goal:

8.1 Lancaster School District will provide all students support and access to information pertaining to eligibility for the GATE program. All GATE students will have opportunities to participate in a rigorous program that promotes continuous improvement.

Identified Need:

There is a need to define a comprehensive program for Gifted and Talented students that provides engaging differentiated lessons which promote continuous learning for students and offers increased opportunities to work collaboratively and apply their knowledge through project and problem-based learning experiences. Ongoing professional development shall be provided to support teachers with differentiated instructional strategies. Information about the GATE program and activities needs to be communicated with parents regularly, along with increased opportunities for parent involvement/family nights.

Identified Metric:

The yearly GATE assessment and Student Information System (SIS) will be used to track and monitor the number of

students assessed and enrolled in the GATE program.

The SIS and/or program roster will be used to track and monitor the number of students enrolled in electives, sports, specialized programs and/or programs of choice at all schools.

Report card/grading program shall be used to disaggregate achievement data to monitor student academic progress for above named student groups.

Related State and Local Priorities: State: Pupil achievement; Other pupil outcomes; Parent involvement; Pupil engagement Local: African American Disproportionality; Students With Special Needs (Special Education)	Applicable Student Subgroup(s): All	School(s) Affected: All
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What will be different/improved for students?

Year 2014-15:

At least 80% of GATE students will score at a level of proficient or above on district benchmark assessments (performance tasks, interim tasks, etc.) and increase by at least 5% each subsequent year thereafter.

Year 2015-16:

Using District benchmark longitudinal data, at least 70% of students participating in specialized programs will show a minimum of 7% academic growth between year 1 and year 2 and increase by 5% each subsequent year thereafter. All sites will offer at least 4 opportunities per year for students to be involved in activities or otherwise unique learning experiences. The District will assist in coordinating at least 2 District wide events per year for families to participate in that promote college and career exploratory or information on other specialized programs.

Year 2016-17:

Parent, staff and student surveys indicate at least 75% agree or strongly agree that the quality of the GATE program or other specialized programs or activities offer students challenging and engaging learning experiences that promote increased academic achievement in visual and performing arts, language arts, mathematics, science and social studies.

Goal:

8.2 Specialized programs (STEM, AVID, VAPA, LAVA) – Lancaster School District will provide varying specialized program options at Early Childhood Education (preschool) and all elementary and middle schools which provide high quality educational experiences that promote increased student achievement and offer students an opportunity to explore different college and career pathways.

Identified Need:

Specialized programs and/or programs of choice (i.e. STEM, AVID, VAPA, LAVA) need to establish an eligibility criterion that provides more student access to these programs. Support needs to be built into the program design that assists all students in being successful. Information about program offerings at each of the schools needs to be shared and readily available to parents and community.

Identified Metric:

The SIS and/or program roster will be used to track and monitor the number of students enrolled in electives, sports, specialized programs and/or programs of choice at all schools.

Report card/grading program shall be used to disaggregate achievement data to monitor student academic progress for above named student groups.

<p>Related State and Local Priorities: State: Pupil achievement; Other pupil outcomes; Parent involvement; Pupil engagement Local: African American Disproportionality; Students With Special Needs (Special Education)</p>	<p>Applicable Student Subgroup(s): All</p>	<p>School(s) Affected: All</p>
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What will be different/improved for students?

Year 2014-15:

All sites will offer at least 4 opportunities per year for students to be involved in activities or otherwise unique learning experiences. The District will assist in coordinating at least 2 District wide events per year for families to participate in that promote college and career exploratory or information on other specialized programs.

Year 2015-16:

Using District benchmark longitudinal data, at least 70% of students participating in specialized programs will show a minimum of 7% academic growth between year 1 and year 2 and increase by 5% each subsequent year thereafter. All sites will offer at least 4 opportunities per year for students to be involved in activities or otherwise unique learning experiences. The District will assist in coordinating at least 2 District wide events per year for families to participate in that promote college and career exploratory or information on other specialized programs.

Year 2016-17:

Parent, staff and student surveys indicate at least 75% agree or strongly agree that the quality of the GATE program or other specialized programs or activities offer students challenging and engaging learning experiences that promote increased academic achievement in visual and performing arts, language arts, mathematics, science and social studies.

Goal:

8.3 Other School/District Activities – Schools will provide students opportunities to participate in activities that offer

recognition for high achievement or other unique learning experiences that promote academic excellence (i.e. Science Olympiad, Spelling Bees, Orator Contests, Robotics Contests, Writing Contests, etc.).

Identified Need:

There is a need to identify and/or create opportunities for students to participate in community service projects, contests, science fairs, or other activities that promote increased learning and encourage all students to explore their interests.

Identified Metric:

The schools and district shall work with School Site Councils, Advisory Groups and staff to identify and/or create opportunities for students to participate in value-added activities that expand students' overall learning experience. The District School Liaison Team and School Site Councils shall monitor site and district participation.

<p>Related State and Local Priorities: State: Pupil achievement; Other pupil outcomes; Pupil engagement Local: African American Disproportionality; Students With Special Needs (Special Education)</p>	<p>Applicable Student Subgroup(s): All</p>	<p>School(s) Affected: All</p>
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What will be different/improved for students?

Year 2014-15:

All sites will offer at least 4 opportunities per year for students to be involved in activities or otherwise unique learning experiences. The District will assist in coordinating at least 2 District wide events per year for families to participate in that promote college and career exploratory or information on other specialized programs.

Year 2015-16:

All sites will offer at least 4 opportunities per year for students to be involved in activities or otherwise unique learning experiences. The District will assist in coordinating at least 2 District wide events per year for families to participate in that promote college and career exploratory or information on other specialized programs.

Year 2016-17:

Parent, staff and student surveys indicate at least 75% agree or strongly agree that the quality of the GATE program or other specialized programs or activities offer students challenging and engaging learning experiences that promote increased academic achievement in visual and performing arts, language arts, mathematics, science and social studies.

Goal:

3.1 Lancaster School District will partner with families and the community to engage in a dialogue on creating and sustaining high expectations for a quality instructional program and school environment that provides multiple opportunities for parents to participate, be involved, and be heard regarding the educational experience of their child and

the students of the school in supporting improved student outcomes.

The Lancaster School District will increase parent involvement and family engagement by 10% from prior years, based on multiple measures such as sign-in sheets, web page hits, site and district committee memberships, volunteers, and attendance at site and district events.

Identified Need:

Based on sign-in sheets, staff surveys, and basic observations, there is a need to increase parent involvement and family engagement. Although there are many ways the parents of the Lancaster School District can be involved, attendance is low at district and site advisory committees and at district and site events. This many times results in lower attendance and higher suspension rates for students who do not experience home/school/community connections.

Identified Metric:

Increased participation (by 10% annually) in district and site committees (District English Learner Advisory Council, African American Action Committee, etc.)

Increased attendance (by 10% annually) at district and site events and programs (Family Nights, Open House, Back-to-School, etc.)

As measured by:

- Parent involvement surveys on site and district involvement
- Sign-in sheets at school events
- Website hits
- PTO/PTA memberships
- Site volunteers

Related State and Local Priorities: State: Parent involvement Local: African American Disproportionality; Students With Special Needs (Special Education)	Applicable Student Subgroup(s): All	School(s) Affected: All
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What will be different/improved for students?

Year 2014-15:

District family engagement practices and policies will result in improved student outcomes for achievement as measured by higher attendance rates and lower absenteeism.

10% increase in parent and student involvement in district and site committees.

10% increase in parent and student attendance at district and site events and programs.

Year 2015-16:

Site family engagement policies will result in improved student outcomes for achievement in academics, behavior and attendance as measured by truancy and suspension rates.

10% increase in parent and student attendance at district and site events and programs.

Year 2016-17:

10% increase in parent and student attendance at district and site events and programs.

Goal:

5.1 Lancaster School District attendance rates for all subgroups will increase annually for three years, and truancy rates and chronic absenteeism for all subgroups will decrease annually for three years, as shown by analysis of CALPADS and Lancaster School District records. Lancaster School District will achieve an annual attendance rate of 97% or higher.

Identified Need:

Analysis of data by district administration from CALPADS and Lancaster School District attendance records shows that truancy and chronic absenteeism rates for Lancaster School District are above state average. Data shows a link of high absenteeism to lower student engagement. Students who are not involved and connected to school tend to miss more days.

Identified Metric:

Attendance rates, truancy rates as recorded by CALPADS data as well as District data from Power School

% of students who are involved in school programs both outside and during the school day.

Related State and Local Priorities: State: Pupil engagement Local: African American Disproportionality; Students With Special Needs (Special Education)	Applicable Student Subgroup(s): All	School(s) Affected: All
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What will be different/improved for students?

Year 2014-15:

Attendance rates for all students will increase by 10%

Decrease in truancy and absenteeism for all students.

Increase in school involvement and participation in school activities, events, programs and clubs.

Year 2015-16:

Attendance rates for all students will increase by 20%.

Decrease in truancy and absenteeism for all students.

Increase in school involvement and participation in school activities, events, programs and clubs.

Year 2016-17:

Attendance rates for all students will increase by 40%

Decrease in truancy and absenteeism for all students

Increase in school involvement and participation in school activities, events, programs and clubs

Goal:

5.2 Students will be active, involved and connected to school, as noted by school survey data.

Identified Need:

Analysis of data by district administration from CALPADS and Lancaster School District attendance records shows that truancy and chronic absenteeism rates for Lancaster School District are above state average. Data shows a link of high absenteeism to lower student engagement. Students who are not involved and connected to school tend to miss more days.

Identified Metric:

Attendance rates, truancy rates as recorded by CALPADS data as well as District data from Power School

% of students who are involved in school programs both outside and during the school day.

<p>Related State and Local Priorities: State: Pupil engagement; School climate Local: African American Disproportionality; Students With Special Needs (Special Education)</p>	<p>Applicable Student Subgroup(s): All</p>	<p>School(s) Affected: All</p>
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What will be different/improved for students?

Year 2014-15:

Attendance rates for all students will increase by 10%

Decrease in truancy and absenteeism for all students

Increase in school involvement and participation in school activities, events, programs and clubs

Year 2015-16:

Attendance rates for all students will increase by 20%

Decrease in truancy and absenteeism for all students

Increase in school involvement and participation in school activities, events, programs and clubs

Year 2016-17:

Attendance rates for all students will increase by 40%

Decrease in truancy and absenteeism for all students

Increase in school involvement and participation in school activities, events, programs and clubs

Goal:

5.3 Lancaster school district will eliminate the disproportionality in attendance, suspensions and expulsions for African American students and reduce the number of suspensions and expulsions for all students by 10%, and an additional 5% for African American students.

Identified Need:

District suspension and expulsion data shows disproportionality in the number of African American students as compared to other student subgroups.

Identified Metric:

Suspension and expulsion data as recorded in power School. Look at disproportionality.

Office referrals by site

Climate surveys

Schoolwide Positive Behavior Supports implemented

Related State and Local Priorities: State: Pupil engagement Local: African American Disproportionality; Students With Special Needs (Special Education)	Applicable Student Subgroup(s): Ethnic Group: Black or African American	School(s) Affected: All
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What will be different/improved for students?

Year 2014-15:

Decrease in disproportionality in suspension and expulsion.

Decrease in suspensions and expulsions.

Year 2015-16:

Decrease in disproportionality in suspension and expulsion.

Decrease in suspensions and expulsions.

Year 2016-17:

Decrease in disproportionality in suspension and expulsion.

Decrease in suspensions and expulsions.

Goal:

6.1 Lancaster School District data will show an annual decrease in office referrals, suspensions, and expulsions for all student subgroups; and an annual decrease in the disproportionality between subgroups, as measured by positive climate survey results, and data provided from Power School reporting office referrals, suspensions, and expulsions. Lancaster School District will continue to provide a safe, secure environment for all students and staff.

Identified Need:

District discipline data and CALPADS, analyzed by district administration, shows a higher overall percentage of suspensions and expulsions for Lancaster School District than state average, and a disproportionality of suspension and expulsion rates for African American students:

2012/13 Suspension and Expulsion Data

Suspensions - 3866 total days - 66% African American / 22.3% Hispanic / 10.5% White

Expulsions - 109 total - 51.4% African American / 34% Hispanic / 13.8% White

Identified Metric:

School climate survey, data analysis of suspension and expulsion rates.

Related State and Local Priorities: State: Pupil engagement; School climate Local: African American Disproportionality; Students With Special Needs (Special Education)	Applicable Student Subgroup(s): All	School(s) Affected: All
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What will be different/improved for students?

Year 2014-15:

Students at all schools will show a decreased number of suspensions and expulsions. Schools will show a decrease in the disproportionality of suspensions/expulsions for all student subgroups. Students' academic success will increase due to increased amount of time in class and at school.

Year 2015-16:

All students will exhibit increased school and district wide pride.

Year 2016-17:

Students will demonstrate increased school "connectedness" over 3 years.

All students will benefit from a college and career atmosphere exhibited at all district schools.

Goal:

1.1 The Lancaster School District will continue to have 100% of teachers appropriately assigned and credentialed, including EL and Autism Authorizations as required, in the subject areas and for the pupils they are teaching as evidenced by internal and external audits conducted annually.

Related State and Local Priorities:
 State: Basic
 Local: African American Disproportionality; Students With Special Needs (Special Education)

A. Annual Actions

Actions and Services: 1.1a An internal audit is conducted annually to ensure proper credentials/authorizations and EL certification is in place for all teachers. This report is provided to the Superintendent annually. Should additional authorizations be required in the future by the Commission on Teacher Credentialing for current teachers, financial support via Title II or other funds, may be considered.

Level of Service: LEA-Wide	Years: Year 1; Year 2; Year 3
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Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source	Note
Salaries; Professional Development	\$477,024	\$480,287	\$483,596	LCFF; T2	
Action/Service Total:	\$477,024	\$480,287	\$483,596		

Actions and Services: 1.1b An external audit is conducted by LACOE and reported to the CTC for all school districts, including Williams Schools (deciles 1, 2, and 3) which have had no teacher misassignments for two consecutive years, every four years. An external audit is conducted by LACOE and reported to the CTC for Williams Schools (deciles 1, 2, and 3) which have had at least one teacher misassigned in the prior two years.

Level of Service: LEA-Wide	Years: Year 1; Year 2; Year 3
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Expenditures	Year 1	Year 2	Year 3	Funding Source	Note
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	2014-2015	2015-2016	2016-2017		
LACOE Audit	\$ 0	\$ 0	\$ 0	LACOE	
Action/Service Total:	\$ 0	\$ 0	\$ 0		

B. Additional Annual Actions

Actions and Services: 1.1c An annual external audit is conducted by LACOE to validate EL authorization for all district teachers.	
Student Group(s): English learners; Redesignated fluent English proficient pupils	
Level of Service: LEA-Wide	Years: Year 1; Year 2; Year 3

Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source	Note
LACOE Audit	\$ 0	\$ 0	\$ 0	LACOE	
Action/Service Total:	\$ 0	\$ 0	\$ 0		

Goal:

1.2 Lancaster School District will employ teachers who are fully and appropriately credentialed. Additional teachers will be hired as necessary to accommodate class size reduction and to address the addition of specialized programs (Dual Language Immersion, AVID, STEM, VAPA, etc.)

Related State and Local Priorities: State: Basic Local: African American Disproportionality; Students With Special Needs (Special Education)
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A. Annual Actions

Actions and Services: 1.2a Recruit and employ teachers who are highly qualified and 100% credentialed for specialized programs.	
Level of Service: LEA-Wide	Years: Year 1; Year 2; Year 3

Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source	Note
Teacher salaries; Professional Development	\$47,819,657	\$48,100,368	\$48,676,672	LCFF; T1; SPED	
Action/Service Total:	\$47,819,657	\$48,100,368	\$48,676,672		

B. Additional Annual Actions

Goal:

1.3 Lancaster School District will hire Site/District instructional Coaches who are fully and appropriately credentialed.

Related State and Local Priorities: State: Basic Local: African American Disproportionality; Students With Special Needs (Special Education)
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A. Annual Actions

Actions and Services: Hire additional Site Instructional Coaches to accommodate all school sites.	
Level of Service: LEA-Wide	Years: Year 1; Year 2; Year 3

Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source	Note
Salaries - Coaches	\$1,843,709	\$1,995,882	\$2,018,320	T1; LCFF Supplemental; LCFF Concentration	
Action/Service Total:	\$1,843,709	\$1,995,882	\$2,018,320		

B. Additional Annual Actions

Actions and Services: Hire additional Site Instructional Coaches who will provide additional support as needed.

Student Group(s): English learners; Redesignated fluent English proficient pupils	
Level of Service: LEA-Wide	Years: Year 1; Year 2; Year 3

Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source	Note
Salaries - Site Coaches	\$130,000	\$130,000	\$130,000	T 2	
Action/Service Total:	\$130,000	\$130,000	\$130,000		

Goal:

1.4 Lancaster School District will provide State Board of Education adopted core textbooks or instructional materials for each pupil to use in class and to take home. Culturally responsive intervention and enrichment materials will be provided for all students.

Related State and Local Priorities: State: Basic Local: African American Disproportionality; Students With Special Needs (Special Education)
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A. Annual Actions

Actions and Services: 1.4a All students, preschool to 8th grade, will be provided with and utilize instructional materials consistent with the cycles of current curriculum frameworks for Common Core Standards	
Level of Service: LEA-Wide	Years: Year 1; Year 2; Year 3

Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source	Note
Instructional Materials	\$4,000,000	\$4,000,000	\$4,000,000	LCFF Base	
Action/Service Total:	\$4,000,000	\$4,000,000	\$4,000,000		

Actions and Services: 1.4b All students, preschool through 8th grade, will be provided with and utilize appropriate technology based instructional materials for Common Core Standards, EL Standards and most current content frameworks. Digital textbooks will be introduced.

Level of Service: LEA-Wide

Years: Year 1; Year 2; Year 3

Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source	Note
Technology Materials	\$3,151,654	\$3,151,654	\$3,151,654	LCFF Base	
Action/Service Total:	\$3,151,654	\$3,151,654	\$3,151,654		

Actions and Services: 1.4c Destiny, (or other textbook/library management system) will be utilized at each school site to monitor textbook/ library instructional materials.

Level of Service: LEA-Wide

Years: Year 1; Year 2; Year 3

Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source	Note
Licenses; Staff Development	\$43,787	\$43,787	\$43,787	LCFF Base; T1	
Action/Service Total:	\$43,787	\$43,787	\$43,787		

Actions and Services: 1.4d Culturally responsive instructional materials will be available for all student subgroups, preschool through 8th grade.

Level of Service: LEA-Wide

Years: Year 1; Year 2; Year 3

Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source	Note
Textbooks;	\$139,062	\$87,812	\$87,812	LCFF Base; LCFF	

Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source	Note
Instructional Materials				Supplemental; LCFF Concentration; T1	
Action/Service Total:	\$139,062	\$87,812	\$87,812		

B. Additional Annual Actions

Actions and Services: 1.4e Intervention and enrichment (English Learner, At Risk, Students with Disabilities, Gifted and Talented students) instructional materials will be purchased and utilized for appropriate students groups.	
Student Group(s): Low income pupils; Foster youth; English learners; Redesignated fluent English proficient pupils	
Level of Service: LEA-Wide	Years: Year 1; Year 2; Year 3

Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source	Note
Salaries; Instructional Materials	\$8,834,250	\$7,787,046	\$78,794,329	SPED; T1; LCFF Supplemental; LCFF Concentration; LCFF Base; Lottery	
Action/Service Total:	\$8,834,250	\$7,787,046	\$78,794,329		

Goal:

1.5 The Facilities Master Plan will be reviewed and /or revised annually to prioritize and meet site and program needs. Campuses and classrooms will be secure and maintained in good repair.

<p>Related State and Local Priorities: State: Basic Local: African American Disproportionality; Students With Special Needs (Special Education)</p>

A. Annual Actions

Actions and Services: 1.5a Ensure the facilities are maintained in good repair.	
Level of Service: LEA-Wide	Years: Year 1; Year 2; Year 3

Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source	Note
Salaries	\$4,406,946	\$5,416,609	\$5,503,858	LCFF Base	
Action/Service Total:	\$4,406,946	\$5,416,609	\$5,503,858		

Actions and Services: 1.5b The technology plan and site technology audit will be reviewed by November of each year to inform development of the E-rate application and to determine technological and electrical infrastructure priorities.	
Level of Service: LEA-Wide	Years: Year 1; Year 2; Year 3

Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source	Note
Salaries	\$234,102	\$236,370	\$238,672	LCFF Base	
Action/Service Total:	\$234,102	\$236,370	\$238,672		

Actions and Services: 1.5c All facility needs will be identified and prioritized to revise the Facilities Master Plan and a project list will be developed to leverage all available state, local, and federal funding. A semi-annual survey will be conducted to identify concerns and solicit input from all school stakeholder groups.	
Level of Service: LEA-Wide	Years: Year 1; Year 2; Year 3

Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source	Note
Salaries	\$296,867	\$297,390	\$297,921	LCFF Base	
Action/Service	\$296,867	\$297,390	\$297,921		

Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source	Note
Total:					

B. Additional Annual Actions

Actions and Services: 1.5d Facility needs that may affect student achievement will be addressed throughout each school year.	
Student Group(s): Low income pupils; Foster youth; English learners; Redesignated fluent English proficient pupils	
Level of Service: LEA-Wide	Years: Year 1; Year 2; Year 3

Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source	Note
Salaries	\$535,000	\$535,000	\$535,000	LCFF Base	
Action/Service Total:	\$535,000	\$535,000	\$535,000		

Goal:

2.1 100% of Lancaster School District teachers will fully implement district developed interdisciplinary units according to the Year At A Glance (YAAG) in English Language Arts, Science, Social Studies, and Math, including specialized replacement curriculum in Special Education classrooms. Lancaster School District will provide an instructional program that fosters mastery of the Common Core State Standards and acquisition of 21st Century Skills with a focus on strategies for English Learners, Low Socioeconomic Status, Foster Youth, and African American students to close the achievement gap.

<p>Related State and Local Priorities: State: Implementation of State Standards; Course access; Pupil achievement Local: African American Disproportionality; Students With Special Needs (Special Education)</p>

A. Annual Actions

<p>Actions and Services: 2.1a Identify and provide Common Core State Standards designed materials and resources to support Common Core State Standards interdisciplinary unit implementation and Math instruction, according to the Year</p>
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At a Glance (YAAG). Adopt Common Core State Standards Math Curriculum in 2015-16.

Level of Service: LEA-Wide

Years: Year 1; Year 2; Year 3

Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source	Note
Salaries; Technology and Instructional Materials	\$2,588,789	\$2,541,934	\$2,546,576	LCFF Base; LCFF Supplemental; LCFF Concentration; T1;T2; SPED	
Action/Service Total:	\$2,588,789	\$2,541,934	\$2,546,576		

Actions and Services: 2.1b Identify and provide Common Core State Standards designed intervention materials and resources to support Common Core State Standards interdisciplinary unit implementation and Math instruction according to the Year At a Glance (YAAG). (iREAD, Imagine Learning, Read 180, System 44, Math 180)

Level of Service: LEA-Wide

Years: Year 1; Year 2; Year 3

Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source	Note
Instructional Technology Materials	\$886,579	\$1,528,528	\$2,243,310	LCFF Base; T1	
Action/Service Total:	\$886,579	\$1,528,528	\$2,243,310		

Actions and Services: 2.1c Identify and provide Common Core State Standards designed professional development to support Common Core State Standards interdisciplinary unit implementation and Math instruction according to the Year At a Glance (YAAG). (GLAD, DOK) Provide professional development for differentiation. Provide common planning/collaboration time for instructional teams (Grade Level Council, Grade Level Articulation, Grade Level Meetings, PLCs, Minimum Day).

Level of Service: LEA-Wide	Years: Year 1; Year 2; Year 3
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Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source	Note
Salaries; Instructional Materials; Professional Development	\$1,766,949	\$1,822,583	\$1,835,814	LCFF Base; T1; T2	
Action/Service Total:	\$1,766,949	\$1,822,583	\$1,835,814		

B. Additional Annual Actions

Actions and Services: 2.1d Provide targeted, differentiated instruction for underperforming students during a 60 minute block in the afternoon (as well as throughout the day).	
Student Group(s): Low income pupils; Foster youth; English learners; Redesignated fluent English proficient pupils	
Level of Service: Targeted	Years:

Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source	Note
Technology Instructional Materials; Professional Development	\$100,000	\$100,000	\$100,000	LCFF Supplemental; LCFF Concentration; T2	
Action/Service Total:	\$100,000	\$100,000	\$100,000		

Actions and Services: 2.1e Provide all English Learners with additional support in accessing the Common Core State Standards through Specially Designed Academic Instruction in English (SDAIE) and Guided Language Acquisition and Design (GLAD) both during personalized learning time (PLT) and throughout the day. Provide professional development

for staff.	
Student Group(s): English learners; Redesignated fluent English proficient pupils	
Level of Service: Targeted	Years: Year 1; Year 2; Year 3

Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source	Note
Salaries	\$625,000	\$626,500	\$628,018	LCFF Base	
Action/Service Total:	\$625,000	\$626,500	\$628,018		

Actions and Services: 2.1f Provide enrichment, including acceleration, depth and complexity, creativity, etc. for GATE students. Provide GATE students access to district wide identified GATE program objectives, materials, and opportunities. Provide professional development for staff.
Student Group(s): Low income pupils; Foster youth; English learners; Redesignated fluent English proficient pupils
Level of Service: Targeted
Years: Year 1; Year 2; Year 3

Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source	Note
Salaries; Instructional Materials; Professional Development	\$295,000	\$295,000	\$295,000	LCFF Base	
Action/Service Total:	\$295,000	\$295,000	\$295,000		

Goal:

7.1 Lancaster School District will provide all students, preschool through 8th grade, with a broad course of study that includes all core subjects including Math, Language Arts, Social Studies, Science and PE. Lancaster school district will also embed foundational instructional strategies such as: Advancement Via Individual Determination (AVID), Writing,

Inquiry, Collaboration, Organization and Reading (WICOR) for all students; Guided Language Acquisition Design (GLAD) and Specially Designed Academic Instruction In English (SDAIE) for all English Learners; Differentiated instruction for GATE students; students with Special Needs; and elective options for all middle schools.

Related State and Local Priorities:
 State: Implementation of State Standards; Course access; Pupil achievement
 Local: African American Disproportionality; Students With Special Needs (Special Education)

A. Annual Actions

Actions and Services: 7.1a AVID Elementary will be offered at 15 sites in 2014-15 AVID Elementary implementation offered at all sites in 2015-16, starting with the highest grade level and working down to the lowest grade annually. AVID instructional strategies offered to all Students with Special Needs by 2015-16. AVID Secondary is currently offered at all Middle Schools and K-8 schools. AVID support personnel will be identified to assist in monitoring site implementation, conducting site visits, attending AVID site meetings, providing feedback and staff development, certifying AVID Elementary and Secondary Initial and Self Certification forms necessary for site certification. Professional development for AVID implementation will be on-going.

Level of Service: LEA-Wide	Years: Year 1; Year 2; Year 3
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Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source	Note
Professional Development; Salaries; Instructional Materials	\$315,000	\$315,884	\$316,548	LCFF Base	
Action/Service Total:	\$315,000	\$315,884	\$316,548		

Actions and Services: 7.1b Electives offered to all Middle School students by 2016-17 with consideration to providing access to underserved students.

Level of Service: LEA-Wide	Years: Year 1; Year 2; Year 3
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Expenditures	Year 1	Year 2	Year 3	Funding Source	Note
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	2014-2015	2015-2016	2016-2017		
Materials/Supplies	\$100,000	\$100,000	\$100,000	LCFF Supplemental; LCFF Concentration	
Action/Service Total:	\$100,000	\$100,000	\$100,000		

B. Additional Annual Actions

Actions and Services: 7.1c Read 180 L Book, Culturally Diverse books in classrooms, after school clubs, programs and electives, Black Knowledge Bowl, mentoring (Omega Gents), Personalized Learning Time (PLT). Provide equitable classroom environment and utilize culturally responsive practices (BTSA).	
Student Group(s): Low income pupils; Foster youth; English learners; Redesignated fluent English proficient pupils	
Level of Service: LEA-Wide	Years: Year 1; Year 2; Year 3

Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source	Note
Salaries; Materials/Supplies	\$1,059,436	\$1,051,526	\$1,053,072	LCFF Base; SPED	
Action/Service Total:	\$1,059,436	\$1,051,526	\$1,053,072		

Goal:

7.2 Each school, including Early Childhood Education (preschool), will establish a school focus, including but not limited to the following: Project Based Learning for Early Childhood Education, Visual and Performing Arts (VAPA) at El Dorado, Nancy Cory, Sierra; Science, Technology, Engineering and Math (STEM) at Amargosa Creek Discovery, Endeavour, Lincoln, New Vista, Piute; Science, Technology, Engineering, Arts, and Math (STEAM) at Lincoln; College and Career at Mariposa; and Dual Language Immersion at Linda Verde, to compliment their instructional programs. Our proposed Charter School, opening in 2016-17, will focus on Health Careers.

<p>Related State and Local Priorities: State: Course access Local: African American Disproportionality; Students With Special Needs (Special Education)</p>

A. Annual Actions

Actions and Services: 7.2a School wide focus to be determined by each school site. Continue support for existing and planned areas of focus: Science, Technology, Engineering, and Math (STEM) / Project Lead the Way (PLTW) - Discovery (PLTW Lunch K-5), Piute, Amargosa Creek, Endeavour Visual and Performing Arts (VAPA) - Nancy Cory, Sierra Collete and Career (CAC) - Mariposa Technology Careers - New Vista Dual Language Immersion - Linda Verde	
Level of Service: LEA-Wide	Years: Year 1; Year 2; Year 3

Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source	Note
Professional Development; Instructional Materials	\$704,820	\$767,964	\$771,059	LCFF Base; T1	
Action/Service Total:	\$704,820	\$767,964	\$771,059		

B. Additional Annual Actions

Actions and Services: 7.2b Career and Tech Education for grades 6-12 health careers focus - target underserved students.	
Student Group(s): Low income pupils; Foster youth; English learners; Redesignated fluent English proficient pupils	
Level of Service: Targeted	Years: Year 1; Year 2; Year 3

Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source	Note
Consultant Services; Salaries; Professional Development; Instructional Materials/Supplies; Technology	\$37,000	\$2,537,000	\$3,500,000	LCFF Base	
Action/Service Total:	\$37,000	\$2,537,000	\$3,500,000		

Goal:

4.1 District and site Professional Learning Communities (PLCs) will utilize an ongoing assessment and monitoring system that provides timely data from common assessments to inform instructional decisions and improve student learning. These assessments can include but are not limited to local benchmarks, Smarter Balanced Assessment Consortium (SBAC) data, Universal Screening, etc.

Related State and Local Priorities:
 State: Pupil achievement
 Local: African American Disproportionality; Students With Special Needs (Special Education)

A. Annual Actions

Actions and Services: 4.1a Define and develop proficiency benchmarks in English Language Arts, Science, Socials Studies and Math for all students' yearly progress

Level of Service: LEA-Wide	Years: Year 1; Year 2; Year 3
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Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source	Note
Coach Salaries; Technology; Instructional Materials	\$1,249,306	\$1,258,238	\$1,267,277	LCFF Base; LCFF Supplemental; LCFF Concentration; T1	
Action/Service Total:	\$1,249,306	\$1,258,238	\$1,267,277		

Actions and Services: 4.1b Define and purchase a universal screening tool, research based intervention materials and resources to support all underperforming students including English Learners, Low Socioeconomic Status, Foster Youth, African American students, and Students with Special needs.

Level of Service: LEA-Wide	Years: Year 1; Year 2; Year 3
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Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source	Note
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Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source	Note
Professional Development; Salaries; Materials/Supplies	\$312,347	\$312,347	\$312,347	LCFF Base; LCFF Supplemental; LCFF Concentration; T1	
Action/Service Total:	\$312,347	\$312,347	\$312,347		

Actions and Services: 4.1c Purchase, provide training and utilize a data management system which includes assessment creation, administration and analysis, CCSS report cards and progress monitoring.

Level of Service: LEA-Wide Years: Year 1; Year 2; Year 3

Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source	Note
Salaries	\$617,195	\$625,214	\$633,353	LCFF Base; LCFF Supplemental; LCFF Concentration	
Action/Service Total:	\$617,195	\$625,214	\$633,353		

Actions and Services: 4.1d Train all teachers to assess and analyze student writing using SBAC aligned rubrics and alternative rubrics for special student populations, e.g. Gifted and Talented Education (GATE) or Special Education. Provide one-on-one support (BTSA) for new teachers as they participate in pre and post analysis of student work.

Level of Service: LEA-Wide Years: Year 1; Year 2; Year 3

Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source	Note
Professional Development; Salaries; Materials/Supplies	\$90,000	\$90,000	\$90,000	LCFF Supplemental; LCFF Concentration	

Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source	Note
Action/Service Total:	\$90,000	\$90,000	\$90,000		

Actions and Services: 4.1e Utilize common district wide measurements, e.g. embedded and performance tasks, as well as statewide assessments, e.g. Smarter Balanced Assessment Consortium and interim Assessments to place students in appropriate interventions for Language Arts and Math. Students' outcome data will be monitored and programs adjusted as needed.	
Level of Service: LEA-Wide	Years: Year 1; Year 2; Year 3

Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source	Note
Salaries	\$624,547	\$656,742	\$664,022	LCFF Base; LCFF Supplemental; LCFF Concentration	
Action/Service Total:	\$624,547	\$656,742	\$664,022		

B. Additional Annual Actions

Goal:

4.2 Targeted support will be provided to address identified learning gaps for English Learners, Foster Students, At Risk, and African American students.

<p>Related State and Local Priorities: State: Implementation of State Standards; Pupil achievement Local: African American Disproportionality; Students With Special Needs (Special Education)</p>
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A. Annual Actions

B. Additional Annual Actions

<p>Actions and Services: 4.2a Provide support (programs, materials, personnel) to ensure that all English learners reach language proficiency as defined by the new reclassification criteria.</p>
<p>Student Group(s): English learners; Redesignated fluent English proficient pupils</p>

Level of Service: Targeted	Years: Year 1; Year 2; Year 3
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Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source	Note
Salaries; Instructional Materials/Supplies	\$510,000	\$510,000	\$510,000	LCFF Supplemental; LCFF Concentration	
Action/Service Total:	\$510,000	\$510,000	\$510,000		

Actions and Services: 4.2b Various programs and support (materials and personnel) will be offered at each school site, including but not limited to; tutoring, mentoring, after school clubs, study groups, Extended School Year, Ambassador programs, etc to address the needs of underserved or special needs students.

Student Group(s): Low income pupils; Foster youth; English learners; Redesignated fluent English proficient pupils

Level of Service: LEA-Wide	Years: Year 1; Year 2; Year 3
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Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source	Note
Professional Development; Salaries	\$60,000	\$60,000	\$60,000	LCFF Supplemental; LCFF Concentration	
Action/Service Total:	\$60,000	\$60,000	\$60,000		

Goal:
4.3 Culturally relevant materials and assessments will be utilized to support low Socioeconomic Status (SES), At Risk, Foster, English Learner (EL), and African American Students.

Related State and Local Priorities:
State: Implementation of State Standards; Pupil achievement
Local: African American Disproportionality; Students With Special Needs (Special Education)

A. Annual Actions

B. Additional Annual Actions

Actions and Services: 4.3a Culturally responsive instructional materials will be utilized to address learning gaps for African American Students.	
Student Group(s): Low income pupils; Foster youth	
Level of Service: LEA-Wide	Years: Year 1; Year 2; Year 3

Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source	Note
Instructional Materials/Supplies	\$80,000	\$80,000	\$80,000	LCFF Supplemental; LCFF Concentration	
Action/Service Total:	\$80,000	\$80,000	\$80,000		

Goal:

8.1 Lancaster School District will provide all students support and access to information pertaining to eligibility for the GATE program. All GATE students will have opportunities to participate in a rigorous program that promotes continuous improvement.

<p>Related State and Local Priorities: State: Pupil achievement; Other pupil outcomes; Parent involvement; Pupil engagement Local: African American Disproportionality; Students With Special Needs (Special Education)</p>

A. Annual Actions

Actions and Services: 8.1a A comprehensive GATE program/plan for all elementary and middle schools will be clearly defined in writing in 2014-15.	
Level of Service: LEA-Wide	Years: Year 1

Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source	Note
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Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source	Note
Professional Development; Salaries; Materials/Supplies	\$200,000	\$202,414	\$204,000	LCFF Base	
Action/Service Total:	\$200,000	\$202,414	\$204,000		

Actions and Services: 8.1b A GATE parent advisory will meet at least twice a year to discuss and review the GATE program/plan. The advisory group will revise the plan as needed and work collaboratively with the district to coordinate action items i.e. GATE newsletters, family nights, etc.

Level of Service: LEA-Wide Years: Year 1; Year 2; Year 3

Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source	Note
Professional Development; Salaries; Materials/Supplies	\$90,000	\$90,000	\$90,000	LCFF Base	
Action/Service Total:	\$90,000	\$90,000	\$90,000		

Actions and Services: 8.1c A teacher will be designated at each site to coordinate GATE testing and develop an Individual Gate Plan for each eligible student and goals/strategies will be shared with their assigned teacher(s).

Level of Service: LEA-Wide Years: Year 1; Year 2; Year 3

Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source	Note
Professional Development; Salaries; Materials/Supplies	\$150,000	\$150,000	\$150,000	LCFF Base	

Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source	Note
Action/Service Total:	\$ 150,000	\$ 150,000	\$ 150,000		

Actions and Services: 8.1d GATE students will be accurately identified in the student information system and identified as a group in the student data management system to regularly monitor academic progress.	
Level of Service: LEA-Wide	Years: Year 1; Year 2; Year 3

Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source	Note
Teacher Salaries (Included)	\$ 0	\$ 0	\$ 0		
Action/Service Total:	\$ 0	\$ 0	\$ 0		

Actions and Services: 8.1e Teachers will be provided ongoing professional development to learn effective differentiation strategies for GATE students.	
Level of Service: LEA-Wide	Years: Year 1; Year 2; Year 3

Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source	Note
Professional Development; Salaries; Materials/Supplies	\$ 140,000	\$ 140,000	\$ 140,000	LCFF Base	
Action/Service Total:	\$ 140,000	\$ 140,000	\$ 140,000		

B. Additional Annual Actions

Actions and Services: 8.1f Provide extra tutoring and/or mentoring support for students.	
Student Group(s): Low income pupils; Foster youth; English learners; Redesignated fluent English proficient pupils	

Level of Service: LEA-Wide	Years: Year 1; Year 2; Year 3
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Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source	Note
Professional Development; Salaries; Materials/Supplies	\$29,800	\$29,800	\$29,800	LCFF Base	
Action/Service Total:	\$29,800	\$29,800	\$29,800		

Actions and Services: 8.1g Provide parenting workshops/information to help parents support their child's success.
Student Group(s): Low income pupils; Foster youth; English learners; Redesignated fluent English proficient pupils
Level of Service: LEA-Wide
Years: Year 1; Year 2; Year 3

Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source	Note
Professional Development; Salaries; Materials/Supplies	\$6,600	\$6,600	\$6,600	LCFF Base	
Action/Service Total:	\$6,600	\$6,600	\$6,600		

Actions and Services: 8.1h Provide additional instruction in academic vocabulary to help students access the content more effectively
Student Group(s): Low income pupils; Foster youth; English learners; Redesignated fluent English proficient pupils
Level of Service: LEA-Wide
Years: Year 1; Year 2; Year 3

Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source	Note
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Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source	Note
Professional Development; Salaries; Materials/Supplies	\$13,200	\$13,200	\$13,200	LCFF Base	
Action/Service Total:	\$13,200	\$13,200	\$13,200		

Actions and Services: 8.1i Teachers will incorporate culturally responsive materials and instructional strategies into their lessons to make the content more meaningful and relevant.

Student Group(s): Low income pupils; Foster youth; English learners; Redesignated fluent English proficient pupils

Level of Service: LEA-Wide

Years: Year 1; Year 2; Year 3

Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source	Note
Professional Development; Salaries; Materials/Supplies	\$13,200	\$13,200	\$13,200	LCFF Base	
Action/Service Total:	\$13,200	\$13,200	\$13,200		

Goal:

8.2 Specialized programs (STEM, AVID, VAPA, LAVA) – Lancaster School District will provide varying specialized program options at Early Childhood Education (preschool) and all elementary and middle schools which provide high quality educational experiences that promote increased student achievement and offer students an opportunity to explore different college and career pathways.

Related State and Local Priorities:

State: Pupil achievement; Other pupil outcomes; Parent involvement; Pupil engagement

Local: African American Disproportionality; Students With Special Needs (Special Education)

A. Annual Actions

Actions and Services: 8.2a A comprehensive plan for specialized programs (including program and course descriptions) for all elementary and middle schools will be clearly defined in writing in 2014-15.

Level of Service: LEA-Wide

Years: Year 1

Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source	Note
Professional Development; Salaries; Materials/Supplies	\$25,000	\$25,000	\$25,000	LCFF Supplemental; LCFF Concentration	
Action/Service Total:	\$25,000	\$25,000	\$25,000		

Actions and Services: 8.2b District will establish advisory and/or articulation groups for programs i.e. STEM, AVID, VAPA, etc., that will meet at least three times per year to monitor and evaluate program implementation and effectiveness. Teacher and Parent participation will be representative of all grades from preschool to 8th grade.

Level of Service: LEA-Wide

Years: Year 1; Year 2; Year 3

Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source	Note
Professional Development; Salaries; Materials/Supplies	\$90,000	\$90,000	\$90,000	LCFF Supplemental; LCFF Concentration	
Action/Service Total:	\$90,000	\$90,000	\$90,000		

Actions and Services: 8.2c Administrators will work with teacher Professional Learning Communities to identify strategies and activities that increase access to specialized programs to all students at their site. Students enrolled in specialized programs will be accurately identified (as appropriate) in the student information system and identified as a group in the student data management system to regularly monitor academic progress.

Level of Service: LEA-Wide

Years: Year 1; Year 2; Year 3

Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source	Note
Professional Development; Salaries; Materials/Supplies	\$170,000	\$170,000	\$170,000	LCFF Supplemental; LCFF Concentration; T2	
Action/Service Total:	\$170,000	\$170,000	\$170,000		

Actions and Services: 8.2d Teachers will participate in specialized training, as appropriate, for STEM, AVID and/or Arts integration.	
Level of Service: LEA-Wide	Years: Year 1; Year 2; Year 3

Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source	Note
Professional Development; Salaries; Materials/Supplies	\$40,000	\$40,000	\$40,000	LCFF Supplemental; LCFF Concentration; T2	
Action/Service Total:	\$40,000	\$40,000	\$40,000		

B. Additional Annual Actions

Actions and Services: 8.2e Provide extra tutoring and/or mentoring support for students	
Student Group(s): Low income pupils; Foster youth; English learners; Redesignated fluent English proficient pupils	
Level of Service: LEA-Wide	Years: Year 1; Year 2; Year 3

Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source	Note
Professional Development; Salaries; Materials/Supplies	\$29,800	\$29,800	\$29,800	LCFF Supplemental; LCFF Concentration	

Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source	Note
Action/Service Total:	\$29,800	\$29,800	\$29,800		

Actions and Services: 8.2f Provide parenting workshops/information to help parents support their child's success.	
Student Group(s): Low income pupils; Foster youth; English learners; Redesignated fluent English proficient pupils	
Level of Service: LEA-Wide	Years: Year 1; Year 2; Year 3

Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source	Note
Professional Development; Salaries; Materials/Supplies	\$6,600	\$6,600	\$6,600	LCFF Supplemental; LCFF Concentration	
Action/Service Total:	\$6,600	\$6,600	\$6,600		

Actions and Services: 8.2g Provide additional instruction in academic vocabulary to help students access the content more effectively.	
Student Group(s): Low income pupils; Foster youth; English learners; Redesignated fluent English proficient pupils	
Level of Service: LEA-Wide	Years: Year 1; Year 2; Year 3

Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source	Note
Professional Development; Salaries; Materials/Supplies	\$13,200	\$13,200	\$13,200	LCFF Supplemental; LCFF Concentration	
Action/Service Total:	\$13,200	\$13,200	\$13,200		

Actions and Services: 8.2h Teachers will incorporate culturally responsive materials and instructional strategies into their lessons to make the content more meaningful and relevant.

Student Group(s): Low income pupils; Foster youth; English learners; Redesignated fluent English proficient pupils

Level of Service: LEA-Wide

Years: Year 1; Year 2; Year 3

Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source	Note
Professional Development; Salaries; Materials/Supplies	\$13,200	\$13,200	\$13,200	LCFF Supplemental; LCFF Concentration	
Action/Service Total:	\$13,200	\$13,200	\$13,200		

Goal:

8.3 Other School/District Activities – Schools will provide students opportunities to participate in activities that offer recognition for high achievement or other unique learning experiences that promote academic excellence (i.e. Science Olympiad, Spelling Bees, Orator Contests, Robotics Contests, Writing Contests, etc.).

Related State and Local Priorities:

State: Pupil achievement; Other pupil outcomes; Pupil engagement

Local: African American Disproportionality; Students With Special Needs (Special Education)

A. Annual Actions

Actions and Services: 8.3a School and District staff will seek out opportunities for students to participate in extra-curricular activities and/or contests that actively engage them in project or problem-based learning experiences, or otherwise promote high achievement

Level of Service: LEA-Wide

Years: Year 1; Year 2; Year 3

Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source	Note
Professional	\$1,745,676	\$170,000	\$170,000	LCFF	

Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source	Note
Development; Salaries; Materials/Supplies				Supplemental; LCFF Concentration	
Action/Service Total:	\$1,745,676	\$170,000	\$170,000		

B. Additional Annual Actions

Actions and Services: 8.3b Provide extra tutoring and/or mentoring support for students.	
Student Group(s): Low income pupils; Foster youth; English learners; Redesignated fluent English proficient pupils	
Level of Service: LEA-Wide	Years: Year 1; Year 2; Year 3

Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source	Note
Professional Development; Salaries; Materials/Supplies	\$29,800	\$29,800	\$29,800	LCFF Supplemental; LCFF Concentration	
Action/Service Total:	\$29,800	\$29,800	\$29,800		

Actions and Services: 8.3c Provide parenting workshops/information to help parents support their child's success.	
Student Group(s): Low income pupils; Foster youth; English learners; Redesignated fluent English proficient pupils	
Level of Service: LEA-Wide	Years: Year 1; Year 2; Year 3

Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source	Note
Professional Development; Salaries; Materials/Supplies	\$6,600	\$6,600	\$6,600	LCFF Supplemental; LCFF Concentration	

Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source	Note
Action/Service Total:	\$6,600	\$6,600	\$6,600		

Actions and Services: 8.3d Provide additional instruction in academic vocabulary to help students access the content more effectively.	
Student Group(s): Low income pupils; Foster youth; English learners; Redesignated fluent English proficient pupils	
Level of Service: LEA-Wide	Years: Year 1; Year 2; Year 3

Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source	Note
Professional Development; Salaries; Materials/Supplies	\$13,200	\$13,200	\$13,200	LCFF Supplemental; LCFF Concentration	
Action/Service Total:	\$13,200	\$13,200	\$13,200		

Actions and Services: 8.3e Teachers will incorporate culturally responsive materials and instructional strategies into their lessons to make the content more meaningful and relevant.	
Student Group(s): Low income pupils; Foster youth; English learners; Redesignated fluent English proficient pupils	
Level of Service: LEA-Wide	Years: Year 1; Year 2; Year 3

Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source	Note
Professional Development; Salaries; Materials/Supplies	\$13,200	\$13,200	\$13,200	LCFF Supplemental; LCFF Concentration	
Action/Service Total:	\$13,200	\$13,200	\$13,200		

Goal:

3.1 Lancaster School District will partner with families and the community to engage in a dialogue on creating and sustaining high expectations for a quality instructional program and school environment that provides multiple opportunities for parents to participate, be involved, and be heard regarding the educational experience of their child and the students of the school in supporting improved student outcomes.

The Lancaster School District will increase parent involvement and family engagement by 10% from prior years, based on multiple measures such as sign-in sheets, web page hits, site and district committee memberships, volunteers, and attendance at site and district events.

Related State and Local Priorities:
 State: Parent involvement
 Local: African American Disproportionality; Students With Special Needs (Special Education)

A. Annual Actions

Actions and Services: 3.1a Parents representing all grades, preschool through 8th grade, will be trained to successfully participate in curricular and budgetary decision making. District family involvement policies and programs will be established. Parent representation on district committees, as required by law, will be ensured. Childcare and translators will be provided. District Advisories: Superintendent's Advisory Council (SAC), District English Learner Advisory Council (DELAC), African American Action Committee (AAAC), District Budget Advisory Committee (DBAC) District Events: Town Hall Meetings, Information Nights, Family Nights, Student/Parent Board Presentations

Level of Service: LEA-Wide	Years: Year 1; Year 2; Year 3
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Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source	Note
Professional Development; Salaries; Materials/Supplies	\$1,015,599	\$1,028,008	\$1,042,978	LCFF Base; LCFF Supplemental; LCFF Concentration; T1	
Action/Service Total:	\$1,015,599	\$1,028,008	\$1,042,978		

Actions and Services: 3.1b Home/School Compacts by grade level and CCSS will be developed. Sites will understand and implement required and effective parental involvement practices at the schools. Parent workshops for school advisory

participation and volunteer work will be held at the school sites. Family friendly volunteer policies to recruit and organize help and support from parents and families will be established. Childcare will be provided. Scholarships for fingerprinting costs may be provided. School Advisories: English Learner Advisory Council (ELAC), PTO/PTA, School Site Council (SSC), African American Action Committee (AAAC) School Events: Back to School Night, Open House Parent/Teacher Conferences

Level of Service: School-Wide Years: Year 1; Year 2; Year 3

Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source	Note
Professional Development; Consultants; Professional Development	\$165,359	\$165,359	\$165,239	LCFF Base; LCFF Supplemental; LCFF Concentration, T1	
Action/Service Total:	\$165,359	\$165,359	\$165,239		

Actions and Services: 3.1c Resources will be allocated and staff assigned to implement the site parent involvement plan. Parent workshops/Parent University will be provided. Sites and district will use multiple strategies to facilitate two-way communication with parents and community members on a regular basis regarding school and district information. Tools: District websites, school websites, parent portal, Connect Ed, etc.

Level of Service: LEA-Wide Years: Year 1; Year 2; Year 3

Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source	Note
Professional Development; Salaries	\$139,108	\$139,108	\$139,108	T 1	
Action/Service Total:	\$139,108	\$139,108	\$139,108		

Actions and Services: 3.1d Evidence based practices will be shared with BTSA teachers to increase parent involvement

in the classroom as a requirement of the clear credential.

Level of Service: LEA-Wide

Years: Year 1; Year 2; Year 3

Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source	Note
Salaries (Included)	\$ 0	\$ 0	\$ 0		
Action/Service Total:	\$ 0	\$ 0	\$ 0		

Actions and Services: 3.1e District and site staff will develop partnerships with community support organizations, including faith-based organizations A community resource guide will be created and distributed.

Level of Service: LEA-Wide

Years: Year 1; Year 2; Year 3

Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source	Note
Materials and Supplies (Included)	\$ 0	\$ 0	\$ 0		
Action/Service Total:	\$ 0	\$ 0	\$ 0		

B. Additional Annual Actions

Goal:

5.1 Lancaster School District attendance rates for all subgroups will increase annually for three years, and truancy rates and chronic absenteeism for all subgroups will decrease annually for three years, as shown by analysis of CALPADS and Lancaster School District records. Lancaster School District will achieve an annual attendance rate of 97% or higher.

Related State and Local Priorities:

State: Pupil engagement

Local: African American Disproportionality; Students With Special Needs (Special Education)

A. Annual Actions

Actions and Services: 5.1a Credentialed school counselors will be hired to monitor student attendance; facilitate academic achievement and positive individual determination to reduce drop-out rates and address at risk behavior.

Level of Service: LEA-Wide

Years: Year 1; Year 2; Year 3

Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source	Note
Professional Development; Salaries; Materials/Supplies	\$2,578,187	\$2,550,038	\$2,577,474	LCFF Base; LCFF Supplemental; LCFF Concentration; SPED; T1; T2	
Action/Service Total:	\$2,578,187	\$2,550,038	\$2,577,474		

Actions and Services: 5.1b District support to sites and collaboration between the district and state/local agencies will be expanded to provide oversight of attendance data and support to all families of students with high absenteeism, with particular emphasis on collaboration regarding Foster Youth.

Level of Service: LEA-Wide

Years: Year 1; Year 2; Year 3

Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source	Note
Salaries	\$1,694,461	\$1,719,878	\$1,745,676	LCFF Base; SPED	
Action/Service Total:	\$1,694,461	\$1,719,878	\$1,745,676		

Actions and Services: 5.1c Each site will increase the level of bilingual and bicultural communication with the school community.

Level of Service: Targeted

Years: Year 1; Year 2; Year 3

Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source	Note
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Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source	Note
Professional Development; Salaries	\$1,173,785	\$1,198,965	\$1,220,519	LCFF Base; LCFF Supplemental; LCFF Concentration; SPED; T1; T3	
Action/Service Total:	\$1,173,785	\$1,198,965	\$1,220,519		

B. Additional Annual Actions

Goal:

5.2 Students will be active, involved and connected to school, as noted by school survey data.

Related State and Local Priorities: State: Pupil engagement; School climate Local: African American Disproportionality; Students With Special Needs (Special Education)

A. Annual Actions

Actions and Services: 5.2c PBIS programs will be developed and implemented at each school site - District wide support will be offered. School sites will recognize and celebrate classes with highest attendance %.	
Level of Service: LEA-Wide	Years: Year 1; Year 2; Year 3

Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source	Note
Professional Development	\$32,000	\$32,000	\$32,000	LCFF Supplemental; LCFF Concentration	
Action/Service Total:	\$32,000	\$32,000	\$32,000		

Actions and Services: 5.2d Research based practices (PBIS, Conflict Resolution, etc.) for building relationships between students and school staff to enhance student engagement will be initiated at each school site. District representation at
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all site events.	
Level of Service: LEA-Wide	Years: Year 1; Year 2; Year 3

Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source	Note
Materials and Supplies	\$50,000	\$50,000	\$50,000	LCFF Supplemental; LCFF Concentration	
Action/Service Total:	\$50,000	\$50,000	\$50,000		

Actions and Services: 5.2e Strong parent organization and community ties at each site (PTA/PTO, District English Language Advisory Council, African American Action Committee, Superintendent's Advisory Council). Faith based organizations, state/local agencies will be included in community outreaches. Tutoring at local sites.	
Level of Service: LEA-Wide	Years: Year 1; Year 2; Year 3

Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source	Note
Salaries; Materials/Supplies	\$49,321	\$49,761	\$50,207	T 1	
Action/Service Total:	\$49,321	\$49,761	\$50,207		

B. Additional Annual Actions

Goal:

5.3 Lancaster school district will eliminate the disproportionality in attendance, suspensions and expulsions for African American students and reduce the number of suspensions and expulsions for all students by 10%, and an additional 5% for African American students.

Related State and Local Priorities: State: Pupil engagement Local: African American Disproportionality; Students With Special Needs (Special Education)

A. Annual Actions

B. Additional Annual Actions

Actions and Services: 5.3a Eliminate the disproportionality of absenteeism, suspensions and expulsions amongst subgroups at each site.	
Student Group(s): Low income pupils; Foster youth; English learners	
Level of Service: Targeted	Years: Year 1; Year 2; Year 3

Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source	Note
Salaries (Included)	\$ 0	\$ 0	\$ 0		
Action/Service Total:	\$ 0	\$ 0	\$ 0		

Goal:

6.1 Lancaster School District data will show an annual decrease in office referrals, suspensions, and expulsions for all student subgroups; and an annual decrease in the disproportionality between subgroups, as measured by positive climate survey results, and data provided from Power School reporting office referrals, suspensions, and expulsions. Lancaster School District will continue to provide a safe, secure environment for all students and staff.

<p>Related State and Local Priorities: State: Pupil engagement; School climate Local: African American Disproportionality; Students With Special Needs (Special Education)</p>
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A. Annual Actions

Actions and Services: 6.1a Implement school wide positive behavior supports at all school sites. Implement anti-bullying programs at all school sites. Ambassador classes at middle schools. Encourage peer-to-peer mediation programs. Develop structured recesses at elementary schools.	
Level of Service: LEA-Wide	Years: Year 1; Year 2; Year 3

Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source	Note
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Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source	Note
Professional Development; Salaries; Materials/Supplies	\$2,798,455	\$2,788,676	\$2,803,467	LCFF Base; LCFF Supplemental; LCFF Concentration; T1; Lottery	
Action/Service Total:	\$2,798,455	\$2,788,676	\$2,803,467		

Actions and Services: 6.1b Develop a plan for culturally responsive and safe school climates at all school sites. Provide professional development to all staff. Collaboration between mentors, new teachers, site and district administrators to provide consistency of positive culture and climate.

Level of Service: LEA-Wide Years: Year 1; Year 2; Year 3

Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source	Note
Salaries	\$3,003,860	\$3,004,028	\$3,006,689	LCFF Base; SPED; Lottery	
Action/Service Total:	\$3,003,860	\$3,004,028	\$3,006,689		

Actions and Services: 6.1c Hire and train additional school psychologists/counselors to provide direct support to students with behavioral risk factors and additional support to Foster Youth.

Level of Service: LEA-Wide Years: Year 1; Year 2; Year 3

Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source	Note
School Counselors; Psychologists (Included)	\$0	\$0	\$0		
Action/Service	\$0	\$0	\$0		

Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source	Note
Total:					

Actions and Services: 6.1d Add Advisory period in daily schedules to build teacher/student relationships. Celebrations and acknowledgement at all school sites. Assemblies on tolerance, bullying and safety.					
Level of Service: LEA-Wide			Years: Year 1; Year 2; Year 3		

Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source	Note
Salaries	\$69,535	\$69,535	\$69,535	LCFF Base	
Action/Service Total:	\$69,535	\$69,535	\$69,535		

B. Additional Annual Actions

Actions and Services: 6.1e Open after school mentor programs for at risk students.					
Student Group(s): Low income pupils; Foster youth; English learners; Redesignated fluent English proficient pupils					
Level of Service: Targeted			Years: Year 1; Year 2; Year 3		

Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source	Note
Salaries	\$160,000	\$160,000	\$160,000	LCFF Supplemental; LCFF Concentration	
Action/Service Total:	\$160,000	\$160,000	\$160,000		

C. Concentration and Supplemental Funds:

All students in the Lancaster School District will be provided opportunities to access core and reach grade level proficiency in all subject areas. LCFF will be utilized to meet the educational needs of all students, including the

unduplicated pupil groups of English Learners, At Risk, Foster Youth, Low SES, and African American.

The additional funding available from Supplemental and Concentration Grants will be utilized to enhance learning opportunities for students who may demonstrate a need for differentiated instruction above and beyond the broad course of study.

At the District level, this additional support will be reflected in Professional Development designed to address the needs of identified subgroups. This will include, but is not limited to GLAD, AVID, PBIS, and Cultural Proficiency training.

Community partnerships with agencies such as the City of Lancaster, Kaiser Permanente, Lancaster Performing Arts Center, and Lockheed will be encouraged to support "connectedness" with diverse groups and organizations which represent the District's diverse demographics and population.

District personnel will include the addition of counselors, psychologists, and support staff to work along with teachers and administrators to inform instructional decisions and build relationships to improve student learning. At the site level, these additional services will include technology enriched instruction and intervention, as well as implementation of programs and strategies such as AVID, PLT, RTI, GATE, PBIS, College & Career Academy, STEM, STEAM, VAPA, and DLI.

Targeted support for EL, AT Risk, Foster Youth, African American, and Special Ed will include after school tutoring, extended school day/year, study groups, clubs, mentoring, special materials, supplies, and transportation. Extra access to technology will be offered to increase equity and close learning gaps.

Additional funding provided by Supplemental and Concentration grants allows District centralized, as well as site budgets, to be adjusted to provide equitable access to all so that all Lancaster School District student subgroups can achieve more now!

D. Proportionality of Services:

Lancaster School District has an unduplicated Low Income, English Language Learners, and Foster Youth percentage of 82.93%. Therefore the increase in funding over our base amount of 15% is targeted LEA-Wide. In order to meet the differentiated and specific needs of these populations, each school will receive a designated allocation to address specific needs over and above the funding formula based on their individual percentage of targeted students to provide increased services. Centralized services will be provided based on the percentage of Unduplicated Pupil Count.

2014-2015

2015-2016

2016-2017

Projected total of Local Control Funding Formula Target	132,066,279	134,848,824	137,779,196
Projected Supplemental & Concentration Grants at full implementation (2020 - 2021)	30,413,147	35,776,602	42,931,922
Projected prior year Local Control Funding Formula spent on Unduplicated Pupils in addition to what was spent on all pupils	5,652,408	8,710,265	10,504,324
Difference	24,760,739	27,066,337	32,427,598
Projected Gap Funding percentage increase	28.05%	33.95%	20.00%
Projected Increase in Supplemental & Concentration grants for current year	6,945,387	9,189,021	6,485,520
Projected total Local Control Funding Formula for Unduplicated Pupils in current year	12,597,795	17,899,286	16,989,844
Projected LCFF funding available to serve all students	119,468,484	116,949,538	120,789,352
Minimum Proportionality Percentage	10.54%	15.31%	14.07%

Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source
A. Annual Actions				
Goal: Teacher Assignment				
Action/Service: Internal Audit				
Salaries; Professional Development	\$477,024	\$480,287	\$483,596	LCFF; T2
Action/Service Subtotal:	\$477,024	\$480,287	\$483,596	
Action/Service: External Audits				
LACOE Audit	\$0	\$0	\$0	LACOE
Action/Service Subtotal:	\$0	\$0	\$0	
Goal: Specialized Teacher Assignments				
Action/Service: Teachers for Specialized Programs				
Teacher salaries; Professional Development	\$47,819,657	\$48,100,368	\$48,676,672	LCFF; T1; SPED
Action/Service Subtotal:	\$47,819,657	\$48,100,368	\$48,676,672	
Goal: Site Instructional Coaches				
Action/Service: Additional Site Coaches				
Salaries - Coaches	\$1,843,709	\$1,995,882	\$2,018,320	T1; LCFF Supplemental; LCFF Concentration
Action/Service Subtotal:	\$1,843,709	\$1,995,882	\$2,018,320	
Goal: Sufficient Instructional Materials				
Action/Service: Common Core State Standards Aligned Instructional Materials				

Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source
Instructional Materials	\$4,000,000	\$4,000,000	\$4,000,000	LCFF Base
Action/Service Subtotal:	\$4,000,000	\$4,000,000	\$4,000,000	
Action/Service: Technology Based Instructional Materials				
Technology Materials	\$3,151,654	\$3,151,654	\$3,151,654	LCFF Base
Action/Service Subtotal:	\$3,151,654	\$3,151,654	\$3,151,654	
Action/Service: Textbook Management System				
Licenses; Staff Development	\$43,787	\$43,787	\$43,787	LCFF Base; T1
Action/Service Subtotal:	\$43,787	\$43,787	\$43,787	
Action/Service: Culturally Responsive Instructional Materials				
Textbooks; Instructional Materials	\$139,062	\$87,812	\$87,812	LCFF Base; LCFF Supplemental; LCFF Concentration; T1
Action/Service Subtotal:	\$139,062	\$87,812	\$87,812	
Goal: School Facilities Maintained in Good Repair				
Action/Service: Site Inspections				
Salaries	\$4,406,946	\$5,416,609	\$5,503,858	LCFF Base
Action/Service Subtotal:	\$4,406,946	\$5,416,609	\$5,503,858	
Action/Service: Technology Audit				
Salaries	\$234,102	\$236,370	\$238,672	LCFF Base
Action/Service Subtotal:	\$234,102	\$236,370	\$238,672	
Action/Service: Facilities Master Plan				

Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source
Salaries	\$296,867	\$297,390	\$297,921	LCFF Base
Action/Service Subtotal:	\$296,867	\$297,390	\$297,921	
Goal: Implementation of Academic Content and Performance Standards				
Action/Service: Materials and Resources				
Salaries; Technology and Instructional Materials	\$2,588,789	\$2,541,934	\$2,546,576	LCFF Base; LCFF Supplemental; LCFF Concentration; T1; T2; SPED
Action/Service Subtotal:	\$2,588,789	\$2,541,934	\$2,546,576	
Action/Service: Intervention				
Instructional Technology Materials	\$886,579	\$1,528,528	\$2,243,310	LCFF Base; T1
Action/Service Subtotal:	\$886,579	\$1,528,528	\$2,243,310	
Action/Service: Professional Development				
Salaries; Instructional Materials; Professional Development	\$1,766,949	\$1,822,583	\$1,835,814	LCFF Base; T1; T2
Action/Service Subtotal:	\$1,766,949	\$1,822,583	\$1,835,814	
Goal: Equitable Access to CORE				
Action/Service: AVID Implementation				
Professional Development; Salaries; Instructional Materials	\$315,000	\$315,884	\$316,548	LCFF Base
Action/Service Subtotal:	\$315,000	\$315,884	\$316,548	
Action/Service: Electives				

Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source
Materials/Supplies	\$100,000	\$100,000	\$100,000	LCFF Supplemental; LCFF Concentration
Action/Service Subtotal:	\$100,000	\$100,000	\$100,000	
Goal: School Focus				
Action/Service: School Focus				
Professional Development; Instructional Materials	\$704,820	\$767,964	\$771,059	LCFF Base; T1
Action/Service Subtotal:	\$704,820	\$767,964	\$771,059	
Goal: Common Assessments				
Action/Service: Proficiency Benchmarks				
Coach Salaries; Technology; Instructional Materials	\$1,249,306	\$1,258,238	\$1,267,277	LCFF Base; LCFF Supplemental; LCFF Concentration; T1
Action/Service Subtotal:	\$1,249,306	\$1,258,238	\$1,267,277	
Action/Service: Universal Screening Tool				
Professional Development; Salaries; Materials/Supplies	\$312,347	\$312,347	\$312,347	LCFF Base; LCFF Supplemental; LCFF Concentration; T1
Action/Service Subtotal:	\$312,347	\$312,347	\$312,347	
Action/Service: Data Management System				
Salaries	\$617,195	\$625,214	\$633,353	LCFF Base; LCFF Supplemental; LCFF Concentration
Action/Service Subtotal:	\$617,195	\$625,214	\$633,353	
Action/Service: Professional Development				

Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source
Professional Development; Salaries; Materials/Supplies	\$90,000	\$90,000	\$90,000	LCFF Supplemental; LCFF Concentration
Action/Service Subtotal:	\$90,000	\$90,000	\$90,000	
Action/Service: Common Measurements				
Salaries	\$624,547	\$656,742	\$664,022	LCFF Base; LCFF Supplemental; LCFF Concentration
Action/Service Subtotal:	\$624,547	\$656,742	\$664,022	
Goal: Targeted Support				
Goal: Culturally Responsive Materials				
Goal: GATE				
Action/Service: Gate Plan				
Professional Development; Salaries; Materials/Supplies	\$200,000	\$202,414	\$204,000	LCFF Base
Action/Service Subtotal:	\$200,000	\$202,414	\$204,000	
Action/Service: GATE Parent Advisory				
Professional Development; Salaries; Materials/Supplies	\$90,000	\$90,000	\$90,000	LCFF Base
Action/Service Subtotal:	\$90,000	\$90,000	\$90,000	
Action/Service: GATE Teachers				
Professional Development; Salaries; Materials/Supplies	\$150,000	\$150,000	\$150,000	LCFF Base
Action/Service Subtotal:	\$150,000	\$150,000	\$150,000	
Action/Service: GATE Identification				

Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source
Teacher Salaries (Included)	\$ 0	\$ 0	\$ 0	
Action/Service Subtotal:	\$ 0	\$ 0	\$ 0	
Action/Service: Professional Development				
Professional Development; Salaries; Materials/Supplies	\$ 140,000	\$ 140,000	\$ 140,000	LCFF Base
Action/Service Subtotal:	\$ 140,000	\$ 140,000	\$ 140,000	
Goal: Specialized Programs				
Action/Service: Comprehensive Plan for Specialized Programs				
Professional Development; Salaries; Materials/Supplies	\$ 25,000	\$ 25,000	\$ 25,000	LCFF Supplemental; LCFF Concentration
Action/Service Subtotal:	\$ 25,000	\$ 25,000	\$ 25,000	
Action/Service: Specialized Program Advisories				
Professional Development; Salaries; Materials/Supplies	\$ 90,000	\$ 90,000	\$ 90,000	LCFF Supplemental; LCFF Concentration
Action/Service Subtotal:	\$ 90,000	\$ 90,000	\$ 90,000	
Action/Service: Increased Access				
Professional Development; Salaries; Materials/Supplies	\$ 170,000	\$ 170,000	\$ 170,000	LCFF Supplemental; LCFF Concentration; T2
Action/Service Subtotal:	\$ 170,000	\$ 170,000	\$ 170,000	
Action/Service: Professional Development				
Professional Development; Salaries; Materials/Supplies	\$ 40,000	\$ 40,000	\$ 40,000	LCFF Supplemental; LCFF Concentration; T2
Action/Service Subtotal:	\$ 40,000	\$ 40,000	\$ 40,000	

Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source
Goal: Other School/District Activities				
Action/Service: Extra-Curricular Activities				
Professional Development; Salaries; Materials/Supplies	\$1,745,676	\$170,000	\$170,000	LCFF Supplemental; LCFF Concentration
Action/Service Subtotal:	\$1,745,676	\$170,000	\$170,000	
Goal: Parent Involvement				
Action/Service: District Involvement/Participation				
Professional Development; Salaries; Materials/Supplies	\$1,015,599	\$1,028,008	\$1,042,978	LCFF Base; LCFF Supplemental; LCFF Concentration; T1
Action/Service Subtotal:	\$1,015,599	\$1,028,008	\$1,042,978	
Action/Service: Site Involvement/Participation				
Professional Development; Consultants; Professional Development	\$165,359	\$165,359	\$165,239	LCFF Base; LCFF Supplemental; LCFF Concentration, T1
Action/Service Subtotal:	\$165,359	\$165,359	\$165,239	
Action/Service: Parent Education				
Professional Development; Salaries	\$139,108	\$139,108	\$139,108	T 1
Action/Service Subtotal:	\$139,108	\$139,108	\$139,108	
Action/Service: New Teachers and Parent Involvement				
Salaries (Included)	\$0	\$0	\$0	
Action/Service Subtotal:	\$0	\$0	\$0	
Action/Service: Community				

Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source
Materials and Supplies (Included)	\$ 0	\$ 0	\$ 0	
Action/Service Subtotal:	\$ 0	\$ 0	\$ 0	
Goal: Attendance Rates				
Action/Service: Counselors				
Professional Development; Salaries; Materials/Supplies	\$2,578,187	\$2,550,038	\$2,577,474	LCFF Base; LCFF Supplemental; LCFF Concentration; SPED; T1; T2
Action/Service Subtotal:	\$2,578,187	\$2,550,038	\$2,577,474	
Action/Service: Attendance Support and Collaboration				
Salaries	\$1,694,461	\$1,719,878	\$1,745,676	LCFF Base; SPED
Action/Service Subtotal:	\$1,694,461	\$1,719,878	\$1,745,676	
Action/Service: Bilingual Communication				
Professional Development; Salaries	\$1,173,785	\$1,198,965	\$1,220,519	LCFF Base; LCFF Supplemental; LCFF Concentration; SPED; T1; T3
Action/Service Subtotal:	\$1,173,785	\$1,198,965	\$1,220,519	
Goal: Student Engagement				
Action/Service: Positive Behavior Intervention Support (PBIS)				
Professional Development	\$32,000	\$32,000	\$32,000	LCFF Supplemental; LCFF Concentration
Action/Service Subtotal:	\$32,000	\$32,000	\$32,000	
Action/Service: Building Relationships				

Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source
Materials and Supplies	\$50,000	\$50,000	\$50,000	LCFF Supplemental; LCFF Concentration
Action/Service Subtotal:	\$50,000	\$50,000	\$50,000	
Action/Service: Community				
Salaries; Materials/Supplies	\$49,321	\$49,761	\$50,207	T 1
Action/Service Subtotal:	\$49,321	\$49,761	\$50,207	
Goal: Disproportionality				
Goal: School Climate				
Action/Service: Positive Behavior Intervention Supports				
Professional Development; Salaries; Materials/Supplies	\$2,798,455	\$2,788,676	\$2,803,467	LCFF Base; LCFF Supplemental; LCFF Concentration; T1; Lottery
Action/Service Subtotal:	\$2,798,455	\$2,788,676	\$2,803,467	
Action/Service: Safe School Plans				
Salaries	\$3,003,860	\$3,004,028	\$3,006,689	LCFF Base; SPED; Lottery
Action/Service Subtotal:	\$3,003,860	\$3,004,028	\$3,006,689	
Action/Service: School Psychologists/Counselors				
School Counselors; Psychologists (Included)	\$0	\$0	\$0	
Action/Service Subtotal:	\$0	\$0	\$0	
Action/Service: Advisory				
Salaries	\$69,535	\$69,535	\$69,535	LCFF Base

Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source
Action/Service Subtotal:	\$69,535	\$69,535	\$69,535	
B. Additional Annual Actions				
Goal: Teacher Assignment				
Action/Service: Annual External Audit - EL				
LACOE Audit	\$0	\$0	\$0	LACOE
Action/Service Subtotal:	\$0	\$0	\$0	
Goal: Specialized Teacher Assignments				
Goal: Site Instructional Coaches				
Action/Service: Additional Site Coaches for EL support				
Salaries - Site Coaches	\$130,000	\$130,000	\$130,000	T 2
Action/Service Subtotal:	\$130,000	\$130,000	\$130,000	
Goal: Sufficient Instructional Materials				
Action/Service: Intervention and Enrichment				
Salaries; Instructional Materials	\$8,834,250	\$7,787,046	\$78,794,329	SPED; T1; LCFF Supplemental; LCFF Concentration; LCFF Base; Lottery
Action/Service Subtotal:	\$8,834,250	\$7,787,046	\$78,794,329	
Goal: School Facilities Maintained in Good Repair				
Action/Service: Special Needs Facility Issues				
Salaries	\$535,000	\$535,000	\$535,000	LCFF Base
Action/Service Subtotal:	\$535,000	\$535,000	\$535,000	
Goal: Implementation of Academic Content and Performance Standards				

Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source
Action/Service: Personalized Learning Time				
Technology Instructional Materials; Professional Development	\$100,000	\$100,000	\$100,000	LCFF Supplemental; LCFF Concentration; T2
Action/Service Subtotal:	\$100,000	\$100,000	\$100,000	
Action/Service: English Learners				
Salaries	\$625,000	\$626,500	\$628,018	LCFF Base
Action/Service Subtotal:	\$625,000	\$626,500	\$628,018	
Action/Service: Gifted and Talented Education (GATE)				
Salaries; Instructional Materials; Professional Development	\$295,000	\$295,000	\$295,000	LCFF Base
Action/Service Subtotal:	\$295,000	\$295,000	\$295,000	
Goal: Equitable Access to CORE				
Action/Service: Subgroup Access to CORE				
Salaries; Materials/Supplies	\$1,059,436	\$1,051,526	\$1,053,072	LCFF Base; SPED
Action/Service Subtotal:	\$1,059,436	\$1,051,526	\$1,053,072	
Goal: School Focus				
Action/Service: Dependent Charter School				
Consultant Services; Salaries; Professional Development; Instructional Materials/Supplies; Technology	\$37,000	\$2,537,000	\$3,500,000	LCFF Base
Action/Service Subtotal:	\$37,000	\$2,537,000	\$3,500,000	

Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source
Goal: Common Assessments				
Goal: Targeted Support				
Action/Service: English Learners				
Salaries; Instructional Materials/Supplies	\$510,000	\$510,000	\$510,000	LCFF Supplemental; LCFF Concentration
Action/Service Subtotal:	\$510,000	\$510,000	\$510,000	
Action/Service: At Risk, Low SES, Special Education, and Foster Students				
Professional Development; Salaries	\$60,000	\$60,000	\$60,000	LCFF Supplemental; LCFF Concentration
Action/Service Subtotal:	\$60,000	\$60,000	\$60,000	
Goal: Culturally Responsive Materials				
Action/Service: Culturally Responsive Materials - African American Students				
Instructional Materials/Supplies	\$80,000	\$80,000	\$80,000	LCFF Supplemental; LCFF Concentration
Action/Service Subtotal:	\$80,000	\$80,000	\$80,000	
Goal: GATE				
Action/Service: Tutoring/Mentoring				
Professional Development; Salaries; Materials/Supplies	\$29,800	\$29,800	\$29,800	LCFF Base
Action/Service Subtotal:	\$29,800	\$29,800	\$29,800	
Action/Service: Parenting Workshops/Information				
Professional Development; Salaries; Materials/Supplies	\$6,600	\$6,600	\$6,600	LCFF Base

Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source
Action/Service Subtotal:	\$6,600	\$6,600	\$6,600	
Action/Service: Academic Vocabulary				
Professional Development; Salaries; Materials/Supplies	\$13,200	\$13,200	\$13,200	LCFF Base
Action/Service Subtotal:	\$13,200	\$13,200	\$13,200	
Action/Service: Culturally Responsive Materials/Strategies				
Professional Development; Salaries; Materials/Supplies	\$13,200	\$13,200	\$13,200	LCFF Base
Action/Service Subtotal:	\$13,200	\$13,200	\$13,200	
Goal: Specialized Programs				
Action/Service: Tutoring/Mentoring				
Professional Development; Salaries; Materials/Supplies	\$29,800	\$29,800	\$29,800	LCFF Supplemental; LCFF Concentration
Action/Service Subtotal:	\$29,800	\$29,800	\$29,800	
Action/Service: Parenting Workshops/Information				
Professional Development; Salaries; Materials/Supplies	\$6,600	\$6,600	\$6,600	LCFF Supplemental; LCFF Concentration
Action/Service Subtotal:	\$6,600	\$6,600	\$6,600	
Action/Service: Academic Vocabulary				
Professional Development; Salaries; Materials/Supplies	\$13,200	\$13,200	\$13,200	LCFF Supplemental; LCFF Concentration
Action/Service Subtotal:	\$13,200	\$13,200	\$13,200	
Action/Service: Culturally Responsive Materials/Strategies				

Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source
Professional Development; Salaries; Materials/Supplies	\$13,200	\$13,200	\$13,200	LCFF Supplemental; LCFF Concentration
Action/Service Subtotal:	\$13,200	\$13,200	\$13,200	
Goal: Other School/District Activities				
Action/Service: Tutoring/Mentoring				
Professional Development; Salaries; Materials/Supplies	\$29,800	\$29,800	\$29,800	LCFF Supplemental; LCFF Concentration
Action/Service Subtotal:	\$29,800	\$29,800	\$29,800	
Action/Service: Parenting Workshops/Information				
Professional Development; Salaries; Materials/Supplies	\$6,600	\$6,600	\$6,600	LCFF Supplemental; LCFF Concentration
Action/Service Subtotal:	\$6,600	\$6,600	\$6,600	
Action/Service: Academic Vocabulary				
Professional Development; Salaries; Materials/Supplies	\$13,200	\$13,200	\$13,200	LCFF Supplemental; LCFF Concentration
Action/Service Subtotal:	\$13,200	\$13,200	\$13,200	
Action/Service: Culturally Responsive Materials/Strategies				
Professional Development; Salaries; Materials/Supplies	\$13,200	\$13,200	\$13,200	LCFF Supplemental; LCFF Concentration
Action/Service Subtotal:	\$13,200	\$13,200	\$13,200	
Goal: Parent Involvement				
Goal: Attendance Rates				
Goal: Student Engagement				

Expenditures	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source
Goal: Disproportionality				
Action/Service: Disproportionality				
Salaries (Included)	\$ 0	\$ 0	\$ 0	
Action/Service Subtotal:	\$ 0	\$ 0	\$ 0	
Goal: School Climate				
Action/Service: Mentor Programs				
Salaries	\$160,000	\$160,000	\$160,000	LCFF Supplemental; LCFF Concentration
Action/Service Subtotal:	\$160,000	\$160,000	\$160,000	