Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

Appendix B: Guiding Questions: Use as prompts (not limits)

LCFF Evaluation Rubrics: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

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2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

The Lancaster Elementary School Districts vision is to create options and excellence in education, empowering all students to reach their full potential.

Our mission is to provide a relevant, high quality education within an inclusive and culturally respectful environment, preparing all students for personal and professional success.

We believe…

That high expectations, support, and positive relationships result in higher achievement.

In treating everyone with respect.

That every person has unique strengths.

That public education is a vital part of our democratic society.

That our community shares in the responsibility of, and benefits from, educating our children.

In personal responsibility and accountability.

That every child and adult has a right to live, work, and learn in a safe and secure environment.

That all children can and will learn.

That all children have the right to a quality education in an inclusive and culturally respectful environment free from discrimination.

That open and honest communication builds trusting relationships with all members of our community.

With these core beliefs in mind we continue to work towards the essential focus of education through:

Successful implementation of 21st Century Teaching and Learning via the comprehensive presentation of Common Core State Standards (CCSS) resulting in student learning; and in particular critical thinking skills.

Successful implementation of the District's three tiers: Creating positive learning environments, Strong First Instruction, and Professional Learning Communities.

Lancaster School District is a network of twenty-one (21) school sites committed to educational excellence for the students whom we serve through the empowerment of our community's youth to reach their full potential. We strive to work alongside the community in order to create an atmosphere and environment that will prepare our students for the 21st century workforce.

Lancaster School District is comprised of grades ranging from transitional kindergarten to grade eight. The district is located in the northern most portions of Los Angeles County in the Antelope Valley. We serve a population of 14,234 students made up of 12,552 students in our free and reduced lunch program (88%), we have a total of 12,487 (87.7%) students whom are identified as socio-economically disadvantaged, 2,290 (16%) English Language Learner students, 459 (3%) foster students, and 767 (5%) homeless students. Our district demographics are reflective of the greater Lancaster community and are comprised of 8,206 (58%) Hispanic students, 4,206 (30%) African American students, 1,683 (12%) White students, 637 (4%) students who claim two or more races, 201 (1%) Filipino students, 135 (1%) Asian students, 71 (.4%) American Indian/Alaskan Native students, and 31 (.2%) Pacific Islander students. All enrollment numbers are consistent with our CALPADS entry for Spring of 2019.

Lancaster School District provides a host of services to our students within the confines of our Local Education Agency. The District has a partnership with the Antelope Valley Partners for Health that allows us to work with, and provide community resources and enrollment services to our foster and homeless students through the Lancaster School District Welcome and Wellness Center. We also are able to provide various family engagement opportunities through our Welcome and Wellness Center partnership. We partner with various community organizations such as Lancaster Rotary in order to provide educational incentives and opportunities to our students. We are able to work alongside local information disseminating organizations in order to alert our community to the various opportunities and work being done within our community. An example of the organizations above are Café Con Leche, the local Spanish Speaking radio program, as well as the Antelope Valley Press. We have relationships with the local Universities (California State University Bakersfield, Brandman University, and Grand Canyon University) in order to provide us with candidates for the teaching profession in the Antelope Valley.

Programmatically we serve our population of students with various programs such as Advancement Via Individual Determination (AVID) to assist our students in reaching their career and college aspirations. AVID Secondary is currently implemented at four (4) of our five (5) middle schools, and AVID Elementary implemented at fourteen (14) of our schools (K-5 and K-6 schools. We have implemented Positive Behaviors, Interventions and Supports (PBIS) in all of our schools in order to assist our students in reaching the district's behavior expectation. We have instituted Science, Technology, Engineering, and Mathematics (STEM) at four (4) of our five (5) middle schools. We have one (1) Science, Technology, Engineering, Arts, and Mathematics Academy (STEAM), three (3) schools focusing on visual and performing arts (VAPA), one (1) Dual Language Immersion (DLI) Academy, two (2) Coding Magnet School, and Gifted and Talented Education programs instituted at all twenty-one (21) sites. We have implemented and integrated arts into our students' educational experience, and have implemented iReady reading and math diagnostics, Read 180, and Systems 44 for students struggling in acquiring literacy skills. Finally, in keeping with a theme of 21st century learning we have implemented a focus on technology integration within the district as a whole.

In order to engage families in the educational experiences of our students, we have worked alongside the Welcome and Wellness Center to enhance our families' capacity to work with their children in the home. As well as working with Family Leadership inc. to provide services towards a program called Parenting Partners. We have received multiple grants throughout the this year that will be assisting in our endeavors to meet the needs of our community, such as the Student Success and Academic Enrichment grant, a grant helping us scale up the social emotional learning, and family engagement throughout the district; the MTSS Sums grant, a grant assisting in the implementation of our multi-tiered systems and supports; the Annenberg grant that is assisting us in scaling up our visual arts programming at five (5) of our schools; we have been actively expanding our arts program throughout the years with the TEAL grant from the Los Angeles County Office of Education, and this year were successful in integrating the TELA grant for English Language Learners with one of our schools. Moving into the 2019-20 school year, we will continue to work with families to increase their literacy skills as well as those literacy skills of our students through both our Latino Literacy Project,

as well as our Family Literacy Project. We have provided for computer classes, to allow parents to access the parent portal to monitor the academic achievement of their students, and have worked with families to learn basic skills utilizing Google Apps for Education, as well as setting them up with email access to keep in constant contact with their teachers. We have also worked to implement a district wide Parent Universities at the site level in order to increase familial knowledge of the school district, as well as their ability to volunteer effectively. In order to more fully engage families, we have also brought on Family Ambassadors to facilitate the two way communication needed to provide for a successful learning environment. All sites have implemented English Language Advisory Councils (ELAC's) as well as School Site Councils (SSC's). At the district level we host family and community opportunities to advise the district via our District English Language Advisory Council (DELAC), African American Advisory Council (AAAC), Superintendent's Advisory Council (SAC), District Budget Advisory Committee (DBAC), and via participation in our Lancaster's Listening forum on educational opportunities hosted at various family nights and Local Control and Accountability Plan advisory sessions.

Lancaster School District enters this last year of implementation on this LCAP with a focus on increasing the capacity in terms positive behavior supports, social emotional learning, effective Tier I instruction, and Professional Learning Communities via collaborative teaming at the sites. We further plan to extend these initiatives through Leadership teams at each and every site within Lancaster School District. We look forward to serving the community and creating true OPTIONS AND EXCELLENCE for our students.

LCAP Highlights

Identify and briefly summarize the key features of this year's LCAP.

This years Local Control and Accountability Plan incorporates the beginning of sustainability of much of the work that has already commenced within Lancaster School District.

Goal 1: Academics Options and Excellence

- Continue to develop the district MTSS framework and alignment of systems within the district in terms of academics

- Continue to develop a clear criteria and guidelines for sites in terms of identification of Tier 1, 2 and 3 instruction and observation.

- We have created Instructional Leadership Teams, and we look to enhance their capacity through the 19-20 LCAP.

- We will expand our work with lesson studies to expand into grades 2 and 7.

- Expand the use of Imagine Learning at various sites

- Expand the use of the i-Ready online instructional component in both math and English Language Arts.

- Leadership training being provided for administrators

- Focus on strategies and questions that match the same rigor that is demanded of students (DOK level questioning, AV Math PT, CAASPP item samples, Claims and Targets, Blueprint)

- We will be undergoing a text book adoption with the Next Generation Science Standards

- Increase capacity in terms of Professional Learning Communities

Goal 2: Culture

- Expansion of the Ellevations EL monitoring program.

- Expanded and more systemic use of the Las Links formative assessment systems for our English Language Learners

- Continue the ELPAC academy in order to provide for increased rates of reclassification

Goal 3: Climate

- Continue to develop the district MTSS framework and alignment of systems within the district in terms of social emotional learning

- Counselor on Special Assignment will enhance work through the creation of an attendance campaign to last throughout the 2019-20 school year. The focus of this years campaign will be "Strive for under 5" in order to provide our students with an actionable goal of staying under 5 days of absence throughout the school year.

- Continue to provide for training of administrators in

- Maintain counselors at every school sites.

- Maintain psychologists at every school site

- Continued used of Positive Behaviors Supports and Incentives

- Second Step implementation district wide

- Expansion of Capturing Kids Hearts

Goal 4: Engagement

- Lancaster School District will maintain a focus on Foster Youth and Homeless as some of our most at risk student populations. In so doing, we have included the integration of a Family Ambassador at all Elementary School Sites, and two at each of the 4 comprehensive middle school sites.

- Family Literacy Classes

- The implementation of the Latino Literacy Project

- Implementation district wide of the Parenting Partners program

- Equity focused community forums for our community to be informed on the Local Control and Accountability Plan.

Increased transportation routes for our foster and homeless students

However, the main portion of this years LCAP that is embedded throughout the LCAP this year is our focus on improvement science and building systems, as well as our underlying theme and set priorities of a focus on Tier 1 instruction, Positive Behavior Incentives and Supports, and Professional Learning Communities.

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress

Academic:

We have identified that the following areas as strengths based on the data received from California Dashboard released in December of 2018.

Increased academic achievement pertaining to ELA for the following student groups:

- Foster youth
- Students with disabilities
- American Indian
- Hispanic

Student groups that scored in the GREEN area pertaining to ELA

- Asian
- Filipino

MAINTAINED academic achievement pertaining to ELA for the following students groups:

- English Learners (+.8)

Increased academic achievement pertaining to MATH for the following student groups:

- Foster youth
- Students with disabilities
- American Indian

Student groups that scored in the GREEN domain pertaining to MATH:

- Filipino

Student groups that MAINTAINED pertaining to MATH:

- African American (+1.9)
- White (-1)
- Hispanic (-.01)
- Filipino (-2.3)

Chronic Absenteeism:

Student groups who declined in chronic absenteeism were:

- African American
- Foster youth
- Two or more races
- Socioeconomically disadvantaged
- Students with disabilities
- White
- American Indian

Student groups who scored in the GREEN domain:

- Filipino

Suspension

Student groups who DECLINED in suspension rate were:

- African American
- English Learners
- Foster youth
- Homeless
- Two or more races

- Socioeconomically disadvantaged
- Students with disabilities
- American Indian
- Hispanic
- Asian

Student groups who scored in the GREEN domain for suspension rate:

- English Learners
- Asian

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

Based on the definition given by the California Department of Education, the following gaps were observed to be present for our specific student groups throughout the district. The following student groups overall performance was in the "orange" performance category:

All Students - English Language Arts and Math

English Learners - Chronic Absenteeism and English Language Arts

Homeless - Suspension and English Language Arts

Socio-economically disadvantaged - English Language Arts and Math

Students with disabilities - Chronic Absenteeism, English Language Arts and Math

African American - Chronic Absenteeism

Hispanic - Chronic Absenteeism and Math

2+ Races - Suspension, English Language Arts, and Math

White - Suspension, English Language Arts and Math

Foster Youth - Chronic Absenteeism, English Language Arts and Math

Asian - Chronic Absenteeism

Filipino - Suspension

The following student groups overall performance was in the "Red" performance category:

Foster - Math

African American - English Language Arts

Homeless - Chronic Absenteeism and Math

Socio-economically disadvantaged - Math

English Language Learners - Math

In order to address the areas of need identified above as well as to provide students who are either Foster, Homeless, Socio-economically Disadvantaged, or English Learners, with increased services, Lancaster School District has determined that we will provide for the following:

1. Increased monitoring measures on the part of site leadership
2. Implementation of Family Ambassadors at the sites to increase Family engagement.
3. Implementation of iReady Universal screeners for both Math and ELA in order to monitor student achievement, and to ensure strong implementation of our academic program.
4. Implementation of Las Links, a formative language development assessment in order to monitor EL student attainment of language, and language development.
5. Implementation of Ellevations to monitor EL student achievement and language development.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

Based on the definition from the California Department of Education we have observed that a gap in performance is present between our ALL student group and our Homeless Population in terms of the Chronic Absenteeism Indicator.

In the 2019-2020 school year the district has determined it essential to provide for a attendance campaign entitled "Strive for less than 5," in which we are going to

work with community, familes, businesses and staff in order to decrease rates of chronic absenteeism among all of our student groups, but specific to our Homeless population. The plan is accounted for in the body of our Local Control and Accountability Plan.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

Schools Identified

Identify the schools within the LEA that have been identified for CSI.

Schools that were identified for Comprehensive Support and Improvement under the Every Students Succeeds Act were Sierra Elementary and Piute Middle School.

Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Currently the Lancaster School District is working with the Los Angeles County Office of Education in order to complete a needs assessment, and to identify evidence based interventions and practices that will provide our schools the assistance needed in order to increase student success. Lancaster School District has worked with both schools and their Leadership teams in order to work towards providing increased academic success of their students. It has been observed that both schools are working on a Comprehensive Support and Improvement plan that will include the required portions in order to better meet the needs of students within both of those schools. Plans will be ratified by the governing board in August of 2019-20 in order to allow the schools time to adequately implement the plan for the upcoming school year.

Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Lancaster School District will be providing a Comprehensive Support and Improvement Team from the district office to best address the needs of the sites identified. In that team, the LEA will be providing for increased monitoring pertaining to the academic, both math and language arts portions, needs of students as well as the social emotional needs of the students who attend these schools. Meetings will include walk-through's with site leadership. District Leadership will be providing increased monitoring of initiatives on these sites, as well as monitoring of an effective implementation around Multi-Tiered Systems and Supports.

Annual Update

LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

1.0 Academics- Academic Options and Excellence

Provide relevant high quality classroom instruction and curriculum that promote college and career readiness skills with academic interventions and enrichments in place to eliminate barriers to student success.

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 2. Implementation of State Standards; 4. Pupil achievement; 5. Pupil engagement; 7. Course access; 8. Other pupil outcomes
Local Priorities: African American Disproportionality; Students With Special Needs (Special Education)(*)

Annual Measurable Outcomes

Expected	Actual

Credentialing and Teacher Support	**2018-19** Maintain 100% appropriately assigned credentialed teachers.	In the 2018-19 school year Lancaster Elementary School District was able to maintain 100% appropriately assigned credentialed teachers.
	100% of pre-intern, short term permit, intern and preliminary credentialed teachers will be enrolled in their appropriate credential program and supported through Lancaster School Districts teacher support and induction program.	100% of our pre-intern, short term permit, intern and preliminary credentialed teachers are enrolled in a credential program and are supported through Lancaster School Districts teacher support and induction program.
	The Lancaster School District will review staffing practices in order to insure appropriate and equitable placement of staff throughout the district (i.e. insuring that bilingual teachers are placed in schools that have high concentrations of English Language Learners.)	In the review of staffing practices conducted in the 2018-19 school year it was determined that Lancaster School District is in need of seeking out teachers that are representative of the school populations that we serve in Lancaster School District.
Appropriately assigned materials	**2018-19** 100% of students will be provided with state adopted textbooks consistent with cycles of current curriculum frameworks for Common Core state standards in compliance with the Williams Act Settlement.	100% of students were provided with state adopted textbooks consistent with cycles of our adoption. We are currently piloting two separate publishers for History. In 19-20 we plan to pilot in order to adhere to our adoption for NGSS.

| **Instruction and learning: ELA** | **2018-19**
By the end of 2018-19, Lancaster School District will increase the percentage of K-2 students meeting grade level proficiency on the district determined reading foundational skills assessment by 5%

By the end of 2018-19, a baseline will be determined for all students in grades 1-8 pertaining to iReady Language Arts assessments.

By the end of 2018-19, 45% of all third-eighth grade students will score in the adequate or thorough lexile performance band.

By the end of 2018-19, we will identify and provide 100% of students, who have not met their grade level reading proficiency target, with reading intervention.

By the end of 2019-20, Lancaster school district will increase the percentage of students in grades 4-8 who meet the grade level writing proficiency benchmark by 5% as measured by a district local assessment. | **We are currently working to utilize iReady as an option for a K-2 reading assessment. Previous assessments were deemed insufficient for the needs of the district.**

In 2018-19 the Lancaster School District implemented and utilized iReady ELA as a reading diagnostic program district wide.

As we are utilizing a new diagnostic assessment system, we have determined that the following percentage of students are meeting standards based on the iReady assessment system by grade level:

• **First Grade: 21%**
• **Second Grade: 30%**
• **Third Grade: 37%**
• **Fourth Grade: 18%**
• **Fifth Grade: 16%**
• **Sixth Grade: 20%**
• **Seventh Grade: 22%**
• **Eighth Grade: 25%**

Based on Mid-Year i-Ready Diagnostic (Overall Relative Placement) - 2578 out 11046 scored On or Above Level = 23.3%

Only 42% of students are placed in a computer based reading intervention, however teachers will be trained in the upcoming school year in methods to offer small group reading intervention.

In the 2019-20 school year the district will be attempting to adopt a 4-8 grade level writing assessment. The assessment being used previously was found to not be sufficient across the system. |

CAASPP: English Language Arts

48% of Lancaster School District students will meet or exceed standards on the CAASPP.

32% of Lancaster School District students met or exceed standards on the CAASPP.

The All student group will increase their scale score from 47.2 below level 3 to 34.8 below level 3. Increasing their average distance from level 3 by 12.4pts.

The All student group increased from 48 points below standard to 46 points below standard. Increasing their scale score and distance from met by 2 points.

The EL student group will increase their scale score from 54.6 below level 3 to 42.6 below level 3. Increasing their average distance from level 3 by 12 pts.

The EL student group increased their scale score from 55 below standard to 54.2 points below standard. Increasing their average distance from level 3 by .8 points.

The Foster student group will increase their scale score from 86.3 below level 3 to 71.3 below level 3. Increasing their average distance from level 3 by 15 pts.

The Foster student group increased their scale score from 89 below standard to 70.2 points below standard. Increasing their average distance from level 3 by 18.8 pts.

The Homeless student group will increase their scale score from 69.7 below level 3 to 57.7 below level 3. Increasing their average distance from level 3 by 12 pts.

The Homeless student group increased their scale score from 70.4 below standard to 69.3 points below standard. Increasing their average distance from level 3 by 1.1 pts.

The SED student group will increase their scale score from 56 below level 3 to 44.5 below level 3. Increasing their average distance from level 3 by 11.5 pts.

The SED student group increased their scale score from 56.8 below standard to 54.2 below standard. Increasing their average distance from level 3 by 2.6 pts.

The Students with Disabilities student group will increase their scale score from 142.6 below level 3 to 127.6 below level 3. Increasing their average distance from level 3 by 15 pts.

The Students with Disabilities student group will increase their scale score from 143.2 below standard to 137.4 below standard. Increasing their average distance from level 3 by 5.8 pts.

The African American student group will increase their scale score from 78.4 below standard to 76 below standard. Increasing their average distance from level 3 by 2.4 pts.

The American Indian student group will increase their scale score from 57.5 below standard to 54.3 below standard. Increasing their average distance from level 3 by 3.2 pts.

The African American student group will increase their scale score from 76.9 below level 3 to 63.9 below level 3. Increasing their average distance from level 3 by 13 pts.

The American Indian student group will increase their scale score from 57.5 below level 3 to 45.5 below level 3. Increasing their average distance from level 3 by 12 pts.

The Asian student group will increase their scale score from 32.3 above level 3 to 35.3 above level 3. Increasing their average distance from level 3 by 3 pts.

The Filipino student group will increase their scale score from 37.4 above level 3 to 40.4 above level 3. Increasing their average distance from level 3 by 3 pts.

The Hispanic student group will increase their scale score from 44.4 below level 3 to 32.4 below level 3. Increasing their average distance from level 3 by 12 pts

The Pacific Islander student group will increase their scale score from 5.7 above level 3 to 10.7 above level 3. Increasing their average distance from level 3 by 5 pts.

The Two or More Races student group will increase their scale score from 33.6 below level 3 to 21.6 below level 3. Increasing their average distance from level 3 by 12 pts.

The Asian student group decreased their scale score from 32.3 above level 3 to 20.7 points above standard. Decreasing their average distance from level 3 by 11.6 pts.

The Filipino student group increased their scale score from 37.4 points above standard to 38.8 points above standard. Increasing their average distance from level 3 by 1.4 pts.

The Hispanic student group increased their scale score from 44.8 below standard to 40.7 points below standard. Increasing their average distance from level 3 by 4.1 pts

The Pacific Islander student group decreased their scale score from 5.7 above level 3 to 26.5 points below standard. Decreasing their average distance from level 3 by 32.2 pts.

The Two or More Races student group decreased their scale score from 57.6 points below standard to 46.5 points below standard. Decreasing their average distance from level 3 by 11.6 pts.

The White student group will increase their scale score from 16.7 below standard to 17.7 points below standard. Decreasing their average distance from level 3 by 1 pts.

The White student group will increase their scale score from 16.5 below level 3 to 9.5 below level 3. Increasing their average distance from level 3 by 5 pts.

Instruction and learning: Mathematics

2018-19

By the end of 2018-19, we will establish a grade level proficiency baseline in grades K-8 based on iReady math assessment.

Baseline data is listed as follows:

- **K: N/A. We have teachers who are piloting the program now.**
- **First Grade 15%**
- **Second Grade: 14%**
- **Third Grade: 14%**
- **Fourth Grade: 17%**
- **Fifth Grade: 19%**
- **Sixth Grade: 19%**
- **Seventh Grade: 16%**
- **Eighth Grade: 14%**

CAASPP: Mathematics

2018-19

36% of Lancaster School District students will meet or exceed standards on the CAASPP in mathematics.

The All student group will increase their scale score from 87.5 below level 3 to 74.5 below level 3. Increasing their average distance from level 3 by 13 pts.

The EL student group will increase their scale score from 92.4 below level 3 to 78.4 below level 3. Increasing their average distance from level 3 by 14 pts.

The Foster student group will increase their scale score from 117.2 below level 3 to 101.2 below level 3. Increasing their average distance from level 3 by 16 pts.

The Homeless student group will increase their scale score from 102.5 below level 3 to 86.5 below level 3. Increasing their average distance from level 3 by 16 pts.

The SED student group will increase their scale score from 96.1 below level 3 to 81.1 below level 3. Increasing their average distance from level 3 by 15 pts.

The Students with Disabilities student group will increase their scale score from 176.6 below level 3 to 160.6 below

36% of Lancaster School District students will meet or exceed standards on the CAASPP in mathematics.

The All student group decreased their average scale score from 87.5 below standard 88.8 below standard . Decreasing their average scale score by .4 points

The EL student group decreased their average scale score from 92.4 below standard to 95.9 below standard. Decreasing their average scale score by 3.1 points.

The Foster student group increased their scale score from 117.2 below standard to 105.4.2 below standard. Increasing their average scale score by 13.9 points.

The Homeless student group decreased their average scale score from 102.5 below standard to 106.6 below standard. Decreasing their average scale score by 3.7 points.

The Socio-economically disadvantaged student group decreased their scale score from 96.1 below standard to 97 below standard. Decreasing their average scale score by .9 points.

The Students with Disabilities student group increased their scale score from 176.6 below standard to 173.7 below standard. Increasing their average scale score by 3.6 points.

The African American student group increased their average scale score from 122 points below standard to 121.6 below standard. Increasing their average scale score by 1.9 points.

The American Indian student group increased their average scale score from 107.3 below level 3 to 91.6 below standard. Increasing their average scale score by 15.7 points.

level 3. Increasing their average distance from level 3 by 16 pts.

The African American student group will increase their scale score from 122 below level 3 to 105 below level 3. Increasing their average distance from level 3 by 17 pts.

The American Indian student group will increase their scale score from 107.3 below level 3 to 90.3 below level 3. Increasing their average distance from level 3 by 17 pts.

The Asian student group will increase their scale score from 3.5 below level 3 to .5 above level 3. Increasing their average distance from level 3 by 4 pts.

The Filipino student group will increase their scale score from 2.6 above level 3 to 5.6 above level 3. Increasing their average distance from level 3 by 3 pts.

The Hispanic student group will increase their scale score from 83.4 below level 3 to 71.4 below level 3. Increasing their average distance from level 3 by 12 pts

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The Pacific Islander student group will increase their scale score from 47.9 below level 3 to 39.9 below level 3. Increasing their average distance from level 3 by 12 pts.

The Asian student group decreased their average scale score from 3.5 below standard to 18 points below standard. Decreasing their average scale score by 14.5 points.

The Filipino student group decreased their scale score from 2.6 above standard to .2 above standard. Decreasing their average scale score by 2.3 points

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The Hispanic student group decreased their average scale score from 83.4 below standard to 83.8 points below standard. Decreasing their average scale score by .4

The Pacific Islander student group decreased their scale score from 47.9 below standard to 72 points below standard. Decreasing their average scale score by 24.1 points.

The Two or More Races student group decreased their scale score from 70.7 below standard to 82.6 points below standard. Decreasing their average scale score by 9.8 points.

The White student group decreased their scale score from 54.2 below standard to 55.5 points below standard. Decreasing their average scale score by 1 point.

The Two or More Races student group will increase their scale score from 70.7 below level 3 to 58.7 below level 3. Increasing their average distance from level 3 by 12 pts.

The White student group will increase their scale score from 54.2 below level 3 to 44.2 below level 3. Increasing their average distance from level 3 by 10 pts.

Intervention and Enrichment	2018-19	
	Learning gaps for identified student groups, EI, Homeless, Foster Youth, low income, African American, and special education will decrease by 10% annually as indicated on local and state assessment data.	**Learning gaps for the following identified student groups decreased in the school district in the following manner:** **English Learner: -.4%** **Homeless: -.3%** **Foster Youth: -.2%** **Low Income: -.1%** **African American: -.3%** **Special Education: -.5**
	100% of students will have access to a multi-tiered system of supports to support their individualized learning needs.	**With the assistance of the SUMS grant, we have been able to implement a Multi-Tiered Systems of Supports in four of our twenty - one schools, and have introduced MTSS to all schools. We plan to further proceed with a slow and methodical roll out of this change in our school district.**

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools **1.1 Credentialing** Lancaster School District will assure that all administrators, teachers, and certificated staff members in transitional-kindergarten through eighth grade are appropriately assigned and credentialed for their assignments in core, intervention and enrichment programs. The District will provide a California State Accredited Induction program for all new teachers and administrators in order to provide a pathway to clear their credential. The District will review recruitment and staffing practices in order to assure appropriate and equitable placement of staff throughout the district (including but not limited to insuring that bilingual teachers are placed in schools that have high concentrations of English Language Learners, and that schools are balanced based on years of teaching experience).	**For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement** Students to be Served: All Location: All Schools **In order to achieve this goal, Lancaster School District has 2 Credential Analysts in Human Resources. Each employee is credential checked with the state, and there is continuous monitoring of teachers under intern, PIPS, STPS authorizations.** **The District continues to provide an Induction program accredited by the state for all new teachers.** **New administrators are able to clear their admin credential through our relationship with various local universities, such as California State University Bakersfield.** **New teachers (bilingual and monolingual) are placed based on experience in education and student need.** **HRS recruits at various careers fairs in LA and Kern county with different demographics** **Bilingual teachers are targeted in hiring process and placed according to program needs.**	$38,561,786 - LCFF - 1000-1999 Certificated Salaries $220,687 - LCFF - 2000-2999 Classified Salaries $14,778,624 - LCFF - 3000-3999 Employee Benefits $222,399 - Federal Revenues - Title II - 1000-1999 Certificated Salaries $45,290 - Federal Revenues - Title II - 2000-2999 Classified Salaries $0 - Federal Revenues - Title II - 5000-5999 Services and Other Operating Expenses $8,808,361 - Other State Revenues - 1000-1999 Certificated Salaries $3,414,604 - Other State Revenues - 3000-3999 Employee Benefits $51,497 - Other State Revenues - 4000-4999 Books and Supplies $183,352 - Other State Revenues - 5000-5999 Services and Other Operating Expenses	$40,898,360 - LCFF - 1000-1999 Certificated Salaries $272,389 - LCFF - 2000-2999 Classified Salaries $14,721,591 - LCFF - 3000-3999 Employee Benefits $193,538 - Federal Revenues - Title II - 1000-1999 Certificated Salaries $42,938 - Federal Revenues - Title II - 2000-2999 Classified Salaries $90,350 - Federal Revenues - Title II - 5000-5999 Services and Other Operating Expenses $6,207,896 - Other State Revenues - 1000-1999 Certificated Salaries $2,617,434 - Other State Revenues - 3000-3999 Employee Benefits $34,485 - Other State Revenues - 4000-4999 Books and Supplies $322,531 - Other State Revenues - 5000-5999 Services and Other Operating Expenses

| | | $90,206 - Federal Revenues - Title II - 3000-3999 Employee Benefits
$2,500 - Federal Revenues - Title II - 4000-4999 Books and Supplies
$1,500 - LCFF - 5000-5999 Services and Other Operating Expenses
$207,597 - Other State Revenues - 2000-2999 Classified Salaries | $84,379 - Federal Revenues - Title II - 3000-3999 Employee Benefits
$18,796 - Federal Revenues - Title II - 4000-4999 Books and Supplies
$9,477 - LCFF - 5000-5999 Services and Other Operating Expenses
$185,526 - Other State Revenues - 2000-2999 Classified Salaries |

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools **1.2 - Common Core State Standards Implementation** **Leadership Teams** The Educational Services Team will support the expansion and capacity enhancement of Leadership Teams at all school sites. Leadership teams will help establish a collaborative culture at their site and monitor the implementation and achievement of their Single Plan for Student Achievement (SPSA) goals and actions. **Accountability**	**For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement** Students to be Served: All Location: All Schools **We have established teams at all sites and have met with them with cabinet teams, at both a 45 day check in and 90 day site capacity review and visit.** **Teams have been meeting throughout they year to varying degrees. Cabinet teams met with all ILTs at the 90 day mark to review current SPSAs and begin the work on the new SPSA.** **Accountability** **The district will introduce an Implementation Plan to school**	$3,359,142 - LCFF - 1000-1999 Certificated Salaries $445,233 - LCFF - 2000-2999 Classified Salaries $1,289,323 - LCFF - 3000-3999 Employee Benefits $168,110 - LCFF - 4000-4999 Books and Supplies $1,348,877 - LCFF - 5000-5999 Services and Other Operating Expenses $141,547 - Other State Revenues - 1000-1999 Certificated Salaries $599,886 - Other State Revenues - 2000-2999 Classified Salaries $256,791 - Other State Revenues - 3000-3999	$3,426,016 - LCFF - 1000-1999 Certificated Salaries $23,415 - LCFF - 2000-2999 Classified Salaries $867,786 - LCFF - 3000-3999 Employee Benefits $120,986 - LCFF - 4000-4999 Books and Supplies $640,701 - LCFF - 5000-5999 Services and Other Operating Expenses $141,819 - Other State Revenues - 1000-1999 Certificated Salaries $1,419,851 - Other State Revenues - 2000-2999 Classified Salaries $42,883 - Other State Revenues - 3000-3999

The District will refine a comprehensive monitoring plan for all current and future programs and initiatives.

Site administrators will assure communication and accountability for all staff on their site; assure every staff member knows and can articulate site plans and expectations; and monitor accountability plans for instructional, behavioral, relational, and cultural proficiency of all staff (with dedicated walkthrough schedules and defined and purposeful feedback loops).

In order to ensure successful implementation of all programs, the District, in collaboration with site leadership, will adapt/create implementation quality control standards to guide implementation of specialized programs, academic programs, etc.

The District Site Leadership Team will monitor and evaluate progress on site and district plans at least three times throughout the year.

We will expand the role of leadership teams to effectively utilize formative data and Professional Learning Communities to monitor and support.

The District will explore the purchase and use of a data dashboard to support the needs of District systems, and to make data more accessible for certified leaders.

Instructional Coaches

Instructional coaches will support teachers in the implementation of Common Core State Standards, curriculum maps/YAAGs, as well as instructional practices, lesson studies, along with a variety of digital and non-digital resources.

Professional Development

administrators next school year. The plan will include a description and the intended outcome of the program/initiative, the practice profile, metrics to be used to measure progress, PD plan, and the technology required to effectively implement the program/initiative.

Principals were provided with time with their leadership teams in order to articulate goals accounted for in site School Plans with the expressed understanding that all site members were to have knowledge of school plan goals.

The district has completed and prepared a quality control measure and implementation planning guide in order to enhance the liklihood of strong implementation of programs. We are planning on rolling this item out in the 2019-20 school year.

This year the DSLT met on 2 separate occassions. On the first occassion we were able to meet regarding local indicators of success within our school district, this conversation and collaboration is reflected within the Local Control and Accountability Plan, as well as in School Plans for Student Achievement.

This work is in the beginning stages as teams transition from general topics of discussion to strategic plan implementation. Formative data sets are also a work in progress by grade levels.

In the 2018-19 school year we have identified 2 data systems that we will be put into practice in the 19-20 school year. We are creating a 3 year roll out plan in order to get in the hands of teachers by 2022.

Instructional Coaches

Employee Benefits
$2,732,550 - Other State Revenues - 4000-4999 Books and Supplies
$24,500 - Other State Revenues - 5000-5999 Services and Other Operating Expenses
$998,192 - Federal Revenues - Title I - 1000-1999 Certificated Salaries
$366,369 - Federal Revenues - Title I - 3000-3999 Employee Benefits
$74,000 - Federal Revenues - Title II - 4000-4999 Books and Supplies
$6,200 - Federal Revenues - Title II - 5000-5999 Services and Other Operating Expenses

Employee Benefits
$2,439,732 - Other State Revenues - 4000-4999 Books and Supplies
$28,161 - Other State Revenues - 5000-5999 Services and Other Operating Expenses
$977,144 - Federal Revenues - Title I - 1000-1999 Certificated Salaries
$280,458 - Federal Revenues - Title I - 3000-3999 Employee Benefits
$77,958 - Federal Revenues - Title II - 4000-4999 Books and Supplies
$2,349 - Federal Revenues - Title II - 5000-5999 Services and Other Operating Expenses

Induction mentors will observe and provide feedback to inductees in the instruction of Common Core State Standards and will encourage attendance at professional development opportunities based on identified needs.

Special Education induction mentors will support teachers in the use of state standards (and approved alternative standards for students with severe disabilities), including development of standards-based IEPs.

Professional learning opportunities will focus on strategies to build capacity around culturally and linguistically responsive teaching in order to affect positive academic outcomes for all students, targeting unduplicated pupils.

The Coordinator of English Learner Programs will provide professional learning opportunities to all sites including additional support through the Lancaster Learning Institute focused around linguistically responsive teaching.

The Coordinator of Equity and Access will provide professional learning opportunities to all sites including additional support through the Lancaster Learning Institute to focus around culturally responsive teaching practices such as but not limited to collaborative learning opportunities, encouraging and instructing on Mindset, and empowering student voice.

Administrators and instructional coaches will support teachers in the implementation of effective lesson design, including Balanced Lesson Design, 5E/Inquiry, and Universal Design for Learning (UDL), through walkthroughs, instructional rounds, and professional development.

Instructional Coaches participated in UDL training and incorporated that training into coaching discussions and lesson planning with teachers.

Coaches facilitated lesson studies in math in grades K-2 and 5-8.

Coaches were trained in various math concept development standards in grades K-2 and redelivered that training to K-2 teachers 3 times throughout the year.

Coaches worked with various individual teachers and small groups of teachers to facilitate PLCs and implement quality lesson design, data analysis, and effective instructional strategies.

Professional Development

Induction Mentors worked with each of their candidates both in individual settings and group settings to train and support them in CCSS and PD

We ensured that new special education teachers were assigned to special education induction mentors in the 2018-19 school year. This resulted in special education teachers receiving appropriate training in required areas of academic need.

We began the process of mapping what the training schedule would like as well as providing for site based training that focused on linguistic and culturally responsive teaching.

District admin and coaches provided on site training to various sites regarding BLD lesson design.

District coaches provided paid PD opportunities in 5E/Inquiry through LLI, (Lancaster Learning Institute).

The District will provide professional development for administrators and teachers to support the implementation of Instructional Professional Learning Communities.

The District will offer opportunities to teachers to take part in Innovation Labs during the academic day as an option to further innovation within schools, based on district defined criteria.

Three professional development days will be provided in the 2018-19 school year for all ELA and math teachers to acquire the necessary skills to utilize, and analyze the districts diagnostic assessment tool.

Basic

Students will utilize state adopted curricula and materials that will allow for the integration of technology.

The district will purchase a social studies adoption and train teachers in how to implement both the Social Studies Framework and new curriculum.

Schools will offer and implement a broad course of study to include: ELA, Math, Science, Social Studies, and PE for all students in transitional kindergarten-8th grade; and middle school electives to include visual and performing arts and foreign language.

Special Education

The Department of Special Education will implement professional development for special education paraprofessionals in a

Every site participated in lesson studies focused on concept development in math facilitated by their site instructional coach.

Paid PD opportunities were offered through LLI (Lancaster Learning Institute) with a variety of courses focused on lesson

design, arts integration into standards-based lessons, reading and writing strategies in effective lesson design, and math concept development in planning, NGSS and arts integration, and Social and Emotional Learning integration.

The district provided a full day of training from Solution Tree the premiere voice in PLCs in September for all grade levels and departments. Principals were further supported during Sail meetings.

We have identified 6 Tech Lead Teachers who are going to take part in the Innovation Labs. The district has already developed a two year plan and has shared with site administrators and Tech Lead Teachers. This year Tech Lead Teachers have been asked to connect/collaborate with another Tech Lead Teacher in the district using webcam. This will allow their students to connect and build skills of collaboration and communication across district and hopefully globally.

Trainers from Curriculum Associates providing an initial training on the i-Ready diagnostic at the beginning of the year to all ELA and Math teachers. Following the first and second diagnostic, trainers returned to each site to deliver small group data analysis and training regarding actual data for ELA and math teachers.

Basic

All teachers of history participated in a

manner consistent with Comprehensive Training Opportunities for Paraprofessionals (CO-TOP).

The Department of Special Education will increase communication between special education paraprofessionals and special education teachers.

The Special Education Department Coordinators as well as the MTSS Coach will train teachers on various topics for inclusive practices such as: classroom accommodations and modifications for students with disabilities, characteristics of and strategies for teaching high frequency disabilities, behavioral strategies, and co-teaching and inclusive practices.

Equity and Data Driven Decision Making

The Director of Assessment and Educational Technology will work alongside school sites to identify individualized data targets, questions, incentives, and accountability.

The Director of Assessment and Educational Technology will support Professional Learning Communities (PLCs) driven by data at all sites. (2018-19 and on-going).

The Educational Services Team will develop a schedule of PD/PLCs for site Leadership Teams for the 2018-19 school year in order to assure the full cycle of inquiry as well as both site and district based monitoring.

The Educational Services Team will support the expansion of Lesson studies at sites within the District in order to inform data driven discussions at the district and site level.

history framework training at the beginning of the year. A History pilot committee was selected and piloted two programs. One was selected and approved by the school board for adoption in 2019-20

Schools in Lancaster School District continue to offer a broad course of study that include, on top of the core, math, ELA, NGSS, and Social Studies, but art at all schools, elementary music at our VAPA focused schools, dual language, STEM/STEAM, and AVID.

Special Education

All special education teacher attended Common Core Alignment training, which addressed accommodations and modifications, depth of knowledge, rigor, and inclusive practices.

Special education teachers also attended small-group PD on state testing accommodations and modifications.

MTSS Coach provided PD about using IABs for CAASPP testing.

Equity and Data Driven Decision Making

The Director of Assessment and Ed Tech has collaborated with school sites during SAIL/Collaborative Team meetings to identify relevant data and has provided training on how use data to identify the causes of both strengths and shortcomings. In addition, tiles have been created in Illuminate for easier access to student performance data. School sites have also been trained on how to use the i-Ready key reports to make strategic instructional decisions.

The Ed Services team in Lancaster School District created the Pink Tuesday calendar,

	where teachers are provided time to work in collaborative teams/receive professional development, and plan. This document was created at the conclusion of the 2017-18 school year prior to LCAP adoption. It has been observed that teachers have had the time to plan around the 4 DuFour questions, What do we want our kids to know? How are they going to show that they know it? What are we going to do when they get it? What are we going to do when they dont get it? This has supported equity in the Lancaster School District as it has allowed the district to really begin the process of narrowing down the intended viable curriculum within Lancaster School District. **Math teachers in grades 5-8 and some K-2 teachers participated in at least one or two rounds of lessons studies based on training they received collectively.**		

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools **1.3 - English Language Arts** The District will offer targeted professional development to all teachers (Pre-school - 8th grade) that is designed to support student growth in Language Arts.	**For Actions/Services included as contributing to meeting Increased or Improved Services Requirement** Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools **A wide variety of training was offered through the LLI (Lancaster Learning Institute) focused on reading and writing and standards mastery for all teachers at all**	$19,785 - LCFF - 5000-5999 Services and Other Operating Expenses $3,500 - Other State Revenues - 1000-1999 Certificated Salaries $766 - Other State Revenues - 3000-3999 Employee Benefits $40,000 - Other State Revenues - 4000-4999 Books and Supplies $0 - Federal Revenues - Title I - 1000-1999 Certificated Salaries $0 - Federal Revenues -	$274,492 - LCFF - 5000-5999 Services and Other Operating Expenses $0 - Other State Revenues - 1000-1999 Certificated Salaries $1,014,983 - Other State Revenues - 3000-3999 Employee Benefits $606 - Other State Revenues - 4000-4999 Books and Supplies $0 - Federal Revenues - Title I - 1000-1999 Certificated Salaries $0 - Federal Revenues -

The District will offer professional development to all staff that is designed to optimize the implementation of the Language Arts curriculum and to directly support students in Language Arts.

Technology integration coaches will support teachers in the use of technology based components from the English Language Arts adoption.

Teachers, coaches, and administrators will use the results of the universal screener (in periods of time aligned to the district adopted assessment calendar) to support, and monitor the progress of unduplicated students in technology based interventions such as Read 180, System 44, iREAD, and Imagine Learning.

The District will monitor the implementation of technology based interventions both during and outside of the school day.

District and site instructional coaches will train and support the full use of curriculum extension and enrichment materials in order to allow students to have choice in their exploration of English Language Arts.

Teachers will collaborate in order to enhance practice by monitoring each others demonstration lessons, modeling effective teaching practices for peers, and conducting professional learning based on site identified need.

The Year-At-A-Glance (YAAG) revision team will continue to develop the YAAG on no less than two pull-out days throughout the year.

Site Instructional Coaches will facilitate lesson studies/grade level/department collaboration throughout the school year (depending on site need in ELA); this process will align with needs outlined in the schools

grade levels.

District and site instructional coaches delivered site specific training in ELA at the request of administration in support of SPSA and LCAP goals.

Trainings were offered for select groups of teachers who needed support in implementing various aspects their ELA curriculum such as writing and intervention tools.

Worked with MTSS Coach and provided tech support for WonderWorks PD. Helped teachers use online curriculum with Google Classroom learning management system. Increased parent outreach to help parents understand and support tech use in the classroom and at home. Created Technology Family Resources webpage

Teachers, coaches, and administrators have been trained on how to use the i-Ready Diagnostic results to make strategic instructional decisions. Instructional grouping profiles student report groups (by program and ethnicity) have been created in i-Ready. Data from technology based interventions have been shared and analyzed by various stakeholders.

GoGuardian implementation assists with monitoring tech use, including during SBAC testing. Monitoring and filtering programs keep track of students with take home Chromebooks (as part of pilot program). Various adaptive programs enrichment and/or intervention used at school sites (Freckle, MobyMax, Learning.com, Zearn.org). The district has identified and shared programs.

The District Tech Integration coaches have provided weekly PD on multiple educational

Title I - 3000-3999 Employee Benefits
$97,000 - Federal Revenues - Title I - 4000-4999 Books and Supplies
$467,430 - LCFF - 2000-2999 Classified Salaries
$188,733 - LCFF - 3000-3999 Employee Benefits
$254,686 - LCFF - 4000-4999 Books and Supplies
$186,552 - Federal Revenues - Title I - 5000-5999 Services and Other Operating Expenses

Title I - 3000-3999 Employee Benefits
$409,437 - Federal Revenues - Title I - 4000-4999 Books and Supplies
$200,000 - LCFF - 2000-2999 Classified Salaries
$175,759 - LCFF - 3000-3999 Employee Benefits
$211,235 - LCFF - 4000-4999 Books and Supplies
$131,945 - Federal Revenues - Title I - 5000-5999 Services and Other Operating Expenses

Single Plan for Student Achievement and determined based upon student achievement data.

The Educational Services Department will explore foundational literacy training options for TK-2 teachers. | **apps to differentiate and enhance curriculum (Flipgrid, Nearpod, Padlet). Offered Google training available multiple times throughout the year. Co-taught ELA lessons with teachers with technology. Encouraged blended learning environment that mixes group work, independent work, direct instruction, and small group sessions with teacher. Helped teachers use online curriculum with Google Classroom learning management system. Curated and created ELA specific Google Apps templates.**

Site instructional coaches provided training based on site need and in support of SPSA goals.

The YAAG teams met twice this year to make specific revisions and additions to the YAAG as needed.

Various sites conducted lesson studies in ELA based on site need and in support of SPSA goals

A consultant was identified and training options were discussed in order to provide foundational literacy training for our TK-2 teachers. | | |

Action 4

| Planned
Actions/Services | Actual
Actions/Services | Budgeted
Expenditures | Estimated Actual
Expenditures |
|---|---|---|---|
| **For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement**

Students to be Served: All

Location: All Schools

1.4 Instruction and Learning - Math | **For Actions/Services included as contributing to meeting Increased or Improved Services Requirement**

Students to be Served: English Learners, Foster Youth, Low Income

Scope of Service: LEA-wide | $97,000 - Federal Revenues - Title I - 4000-4999 Books and Supplies
$59,000 - LCFF - 5000-5999 Services and Other Operating Expenses
$50,107 - LCFF - 4000-4999 Books and | $0 - Federal Revenues - Title I - 4000-4999 Books and Supplies
$313,169 - LCFF - 5000-5999 Services and Other Operating Expenses
$287,751 - LCFF - 4000-4999 Books and Supplies |

The Department of Educational Services and the Director of Assessment and Educational Technology will define, and provide professional learning on, grade level mathematics targets for Pre-School - 8th Grade.

Teachers, coaches, and administrators will use the results of the universal screener (in periods of time aligned to the district adopted assessment calendar) to support, and monitor the progress of unduplicated students math.

Data from math assessments will be used in PLCs to improve instruction, provide intervention and enrichment, and communicate progress to staff, students and families.

The Department of Educational Services will review, and identify appropriate strategies as it relates to mathematics instruction in order to ensure proper instructional pedagogy is taking place within the classroom.

Intervention will be offered before and after school for students who are not achieving at grade level in the math classroom, and will specifically target the foster and homeless student population.

Teachers will integrate technology in a meaningful way and use manipulatives, inquiry techniques, and other evidenced-based strategies to increase student capacity in mathematics.

Math teachers in all grades will conduct lesson studies throughout the year and be trained in collaborative planning in order to reinforce a focus on data driven decision making.

A designated math consultant will train instructional coaches to become Trainers of Trainers in math concepts for grades K-2 in order to strengthen early conceptual | Location: All Schools

Based on the CAASPP blueprint and current Math YAAGs, 5th-8th grade teachers and K-2nd grade teachers participated in targeted math concept development trainings twice throughout the year provided by an outside consultant.

The district purchased an i-Ready Diagnostic for Reading and Math for grades 1-8. i-Ready Diagnostic is a computer-based adaptive assessment that is used to diagnose individual student learning needs and screen students to determine who needs additional support and to predict student proficiency on SBAC. Prior to this year, we did not have a common, consistent assessment to measure progress and monitor growth towards standards mastery across the grade levels/district/schools throughout the year. The schools would administer the Diagnostic three times a year (Beginning, Mid, End) to collect student performance data. Trainings were provided by i-Ready to various stakeholders (administrators/teachers) on what the diagnostic is and how to administer it (August 6). Within two to three weeks following the 1st (Sept) and 2nd (Jan.) diagnostic administrations, each school had a one day follow up training with small groups or grade levels facilitated by i-Ready trainers in which teachers, coaches, and administrators learned how to read and use reports for the diagnostic to make instructional decisions. Student Report Groups have been created in i-Ready to monitor student growth.

The Assessment and Ed Tech department has provided i-Ready Diagnostic results to school sites to be used in PLCs to improve | Supplies | |

knowledge of mathematical practices for K-2 teachers.

The District will provide intensive and targeted training to teachers, grades 5-8, in the core content area of mathematics through a math consultant (to include SDC teachers). Instructional coaches will reinforce the identified strategies through collaborative planning and lesson study protocols.

teaching and learning. i-Ready Diagnostic results have been shared and analyzed with various stakeholders and departments (DSLT, Cabinet, Board, SAIL, etc) and communicated to the staff, students, and families. Schools have used the diagnostic results to engage in school-wide/grade level PLCs to identify intervention and enrichment groupings and deliver targeted instruction based on the Instructional Grouping Profiles.

Number Talks, specific strategies trained by an outside consultant and manipulatives were the focus of math concept development in 2018-19.

Math tutoring has been occurring both before and after school. CARES comes on and works before and after school, with homework help.

Trainings on Google apps and/or other strategies have been provided/offered to teachers, including GAFE Camps, however, we are still not seeing these strategies being used effectively in the classrooms. According to the 2019 Tech Survey, 10.6% who responded to the survey indicated that they didnt regularly use technology in their classrooms. The survey also showed that 47.4% only used technology at the Substitution and Augmentation levels. 58.9% indicated that they did not have their students collaborate on a shared Google Doc as part of an assignment.

The district purchased 500 Chromebooks for a take-home pilot program. Teachers had to apply and be selected to participate in the pilot program. These Chromebooks are meant to be kept at home for the school year. Dr. Douglas connection to technology. Desmos/Achieve the Core/GeoGebra /Zern.org/YouCubed. McGraw Hill online

math tools and videos. Curate/create math specific Google Apps templates.

Some K-2 teachers and most 5th-8th grade teachers participated in Lesson studies as mandated by the district.

A math consultant spent three days of training with coaches on essential K-2 concepts. Coaches then trained their K-2 teachers at their sites

A math consultant provided training to 5th and7th grade teachers two days during the year and four days of training with the 6th and 8th grade teachers. All 5th-8th grade teachers participated in at least one lesson study following the training and lesson development.

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools **1.5 Intervention/Enrichment** **Multi-Tiered Systems of Support (MTSS)** The District will maintain a MTSS Design Team to improve efficacy in the following: Collecting, analyzing and using data, improving culture and climate with a district	**For Actions/Services included as contributing to meeting Increased or Improved Services Requirement** Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools **Multi-Tiered Systems of Supports (MTSS)** **The Multi-Tiered Systems of Support has met on average 2 times per month throughout the school year on the following dates: 8/20, 9/17, 10/1, 10/15, 11/5, 12/3, 1/14, 2/4, 3/4, 4/1, 4/15, 5/6, 5/20, 6/3.**	$8,296,266 - LCFF - 1000-1999 Certificated Salaries $1,881,807 - LCFF - 2000-2999 Classified Salaries $4,061,303 - LCFF - 3000-3999 Employee Benefits $4,287,051 - LCFF - 4000-4999 Books and Supplies $1,450,988 - LCFF - 5000-5999 Services and Other Operating Expenses $1,813,278 - Other Federal Funds - 2000-2999 Classified Salaries	$8,677,549 - LCFF - 1000-1999 Certificated Salaries $872,206 - LCFF - 2000-2999 Classified Salaries $5,084,427 - LCFF - 3000-3999 Employee Benefits $3,584,004 - LCFF - 4000-4999 Books and Supplies $2,057,423 - LCFF - 5000-5999 Services and Other Operating Expenses $1,569,202 - Other Federal Funds - 2000-2999 Classified Salaries

focus on growth mindset, providing for leadership and organization as well as guidelines and program oversight, improving teaching and learning through professional development and increased focus on rigor, as well as linking behavioral and learning supports as part of a district wide MTSS system as it applies to our low socio-economic student population

Hire educational liaisons to work directly with our foster population to increase positive academic outcomes (PIVOT Partners).

The District will hire a Multi-Tiered Systems of Support Coach in order to facilitate district integration of the MTSS design plan.

The District will develop and implement a district-wide early warning system to identify at-risk students (with a focus on foster and homeless) using assessment data to target student academic and behavior intervention support, as well as to assure progress monitoring to support identified needs.

Site and district instructional coaches and program chairs (such as EL, GATE, and PBIS chairs) will support the MTSS instructional program by providing intervention strategies, materials, and resources to staff during staff development Tuesdays that is targeted towards low socioeconomic students within Lancaster School District.

Intervention

Site Assessment Chairs, will provide the results of formative assessments to site administrators and teachers in order to facilitate PLC's and the Student Study Team (SST) process.

SST Chairs will provide guidance for Student Study Teams and support the use of SST Online

Started work on aligning data systems (ex. EWS)

District started using a more comprehensive diagnostic assessment program (iReady: reading and math)

Creation of the MTSS guidelines (Tier 1, 2, 3 gold standards) including cut points to define tiered instructional needs of student. These guidelines have been shared with various stakeholders including site administration and coaches.

Development of Practice Profiles: PLC, Standards-Based Instruction, and Small Group Instruction

Education Liaisons started working with students in foster care during the 2018-2019 school year. Through the first school year, Ed. Liaisons have refined the referral process and monitored the needs of youth based on referral indicators. The Ed. Liaisons work with students include encouraging student engagement through rapport building and by creating and monitoring student goals in the youths voice. Ed. Liaisons have also worked to help students in care form education teams that support their academic success which includes public agency and natural supports. Ed. Liaisons help identify education rights holders for youth in care and access the documents to ensure they are updated in the student information system.

District hired an MTSS Coach of Inclusive Practices in July of 2018

The Early Warning System Team has evaluated various comprehensive data systems and narrowed it down to 2. Under the

$762,575 - Other Federal Funds - 3000-3999 Employee Benefits
$2,952,583 - Other State Revenues - 1000-1999 Certificated Salaries
$1,955,435 - Other State Revenues - 2000-2999 Classified Salaries
$2,022,804 - Other State Revenues - 3000-3999 Employee Benefits
$103,580 - Other State Revenues - 4000-4999 Books and Supplies
$91,130 - Other State Revenues - 5000-5999 Services and Other Operating Expenses
$1,200,000 - Other State Revenues - 7000-7499 Other
$397,760 - Federal Revenues - Title I - 1000-1999 Certificated Salaries
$87,839 - Federal Revenues - Title I - 3000-3999 Employee Benefits
$1,836,507 - Federal Revenues - Title I - 4000-4999 Books and Supplies
$483,479 - Federal Revenues - Title I - 5000-5999 Services and Other Operating Expenses
$0 - Federal Revenues - Title III - 1000-1999 Certificated Salaries
$0 - Federal Revenues - Title III - 3000-3999 Employee Benefits

$758,685 - Other Federal Funds - 3000-3999 Employee Benefits
$3,050,472 - Other State Revenues - 1000-1999 Certificated Salaries
$609,377 - Other State Revenues - 2000-2999 Classified Salaries
$1,675,047 - Other State Revenues - 3000-3999 Employee Benefits
$31,457 - Other State Revenues - 4000-4999 Books and Supplies
$257,808 - Other State Revenues - 5000-5999 Services and Other Operating Expenses
$1,200,000 - Other State Revenues - 7000-7499 Other
$661,027 - Federal Revenues - Title I - 1000-1999 Certificated Salaries
$214,339 - Federal Revenues - Title I - 3000-3999 Employee Benefits
$1,493,132 - Federal Revenues - Title I - 4000-4999 Books and Supplies
$585,575 - Federal Revenues - Title I - 5000-5999 Services and Other Operating Expenses
$624 - Other Federal Funds - 4000-4999 Books and Supplies
$65,308 - Federal Revenues - Title I - 2000-2999 Classified

at each site based on work with the Director of Curriculum and Instruction in order to support the needs of all learners.

The Department of Innovation and Technology will provide intervention and enrichment opportunities to all students in TK through 8th grade outside of the learning day, including Winter, Spring, and Summer recess with specific attention given to foster and homeless youth.

The purpose of the Crossroads Bridge Academy is to meet the academic, social, and emotional needs of students who have been referred to the campus via SST, or expulsion through innovative interventions and compassionate interactions.

Students in the Crossroads Bridge Academy will learn skills to make successful transitions to their home schools and to become engaged learners on a comprehensive campus.

Bridge students will be taught via interactive lesson design, targeted intervention based on universal screeners, small group rotations, and individualized learning.

Bridge students will receive social emotional learning curriculum.

The Crossroads Leadership Academy will provide intensive support to students either referred by the Crossroads Bridge Academy, or via a comprehensive schools campuses Student Study Team Process whom are in grades 6-8. The Leadership Academy will meet the academic, social, and emotional needs of referred students through innovative interventions and compassionate interactions with a a focus on project based learning and development of leadership skills.

Leadership Academy students will be taught

direction of the Team, staff viewed both systems and provided feedback for each.

We looked at several programs. Narrowed it down to 2 programs: Schoolzilla and Hoonuit. We met with various stakeholders and developed surveys for feedback on the 2 programs.

Coaches participated in a year long training in UDL practices and facilitated PLC teams using UDL language and concepts.

District MTSS coach provided UDL training at specific sites, including Joshua Elementary.

Paid PD opportunities were offered through LLI (Lancaster Learning Institute) with a variety of courses focused on lesson design, arts integration into standards-based lessons, reading and writing strategies in effective lesson design, and math concept development in planning, NGSS and arts integration, and Social and Emotional Learning integration.

District rolled out the new MTSS Tier 1 Guidelines and Tier 2 and 3 Intervention Guidelines to support site decisions with regard to effective instruction and interventions structures.

Intervention

The Site Assessment Chairs have collaborated closely with Director of Assessment and Ed Tech to ensure that assessment data are provided to teachers and administrator for PLCs in a timely manner. The Chairs have been trained to pull and created various reports from various data sources (Illuminate, i-Ready, CA Dashboard, and CAASPP website).

The SST chairs along with various special

$0 - Other Federal Funds - 4000-4999 Books and Supplies
$0 - Federal Revenues - Title I - 5000-5999 Services and Other Operating Expenses
$750 - Federal Revenues - Title I - 2000-2999 Classified Salaries

Salaries

utilizing interactive strategies, to include but not be limited to AVID strategies.

Focus of instruction for the Leadership Academy will be leadership and character development via an academic focus entitled Habits of Mind: Leadership Academy students will experience a small class sizes (capped at 25).

Social emotional learning for the Leadership Academy will come via a program such as Teen Leadership to teach personal responsibility.

Teachers teaching in either the Leadership Academy or the Bridge Academy will undergo training in Habits of Mind.

The Crossroads Bridge and Leadership Academy will have consistent consultants in school climate to work with teachers to build an intentional school climate, based in leadership.

The Crossroads Bridge and Leadership Academy will focus around 16 Habits of mind that will serve to provide students with skills to work through real life situations that equip them to respond using awareness, thought, and intentional strategies in order to make better choice and gain positive outcomes.

Crossroads Bridge and Leadership Academy will increased supervision to monitor student climate.

Enrichment

The District will hire additional specialized teachers as needed who can provide enrichment via elective courses.

The District will offer and implement a culturally relevant, broad course of study for all students that includes middle school electives such as fine arts, foreign language,

education teachers, psychologists, the MTSS Coach and CIA Director have been working on revising the SST process and procuring a new way to document SSTs effectively. An updated SST process has been one of the central focus areas of the MTSS Design Team, particularly with addressing the needs of foster and homeless students.

A representative from Capturing Kids Hearts performed a walkthrough of the campus and left actionable steps to assist teachers with their practice. All teachers set clear expectations at the beginning of the year and followed through with creating Social Contracts. Each teacher also greeted children at the door whenever they returned to class.

The entire Crossroads staff was trained in Habits of Mind in August, October, February, and May. The Habits of Mind are 16 problem solving, life-related skills necessary to effectively operate in society and promote strategic reasoning, insightfulness, perseverance, creativity and craftsmanship.

Teachers were re-trained in Balanced Lesson Design and Accountable Talks as an integrated ELD strategy.

All students received the district adopted Second Step socio-emotional learning curriculum.

The site counselor meets will all students on an individual or group basis. Support through Hathaway-Sycamore School-Based Mental Health Agency is offered to all students.

The classroom Leadership Academy is AVID trained and focused on the Writing and Organization components of WICOR. Students used My Access and made up to

and music in order to provide enrichment and engagement, as well as to develop critical thinking skills targeted towards the needs of our foster population in order to receive enrichment inside the school day.

All schools will provide designated enrichment support for TK-8th grade students with specific attention given to foster and homeless youth, including acceleration, depth and complexity, and creativity during differentiated learning time, as well as throughout and beyond the school day.

The Department of Pupil, Safety, and Attendance will monitor the participation of foster and homeless youth in enrichment activities.

The District will administer the CoGat as a Universal Screener for all students in a designated grade level; and to all students recommended by teachers and parents during spring quarter, in order to increase the identification of low - socioeconomic students within Lancaster School District.

Each elementary school will create and implement a school focus, such as but not limited to Visual and Performing Arts, Computer Science, STEM/STEAM or Dual Language Immersion in order to increase the attendance of our low socio-economic student population, and increase access to specialized programs.

All middle schools will create and implement foundational electives that build College and Career Pathways, including programs such as but not limited to the following: Visual and Performing Arts, STEM-Project Lead The Way modules, Computer Science, Band/Music, Leadership, AVID, and Foreign Language.

The District will hire a minimum of one

four years growth.

The Leadership Academys class size did not reach above 12 students. Each teacher chose 4 Habits of Mind to focus on for the year. Leadership Academy students learned about Persisting, Finding Humor, Managing Impulsivity, and Taking Responsible Risks.

The program Leadworth, formerly known as Teen Leadership, helps students develop critical, life-changing skills that include taking personal responsibility, expressing themselves well, and making good decisions when problems arise. Students completed first and second semester courses.

The entire Crossroads staff was trained in Habits of Mind in August, October, February, and May. The Habits of Mind are 16 problem solving, life-related skills necessary to effectively operate in society and promote strategic reasoning, insightfulness, perseverance, creativity and craftsmanship

Crossroads added an extra supervision aide and a Recreational Leader to the team. The Recreational Leader has assisted in provided students with alternate activities during unstructured play time.

Enrichment

In 2018-19 the Lancaster School District hired an elementary music teacher for the 5 schools within the district, and further hired on a music teacher for our 4th middle school Endeavour. The effect of this has been an event entitled Bands Spectacular put on with an agreement with the City of Lancaster to use the Lancaster Performing Arts Center stage in order to provide our students with real life opportunities in performance on large scales. The Elementary Music has provided for an increase in attendance on the

elementary music teacher to provide music instruction for a minimum of five to increase the capacity for elementary schools to incorporate music into their instructional programs.

The District will explore expansion options for the districts Dual Language Immersion Academy, and will define a specific focus for this program to extend into the middle school grade years.

The District will eliminate combination grade level classes in grades 1-3 and reduce class sizes below the contract language as stated in the Teachers Association of Lancaster's bargaining agreement.

The District will maintain additional 70 hours in order to fully implement new programs and services principally directed towards low-socioeconomic, foster, and homeless student populations.

Educational Technology

Instructional Technology coaches will work with teachers to optimize the integration of technology into instruction, to ensure that low-socio-economic student populations have access to the curriculum and technology necessary to be successful during the school day.

All classrooms and campuses will have adequate network access campus-wide to ensure connectivity to the internet.

Staff will have access to current technology that is maintained on a regular cycle.

Classrooms will be equipped with student devices, interactive display panels, sound amplification devices to address the needs of at-risk student groups.

Technology Integration professional

days in which the teacher was present for the grade levels she was working with.

The district is currently offering music courses at 4 of the 5 comprehensive middle schools on campus, as well as 5 elementary sites, where 2 teachers are to work with grades 2-5. Art is trained throughout the district, and teachers are encouraged to use artistic methods in their instruction.

Gate chairs have been provided training to take back to sites in order to enhance the sites abilities to better assist in designated enrichment throughout the school day.

Foster and homeless students have been given priority in enrollment in both intervention and enrichment activities. Throughout the year.

The district administered the COGAT 7 in the fall of the 2018-19 school year, as well as to all students recommended for GATE by family, or teachers.

We currently have identified a 14 sites who are focusing on college readiness, 1 Dual Language Immersion site, 4 Stem/STEAM sites, and 1 STEAM academy as well as 2 coding sites. There are also 5 sites that have a special focus on visual and performing arts.

4 of 5 middle schools are currently implementing the AVID program in order to meet this requirement. We also have 1 STEAM Academy, as well as Music at 4 of the 5 middle schools within our district.

The district currently has a plan to expand the Dual Language Academy at Linda Verde to a K-8 school. In 19-20 it will open its first 6th grade class. We plan to provide for media arts in this school as an elective, and

development will be offered in the form of camps, self-directed professional development, after school sessions, coaching sessions, side-by-side teaching and innovation labs to support teacher learning to improve the educational environment for low socio-economic, foster, and homeless student populations.

Teachers and administrators will be given opportunities to learn, create, innovate, and support others in the classroom. Teachers and administrators will attend outside professional development opportunities to continue to build skills and knowledge.

Next Generation Science Standards

The Department of Curriculum and Instruction will provide teachers with the opportunity to create curriculum, provide and receive training, explore and recommend materials, and implement strategies for the Next Generation Science Standards, and support strategies that are principally directed towards low-socioeconomic student populations.

School sites will determine and communicate needs pertaining to the purchase of supplies and resources to develop and implement Next Generation Science Standard units, determined by a district generated recommended materials list, with funding provided from the district to purchase the needed materials.

The NGSS Curriculum Development Team will continue to develop appropriate and thorough curriculum guides and resources for grades 6-8, utilizing the SCALE process for unit development (developed by Stanford University), through the guidance and support of the District Instructional Coach for NGSS.

The Department of Curriculum and Instruction will provide or arrange for training for NGSS

academy focus moving forward

Educational Technology

Technology Integration Coaches have been assigned to work closely with 7-8 schools this year. They have done numerous PDs throughout the school year and worked with teachers to ensure effective use of electronic devices and software to increase student engagement and achievement (i.e. Google Apps, VR, PS gradebook, online curriculum related resources, etc). Also, they have attended Coaches meetings and other trainings offered by the district in order to better support classroom teachers to improve technology integration, program implementation and student learning outcomes.

All classroom have been modernized for wired and wireless access. Each classroom has a minimum of two wired ports and one access point for wireless access. All school sites have a 1gb backbone from central data location to classrooms. All school sites have a 1Gb backbone fiber connection to the district office for internet access. The district office has two internet ISP connections (5Gb and 1Gb) for highly available internet access.

Currently, the district maintains technology assets in an online asset inventory program (Asset Panda). Through the reporting process, we can locate older technology and recommend replacement when applicable. All classroom technology is maintained for proper use through the District work order system.

Currently, the district sets standards for student devices, interactive displays, and audio enhancements. All classrooms are at minimum fitted with a projector, sound

curriculum development teachers in grades 3-5 utilizing the SCALE process beginning in the summer of 2018 and to be continued throughout the 2018-19 school year.

The Department of Curriculum and Instruction will recruit teachers to the K-2 NGSS curriculum development team in spring of 2018-19, in order to complete training and development of NGSS units in these grade levels.

District NGSS coach will be trained to facilitate the NGSS SCALE process by the end of school year 2019.

Arts Integration

The Director of Special Programs, in collaboration with the Director of Curriculum and Instruction and the District Instructional Coach designated to support the Arts, will maintain a District Arts Team in order to facilitate the District Arts Plan in order to increase engagement in the districts low-socioeconomic student population.

The Department of Curriculum and Instruction will provide training to teachers in order to integrate art into all subject areas, facilitating increased student engagement for at-risk youth.

Teachers will provide access to an integrated arts program principally directed towards, but not limited to foster, homeless, and low socio-economic student groups.

Extended Learning Opportunities

The Director of Alternative Learning Opportunities will develop, supervise, and manage extended learning opportunities including Lancaster Virtual Academies (LAVA), Summer School, CARES, Intersession programs, Home Education, Home Hospital

amplification system and 5 student workstations as outlined in the technology plan. Chromebook carts in each classroom will phase out the 5 workstation requirement

Next Generation Science Standards

Teachers in grades 3-5 developed a Unit of Study implementing NGSS Standards alongside Stanford University consultants. Units of study included scaffolding and supports for EL students, low socioeconomic students, and enrichment. Grades 6-8 continued to instruct NGSS standards based on the scope and sequence used during the 18-19 school year, as well as, the instructional segments provided by CDE. K-8 teachers had opportunities through LLI to attend professional development in order to develop understanding and application of NGSS in the classroom.

Grades 6-8 made consumable and some durable purchases based on school site needs that support NGSS standard instruction. Grades 3-5 sites made material purchases based on the Unit of study developed.

Grades 6-8 NGSS Development Team reviewed and came to consensus to implement the instructional segments from the NGSS framework in lieu of unit development. This decision was also based on the revised for NGSS pilot and adoption by CDE, which is a year earlier than anticipated.

This was accomplished! Teachers are implementing the unit of study with feedback. It can/will be used along with the pilot and curriculum adoption materials.

This was partially accomplished! A K-2 NGSS committee was established in February of 2019. No development of NGSS

instruction, Saturday School, and attendance recovery.

The District will explore options towards serving K-2 students via a home school blended learning environment via Lancaster Virtual Academy.

Lancaster Virtual Academy (LAVA) will serve students in grades 3 - 8 who will complete work independently on an online platform that provides for rigorous access to the Common Core State Standards, guided by classroom instructors.

Students in LAVA will take part in self-directed learning opportunities, and will be provided the opportunity to attend morning and/or afternoon sessions in order to receive direct instruction, intervention, enrichment, and social/emotional support.

Families of students in LAVA who complete district directed requirements will be provided the opportunity to check out a personal technology device; requirements may include but not be limited to a meeting with the Director of Alternative Learning Opportunities and a signed technology-at-home agreement.

units for grades K-2 is necessary because Lancaster will go through the piloting process during the 2019-2020 school year. Extended professional development opportunities for K-8 teachers will be offered to school sites and through LLI.

Arts Integration

Tried to schedule release days for the District Arts Team to meet but due to competing priorities for sub needs and calendar conflicts, was unable to re-convene the committee.

Various trainings regarding arts integration were provided for in the 2018-19 school year that provided for integration of arts into common core instruction, the use of wevideo in the classroom, integration of science and art, math and art, writing and art, portrait painting, development of English Language skills through art, media arts, and dance and movement among many others.

Extended Learning

Odysseyware is our main online platform for state standards delivery. We incorporated the iReady math suite into our schedule. The teachers monitor the students progress. They communicate with families and students to guide them and ensure work completion.

The work done during these workshops is hands-on learning. Each day of the week has a content specific focus (Monday-ELA, Tuesday-Music, Wednesday-Science, Thursday-Math, Friday-Social Studies). The blocks are two hours long. There is curriculum support 4 days a week in each session block.

We have checked out 100 chromebooks and approximately 85 hotspots to 3rd-8th grade

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

1.1 - All administrators, teachers and classified staff were appropriately assigned in the 2018-19 school year. This was verified by both Williams, and the District ongoing review of records for teachers in the our Human Resource department. New teachers were provided support via our induction program, new administrators were provided the opportunity towards clearing their credentials through the CACP through a partnership with Palmdale School District. We have been successful in maintaining an appropriately credentialed staff for our students. We continue to work on making sure there is an equitable distribution of teachers at the sites. This is available in goal 1.1 of the 2019-20 Plan.

1.2 - Teachers were supported in 2018-19 in the implementation of CA Common Core State Standards (CCSS), teachers were provided with state adopted CCSS materials, and training that provides access to the CCSS frameworks for ELA, Math, NGSS, and Social Studies via our Lancaster Learning Institute (LLI). We have provided for Lesson Studies which provided for an analysis of lesson design, and help with lesson design from a consultant in Math, and from peers. We provided for access to Professional Learning Communities through training from Solution Tree. This year we have a focus on PLC's moving forward, as well as enhancing our Tier I instruction. Pink Tuesday's will be kept, and moved forward in order to enhance opportunity for sites to train on site needs. This will be addressed in Actions 1.2, 1.3, and 1.4 in the 2019-20 school years plan.

1.3 - We were successful in offering targeted PD to all teachers, however will move into an intense focus on utilizing Close Reading Strategies as we move forward district wide. We have had and used our technology integration coaches to help in the integration, however we are looking to tie them more closely with our CIA department in order to make sure our tech coaches have the ability to support teachers where they need it and are of the understanding as to where that need will arise. We have provided for significant tech integration, however we are looking to limit the number of programs being utilized to increase student teacher contact, and to discourage ineffective program useage. We are also planning on encouraging greater web-based instructional apps after regular school hours. In terms of our Year at a Glance pacing document, we will begin to bring together a committee to integrate ELA and History in order to align the two subject areas. This is a multi-year process. After discussion it was determined that we will prioritize the training days in the school year for math next year and begin to frontload the foundational literacy needs during LLI in 19-20. All changes in this goal can be found in goal 1.3 of the plan moving into 19-20.

1.4 - We were successful in gaining participation in receiving targeted math concept development training for our teachers in K-2 and 5th-8th. In 19-20 we are planning to focus on 2nd-4th grade. Access to data has been readily available, we plan to continue this process of providing data to sites to help them course correct throughout the year. In terms of training math concept development we were successful in doing so through the use of manipulatives. Tutoring has occurred both before and after school in terms of math instruction, however we need to increase the frequency of tutoring while formalizing the format of tutoring. We have provided for training in Google Aps to teachers throughout the district, however we will be looking to increasing the instance of this in order to reach more teachers. Teachers in K-2 and 5-8 participated in math lesson studies this year, sites are continuing this process for these grade levels, however the district will be looking to expand capacity with subsequent grade levels.

1.5 - We were able to train all staff in the use of PLC's, and start work on aligning data systems. We have had the opportunity to provide for creation of practice profiles for major initiatives throughout our district. We continue this into the 2019-20 school year. We have educational liaisons that are focusing on working with our Foster Youth. We were able to hire an MTSS coach, who has taken on facilitating Inclusive practices throughout the district. Coaches were put into a year long training of UDL. The district rolled out new MTSS Tier 1, 2 and 3 guidelines to support site decisions. The Crossroads Bridge Academy, and Leadership Academy have been established, we continue to refine this action. We retrained teachers in balanced lesson design and ELD strategies. There was a

clear focus throughout the district in monitoring foster and homeless students. We were able to add 2 technology integration coaches this year, that have supported sites in integrating technology into instruction. All classes have been modernized for wired and wireless access. We have begun to introduce the Next Generation Science Standards (NGSS). We will continue to provide for equipment and resources for teachers to implement the new standards. We maintained the use of TEAL strategies in order enhance Arts integration, however have further provided for grants to sites to bring on teaching artists throughout the school day for teachers. We have also provided for a music teacher to provide access to music at the site level. We have established a new school in Lancaster Virtual Academy in order to provide for blended learning activities for students in order to reach all learners. In doing so we have provided chromebooks to students in order for students to have access to tech at home. Furthermore we have provided 85 hotspots for students in grades 3-8 who are enrolled in LAVA.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Currently we have determined that whereas there has been significant work on setting culture throughout the district and focusing on limiting the amount of programs, and initiating implementation resources that will help in providing effectiveness, it has been determined that whereas actions have promise, we are need of focusing on how things are implemented throughout the district. Based on outcomes we are projected to maintain 18% proficient in mathematics on the CAASPP, and 32% in ELA based on iReady projections. This is identical to the scores that we have received in the previous 2 years. It is our understanding that reframing our approach to implementation and providing more accountability on implementation, while building on our strengths is a significant need throughout the district.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We had expected higher costs in terms of tutoring services for our students, however teachers did not take on the opportunity to tutor students after school.

We also expected to see a stronger use of our Lancaster Learning Institute, however teachers did not attend informational sessions that were provided for frameworks. As this has been a persistent problem within Lancaster School District, we will begin to incorporate more targeted training in order to get our teachers out to training.

Sites did not purchase all the materials that we expected them to purchase for NGSS, which resulted in lower costs in implementation.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

1.1 - As we have been successful in implementation of maintaining an appropriately assigned staff, we look to engage in creating a more equitable distribution of staff at the sites.

1.2 - In order to increase the accountability of instruction, and quality instruction, district visits will increase in the 2019-20 school year, as well as oversight of Instructional Leadership Team work. We will be increasing the amount of time used in DSLT in order to better inform district stakeholders in terms of development of district plans. We will conduct a second and deeper training of PLC's at the beginning of the 2019-20 school year. Coaches will participate in math training for grades 2-4 and continue to work the Universal Design for Learning (UDL). Coaches will also help to facilitate vertical articulation within the site. Induction mentors will work with each of their candidates both in individual settings and group settings to train and support them in CCSS and PD. The Department of Special Programs, and Curriculum and Instruction will work closely to tie trainnings throughout the school year through LLI to equity, both cultural and linguistic. We will focus on ensuring communication with site principals, and making sure that that communication reaches the site in order to ensure district alignment. Changes pertaining to this action will be found in action 1.2 in the 2019-20 plan.

1.3 - Technology Integration Coaches will collaborate with CIA to align PD options for the 2019-20 school year. There will be an integration of ELA into History through a creation of a Pacing document that aligns and integrates the subjects.

1.4 - We will provide for targeted math concept development in grades 2-4 in 2019-20. We will continue to collaborate with i-Ready staff to develop PD plans for next year, especially focusing on the Online Instruction since we only have 5 schools piloting this portion of the program this year. Continue building on successes from this year. Using i-Ready to build a deeper understanding of students and address their greatest needs. Utilize the data to monitor student growth and inform instruction by ensuring teachers and leaders are using key reports (Diagnostic Results and Instructional Groupings) and taking actions. We will be looking to formalize the structure of tutoring throughout the district, As well as focusing more on recruiting and intentionality with our foster and homeless populations into tutoring. 2nd through 4th grade teachers will participate in math concept development lesson studies twice throughout the year. Coaches will participate and facilitate in training and lesson studies at the 2nd-4th grade level and in others as determined by their site. Coaches will participate and facilitate in training and lesson studies at the 2nd-4th grade level and in others as determined by their site. The outside consultant will film demonstration lessons in various 7th and 8th grade classrooms in order to provide a virtual lesson study opportunity for 7th and 8th grade math teachers. The outside consultant will also train all instructional coaches on how to development a quality lesson plan that addresses math concept development in grades 6-8.

1.5 - In 2019-20 we will be adopting a dashboard in order to provide our teachers with at a glance information. The MTSS design team will expand its focus to serve as a support to sites based on monthly data reviews. We will further emphasize 3 district MTSS priorities that are: PLC's, Tier I Instruction, and PBIS. The MTSS Coach is working to support MTSS grants and pilot projects to include the use of MTSS paras at various sites in grades TK-1st grade. She is providing coaching and professional development focused on Universal Design for Learning, inclusive practices in the general education setting, and MTSS principles. She will be supporting MTSS SUMS Grant Pilot schools as well. The MTSS Coach is working to support MTSS grants and pilot projects to include the use of MTSS paras at various sites in grades TK-1st grade. She is providing coaching and professional development focused on Universal Design for Learning, inclusive practices in the general education setting, and MTSS principles. Once a system is in place, a core group of staff will be trained to provide a deeper understanding of the system and use of the Early Warning System component to monitor student performance. The EWS team is in the process of finalizing the chosen program. Training of the chosen program will take place for a limited focus group for 20-21. A roll out plan will be created for full district training of the chosen EWS. A revised SST process will be trained with all staff and pilot schools will use a new documentation system to more effectively document student progress through interventions. Continue to train and implement the MTSS Tier 1 and Intervention Guidelines at all sites. Various volunteer sites will pilot a new SST documentation system through Power School which is being built from the ground up May 2019-Aug. 2019. The new SST process will be communicated with all site admin and teachers and will focus on a two step process: 1) Pre-SST intervention, goal setting, and monitoring and 2) Full SST team meeting for post intervention needs, referrals to alternative settings, and assessments. We are hiring a second music teacher for the 5 elementary schools that are currently implementing elementary music. We will be training GATE chairs, while providing for a supplemental project based program for students who are in need of enrichment. Special attention will be given to include foster and homeless students. We continue to look at Dual Language opportunities throughout the district. Regarding NGSS, the Department of Curriculum and Instruction will provide a committee of teachers with the opportunity to pilot curriculum. A district formed NGSS committee comprised of K-8 teachers will receive training, explore and recommend materials, and implement strategies for the Next Generation Science Standards, and support strategies that are principally directed towards low-socioeconomic student populations throughout the pilot. All teachers will have opportunities for continued training throughout the school year at their school site and through LLI. Teachers on the K-2 NGSS committee will receive training in order to pilot curriculum throughout the 2019-2020 school year. On-going training will be provided to the committee members by the District NGSS coach following the NGSS SCALE process.

Goal 2

2.0 Culture- Supportive and Inclusive Learning Environment

End the predictability of academic achievement by ensuring that all systems and processes are equitable while being culturally and linguistically responsive to the needs of our students.

State and/or Local Priorities Addressed by this goal:

State Priorities: 2. Implementation of State Standards; 4. Pupil achievement; 5. Pupil engagement; 7. Course access; 8. Other pupil outcomes
Local Priorities: Priority 4 and 5

Annual Measurable Outcomes

Expected		Actual
% of EL's who make progress towards proficiency, measured by the ELPAC	**2018-19** A baseline will be established for EL students pertaining English Language Development on the ELPAC.	**Of English Language Learners who have taken the English Language Proficiency Assessment for California, the following number of students scored in the corresponding band:** **Emerging: 12.8%** **Lower/Mid Expanding: 23.8%** **Upper Expanding/Lower Bridging: 35.1%** **Upper Bridging: 28.3%**
Formative Assessment: English Language Development	**2018-19** By the end of 2018-19, a baseline will be determined for all students in grades K-8 pertaining to a formative language development assessment (such as Las Links).	The baseline pertaining to Las Links for all English Language Students in Grades K-8 students scoring proficient or advanced is: K - 0% First - 8.2% Second - 13.2% Third - 24.3% Fourth - 15.4% Fifth - 23.5%

Sixth - 5.3%

Seventh - 22.4%

Eighth - 31.5%

Long Term English Learner Progress	**2018-19** By the end of 2018-2019, we will increase the number of EL students identified as EL for five years or more (LTEL) who are making progress towards language development proficiency by 3% - 5% as indicated by the English Learner Progress and Proficiency Report	**Dataquest has not released our LTEL data for 2018-2019. However, due to the change in the language development assessment in 2017-2018 we noticed an increase in our LTELs. Under the definition of LTELs students that remained in the same language development band for two or more consecutive years and have been identified ELs for more than 6 years will fall under the category of LTEL. In 2017-2018 we transitioned from CELDT to ELPAC scores which utilize a different metric; therefore our LEA did not have two consecutive years of language development data for our English Learners. In 2017-2018 11.6% students were identified as LTEL. We had a 3% increase of LTELs from the previous year. We continue to be 4% higher than L.A. county and 2% higher than the state.**
At-Risk Long Term English Learners	**2018-19** By the end of 2018-2019, we will increase the number of EL students identified as EL for less than five years (At Risk LTEL) who are making progress towards language development proficiency by 3% - 5% as indicated by the English Learner Progress and Proficiency Report	**Dataquest has not released 2018-2019 data. We noticed an increased in our at-risk LTELs due to the same reasons we noticed a change in our LTELs. However,based on our 2017-2018 data, We have 11.1% at-Risk LTELs. Our district At-risk LTELs are 6% higher than L.A. county and 5% higher than the state.**
Reclassification	**2018-19** Reclassification rates for EL students will increase by 5% annually as measured by current state and district specific criteria.	21% of our English Language Learners reclassified in the 2018-19 school year, and we expect to reclassify more prior to the end of the year this year. 19% of our English Language Learners reclassified in the 2017-18 school year. We were able to reclassify 3% more English Language Learners in the 2018-19 school year.

Disproportionality	**2018-19**	
	The disproportionality in the number of African American* students who are made eligible by the district for Special Education services compared to all students will decrease by 3% annually.	**Whereas our percentage of African American students remained the same at 37% in Special Education, we experienced a 2% increase in the 2018-19 School year as the percentage of African American students enrolled decreased by 2%.** **Our African American Students are now experiencing 5% disproportionate representation in Special Education.**

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners Scope of Service: LEA-wide Location: All Schools **2.1 English Language Learner Differentiated Instruction** Teachers will provide evidence based integrated language development instruction (English Language Development) (ELD) to all English Learners throughout the day appropriate to the needs of the student. The District will assure that English Language Learners are assessed via a digital assessments system which provides relevant feedback, and teachers will make data based decisions based on individual student needs. Two middle schools will continue to provide college preparatory courses based in English Language Development (i.e AVID Excel) in order to expand student access to A-G required classes in high school, and to facilitate a college going culture among both at-risk English Learners, and long term English Learners (LTELs).	**For Actions/Services included as contributing to meeting Increased or Improved Services Requirement** Students to be Served: English Learners Scope of Service: LEA-wide Location: All Schools **Training has gone out to provide integrated instruction through the use of accountable talk. We will continue to utilize this training and enhance monitoring and accountability.** **English Language Learners were provided with an interim assessment from Las Links in order to assess growth in the English Language throughout the year in the 4 domains.** **Both Piute and New Vista have extended their AVID Excel classes down to 6th grade. Current grade levels being served will be 6-8.** **Both schools have opted to look towards implementation in the 2020-21 school year.** **We are currently working towards purchasing a language development program for newcomers, and will be providing for this in subsequent school years.**	$0 - LCFF - 4000-4999 Books and Supplies $91,000 - LCFF - 5000-5999 Services and Other Operating Expenses	$234,537 - LCFF - 4000-4999 Books and Supplies

A minimum of two middle schools will explore the implementation of a college preparatory course based in English Language Development (i.e AVID Excel) in order to expand student access to A-G required classes in high school, and to facilitate a college going culture among both at-risk English Learners, and long term English Learners (LTELs).

The District will offer access to English Language Development digital programs appropriate for student age and level of access to those designated as Newcomers to the United States.

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners Scope of Service: LEA-wide Location: All Schools **2.2 ELD Professional Development** All school sites will develop, or partner with District Office staff to develop site based, three-year plans for Designated ELD instruction that will focus on the ELD standards in order for students to make annual progress toward language development proficiency. The Coordinator of English Language Learners will provide ongoing professional development to bilingual para-educators on	**For Actions/Services included as contributing to meeting Increased or Improved Services Requirement** Students to be Served: English Learners Scope of Service: LEA-wide Location: All Schools **Plans were provided for in the School Plan for Student Achievement under their goals moving in the 2019 - 20 school year.** **Training for this was conducted through LEAD meetings on a limited basis in the 2018-19 school year. We will be providing for more in depth training in the 2019-20 school year.** **Site EL Chairs receive training on a monthly basis pertaining to ELD instruction, as well**	$15,000 - Other State Revenues - 5000-5999 Services and Other Operating Expenses (repeated expenditure) $2,000 - LCFF - 2000-2999 Classified Salaries (repeated expenditure) $312 - LCFF - 3000-3999 Employee Benefits (repeated expenditure)	$0 - Other State Revenues - 5000-5999 Services and Other Operating Expenses $0 - LCFF - 2000-2999 Classified Salaries $0 - LCFF - 3000-3999 Employee Benefits

how to administer both summative and formative assessments for English Learners.

The District will provide professional development to teachers and administrators on how to provide targeted ELD instruction during elementary school Personal Learning Time (PLT) or a middle school designated support period that is differentiated by language development level.

All administrators will participate in English Language Development training in order to understand and lead school efforts in the implementation of effective instructional practices that accelerate language acquisition.

The District will train EL chairs, site coaches, and bilingual para-educators in specific support strategies consistent with the CA ELD Framework, such as, but not limited to, accountable talk strategies in order to provide integrated instruction for English Learners.

The Coordinator of English Language Learners will continue to train and support school site EL Chairs in the specific duties of their position, to include utilizing the ELD standards, and strategies to disseminate this information, in order to support teachers and para-educators at their sites.

The District will provide for training for teachers in order to expand students academic language.

Bilingual para-educators will meet with the Coordinator of English Language Learners regularly throughout the school year to receive training and support while carrying

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as on working with their bilingual para-educator. The focus on the training thus far has been use of ELD standards.

We have provided teachers with a great deal of training pertaining to ELD through our Pink Tuesday structure. We will continue to do so into the 2019-20 school year.

Bilingual Para-Educators met with the Coordinator of English Language Learners monthly throughout the year in order to provide training. We have provided training on testing procedures as well as supporting in carrying through with tasks assigned by the site.

The Coordinator of English Language Learners provided professional development on the CA ELD standards and framework at targeted sites, starting with sites that had significantly high populations of English Language Learners. The Coordinator will continue to do so moving into the 2019-20 school year.

out their tasks at the site.

The Coordinator of English Language Learners will provide professional development in the areas of linguistic proficiency for all teachers with a focus on English Language Development to include but not be limited to: identification and monitoring of English Learners, monitoring of reclassified students, evidence based ELD instructional practices, the CA ELD standards, and support of reclassification.

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners Scope of Service: LEA-wide Location: All Schools **2.3 ELL Reclassification** The District will provide a digital platform for monitoring English Learners and Reclassified students at both the site and district level. The Coordinator of English Language Learners will support school sites, and the EL Site Chairs will monitor the progress of EL students and reclassified students, via a technology based monitoring system. English Learners will reach language proficiency as defined by the reclassification criteria, and once reclassified, students will	**For Actions/Services included as contributing to meeting Increased or Improved Services Requirement** Students to be Served: English Learners Scope of Service: LEA-wide Location: All Schools **Ellevations was the platform established to monitor English Language Learners. District level. Site level access was given at a minimal level. Training and usage expectations will continue in 2019-2020.** **EL Chairs were trained on the digital platform, however they did not receive the in depth training required to monitor EL and reclassified students. Training is scheduled for 2019-2020.** **We have been successful in monitoring**	$154,566 - LCFF - 1000-1999 Certificated Salaries $141,281 - LCFF - 2000-2999 Classified Salaries $115,608 - LCFF - 3000-3999 Employee Benefits $27,163 - Other State Revenues - 2000-2999 Classified Salaries $8,155 - Other State Revenues - 3000-3999 Employee Benefits $215,481 - Federal Revenues - Title III - 2000-2999 Classified Salaries $34,777 - Federal Revenues - Title III - 3000-3999 Employee Benefits $3,525 - LCFF - 4000-4999	$154,914 - LCFF - 1000-1999 Certificated Salaries $129,083 - LCFF - 2000-2999 Classified Salaries $125,630 - LCFF - 3000-3999 Employee Benefits $0 - Other State Revenues - 2000-2999 Classified Salaries $77,203 - Other State Revenues - 3000-3999 Employee Benefits $166,478 - Federal Revenues - Title II - 2000-2999 Classified Salaries $31,238 - Federal Revenues - Title III - 3000-3999 Employee Benefits $0 - LCFF - 4000-4999

sustain their language proficiency as monitored and proven by a technology based EL monitoring system. Classroom teachers, EL site chairs, and the Coordinator of English Language Learners will monitor the grades of reclassified students quarterly.	**students after reclassification and have begun to monitoring students on a quarterly basis with a simplified program aligned to the monitoring criteria.** **Monitoring is happening via an online database titled Ellevations in order to maintain a more active role in monitoring ELLs for the required 4 years.**	Books and Supplies $54,000 - LCFF - 5000-5999 Services and Other Operating Expenses $20,000 - Federal Revenues - Title I - 5000-5999 Services and Other Operating Expenses	Books and Supplies $0 - LCFF - 5000-5999 Services and Other Operating Expenses $0 - Federal Revenues - Title I - 5000-5999 Services and Other Operating Expenses

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: Specific Student Group(s): African American Students Location: All Schools **2.4 Culturally Relevant Instructional Materials** All schools will continue to research, purchase, and utilize instructional materials that are culturally and linguistically relevant for all unduplicated students to be used across the curriculum. The Coordinator of Student Equity, Access, and Outcomes will assure that school and district library and media materials, and district classroom curriculum, are analyzed for culturally and linguistically relevant content applicable to all unduplicated students, and additional or replacement materials purchased as needed. The Coordinator of Student Equity and Access, and Outcomes will evaluate the	**For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement** Students to be Served: Specific Student Group(s): African American Students Location: All Schools **2018-2019 focus on HSS adoption: Sites piloted and analyzed instructional materials.** **2019-2020 collaboration with Instructional Leadership Team regarding cultural and linguistic relevance of instructional materials used at site.** **The Coordinator of Student Equity, Access, and Outcomes was on the adoption committees for ELA, Math, and HSS.** **Beginning July 2019, the Coordinator of Student Equity, Access, and Outcomes will attend meetings set for school librarians, and will preview materials to analyze cultural and linguistic relevance.**	$40,200 - Other Federal Funds - 1000-1999 Certificated Salaries $48,614 - Other Federal Funds - 2000-2999 Classified Salaries $36,789 - Other Federal Funds - 3000-3999 Employee Benefits $0 - Federal Revenues - Title III - 4000-4999 Books and Supplies $11,500 - Other Federal Funds - 4000-4999 Books and Supplies $5,900 - Other Federal Funds - 5000-5999 Services and Other Operating Expenses	$46,126 - Other Federal Funds - 1000-1999 Certificated Salaries $43,095 - Other Federal Funds - 2000-2999 Classified Salaries $33,048 - Other Federal Funds - 3000-3999 Employee Benefits $0 - Federal Revenues - Title III - 4000-4999 Books and Supplies $3,506 - Other Federal Funds - 4000-4999 Books and Supplies $4,029 - Other Federal Funds - 5000-5999 Services and Other Operating Expenses

implementation of strategies and inform equitable decision making processes.	**The Equity Design Team has met 4 times in the 2018-2019 school year.** **Beginning July 2019, under the leadership of the Coordinator of Student Equity and Access, and Outcomes, the Equity Design Team will evaluate the implementation of strategies and inform equitable decision making processes.**		

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools **2.5 Cultural Proficiency** All school sites will implement and annually refine their three-year plan for professional development which addresses cultural proficiency, inclusive practices, positive campus climate, and implicit bias, with the end result being a narrowing of the achievement gap for underserved student groups. The plan will be developed at the site and included in the sites Single Plan for Student Achievement. The Coordinator of Student Equity, Access, and Outcomes will provide data to school sites to support the implementation of their professional development plan which addresses cultural proficiency, inclusive practices, positive campus climate, and implicit bias.	**For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement** Students to be Served: All Location: All Schools **Sites are currently working on year to year professional development plan. As we enter into the 2020-21 LCAP we have opted to begin the process of moving the sites to a continuous 3 year PD plan that will provide for site specific needs and district support. This time frame is indicative of the district commitment to multi-year planning in terms of our LCAP.** **Sites have received data regarding staff attendance to trainnings provided by The Flippen Group.** **In the 2019-2020 school year, the Coordinator of Student Equity, Access, and Outcomes will provide data to sites regarding PD offered and attendance at each PD.**	$1,000 - Federal Revenues - Title I - 5000-5999 Services and Other Operating Expenses	$0 - Federal Revenues - Title I - 5000-5999 Services and Other Operating Expenses

All schools will implement programs such as AVID and AVID Excel to support a college going culture with intentional focus on Foster, African American, and English Language Learner students.

The Coordinator of Student Equity, Access, and Outcomes will evaluate the implementation of strategies for culturally proficient instruction, and inform equitable decision making processes.

The Coordinator of English Language Learners and the Coordinator of Equity, Access, and Outcomes will work with district and site leadership to define and communicate district expectations for equitable classroom practices, cultural proficiency, linguistic proficiency and inclusive practices.

The Coordinator of Student Equity, Access, and Outcomes will provide or ensure professional development for all district staff in the areas of implicit bias/vulnerable decision points, implications of poverty in instruction and learning, cultural proficiency continuums, and culturally proficient instructional practices including culturally relevant teaching.

Currently 14 sites implement the AVID program in order to reach students who would otherwise be left behind. Focus of the AVID program is teaching functional skills at the elementary level, and high school, and college readiness at the middle schools. 4 middle school sites currently utilize the AVID program and elective, 2 have opted to utilize AVID Excel in order to provide access to our Long Term English Learners.

The Equity Design Team has met 4 times in the 2018-2019 school year.

Beginning July 2019, under the leadership of the Coordinator of Student Equity and Access, and Outcomes, the Equity Design Team will evaluate the implementation of strategies for culturally proficient instruction, and inform equitable decision making processes.

Coordinators attend DSLT, Equity Design Team, and MTSS Design Team meetings to communicate expectations for equitable outcomes.

2019-2020, The Equity Design Team, under the leadership of the Special Programs Department, will assist in defining and communicating district expectations regarding equity with district and site leadership

PD for Equity Design Team and counselors provided by The Howard Group focused on cultural proficiency and implicit bias. PD for teachers provided by Nancy Talbot on implicit bias/vulnerable decision point. PD for teachers provided by MTSS TOSA focused on implications of poverty in instruction and learning.

2019-2020, culturally responsive teaching and learning will be provided to staff.

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

2.1 - In the 2018-19 school year we have provided for training of teachers through our EL chairs within the district in terms of instruction of ELD students. However, we have observed that not all sites have fully implemented the training provided. This requires a shift in methodology in order to get information to our teachers in terms of ELD instruction. We began to use an assessment system for language development, in Las Links, which has provided more information on our ELD students than we have had in the past. AVID Excel is being implemented in 2 middle school sites effectively based on walk throughs, and through reclassification and site data. We began the process of exploring AVID Excel in 2 more middle schools. We are looking at implementation in 2020. We have not had the opportunity purchase a digital program for our newcomers as of yet, however we have begun to research the possibility.

2.2 - We were able to conduct ELD trainings via our LEAD meetings to provide administrators the needed information with regards to working with ELD students. We also rolled much of our training out via our EL chairs to the sites on our Pink Tuesdays. Bilingual Para-Educators met with the Coordinator of English Language Learners monthly throughout the year, and the Coordinator of English Language Learners effectively provided training on the ELD Framework, and standards.

2.3 - We have conducted a slow roll out of the Ellevations EL monitoring program in order to digitize our ELD forms, as well as more actively monitor our EL students. Currently the only people with access are EL chairs, Principals, the Coordinator of English Language Learners and the Director of Special Programs. This year we were successful in reclassifying 422 (21%) students or 3% more of our English Language Learners based on the new criteria provided by the state. We will continue to train our staff in the criteria for reclassification. Monitoring of EL students has been made more accessible as we have brought on the Ellevations program.

2.4 - This year we focused on adopting a social studies curriculum. We analyzed instructional materials for its access to equity for our students. We have also provided for our Coordinator of Equity, Access and Student Outcomes to be on the ELA, Math, and HSS committees in order to maintain a focus on equity. In order to ensure equitable decision making, the Coordinator of Equity, Access, and Student Outcomes met with the Equity Design Team 4 times throughout the year.

2.5 - In the 2019-20 school year all school sites have created a year by year PD plan that will expand into a 3 - year plan that will include equity training. Sites have been supported in their Capturing Kids Hearts training, through the Department of Special Programs, and have been provided data of staff who have taken the training. Regarding the AVID program we currently have 14 sites implementing the AVID program, with 2 who have opted to utilize AVID Excel in order to increase access for our English Language Learners. The Equity Design Team has been responsible for evaluating the implementation of strategies for culturally proficient instruction, and has done so with their 4 meetings throughout the year.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

It is evident that the district is moving towards creating a more equitable environment throughout the Lancaster School District. We are in need of furthering our our staffs access to PD pertaining to our ELD students. It remains to be a struggle to find time to train staff in ELD strategies, and the LEA recognizes that much of this training must come through our site coaches, Coordinator of English Language Learners, and administration via Pink Tuesday's. In order to remedy this, the district will be providing for training via a third party consultant in 2019-20 that will provide our teachers with access to strategies for integrated instruction.

We will also be focusing more of our training on designated instruction for our teachers.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Material differences that are associated with goal 2 are seen to be a site lack of use of funding, and/or focusing funding for EL students out of Title I vs. LCFF. It was also observed that there is a need for sites to expand their plans to reach for 3 years in order to create a more cohesive and long lasting system for EL students. Furthermore, we did not pull out the subs that we expected to for training this year. We look to do significantly more training in the 2019-20 LCAP.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

2.1 - In the 2019-20 school year we will be increasing monitoring of ELD instruction via our cabinet walks, as well as the time in which we will spend in training teachers of ELD students. With regards to Las Links we plan to limit the domains in which we are assessing students to 2 as we are able to gain information regarding speaking and reading via assessments already in place within the district. Changes in this goal can be found in Goal 2.1 of the 2019-20 plan.

2.2 - In the 2019-20 school year sites will revise their ELD plans to include a larger focus on monitoring. This will be included with the SPSA. We will increase the instance of training and accountability utilizing a PDSA cycle. We also plan to bring in some outside consultants to help training our teachers with regards to integrated ELD, and appropriate ELD strategies. These changes can be found in goal 2.2 within the 2019-20 plan.

2.3 Expand roll out of Ellevations, and train staff in the 2019-20 school year in use of this digital tool. We will bring in a representative to present Ellevations to our administrators in order to provide for more access to the use of the program.

2.4 - Beginning in July 2019, under the leadership of the Coordinator of Equity, Access and Student Outcomes, the Equity Design Team will evaluate the implementation of strategies and inform equitable decision making processes.

2.5 - In 2019-20, we plan to increase the instance of implicit bias and vulnerable decision points and their implications for students of poverty in instruction and learning. Changes will be noted in goal 2.5 of the 2019-20 plan.

Goal 3

3.0 Climate- Personal Integrity and Responsibility

Ensure all school sites have safe, warm, welcoming and responsive climates for staff, students and their families, so that all students feel connected, are motivated to attend and ready to learn.

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 2. Implementation of State Standards; 5. Pupil engagement; 6. School climate; 7. Course access; 8. Other pupil outcomes
Local Priorities: Priority 5 6 Pupil Engagement and School climate Prioritiy 8 African American (*) Disproportionality; Students With Special Needs (Special Education) (*)

Annual Measurable Outcomes

	Expected	Actual
Safe schools	**2018-19** 100% of schools will be safe, secure and operationally efficient as per the Facilities master plan and School Site Safety Plan's annual review.	**Based on the districts review of the Site Safety Plan's and our Facilities master plan, 100% our schools were reviewed as safe and secure and operationally efficient.** **We have made some significant upgrades to our facilities at specific schools in order to maintain this status, and will continue to do so as we move forward with building revitalization.**
Attendance rates	**2018-19** Attendance rates in Lancaster School District are currently 94.49%. Attendance rates for all sites will increase by .2% annually based on average daily attendance taken at the school sites resulting in an attendance rate of 94.68%.	**ADA over two years was observed as:** **2018-19 ADA: 94.34%** **2017-18 ADA: 94.12%** **Decreased by 0.22%**
Truancy Rates	**2018-19** Truancy rates district-wide and for all subgroups including foster students will decrease by 10% annually.	**Based on our online A2A data system it was determined that in 17-18 we had a truancy rate of 23.14%, and in 18-19 it was 17.65%.** **We experienced a 5.49% decrease in truancy district wide.**

Chronic absenteeism	**2018-19** Chronic Absenteeism rates district-wide and for all subgroups including foster students will decrease 10% annually.	**Chronic Absenteeism rates decreased by 2.6%** **2017- 18: 16.7%** **2018 -19: 14.1% (this will be higher when suspension # is included**
Middle school dropout rates	**2018-19** Middle school dropout rates for all students will decrease by .03% annually and will result in .10% in 2018-19	We were unable to pull this data at the time of reporting.

Suspensions Rates	2018-19	
	The All Student group will decrease their suspension rate by 1.7% from 7.7% to 6%.	In 2018-19 we have determined that the current suspension is 5.2% as of March 30th. The following is data broken down by sub group, from dashboard.
	The EL Student group will decrease their suspension rate from by .5% annually from 3.5% t0 3%.	The All Student group decreased their suspension rate by 1.9% from 7.7% to 6%.
	Foster youth student group will decrease their suspension rate by 3% annually from 13.8% to 10.8%.	The EL Student group decreased their suspension rate from by 1% annually from 3.5% to 2.5%%.
	Homeless Students will decrease their suspension rate by 1.5% from 7.5% to 6%.	Foster youth student group decreased their suspension rate by 4.8% annually from 13.8% to 9%.
	Socioeconomically disadvantaged students will decrease their suspension rate 2.4% from 8.4% to 6%.	Homeless Students decreased their suspension rate by 1.5% from 7.5% to 6.3%.
	The African American student group will decrease their suspension rate by 3% from 14.5% to 11.5%.	Socioeconomically disadvantaged students decreased their suspension rate 2.1% from 8.4% to 6.5%.
	Asian students will decrease their suspension rate by .5% from 2% to 1.5%.	The African American student group decreased their suspension rate by 3.4% from 14.5% to 11.4%.
	Filipino students will decrease their suspension rate by .5% from .9% to .4%.	Asian students decreased their suspension rate by .7% from 2% to 1.3%.
	Hispanic students will decrease their suspension rate by 1.9% from 4.9% to 3%	Filipino students increased their suspension rate by 1.2% from .9% to 2.2%.
	Pacific Islander students will decrease their suspension rate by 3% from 13.8% to 10.8%.	Hispanic students decreased their suspension rate by 1.8% from 4.9% to 3.1%
	Students of Two or More Races will decrease their suspension rate by 2.2%	Pacific Islander students decreased their suspension rate by 5% from 13.8% to 8.8%.
		Students of Two or More Races decreased their suspension rate by 1.5% from 8.2% to 7.5%.
		White students increased their suspension rate by .2% from 4.3% to 4.5%.

from 8.2% to 6%.

White students will decrease their suspension rate by 1.2% from 4.2 to 3%.

Students with disabilities decreased their suspension rate by 3% from 12.6% to 9.6%

Disproportionality	**2018-19**	**The disproportionality in the number of African American students who are suspended at least one time as compared to all students was 5.1% a 3.3% decrease from the previous year in disproportionality.**
	The disproportionality in the number of African-American students who are suspended at least one time as compared to all students will decrease by 5% annually.	

Expulsion Rates	**2018-19**	**Expulsion rates for all students decreased by .13% from .17% to .04%.**
	The expulsion rate for all students will decrease by 10% to .26%	
	Expulsion rates for African American students will decline by 10% to .59% .	**Expulsion rates for African American students decreased by .38% from .45% to .07%**

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools **3.1 - Safe Schools** The District will review and/or revise annually the Facilities Master Plan and Site Safety plans to prioritize and meet site and program needs. The District will review the following systems for adequacy in order to maintain safe and operationally efficient schools per Williams inspection, and via physical inspection by facilities team: PA system, video systems, alarm refurbishing, and locks. The District will monitor all sites to ensure that they have the materials, supplies and technological infrastructure to meet the operational, health, and safety standards set forth in the Facilities Master Plan and/or Site Safety plans. The Coordinator of Climate, School Safety, and Emergency Management will create, communicate, assure strong implementation, and monitor District and school safety and emergency preparedness measures, and provide professional development to staff on creating a safe school environment.	**For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement** Students to be Served: All Location: All Schools **The District, through the Coordinator of Climate, School Safety, and Emergency Management provided direct training in order to ensure adequate revision of safety plans. Both the safety plan and facilities master plan were reviewed in November - December in order to ensure a safe environment for students.** **The Facilities team annually reviews to maintain an operationally efficient school district. We are in the process of replacing carious PA systems in order to maintain communication at the sites.** **The District monitors sites on and ongoing basis to ensure tje proper materials, supplies and technological infrastructure to meet the operational, health, and safety standards set forth in the Facilities Master Plan and/or Site Safety plans.** **We have had to upgrade various technological aspects such as servers this year.**	$315,910 - LCFF - 1000-1999 Certificated Salaries $4,218,096 - LCFF - 2000-2999 Classified Salaries $2,540,958 - LCFF - 3000-3999 Employee Benefits $677,940 - LCFF - 4000-4999 Books and Supplies $325,008 - LCFF - 5000-5999 Services and Other Operating Expenses $78,102 - Other Federal Funds - 1000-1999 Certificated Salaries $21,958 - Other Federal Funds - 2000-2999 Classified Salaries $35,177 - Other Federal Funds - 3000-3999 Employee Benefits $40,500 - Other Federal Funds - 5000-5999 Services and Other Operating Expenses $2,000,809 - Other Local Revenues - 2000-2999 Classified Salaries $1,114,108 - Other Local Revenues - 3000-3999 Employee Benefits	$405,283 - LCFF - 1000-1999 Certificated Salaries $4,042,013 - LCFF - 2000-2999 Classified Salaries $2,628,390 - LCFF - 3000-3999 Employee Benefits $797,520 - LCFF - 4000-4999 Books and Supplies $357,751 - LCFF - 5000-5999 Services and Other Operating Expenses $67,963 - Other Federal Funds - 1000-1999 Certificated Salaries $13,276 - Other Federal Funds - 2000-2999 Classified Salaries $30,793 - Other Federal Funds - 3000-3999 Employee Benefits $41,454 - Other Federal Funds - 5000-5999 Services and Other Operating Expenses $2,168,170 - Other Local Revenues - 2000-2999 Classified Salaries $1,202,208 - Other Local Revenues - 3000-3999 Employee Benefits

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
School nurses will conduct vision and hearing screenings, as directed by the state, at various grade levels at all schools annually. They will inform parents/guardians in a timely manner of inconclusive screening results. School nurses will be provided with updated technology and appropriate software programs to ensure efficient communication and processes.	**The Coordinator of Climate, School Safety and Emergency Management conducted various earthquake drills, and major disaster preparedness drills throughout the year, as well a full release drill.** **School nurses conducted vision and hearing screenings at all schools throughout Lancaster School District**	$565,500 - Other Local Revenues - 4000-4999 Books and Supplies $125,200 - Other Local Revenues - 5000-5999 Services and Other Operating Expenses $50,000 - Other Local Revenues - 6000-6999 Capital Outlay $115,323 - Other State Revenues - 1000-1999 Certificated Salaries $474,250 - Other State Revenues - 2000-2999 Classified Salaries $245,204 - Other State Revenues - 3000-3999 Employee Benefits $26,000 - Other State Revenues - 5000-5999 Services and Other Operating Expenses $0 - LCFF - 6000-6999 Capital Outlay	$780,234 - Other Local Revenues - 4000-4999 Books and Supplies $145,807 - Other Local Revenues - 5000-5999 Services and Other Operating Expenses $0 - Other Local Revenues - 6000-6999 Capital Outlay $111,027 - Other State Revenues - 1000-1999 Certificated Salaries $460,691 - Other State Revenues - 2000-2999 Classified Salaries $245,431 - Other State Revenues - 3000-3999 Employee Benefits $37,091 - Other State Revenues - 5000-5999 Services and Other Operating Expenses

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools **3.2 - Technology Plan** The Department of Innovation and Technology Services will review the District technology plan by November each year to inform progress	**For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement** Students to be Served: All Location: All Schools **Lancaster school District has been reviewed and updated the district technology plan in the 2018-19 school year. We have begun to**	$7,060 - LCFF - 4000-4999 Books and Supplies $33,565 - LCFF - 5000-5999 Services and Other Operating Expenses	$1,356 - LCFF - 4000-4999 Books and Supplies $1,043,651 - LCFF - 5000-5999 Services and Other Operating Expenses

on classroom minimum standards, e-rate funded projects, technology initiatives, and technology updates such as VoIP and professional development for staff. District and site inventories will be reviewed to ensure proper use of technology.

The District will maintain a minimum of three Technology Integration Coach positions to provide enhanced support and professional development to all staff on technology.

The District will hire personnel to meet the additional demands of technological infrastructure, maintenance, and safety, so that all sites will be secure and operationally efficient.

review the classroom minimum standard for technology in terms of use of chrome books. Teachers have had the ability to be trained in google suites in order to provide for equitable access to technology opportunities within the classroom. We have seen teachers take a significant advantage of this, which has allowed our teachers to increase educational engagement.

Throughout the school year 3 technology coaches have helped to professionally develop teachers and have also provided support to teachers in planning lessons and building capacity of our teachers.

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools, Specific Schools: Monte Vista, New Vista, Piute, Amaragosa Creek, Endeavour **3.3 - Additional Personnel** The District will add a minimum of 7 additional counselor positions and all positions will be staffed in order to assure the presence of counselors at all sites The District will hire additional personnel	**For Actions/Services included as contributing to meeting Increased or Improved Services Requirement** Students to be Served: Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools **Counselors have been provided for at all sites to work with the district homeless and foster populations. We have observed a decrease in suspensions, and a decrease in chronic absenteeism.** **We have brought on a Counselor on Special**	$519,007 - LCFF - 2000-2999 Classified Salaries $1,444,357 - LCFF - 3000-3999 Employee Benefits $113,460 - LCFF - 4000-4999 Books and Supplies $655,800 - LCFF - 5000-5999 Services and Other Operating Expenses $3,061,991 - LCFF - 1000-1999 Certificated Salaries $59,000 - Other State Revenues - 4000-4999 Books and Supplies $15,000 - Other State	$436,361 - LCFF - 2000-2999 Classified Salaries $790,884 - LCFF - 3000-3999 Employee Benefits $33,550 - LCFF - 4000-4999 Books and Supplies $644,509 - LCFF - 5000-5999 Services and Other Operating Expenses $2,933,669 - LCFF - 1000-1999 Certificated Salaries $68,514 - Other State Revenues - 4000-4999 Books and Supplies $202,392 - Other State

| | | Revenues - 5000-5999 Services and Other Operating Expenses $1,320,230 - Other State Revenues - 1000-1999 Certificated Salaries $469,373 - Other State Revenues - 3000-3999 Employee Benefits | Revenues - 5000-5999 Services and Other Operating Expenses $1,286,610 - Other State Revenues - 1000-1999 Certificated Salaries $435,205 - Other State Revenues - 3000-3999 Employee Benefits |

such as school deputies, credentialed school counselors, school psychologists, and a credentialed Counselor on Special Assignment to help monitor student attendance; facilitate academic achievement, to reduce suspension rates and address at risk behavior.

Counselors will continue to monitor student attendance with an added emphasis on the attendance rates of foster students; and will support the implementation of a social skills curriculum while building social-emotional and academic capacity of students, to include, but not be limited to, restorative practices to help address the social-emotional needs of unduplicated student groups (foster youth, African American students), and students identified as being at academic and/or behavioral risk.

A certificated staff member will continue to collaborate with the District Homeless Liaison regarding attendance, behavior, and academic concerns for homeless youth at each school to assure access to necessary academic and social-emotional support

Assignment in order to serve a resource for all counselors, as well as to work on increasing attendance throughout the district. We have seen a decrease in chronic absenteeism as a result.

Counselors have taken care to focus their attention on attendance at the site level, while providing for the implementation of a social emotional program entitled Second Step. As we are early in implementation we are expecting to see significant reductions in suspensions at the site level.

Counselors have taken on the work of collaborating with the homeless liaison, however we are looking to move this towards our family ambassadors in the upcoming year.

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools **3.4 - Social Emotional Learning**	**For Actions/Services included as contributing to meeting Increased or Improved Services Requirement** Students to be Served: Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools	$118,243 - LCFF - 4000-4999 Books and Supplies $955,351 - LCFF - 5000-5999 Services and Other Operating Expenses $20,000 - Other State Revenues - 4000-4999 Books and Supplies $2,214,525 - LCFF - 1000-1999 Certificated	$44,630 - LCFF - 4000-4999 Books and Supplies $14,421 - LCFF - 5000-5999 Services and Other Operating Expenses $23,640 - Other State Revenues - 4000-4999 Books and Supplies $1,856,986 - LCFF - 1000-1999 Certificated

All teachers will implement a culturally relevant social emotional learning curriculum (such as Second Step), and District professional development and ongoing monitoring will be provided to ensure effective implementation, at all school sites to include our alternative setting.

The Department of Pupil Safety and Attendance will develop and support culturally relevant PBIS programs at each school site with the support of Site PBIS Chairs, provide ongoing professional development, and empower administrative observation and feedback based on data utilizing the SWIS data management system.

The District will provide and maintain school personnel such as assistant principals, supervision aides, recreational leaders, campus supervisors, nurses, health clerks, counselors, para-educators, a District MTSS Teacher on Special Assignment and school resource officers, to provide services and support for safe and secure campuses and the implementation of the PBIS program.

The District will provide professional development and support ongoing implementation of processes to address positive and welcoming school climates and to build positive relationships. This training will be provided to all certificated and classified staff, including, but not limited to, Capturing Kids Hearts and other Flippen Group processes.

The Department of Pupil Safety and Attendance along with the District MTSS coach will increase training on Tier 2 and 3 behavioral interventions available and how students will be provided those supports based on data-based decisions. Special attention will be provided for both foster and homeless students.

All teachers have the curriculum and a YAAG has been created. All teachers are supposed to be teaching lessons weekly, but implementation is spotty at some schools. At other schools, the implementation is school-wide.

Training has been provided to site PBIS teams by LACOE for the past 5 years. All schools have fully implemented Tier I strategies for all students. Schools are at various implementation levels for Tier II and Tier III interventions.

During the 2018-19 school year we were able to hire a MTSS coach to focus on building capacity at site and district level regarding Multi-Tiered Supports

Begun training the site coaches on UDL. We also brought on a Coordinator of Climate, Safety and Emergency Management, to support sites with professional development and resources, as well as creating a comprehensive safety plan.

All have been provided to help create a positive social emotional environment for students.

Trainnings for the 2018-2019 school year, provided by The Flippen Group, include Capturing Kids Hearts 1, Capturing Kids Hearts 1 Process Champions,Capturing Kids Hearts 1 Recharged, Capturing Kids Hearts 2, and Winning Culture.

Onsite training has been provided by The Flippen Group and the Coordinator of Student Equity, Access, and Outcomes through district and campus traction visits.

2019-2020, continued trainings provided by The Flippen Group.

Multiple training courses through the LLI

Salaries
$1,690,657 - LCFF - 2000-2999 Classified Salaries
$1,398,741 - LCFF - 3000-3999 Employee Benefits
$963,924 - Other State Revenues - 2000-2999 Classified Salaries
$121,887 - Other State Revenues - 3000-3999 Employee Benefits
$7,650 - LCFF - 6000-6999 Capital Outlay
$9,000 - Other State Revenues - 5000-5999 Services and Other Operating Expenses
$16,500 - Federal Revenues - Title I - 4000-4999 Books and Supplies

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Salaries
$3,120,430 - LCFF - 2000-2999 Classified Salaries
$1,218,506 - LCFF - 3000-3999 Employee Benefits
$1,431,597 - Other State Revenues - 2000-2999 Classified Salaries
$200,593 - Other State Revenues - 3000-3999 Employee Benefits
$338,148 - LCFF - 6000-6999 Capital Outlay
$6,545 - Other State Revenues - 5000-5999 Services and Other Operating Expenses
$0 - Federal Revenues - Title I - 4000-4999 Books and Supplies

The District will hire a minimum of 16 K-1 MTSS para-educators to work at two school sites (Lincoln and Joshua), and train them to support student literacy by 3rd grade; to identify and address challenging behaviors; and to support Standard English Learners instruction.

The Coordinator of Student Equity, Access, and Outcomes will collaborate with all Educational Services departments and act as the Districts contact with an outside contractor, such as but not limited to the Flippen Group, for professional learning in the area of positive school climate and relationships.

The District will utilize Keenan and Associates prescribed online trainings for all para-educators to assist students in both behavior management and instructional strategies.

Explore the possibility of providing a mentorship program for students who are considered at-risk, in terms of behavior.

MTSS - Behavioral

The Department of Curriculum and Instruction will provide professional learning on growth mindset for all staff members. Teachers will be trained to place an emphasis on self-monitoring of academic and behavioral progress for students.

Transportation routes will be provided to increase attendance and safety for students traveling to school, and in order to increase attendance for the foster, homeless and low-income populations in specifically targeted but not limited to two specific sites in the Lancaster School District (Amaragosa Creek Middle School and Piute Middle School).

were offered regarding classroom management and SEL strategies.

A clearly defined Tier 2 and 3 Guideline document was shared with administration and coaches to assist in making appropriate scheduling and student placement decisions.

The Coordinator of Student Equity, Access, and Outcomes coordinated trainings with The Flippen Group and The Howard Group.

2019-2020, The Coordinator of Student Equity, Access, and Outcomes will continue to coordinate trainings with The Flippen Group and partner with high schools in the Antelope Valley.

2 site AAACs have created a plan of action to begin mentoring in 2019-2020.

Proposed plan with United We Mentor for the 2019-2020 school year.

MTSS - Behavioral

Various sites participated in onsite training in Growth mindset delivered by district coaches.

Various LLI courses offered growth mindset strategies as part of the course content for participating teachers.

Transportation routes have been altered in orde rto allow for increased attendance for homeless and foster at middle schools. We have observed increased attendance at these sites pertaining to both homeless and foster, however await end of year data for confirmation.

The district created an Early Warning System Team to investigate a comprehensive data and analytics platform that would provide a full data management solution

Planned Actions/Services	Actual Actions/Services		
The District will explore the purchase or building of an early warning system to identify, track, and support emotionally and academically at-risk students (with a focus on foster and homeless), using data to target students for multi-tiered interventions and progress monitoring.

Cubs classes will be offered for students in elementary grades and will address "at-risk" behavior while building student skills to increase academic, and behavioral success as well as social-emotional learning. Classes will have increased access to the school counselor, as well as an intentional focus on social emotional learning. The classes will be targeted towards foster, homeless, and low-income students who exhibit at-risk behavior, and will be located at Monte Vista Elementary School and Joshua Elementary School and will include grades K-1 and grades 2-3.

Star classes for students in the middle grades will address "at-risk" behavior and build student skills to increase increase academic, and behavioral success as well as social-emotional learning. Classes will have increased access to the school counselor, as well as an intentional focus on social emotional learning. The classes will be targeted towards foster, homeless, and low-income students who exhibit at-risk behavior. | **with reporting, analytics, and data visualization all in one. The team looked at several programs. Narrowed it down to 2 programs: Schoolzilla and Hoonuit. We met with various stakeholders and developed surveys for feedback on the 2 programs.**

The CUBS classes are fully functional and utilized district-wide. The referral process and placement in the classes is timely. The para-educators received intensive behavioral training this year by the district BCBA psychologist.

STAR classes are available at all comprehensive middle schools. The counselors routinely provide lessons to the students on relevant issues and provide individual counseling to the students as needed. | | |

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement	**For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement**	$98,500 - LCFF - 5000-5999 Services and Other Operating Expenses	$76,861 - LCFF - 5000-5999 Services and Other Operating Expenses

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Students to be Served: All Location: All Schools **3.5 - Monitoring Attendance, Chronic Absenteeism and Truancy** District will hire additional counselors to provide services at every site. School site and district administrators, counselors, and other personnel will effectively utilize Attention to Attendance (A2A) or other attendance monitoring systems to monitor chronic absenteeism and truancy. The District and sites will provide incentives for positive growth in attendance in order to increase student attendance throughout the district. Teachers and administrators at sites will increase positive communication with families in order to directly and positively impact student attendance. The District will hire a Counselor on Special Assignment who will work directly with site and district personnel, counselors, and families to provide intentional focus on identifying resources to assist in the positive attendance of students, improving attendance tracking and outcomes districtwide. Sites will use the blackboard notification system to notify and clear unverified absences.	Students to be Served: All Location: All Schools **Every school site in the district has a counselor currently and three comprehensive middle schools have two counselors.** **Training has been provided to schools site administration in the use of A2A via our Counselor on Special Assignment. Monitoring of this action has come through the Department of Pupil Safety. Based on the data received and attendance issues provided, counselors have provided various interventions in order to provide for increased attendance.** **The district utilizes PBIS as its core behavioral program which provides for positive incentives in behavioral growth of students.** **Teachers have increased positive communication via intermittent phone calls, and we have provided for family ambassadors at sites to increase positive communication.** **All sites have utilized the blackboard notification system in order to notify parents of unverified absences.**	$0 - Federal Revenues - Title I - 4000-4999 Books and Supplies $2,230 - LCFF - 4000-4999 Books and Supplies	$0 - Federal Revenues - Title I - 4000-4999 Books and Supplies $2,156 - LCFF - 4000-4999 Books and Supplies

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services included as contributing to meeting Increased or	**For Actions/Services included as contributing to meeting Increased or**	$26,643 - Federal Revenues - Title I - 3000-3999 Employee	$0 - Federal Revenues - Title I - 3000-3999 Employee Benefits

Improved Services Requirement Students to be Served: Foster Youth Scope of Service: LEA-wide Location: All Schools **3.6 - Foster/Homeless Youth** The Department of Pupil Safety and Attendance in partnership with the Welcome and Wellness Center will disseminate data to all site principals, counselors and staff on a regular basis regarding academic, behavioral, and social-emotional progress of foster/homeless youth at each school in order to provide necessary supports and resources. Educational Liaisons (provided by PIVOT Learning) will provide support to foster youth throughout the district in both academics and behavior. The Coordinator of Culture, Climate, and Counselors will build and communicate a systemic structure to address foster and homeless mobility issues to include but not be limited to transportation, monitoring, and socio-emotional supports. The Homeless liaison will meet with families to determine individual family needs. Services provided may include: temporary housing vouchers, transportation vouchers, food, clothing, diapers, medical and dental services, school supplies and connection to mental health services. The Homeless liaison will work with outside agencies and other districts to establish good communications and working relationships to support families. The Homeless liaison will serve as an advocate for homeless students, as needed, during	**Improved Services Requirement** Students to be Served: Foster Youth Scope of Service: LEA-wide Location: All Schools **Data is provided to sites in order for sites to make informed decisions regarding behavior and academics for our foster and homeless populations.** **Education Liaisons have provided support throughout the school year for our foster students in terms of social emotional support, as well as through finding foster families resources.** **Quarterly reports are provided to site administrators and counselors with foster data, including academic, attendance, citizenship, and suspension data. This data enables the site to address the needs of foster students by skimming the data. Counselors check-in with foster youth 1-2 times monthly to develop relationships and intentionally link the students with supports at school and the in the community. Our homeless liaison works closely with our families and school sites to provide support to our homeless students. Improved communication and cooperation between DCFS and Lancaster School District has occured this school year, expediting the transportation services to keep students at schools of origin.** **In the 2018-19 school year the homeless liaison met with families to provide services for our districts homeless population. The purpose of the discussions were to provide resources to students and families.**	Benefits - No Cost associated with action (repeated expenditure) $42,114 - Federal Revenues - Title I - 2000-2999 Classified Salaries (repeated expenditure)	$0 - Federal Revenues - Title I - 2000-2999 Classified Salaries

disciplinary hearings and discussions on appropriate educational settings. The Homeless liaison will communicate regularly with school personnel about the needs of students.	**The Homeless Liaison has been involved with working with various community throughout the district in order to advocate for homeless students district wide.** **The Homeless liaison will continue to work with school personnel, to include family ambassadors in order to meet the needs of homeless students and families. This year she has been responsible for coordinating major resource fairs as well as making connections with various community agencies.**		

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

3.1 - We have been successful in providing a facilities master plan and safety plan for each of our sites, this process was overseen by our coordinator of climate and safety.

3.2- This year we were able to revise the districts technology plan, and were able to provide teachers with the needed tech that was required to better meet the needs of the students with Lancaster School District.

3.3 - Throughout the year we have secured a counselor on special assignment to oversee attendance for the district. Our district counselor has overseen our counselors and their work with increasing attendance at the school sites, as well as meeting the socio-emotional needs of the students within our district.

3.4 - We have been extremely successful in promoting our Capturing Kids Hearts program, as well as PBIS, as can be seen through our decreased suspension and chronic absenteeism. We have identified 4 Capturing Kids Hearts National Showcase schools.

3.5 - Both the sites and district utilize Attention to Attendance to track and monitor attendance throughout the district. This also provides us with information on truancy and chronic absenteeism. We continue to train admin and staff to follow up with students who are seen to be having problems in this area.

3.6 - Data continues to be monitored by site admin on a monthly basis pertaining to our district foster and homeless populations pertaining to academics, behavior, and socio-emotional. There is the need to continue training in this area.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Based on dashboard evaluations, and projections we have seen a decrease in suspensions, and will continue to see that decrease through to the end of the school year. Whereas we achieved a 94.34% attendance rate for the year, this is well below the 96% that Lancaster School District is currently striving for. We

continue to make efforts to increase the climate and culture on our districts campuses, in order to better facilitate student attendance and ultimately academic achievement.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Regarding this goal, there are limited material differences that would result in discrepency pertaining to funding and expenditure. Again our work with foster students has been subsidized via outside grant funds, that currently do not cause us to put out as much funding for our foster population as planned. We have trained more staff than we have trained in the past for PBIS, as well as CKH, ther has been a significant amount utilized for both of these programs. We have also moved to train classified staff as well.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

There were no changes to the actual goal this year, however changes to actions exist:

3.3 - Counselors will be meeting with and working with family liaisons to meet the needs of homeless students at sites.

3.4 - We are integrating socio-emotional learning into the districts year at a glance/pacing for academics, to integrate socio-emotional and academics. Integration of an MTSS system and defining of that system for sites and staff. Providing for training on socio-emotional within districts LLI. Bringing on an Early Warning System to provide continuous data to sites. Increase frequency and monitoring of Second Step program.

3.5 - Hiring an additional counselor for 2 sites. This person will be responsible for working with social emotional learning support district wide.

Goal 4

4.0 Engagement- Family and Community Partnerships

We will build positive partnerships with families and the community as measured annually by increasing participation and active involvement on campuses and at site and district events.

State and/or Local Priorities Addressed by this goal:

State Priorities: 2. Implementation of State Standards; 3. Parent involvement; 4. Pupil achievement; 5. Pupil engagement; 6. School climate; 7. Course access; 8. Other pupil outcomes
Local Priorities: Priority 3

Annual Measurable Outcomes

Expected	Actual

Family Connectedness

2018-19
Family surveys will indicate a 5% annual increase in school communication and connection as determined by a
Family Partnership/Engagement Surveys

Student Surveys will indicate a 3% annual increase in
school connectedness as indicated on a locally determined Student stakeholder survey

In the 2018-19 school year we were able to implement a new survey method, which provides for a baseline in 2018-19 to move forward. When we wrote the previous years LCAP, we were unaware as to the actual metric that would be provided at the end, however each metric is based on a 1-5 where 1 is a low rating and 5 is a high rating. Percentile rank is also provided as compared to a national scale.

The baseline for measuring school communication was an average of 4.08 on a 1-5 scale where 1 meant a lack of communication, and 5 meant well informed. Lancaster School District scored in the 65th percentile in terms of communication.

The baseline for measuring Relationship and Connection/relationship was 4.09 on a scale from 1-5 where 1 meant a lack of relationship/connectedness, and 5 meant a strong relationship/connectedness. Lancaster School District scored in the 27th percentile in terms of relationship/connectedness.

In the 2018-19 school year we were able to implement a new survey, through Youth Truth, which provides for a baseline in 2018-19. The baseline for measuring connectedness as indicated by the norm referenced survey was 2.75 for elementary school students in grades 3-5, and 3.22 for middle school students. Both scales span from 1-5, with 1 meaning low connectedness, and 5 meaning strong connectedness. Middle Schools scored in the 24th percentile whereas Elementary schools scored in the 59th percentile.

Services for Families	**2018-19** Parent and community partnerships will be continued to be strengthened through the Welcome and Wellness Center as indicated on parent and community surveys.	**We continue to work with the Welcome and Wellness Center to increase student enrollment and in providing services to our foster and homeless students. As we have moved to a more in depth survey methodology for our district, we will work to have Welcome and Wellness center be provided areas within that survey.**
Community Connection	**2018-19** Parent and community partnerships will be continually strengthened through the Lancaster Education Foundation.	**We continue to work with the Lancaster Education Foundation to strengthen community and parent partnerships with events such as our "Most Memorable Teacher" writing contest, and through our volunteer awards.**
Families as Partners	**2018-19** Parent and community consultation on district and site plan goals, actions and services will increase 5% as indicated on sign-in sheets and meeting minutes from site and district meetings.	**In the 2018-19 school year we were able to increase our stakeholder input consultations significantly in that we were able to engage over 313 families via family nights, 71 representatives via our Community Forums, and have received 3,927 family surveys from families to inform decision making and consultation. This was an increase in parent engagement by over 7% from the previous year.**
Keeping Families Informed	**2018-19** Set a baseline target for the following: How families get their information regarding the school? How often families receive information regarding their school? What percentage of families feel well informed regarding their school?	**Based on blackboard surveys sent via text and email throughout the year in both Spanish and English the following were determined:** **Regarding how families receive information about their schools: 67% or parents receive their information regarding the school via phone calls; 61% via email; 48% via text, and 22% via newsletters.** **Regarding how often families receive information regarding their school: 41% of families replied that they receive information about their school more than once a week; 41% responded that they receive information about their school once a week; and 18% responded that they receive information about their school once a month.** **Regarding their school, and their childs education: 51% responded they feel well informed; 34% responded they feel somewhat informed; 12% responded they feel minimally informed; and 3% responded they are not informed.**

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools **4.1 Keeping Families Informed** The District will assure an increase in home to school communication using multiple communication platforms/forums and technology including a cell phone application to strengthen partnerships with families, parents and guardians of all applicable language groups within Lancaster school district; to increase awareness and explanation of opportunities to build positive relationships; and to increase engagement with parents, guardians and the community. Lancaster school district will increase the districts digital presence on the district website in order to communicate information to parents, and to market district offerings for families. • Have a strong digital footprint - with the cohesiveness of the district initiatives. Showing common purpose in the work that we do. • The Department of Special Programs will create a Family Engagement Web	**For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement** Students to be Served: All Location: All Schools **The district has provided various options in which parents can get their information from the district, and has polled families and stakeholders throughout the district stating who stated that the majority of parents receive phone calls from their schools, but do not always answer them. However they are responsive to both text and email. We will continue to use these as a means of communication as well as reaching out via phone. Also, we have added in a form of communication that allows for us to get flyers out to families that would otherwise go lost.** **This year the district was successful in creating a digital presence in that we were able to update our website, as well as provide for a website for families regarding resources pertaining to testing.** **We have reached out to various departments and will be solidifying this calendar, and how it will look for the coming year.**	$4,150,587 - LCFF - 2000-2999 Classified Salaries $2,450,933 - LCFF - 3000-3999 Employee Benefits $6,863 - LCFF - 4000-4999 Books and Supplies $15,820 - LCFF - 5000-5999 Services and Other Operating Expenses $262,023 - Other State Revenues - 2000-2999 Classified Salaries $148,189 - Other State Revenues - 3000-3999 Employee Benefits $10,532 - Other State Revenues - 5000-5999 Services and Other Operating Expenses $51,698 - Federal Revenues - Title I - 2000-2999 Classified Salaries $27,593 - Federal Revenues - Title I - 3000-3999 Employee Benefits $50,689 - Federal Revenues - Title I - 4000-4999 Books and Supplies $0 - Federal Revenues -	$4,088,788 - LCFF - 2000-2999 Classified Salaries $2,536,947 - LCFF - 3000-3999 Employee Benefits $1,437 - LCFF - 4000-4999 Books and Supplies $0 - LCFF - 5000-5999 Services and Other Operating Expenses $255,333 - Other State Revenues - 2000-2999 Classified Salaries $157,438 - Other State Revenues - 3000-3999 Employee Benefits $11,453 - Other State Revenues - 5000-5999 Services and Other Operating Expenses $63,222 - Federal Revenues - Title I - 2000-2999 Classified Salaries $31,145 - Federal Revenues - Title I - 3000-3999 Employee Benefits $92,444 - Federal Revenues - Title I - 4000-4999 Books and Supplies $0 - Federal Revenues -

		Title I - 5000-5999 Services and Other Operating Expenses	Title I - 5000-5999 Services and Other Operating Expenses
space for the district.

The Department of Special Programs will create and manage a Family Engagement Calendar in order to keep families informed.

Both the district and sites will share family event calendars with the community at the beginning of each year, and frequently throughout the year in order to make families aware of engagement opportunities.

The District will provide access to academic programs and student support systems for parents at home using a home/district interface platform or educational program as feasible.

The District will provide staff with professional development to build their capacity to assist families in accessing information systems to monitor attendance, academic, and behavioral data pertaining to their students.

The District will provide increased opportunities for families and guardians to celebrate student centered projects, presentations, and activities.

The Department of Special Programs and each school site will create, grow, and/or sustain advisory committees in which parents are given facilitation roles as a feedback and assistance mechanism for school leaders (i.e ELAC, SSC, AAAC).

Administrators in District and school site settings will monitor and assure positive staff/family interactions.

Site administration will facilitate ongoing, positive communication between teachers and families.

District level parent advisory committees will provide information regarding climate and | **Sites are sharing their calendars with families throughout the year, this is providing for increased presence at family events throughout the school district.**

Lancaster School District is currently utilizing a parent portal to assist parents in keeping up with student work progress. We will continue to seek out more programs that will assist parents in getting information as to how to help their students in their academic endeavors.

We have been able to provide for various PD opportunities for parents to assist them in monitoring their students academic and social emotional development throughout the year. This was done via Saturday academies that allowed students to work on coding, and parents to learn district systems.

After polling each site and reviewing each sites calendars, it was observed that all sites are providing opportunities for families and guardians to celebrate their students success.

ELACs, SSCs meet on a monthly basis at the sites. Increasingly the district formed a Family Leadership Roundtable team for families that will provide us information and steering pertaining to accessing the resources students needed. This group was also the group that was responsible for working on the district LCAP from a family perspective.

Whereas the district pushed the message of positive interaction with families, it was not observed that all teachers were doing such. We will continue to package this message and provide teachers the resources to reach out to parents.

The SAC, AAAC, and DELAC were all responsible for providing feedback | | |

culture to district representatives in order to improve the feedback loop, allowing the district to gather authentic information and implement suggestions into the instructional program.

The District and each school site will remove barriers that are created by issues such as low socioeconomic status, and will increase opportunities for parents and community members to serve at school sites as school and classroom volunteers.

regarding climate and culture throughout the district. This allowed the district to gather authentic information regarding where the district is seen to be regarding climate.

We have allowed sites, and provided sites the opportunity to utilize site funds to assist in getting parents fingerprinted and passed screening measures. We have also hired on Family Ambassadors to begin the process of recruiting parents as volunteers.

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools **4.2 Services for Families** The Welcome and Wellness Center will continue to provide centralized enrollment, streamlined application process for educational services, and access to additional community social services for all students including homeless and foster youth. The Coordinator of Student Equity, Access, and Outcomes will work closely with representatives of the Welcome and Wellness Center in order to provide targeted services to families.	**For Actions/Services included as contributing to meeting Increased or Improved Services Requirement** Students to be Served: Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools **We have continued to utilize the Welcome and Wellness Center to provide for centralized enrollment, streamlined application processes for educational services, specifically for parents of Homeless and Foster Students.** **Collaboration with Welcome and Wellness center to provide targeted services to families during the Super Saturday Summit event in January 2019. Welcome and Wellness Center provided training for Family Ambassadors.The Welcome and Wellness Center provided resources for families during the DELAC Family Night.**	$24,000 - LCFF - 1000-1999 Certificated Salaries $306,457 - LCFF - 2000-2999 Classified Salaries $165,966 - LCFF - 3000-3999 Employee Benefits $36,315 - LCFF - 4000-4999 Books and Supplies $54,541 - LCFF - 5000-5999 Services and Other Operating Expenses $42,114 - Federal Revenues - Title I - 2000-2999 Classified Salaries $26,643 - Federal Revenues - Title I - 3000-3999 Employee Benefits $6,243 - Federal Revenues - Title I - 4000-4999 Books	$2,101 - LCFF - 1000-1999 Certificated Salaries $282,868 - LCFF - 2000-2999 Classified Salaries $149,708 - LCFF - 3000-3999 Employee Benefits $99,866 - LCFF - 4000-4999 Books and Supplies $67,645 - LCFF - 5000-5999 Services and Other Operating Expenses $41,845 - Federal Revenues - Title I - 2000-2999 Classified Salaries $28,368 - Federal Revenues - Title I - 3000-3999 Employee Benefits $16,471 - Federal Revenues - Title I - 4000-4999 Books and

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The District will provide child care for activities taking place after school. The District will continue to provide an activity bus to Endeavour Middle School to support after school activities. The District will develop outreach strategies and create processes to engage the community and local businesses to build connections and provide resources to schools and families. The District will expand collaboration with the Antelope Valley Union High School District to provide a continuum of support for families beyond Grade 8. The Department of Child Nutrition Services will continue the Lancaster Summer Feeding program and expand the program as needs are identified. The District and school sites will invite and include institutes of higher learning and local businesses in district and site family events to increase exposure and enthusiasm for college and career opportunities.	**2019-2020, Welcome and Wellness center will continue to support the Family Ambassadors as they provide resources for Lancaster families. Collaboration with the Welcome and Wellness center to provide services during family events.** **At all family events provided by the district, childcare was offered. This continues to act as a solution to parent coming to events put on by the district.** **We continue to offer an activity bus for students at Endeavour to support after school activities.** **We continue to revise our outreach strategies in terms of creating processes to engage the community.** **District and site have worked with the High School District to maintain an beneficial relationship that provides for students to have a continuum of supports. This has been completed through work and meeting with the Career Prep Council, and Antelope Valley East Kern Stem Consortium.** **We completed the Lancaster Summer Feeding program and expanded it to include all summer school classes.** **We have begun to focus on bringing in the high schools more than colleges in order to provide students with their direct next step and opportunities that await.**	and Supplies $5,940 - LCFF - 6000-6999 Capital Outlay	Supplies

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or	**For Actions/Services not included as contributing to meeting Increased or**	$0 - Federal Revenues - Title I - 4000-4999 Books	$0 - Federal Revenues - Title I - 4000-4999 Books

Improved Services Requirement	and Supplies	and Supplies
Students to be Served: All	$1,760 - LCFF - 4000-4999 Books and Supplies	$0 - LCFF - 4000-4999 Books and Supplies
Location: All Schools	$111,600 - Federal Revenues - Title III - 5000-5999 Services and Other Operating Expenses	$0 - Federal Revenues - Title III - 5000-5999 Services and Other Operating Expenses

Improved Services Requirement

Students to be Served: All

Location: All Schools

4.3 Community Connection

The Coordinator of Student Equity, Access, and Outcomes will train school and district staff in strategies for communicating and working with families in the schools community to include: allocating time; creating norms of communication.

Sites will provide clear expectations to staff regarding contacting families.

- Facilitating communication between the school site and families

- Facilitating communication between the families and teachers

- Train staff to have consistent and positive communication with families
  - Making sure that we provide calendars in advance to parents - Common plan books etc.

- Create norms for parent and family meetings

The Coordinator of Culture, Climate and Counselors will continue to inform counselors and administrators of students with identified needs.

The Coordinator of Culture, Climate and Counselors will work with site administrators and counselors in order to provide support for training of staff in the area of trauma-informed practice.

The District will develop processes and provide training to collaboratively,

2018-2019, The Flippen Group Winning Culture training provided to classified staff. The Flippen Group Leadership Blueprint training provided to district administration.

The Coordinator of Student Equity, Access, and Outcomes will train Family Ambassadors beginning April 2019.

A consistent message has gone out to all sites to provide for positive communication to families throughout the year. A consistent message has gone out to sites and teachers to make positive first contact on a continuous basis for all of our families.

As students are identified to the Coordinator of Counselors by the LACOE Foster Liaisons, social workers, and parents as needing interventions and supports, The Coordinator of Counselors communicates with site counselors and administrators.

All counselors were trained by LACOE to be trainers in Trauma-Informed Practices in Schools (TIPS) in August, 2018. The counselors provided PD to their respective school sites and trained admin, teachers, campus supervisors, supervision aides, and rec leaders.

We continue to refine processes in order to provide training to get significant information from families in order to plan effectively.

We have provided families with direct training pertaining on how to effectively run

authentically, and directly consult with families, students and community members on District and Site Plan goals, actions, services and expenditures.

The District will provide site staff and families with training on implementation of effective School Site Councils in order to make informed decisions that increase student achievement, access to services, and opportunities that lead to positive outcomes in high school, and college and career success for all students including homeless and foster youth.

The District will provide opportunities for families of English Learners to enroll in English as a Second Language classes.

The District will provide training for families in topics such as, but not limited to: collaborative conversations with school staff and instructional strategies for core content areas, in such a way as to build their capacity to become Trainers of Trainers in district wide family education programs.

Communicate targeted information to promote partnership opportunities between the school sites and the community

The District will strengthen its partnerships with the Lancaster Education Foundation, local businesses, non-profit organizations, faith-based organizations, and civic entities through developing outreach processes and communication strategies.

The District will work with an independent 3rd party contractor in order to receive survey data for students at all sites on topics such as but not limited to: student engagement, academic rigor, relationships with teachers, relationships with peers, and school culture.

The District will work with an independent 3rd party contractor in order to receive survey

and be a part of School Site Councils. We offered sites the opportunity to take part in school site council training via our county office of education.

We have provided for ESL classes in order to provide second language speaking families access to the English Language.

We have provided for trainnings to instructional strategies for their students at home. We will continue to expand on this home to school program.

We are refining our methods to communicate with the community. We have been a part of significant community organizations, which has allowed us to provide information based on district events and news.

The district focused on working with faith based organizations and have reached out and worked with a church within the community. We have worked with the Lancaster Education Foundation to offer opportunities to students such as writing competitions.

We have contracted with Youth Truth Inc. to provide survey services to the district. Data has been shared via sites leadership.

Principals were provided training via Youth Truth as to methods towards providing received feedback to families and stakeholders.

We have begun the process of training out Family Ambassadors in home to school engagement. We hired them and brought them on board in April of 2019.

Upon providing for a school focus, we have provided sites with access to community resources such as the Music Center, Antelope

data from families and staff to include topics such as but not limited to: culture and communication, relationships, engagement and empowerment, and professional development and support.

The District will train school and district leaders in utilizing information from reports generated by survey data from our independent 3rd party contractor.

Family Engagement Ambassadors will provide a bridge as home to school liaisons in order to increase family involvement at the school site level.

Strengthen relationships between outside agencies and school site leadership in order to provide sites with access to services for families.

Explore the possibility of utilizing home visits in order to break down barriers to parent-teacher trust

Create a foster family parent forum in order to foster collaboration for foster parents around issues arising.

Valley East Kern STEM Consortium, the City of Lancaster, etc.

We have begun the process of looking into the implementation of home visits, through our Department of Pupil Services. We are in the planning stages of creating this opportunity via our Family Ambassadors. This will likely occur in the 2019-20 school year.

We will continue to see this strategy out, as we currently do not have this in place. We are planning for implementation in the 2019-20 school year.

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners Scope of Service: LEA-wide Location: All Schools **4.4 Families as Partners**	**For Actions/Services included as contributing to meeting Increased or Improved Services Requirement** Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools	$25,193 - LCFF - 4000-4999 Books and Supplies $185,922 - LCFF - 5000-5999 Services and Other Operating Expenses $195,953 - LCFF - 2000-2999 Classified Salaries $21,946 - LCFF -	$27,674 - LCFF - 4000-4999 Books and Supplies $269,130 - LCFF - 5000-5999 Services and Other Operating Expenses $128,111 - LCFF - 2000-2999 Classified Salaries $2,860 - LCFF - 3000-3999

Family ambassadors will be brought on to assist sites in increasing family engagement, and in coordinating site efforts towards family engagement. The Department of Special Programs will train Family Ambassadors in how to effectively engage parents and families at the site level, and regarding acceptable practice at the sites prior to them arriving on sites. Coordinator of Equity, Access and Student Outcomes will work with the Antelope Valley Partners for Health to secure various dates for Family Nutrition Workshops The Department of Special Programs will work within the district to begin to offer Family Technology courses in order to better inform parents and families regarding technology being used by students in the schools, as well as how to navigate a general Google Suite. The Department of Special Programs will work with a parent engagement consultant/provider to assist in training a group of parents regarding effective and collaborative partnerships with schools; Academic help for students in the home; and use of technology in the home (Google, Powerschool, etc) The Coordinator of Equity, Access, and Outcomes will train parents in strategies to foster positive and effective parenting practices in the home. The Department of Special Programs will provide English as a second language classes for parents/families who do not speak English. The Department of Special Programs will provide for family activities to increase family literacy. The District will continue to foster collaborative relationships with caregivers	**Family Ambassadors began in April 2019 at 11 sites. 2019-2020 school year, Family Ambassadors at each elementary site and 2 at the Middle Schools** **Parenting Partners, Foster/Homeless, ITS, and Special Programs training for the Family Ambassadors.** **2019-2020 continued training and collaboration between Family Ambassadors. Monthly meetings with Special Programs Department to increase capacity.** **A representative from AVPH presented a student workshop on nutrition at the Super Saturday Summit event.** **In 2019-2020, Coordinator of Student Equity, Access, and Outcomes will support schools with hosting Family Nutrition workshops presented by AVPH** **This was done through the Instructional Technology department, where parents were provided the ability to access our parent portal, and provided direct instruction to do so. IT did this at various venues that coincided with student events.** **The Department of Special Programs contracted with Parenting Partners to provide parenting training and family leadership training to the parents of Lancaster School District.** **Coordinator of Student Equity, Access, and Outcomes supported Parent Project workshops presented by counselors at Amargosa Creek.** **In 2019-2020, Coordinator will support counselors and schools with providing workshops for families. Training for Family Ambassadors in order to support parents.**	3000-3999 Employee Benefits $3,000 - Federal Revenues - Title I - 4000-4999 Books and Supplies $9,000 - LCFF - 1000-1999 Certificated Salaries $21,000 - Federal Revenues - Title I - 5000-5999 Services and Other Operating Expenses	Employee Benefits $0 - Federal Revenues - Title I - 4000-4999 Books and Supplies $1,167 - LCFF - 1000-1999 Certificated Salaries $15,910 - Federal Revenues - Title I - 5000-5999 Services and Other Operating Expenses

and families to ensure understanding of MTSS, and will provide online and in-person training on how to reinforce activities at home.

The Department of Special Programs will contract with an outside entity in order to engage stakeholders in meaningful surveys, providing families the ability to provide feedback to the district on a more continuous basis.

ESL Classes were held on a weekly basis throughout the year utilizing a set Language learning curriculum. In 2018-19 we did move the class to our Park View Educational Complex which allowed for more centralization of services.

Special Programs provided resources to increase literacy for students, via parents, however the intent of this goal was to hold Family Literacy Workshops for our families. Our intent is to move towards this more fully in the 2019-20 school year.

Family nights provided opportunities for communication of our MTSS agenda to parents and stakeholders. There is a need to have more focused approach on this activity.

We contracted YouthTruth to provide our stakeholders a voice in the planning of the LCAP, as well as in providing us information pertaining to the status of our current climate at each site. This information was invaluable in out planning for the 2019-20 school year.

In the 2019-20 school year we are going to be servicing a wider group in terms of engaging families as partners. Targeted groups will consist of English Learners, Foster Youth, and Low Income students.

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

4.1 - In the 2019-20 school year we were actively able to implement a home to school communication after providing a survey to parents regarding preferred methods of communication. It was determined that text and email are preferred methods. We created a digital space for parents with our family website. We extended the use of parent portal, and were able to provide for PD opportunities for for parents via our Saturday academies. We have ensured and monitored that site ELAC's and SSC's meet monthly at the sites, and have freed up site funds to utilize them to assist parents in getting finger printed and cleared.

4.2 - We have continued to collaborate with the Welcome and Wellness center for training opportunities for parents, and have provided for childcare at all family events provided by the district. We completed the Lancaster Summer Feeding program and will continue this into the 2019-20 school year.

4.3 - In the 2019-20 school year we have brought on Family Ambassadors in order to better facilitate a home to school connection. They have begun training, however meeting and training are ongoing. We have provided for ESL classes for our families of English Learners, and have provided for various opportunities for families to be engaged in their child's education through district established parent math trainings, reading trainings, and through our Parenting Partner training. Counselors have also been responsible for putting out 2 trainings per site. In order secure good qualitative data from our families, we contracted with Youth Truth to do a yearly climate survey for our sites. Information is required to be put into site SPSA's and shared with all stakeholders.

4.4 Family ambassadors were brought on-board in 2019, we continue to develop this position. We contracted with Parenting Partners in order to increase parenting capacity, as well conduct family nutrition courses, and IT courses etc.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

We have been successful in increasing the capacity of parents in Lancaster, however we plan to expand this goal to be more targeted in terms of our outreach. We will look to expand family literacy further, as well as other academic disciplines, to include math, art, and cognitive executive functioning. Our goal as always here has been to increase capacity for parents to work hand in hand with schools.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

This year the material differences noted here were that we did not hold trainings for teachers and admin as to how to better engage their families, and we did not complete the amount of family literacy that we had planned for in this years LCAP. We will be doing so in the future. As sites continue to be inundated with new systems we are in need of providing the engagement strategies in the 19-20 school year.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

4.1 In the action we plan to do the following in the 2019-20 school year:

1. PD for teachers in interaction with parents
2. Ensure positive phone calls home from teachers
3. Publicize and refine our family website
4. Include calendars of all site events

The above changes can be found in goal 4.1 of the 2019-20 plan.

4.2 The District and school sites will invite and include local high schools and institutes of higher learning and local businesses in district and site family events to increase exposure and enthusiasm for college and career opportunities.The above changes can be found in goal 4.2 of the 2019-20 plan.

4.3 We are going to set up a foster family team in order to provide training in terms of trauma informed practices. We are also continue to research and develop a plan to initiate Home Visits in the 2019-20 school year. The above changes can be found in goal 4.3 of the 2019-20 plan.

4.4 In the 2019-20 school year we are planning to increase instance of Family Literacy classes, as well as our Parenting Partners program. Furthermore,

parents will be educated in MTSS, and developing the use of our Family Resource Center.

Stakeholder Engagement

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

All stakeholders in the Lancaster School District have had multiple opportunities to participate, be trained in data analysis, dialog around the core instruction, and participate in the plan development and analysis. All stakeholders (i.e community members, families and pupils, certificated, and classified bargaining unit staff) have had the opportunity, and have taken part in, developing the goals, objectives, actions, and services, identifying the needs, and reviewing budget expenditures, regarding the LCAP, and the Lancaster School District Cycle of Continuous Improvement. The Lancaster School District team completed a needs assessment in order to identify where our students were at, at the beginning of 2018-19 school year, data checks on behavior, and monitoring of student discipline and attendance throughout the academic year. Based on the needs assessments, classroom observations, quarterly data digs, professional dialogues, reviews of the LCFF dashboard, performance indicators, academic outcomes, conditions for learning that address and effect culture, climate, and engagement we were able to develop and revise the action/services from the previous years LCAP.

LSD has established several district advisory committees and family engagement forums including the following:

DELAC - District English Language Advisory Council - meets 5 times throughout the school year in the evenings, and is representative of our English Language Learner community. The Superintendent was available for discussion and feedback pertaining any concerns in this meeting.

SAC - Superintendents' Advisory Committee - meets 4 times throughout the school year in the afternoons, and is representative of parents district wide with special focus given to Foster and Low-Income students. Superintendent was able to respond to any concerns from this meeting in writing.

ELAC - English Language Advisory Committees - representative of EL community of each site. Each site sends 1-2 representatives to be active with DELAC.

AAAC - African American Advisory Committee - Meets 4 times throughout the year, and is representative of the Lancaster School District's African American community and students.

Equity Design Team – meets 4 times throughout the year on Saturday's to discuss planning around equitable practices. This group is made up of teachers, admin, and classified staff.

Bargaining unit was allotted time in order to analyze data.

Family Nights - 3 times in the 2018-19 school year in which engagement was sought via family surveys.

District Site Leadership Team - Met 2 times in the 2018-19 school year for 8 hour sessions - Consisted of teachers, principals, site and District coaches, District Office administration, and bargaining unit leadership. The main purpose of the DSLT was to measure outcomes pertaining to LCAP goals, and to look for solutions to district problems. This was best characterized as a district level PLC. Consistent of site administration, district office administration, teachers, instructional coaches.

MTSS Design Team – Met 13 times throughout the year, and is considered the main LCAP establishment body. It is consistent of District Coaches, administrators, and district department directors.

District Budget Advisory Committee - Meets 4 times per year for 1-2 hours sessions. During the time the district budget is reviewed as it pertains to goals, actions and services in the LCAP, and ensure that the money is being spent in accordance with its purpose in terms of LCAP. Consisted of bargaining unit members, community members, district administration, and site administration.

LCAP focus groups - based on the 4 existing goals of the LCAP, met to derive needs statements based on data retrieved from the various stakeholder meetings.

Family Leadership Roundtable – A group of 12 parents who are representative of the school School Site Councils came together to provide various perspectives on LCAP development and writing as well as suggesting goals.

LCAP Steering Committee - a committee of 12 individuals working in various capacity throughout the district in order to synthesize the data, both qualitative and quantitative derived from various stakeholder groups.

Families had an open opportunity throughout the year to provide for feedback by taking a family survey provided via Black Board. At all community events we provided Chromebooks for parents to take the survey.

Youth Truth Survey – Families, Staff and Students were provided the opportunity to provide their perspectives on the district.

Community Forums - 3 community forums on Academics and Focus on CAASPP, Focus on Curriculum, and Focus on Safety. Groups were provided for at sites, immediately following board meetings.

Regarding surveys for this year, we were able to secure 4,167 family surveys, 964 Staff surveys, and 7,478 student surveys.

***The Lancaster School District LCAP, and significant district plans were provided to the SELPA, and we have received verification regarding the plans that we have included that include the Special Education Population. We met with the SELPA director on May 16, 2019.

***The Public Hearing for Lancaster's Local Control and Accountability Plan will take place on June 11, 2019.

***The 2018-19 LCAP will be going to the Lancaster Elementary School District Board of Education for approval in its current form on June 18th, 2019.

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

Based on stakeholder feedback as compiled through both Lancaster's Listening forums and via our online survey of both certificated and classified staff, as well as parents, community and local partners, the following information was derived:

- Build relationships

- Build and create culture conducive to student learning

- Build capacity of leadership throughout the organization

- Build capacity of the site to get the work of educating our students done

- Build capacity for family engagement on both sides (families and staff)

- Multi-Tiered Systems of Support (MTSS)

- Equity in all aspects of a student's instruction

- Options - building a student's access to school

- Building a safe place

The impact on this year's stakeholder engagement has led to the creation and inclusion of various modes of training of staff in terms of working with English Language students, and the expansion of our ability to train teachers in working with parents. Based on the above feedback we have applied many enhancements to our current Engagement goal in which we are providing for dual capacity training of staff and families in order to best effect enhanced academic achievement for our students in the Lancaster school district.

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEAs goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

Goal 1

1.0 Academics- Academic Options and Excellence

Provide relevant high quality classroom instruction and curriculum that promote college and career readiness skills with academic interventions and enrichments in place to eliminate barriers to student success.

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 2. Implementation of State Standards; 4. Pupil achievement; 5. Pupil engagement; 7. Course access; 8. Other pupil outcomes
Local Priorities: African American Disproportionality; Students With Special Needs (Special Education)(*)

Identified Need:

CALPADS Annual Credential Report Results shows that 100% of Lancaster School District Teachers are credentialed and appropriately assigned. Evidence and research shows that students achieve at a higher rate when being taught by teachers who have fulfilled the requirements of a credentialing program.

Williams legislation in the State of California requires that we maintain sufficient instructional materials and facilities for our students in Title I schools.

The California Assessment of Student Progress and Proficiency (CAASPP), results indicate that students in Lancaster School District are achieving at the following levels at each each grade level in both English Language Arts and Mathematics:

Grade	ELA % Met & Exceeded	Math % Met/Exceeded
3	33	24
4	31	20
5	35	14
6	31	16
7	31	17
8	34	15
District Average	32	18

In 2017-18 it was observed that 68% of students in Lancaster School District are not meeting standards in terms of ELA, and that 82% of students are not meeting standards in terms of mathematics. We find it necessary to provide services to students that will assist in meeting their academic needs, and that will address the gaps that our students are experiencing. We plan to do so utilizing a Multi-Tiered System of Support in order to reach all learners.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Credentialing and Teacher Support	Currently 100% of credentialed teachers are appropriately assigned. Currently 100% of pre-intern, short term permit, intern and preliminary credentialed teachers will be enrolled in their appropriate credential program and supported through Lancaster School Districts teacher support and induction program.	Maintain 100% appropriately assigned credentialed teachers. 100% of pre-intern, short term permit, intern and preliminary credentialed teachers will be enrolled in their appropriate credential program and supported through Lancaster School Districts teacher support and induction program.	Maintain 100% appropriately assigned credentialed teachers. 100% of pre-intern, short term permit, intern and preliminary credentialed teachers will be enrolled in their appropriate credential program and supported through Lancaster School Districts teacher support and induction program. The Lancaster School District will review staffing practices in order to insure appropriate and equitable placement of staff throughout the district (i.e. insuring that bilingual teachers are placed in schools that have high concentrations of English Language Learners.)	Maintain 100% appropriately assigned credentialed teachers. 100% of pre-intern, short term permit, intern and preliminary credentialed teachers will be enrolled in their appropriate credential program and supported through Lancaster School Districts teacher support and induction program. The Lancaster School District will review staffing practices in order to insure appropriate and equitable placement of staff throughout the district (i.e. insuring that bilingual teachers are placed in schools that have high concentrations of English Language Learners.)
Appropriately assigned materials	100% of students will be provided with state adopted textbooks consistent with cycles of current curriculum frameworks for Common Core state standards in compliance	100% of students will be provided with state adopted textbooks consistent with cycles of current curriculum frameworks for Common Core state standards in compliance	100% of students will be provided with state adopted textbooks consistent with cycles of current curriculum frameworks for Common Core state	100% of students will be provided with state adopted textbooks consistent with cycles of current curriculum frameworks for Common Core state standards in compliance

with the Williams Act Settlement.	with the Williams Act Settlement.	standards in compliance with the Williams Act Settlement.	with the Williams Act Settlement. In 2019-20 we will be piloting a new Next Generation Science Standards (NGSS) curriculum, consistent with state recommendations.

Instruction and learning: ELA				
Instruction and learning: ELA	Currently 32% of Lancaster School District students either met of exceeded state standards based on the CAASPP in English language arts.	By the end of 2017-18 we will increase the amount of students meeting state standards by 3% as measured by the CAASPP in English language arts.	By the end of 2018-19, Lancaster School District will increase the percentage of K-2 students meeting grade level proficiency on the district determined reading foundational skills assessment by 5%	By the end of 2019-20, Lancaster School District will increase the percentage of K-2 students meeting grade level proficiency on the district determined reading foundational skills assessment by 5%.
	Currently, a district wide common reading foundational skills assessment does not exist for grade levels K-2.	By the end of 2017-18, Lancaster School District will establish a grade level proficiency baseline data point for K-2 using a district determined reading foundational assessment.	By the end of 2018-19, a baseline will be determined for all students in grades 1-8 pertaining to iReady Language Arts assessments.	By the end of 2019-20, Lancaster school district will identify and appropriate writing formative assessment for which to assess writing progress for students.
	Currently we do not have a common district writing assessment in place to measure and prepare for growth on CAASPP.	By the end of 2017-2018, 40% of all third-eighth grade students will score in the adequate or thorough lexile performance band.	By the end of 2018-19, 45% of all third-eighth grade students will score in the adequate or thorough lexile performance band.	By the end of 2019-20, 50% of all third-eighth grade students will score in the adequate or thorough performance band as provided by iReady assessment.
		By the end of 2017-18, we will identify and provide 100% of all students who have not met their grade level reading lexile proficiency target with reading intervention, in order to support them in attaining their reading target.	By the end of 2018-19, we will identify and provide 100% of students, who have not met their grade level reading proficiency target, with reading intervention.	By the end of 2019-20, Lancaster school district will identify and provide 100% of students, who have not met their grade level reading proficiency target, with reading intervention.
			By the end of 2019-20, Lancaster school district will increase the percentage of students in grades 4-8 who	

		By the end of 2017-2018, the number of students who are in a technology based intervention who meet or exceed their lexile growth target will increase by 5%. By the end of 2017-18, we will identify a common district writing assessment to establish a baseline measure for writing in grades 4-8.	meet the grade level writing proficiency benchmark by 5% as measured by a district local assessment.	By the end of 2019-20, Lancaster school district will identify an appropriate 4-8 writing assessment for which to assess writing progress.
CAASPP: English Language Arts			48% of Lancaster School District students will meet or exceed standards on the CAASPP. The All student group will increase their scale score from 47.2 below level 3 to 34.8 below level 3. Increasing their average distance from level 3 by 12.4pts. The EL student group will increase their scale score from 54.6 below level 3 to 42.6 below level 3. Increasing their average distance from level 3 by 12 pts. The Foster student group will increase their scale score from 86.3 below level 3 to 71.3 below level 3. Increasing their average distance from	48% of Lancaster School District students will meet or exceed standards on the CAASPP. The All student group will increase their average scale score from -46 below standard to -42 below standard. Increasing their average scale score by 4 pts. The EL student group will increase their average scale score from 54.2 below standard to 48.2 below standard. Increasing their average scale score by pts. The Foster student group will increase their average scale score from 70.2 below standard to 58.2 below standard. Increasing their

level 3 by 15 pts.

average scale score by 12 pts.

The Homeless student group will increase their scale score from 69.7 below level 3 to 57.7 below level 3. Increasing their average distance from level 3 by 12 pts.

The Homeless student group will increase their average scale score from 69.3 below standard to 57.3 below standard. Increasing their average scale score by 12 pts.

The SED student group will increase their scale score from 56 below level 3 to 44.5 below level 3. Increasing their average distance from level 3 by 11.5 pts.

The SED student group will increase their average scale score from 54.2 below standard to 46.2 below standard. Increasing their average scale score by 8 pts.

The Students with Disabilities student group will increase their scale score from 142.6 below level 3 to 127.6 below level 3. Increasing their average distance from level 3 by 15 pts.

The Students with Disabilities student group will increase their average scale score from 137.4 below standard to 125.4 below standard. Increasing their average scale score by 12 pts.

The African American student group will increase their scale score from 76.9 below level 3 to 63.9 below level 3. Increasing their average distance from level 3 by 13 pts.

The African American student group will increase their average scale score from 76 below standard to 64 below standard. Increasing their average scale score by 12 pts.

The American Indian student group will increase their scale score from 57.5 below level 3 to 45.5 below level 3. Increasing their average distance from level 3 by 12 pts.

The American Indian student group will increase their average scale score from 54.3 below standard to 46.3 below standard. Increasing their average scale

The Asian student group will increase their scale score from 32.3 above level 3 to 35.3 above level 3. Increasing their average distance from level 3 by 3 pts.

The Filipino student group will increase their scale score from 37.4 above level 3 to 40.4 above level 3. Increasing their average distance from level 3 by 3 pts.

The Hispanic student group will increase their scale score from 44.4 below level 3 to 32.4 below level 3. Increasing their average distance from level 3 by 12 pts

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The Pacific Islander student group will increase their scale score from 5.7 above level 3 to 10.7 above level 3. Increasing their average distance from level 3 by 5 pts.

The Two or More Races student group will increase their scale score from 33.6 below level 3 to 21.6 below level 3. Increasing their average distance from level 3 by 12 pts.

The White student group will increase their scale score from 16.5 below level 3 to 9.5

score by 8 pts.

The Asian student group will increase their average scale score from
20.7 above standard to 23.7 above standard. Increasing their average scale score by 3 pts.

The Filipino student group will increase their average scale score from 38.8 above standard to 41.8 above standard. Increasing their average scale score by 3 pts.

The Hispanic student group will increase their average scale score from 40.7 below standard to 37.7 below standard. Increasing their average scale score by 3 pts

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The Pacific Islander student group will increase their average scale score from 26.5 above standard to 23.5 above standard. Increasing their average scale score by 3 pts.

The Two or More Races student group will increase their average scale score from 46.5 below standard to 42 below standard. Increasing their average scale score by 4.5 pts.

			below level 3. Increasing their average distance from level 3 by 5 pts.	The White student group will increase their average scale score from 17.7 below standard to 14.7 below standard. Increasing their average scale score by 3 pts.
Instruction and learning: Mathematics	Currently Lancaster school district does not utilize a district wide pre and post assessment to measure growth. ───── Currently 16% of Lancaster school district either met of exceeded state standards based on the CAASPP in mathematics.	By the end of 2017-2018, we will identify and use a local pre and post assessment in order to establish a grade level proficiency growth baseline in grades K-8. ───── By the end of 2017-18 we will increase the amount of students meeting state standards by 3% as measured by the CAASPP in Mathematics.	By the end of 2018-19, we will establish a grade level proficiency baseline in grades K-8 based on iReady math assessment.	45% of students will score in the adequate or advanced performance band on the math iReady Assessment.
CAASPP: Mathematics			36% of Lancaster School District students will meet or exceed standards on the CAASPP in mathematics. ───── The All student group will increase their scale score from 87.5 below level 3 to 74.5 below level 3. Increasing their average distance from level 3 by 13 pts. ───── The EL student group will increase their scale score from 92.4 below level 3 to 78.4 below level 3.	36% of Lancaster School District students will meet or exceed standards on the CAASPP in mathematics. ───── The All student group will increase their average scale score from 88.8 below standard to 85.8 below standard. Increasing their average scale by 3 pts. ───── The EL student group will increase their average scale score from 95.9 below standard to

				Increasing their average distance from level 3 by 14 pts.	90.9 below standard. Increasing their average scale score by 5 pts.
				The Foster student group will increase their scale score from 117.2 below level 3 to 101.2 below level 3. Increasing their average distance from level 3 by 16 pts.	The Foster student group will increase their scale score from 105.4 average below standard to 94 below standard. Increasing their average scale score by 11 pts.
				The Homeless student group will increase their scale score from 102.5 below level 3 to 86.5 below level 3. Increasing their average distance from level 3 by 16 pts.	The Homeless student group will increase their average scale score from 106.6 below standard to 94.6 below standard. Increasing their average scale score by 12 pts.
				The SED student group will increase their scale score from 96.1 below level 3 to 81.1 below level 3. Increasing their average distance from level 3 by 15 pts.	The SED student group will increase their average scale score from 97 below standard to 92 below standard. Increasing their average scale score by 5 pts.
				The Students with Disabilities student group will increase their scale score from 176.6 below level 3 to 160.6 below level 3. Increasing their average distance from level 3 by 16 pts.	The Students with Disabilities student group will increase their average scale score from 173.7 below standard to 161.3 below standard. Increasing their average scale score by 12 pts.
				The African American student group will increase their scale score from	The African American student group will increase their average scale score

122 below level 3 to 105 below level 3. Increasing their average distance from level 3 by 17 pts.	from 121.6 below standard to 109.6 below standard. Increasing their average scale score by 12 pts.

The American Indian student group will increase their scale score from 107.3 below level 3 to 90.3 below level 3. Increasing their average distance from level 3 by 17 pts.

The American Indian student group will increase their average scale score from 91.6 below standard to 79.6 below standard. Increasing their average scale score by 12 pts.

The Asian student group will increase their scale score from 3.5 below level 3 to .5 above level 3. Increasing their average distance from level 3 by 4 pts.

The Asian student group will increase their average scale score from 18 below standard to 8 below standard. Increasing their average scale score by 10 pts.

The Filipino student group will increase their scale score from 2.6 above level 3 to 5.6 above level 3. Increasing their average distance from level 3 by 3 pts.

The Filipino student group will increase their average scale score from .2 above standard to 3.2 above standard. Increasing their average scale score by 3 pts.

The Hispanic student group will increase their scale score from 83.4 below level 3 to 71.4 below level 3. Increasing their average distance from level 3 by 12 pts

The Hispanic student group will increase their average scale score from 83.8 below standard to 72.8 below standard. Increasing their average scale score by 11 pts

The Pacific Islander student group will

The Pacific Islander student group will

			increase their scale score from 47.9 below level 3 to 39.9 below level 3. Increasing their average distance from level 3 by 12 pts.	increase their average scale score from 72 below standard to 67 below standard. Increasing their average scale score by 5 pts.
			The Two or More Races student group will increase their scale score from 70.7 below level 3 to 58.7 below level 3. Increasing their average distance from level 3 by 12 pts.	The Two or More Races student group will increase their average scale score from 82.6 below standard to 77.6 below standard. Increasing their average scale score by 5 pts.
			The White student group will increase their scale score from 54.2 below level 3 to 44.2 below level 3. Increasing their average distance from level 3 by 10 pts.	The White student group will increase their average scale score from 55.5 below standard to 50.5 below standard. Increasing their average scale score by 5 pts.
Intervention and Enrichment	Learning gaps currently exist for identified student groups (meeting or exceeding standards) in comparison to the All student group in ELA: English Learner - 29% Low income - 3% African American - 11% Special Education - 29% Learning gaps currently exist for identified student groups (meeting or exceeding standards) in comparison to	Learning gaps for identified student groups, El, Homeless, Foster Youth, low income, African American, and special education will decrease by 10% annually as indicated on local and state assessment data. 100% of students will have access to a multi-tiered system of supports to support their individualized learning needs.	Learning gaps for identified student groups, El, Homeless, Foster Youth, low income, African American, and special education will decrease by 10% annually as indicated on local and state assessment data. 100% of students will have access to a multi-tiered system of supports to support their individualized learning needs.	Learning gaps for identified student groups, El, Homeless, Foster Youth, low income, African American, and special education will decrease by 10% annually as indicated on local and state assessment data. 100% of students will have access to a multi-tiered system of supports to support their individualized learning needs.

	the All student group in mathematics: English Learner - 8% Low income - 3% African American - 9%% Special Education - 15% 100% of students will have access to a multi-tiered system of supports to support their individualized learning needs.			

Planned Actions / Services

Complete a copy of the following table for each of the LEAs Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Modified Action	Modified Action	Modified Action
1.1 Credentialing All administrators, teachers and classified staffs in transitional-kindergarten through eighth grade will be appropriately assigned and credentialed for their assignments in core, intervention and enrichment programs. Lancaster School District will provide teacher	**1.1 Credentialing** Lancaster School District will assure that all administrators, teachers, and certificated staff members in transitional-kindergarten through eighth grade are appropriately assigned and credentialed for their assignments in core, intervention and enrichment programs. The District will provide a California State	**1.1 Credentialing** **Lancaster School District will assure that all administrators, teachers, and certificated staff members in transitional-kindergarten through eighth grade are appropriately assigned and credentialed for their assignments in core, intervention and enrichment programs.** **The District will provide a California State**

support and induction for all new teachers in order to clear their credentials.	Accredited Induction program for all new teachers and administrators in order to provide a pathway to clear their credential. The District will review recruitment and staffing practices in order to assure appropriate and equitable placement of staff throughout the district (including but not limited to insuring that bilingual teachers are placed in schools that have high concentrations of English Language Learners, and that schools are balanced based on years of teaching experience).	**Accredited Induction program for all new teachers and administrators in order to provide a pathway to clear their credential.** **The District will review recruitment and staffing practices in order to assure appropriate and equitable placement of staff throughout the district (including but not limited to insuring that bilingual teachers are placed in schools that have high concentrations of English Language Learners, and that schools are balanced based on years of teaching experience).** **The Human Resource department will continue training on a multi-tiered systems of support and their roll in continuing to provide for an equitable environment.** **Special Education induction mentors will support teachers in the use of state standards (and approved alternative standards for students with severe disabilities), including development of standards-based IEPs.**

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	$36,943,859	$38,561,786	$34,856,008
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries
Amount	$213,136	$220,687	$298,101
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries	2000-2999 Classified Salaries	2000-2999 Classified Salaries
Amount	$13,878,097	$14,778,624	$14,897,529

Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits	3000-3999 Employee Benefits	3000-3999 Employee Benefits
Amount	$238,436	$222,399	$483,411
Source	Federal Revenues - Title II	Federal Revenues - Title II	Federal Revenues - Title II
Budget Reference	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries
Amount	$42,011	$45,290	$47,108
Source	Federal Revenues - Title II	Federal Revenues - Title II	Federal Revenues - Title II
Budget Reference	2000-2999 Classified Salaries	2000-2999 Classified Salaries	2000-2999 Classified Salaries
Amount	$187,000	$0	$151,600
Source	Federal Revenues - Title II	Federal Revenues - Title II	Federal Revenues - Title II
Budget Reference	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses
Amount	$7,830,741	$8,808,361	$8,818,476
Source	Other State Revenues	Other State Revenues	Other State Revenues
Budget Reference	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries
Amount	$2,942,610	$3,414,604	$3,465,308
Source	Other State Revenues	Other State Revenues	Other State Revenues
Budget Reference	3000-3999 Employee Benefits	3000-3999 Employee Benefits	3000-3999 Employee Benefits
Amount	$47,997	$51,497	$81,250
Source	Other State Revenues	Other State Revenues	Other State Revenues
Budget Reference	4000-4999 Books and Supplies	4000-4999 Books and Supplies	4000-4999 Books and Supplies
Amount	$259,052	$183,352	$112,202

Source	Other State Revenues	Other State Revenues	Other State Revenues
Budget Reference	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses
Amount	$87,050	$90,206	$153,837
Source	Federal Revenues - Title II	Federal Revenues - Title II	Federal Revenues - Title II
Budget Reference	3000-3999 Employee Benefits	3000-3999 Employee Benefits	3000-3999 Employee Benefits
Amount	$6,000	$2,500	$34,200
Source	Federal Revenues - Title II	Federal Revenues - Title II	Federal Revenues - Title II
Budget Reference	4000-4999 Books and Supplies	4000-4999 Books and Supplies	4000-4999 Books and Supplies
Amount	$0	$1,500	$10,000
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses
Amount	$0	$207,597	$215,988
Source	Other State Revenues	Other State Revenues	Other State Revenues
Budget Reference	2000-2999 Classified Salaries	2000-2999 Classified Salaries	2000-2999 Classified Salaries

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Modified Action	Modified Action	Modified Action
1.2 - Common Core State Standards Implementation Implement CCSS - All teachers will be supported in teaching the CCSS, or state approved alternative standards for students with severe disabilities. All students will be provided and utilize state adopted curricula and materials including integration of technology and culturally responsive/relevant instruction to ensure all students have access to the curriculum and technology necessary to be successful.	**1.2 - Common Core State Standards Implementation** **Leadership Teams** The Educational Services Team will support the expansion and capacity enhancement of Leadership Teams at all school sites. Leadership teams will help establish a collaborative culture at their site and monitor the implementation and achievement of their Single Plan for Student Achievement (SPSA) goals and actions.	**1.2 - Common Core State Standards Implementation** *Leadership Teams* **The Educational Services Team will support the expansion and capacity enhancement of Leadership Teams at all school sites.** **Leadership teams will help establish a collaborative culture at their site and monitor the implementation and achievement of their Single Plan for Student Achievement (SPSA) goals and**

Provide professional development supported by instructional coaches who will assist teachers with the implementation of a balanced lesson design with the daily integration of technology.

Provide professional development to support the implementation of interdisciplinary Professional Learning Communities/Collaboration within and across content areas using data to inform instruction to meet all student needs.

Offer and implement a broad course of study for all students that includes the following: ELA, Math, Science, Social Studies, and PE for all students in TK-8th grade, and middle school electives to include Fine Arts and foreign language.

Accountability

The District will refine a comprehensive monitoring plan for all current and future programs and initiatives.

Site administrators will assure communication and accountability for all staff on their site; assure every staff member knows and can articulate site plans and expectations; and monitor accountability plans for instructional, behavioral, relational, and cultural proficiency of all staff (with dedicated walkthrough schedules and defined and purposeful feedback loops).

In order to ensure successful implementation of all programs, the District, in collaboration with site leadership, will adapt/create implementation quality control standards to guide implementation of specialized programs, academic programs, etc.

The District Site Leadership Team will monitor and evaluate progress on site and district plans at least three times throughout the year.

We will expand the role of leadership teams to effectively utilize formative data and Professional Learning Communities to monitor and support.

The District will explore the purchase and use of a data dashboard to support the needs of District systems, and to make data more accessible for certificated leaders.

Instructional Coaches

Instructional coaches will support teachers in the implementation of Common Core State Standards, curriculum maps/YAAGs, as well as instructional practices, lesson studies, along with a variety of digital and non-digital resources.

Professional Development

Induction mentors will observe and provide feedback to inductees in the instruction of Common Core State Standards and will encourage attendance

actions.

Accountability

The District will refine a comprehensive monitoring plan for all current and future programs and initiatives.

Site administrators will assure communication and accountability for all staff on their site; assure every staff member knows and can articulate site plans and expectations; and monitor accountability plans for instructional, behavioral, relational, and cultural proficiency of all staff (with dedicated walkthrough schedules and defined and purposeful feedback loops).

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Instructional Coaches

Instructional coaches will support teachers in the implementation of Common Core State Standards, curriculum maps/YAAGs, as well as instructional practices, lesson studies, along with a variety of digital and non-digital resources.

Professional Development

Induction mentors will observe and provide

at professional development opportunities based on identified needs.

Special Education induction mentors will support teachers in the use of state standards (and approved alternative standards for students with severe disabilities), including development of standards-based IEPs.

Professional learning opportunities will focus on strategies to build capacity around culturally and linguistically responsive teaching in order to affect positive academic outcomes for all students, targeting unduplicated pupils.

The Coordinator of English Learner Programs will provide professional learning opportunities to all sites including additional support through the Lancaster Learning Institute focused around linguistically responsive teaching.

The Coordinator of Equity and Access will provide professional learning opportunities to all sites including additional support through the Lancaster Learning Institute to focus around culturally responsive teaching practices such as but not limited to collaborative learning opportunities, encouraging and instructing on Mindset, and empowering student voice.

Administrators and instructional coaches will support teachers in the implementation of effective lesson design, including Balanced Lesson Design, 5E/Inquiry, and Universal Design for Learning (UDL), through walkthroughs, instructional rounds, and professional development.

 The District will provide professional development for administrators and teachers to support the implementation of Instructional Professional Learning Communities.

The District will offer opportunities to teachers to take part in Innovation Labs during the academic day as an option to further innovation within

feedback to inductees in the instruction of Common Core State Standards and will encourage attendance at professional development opportunities based on identified needs.

Special Education induction mentors will support teachers in the use of state standards (and approved alternative standards for students with severe disabilities), including development of standards-based IEPs.

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 The District will provide professional development for administrators and teachers to support the implementation of Instructional Professional Learning Communities.

schools, based on district defined criteria.

Three professional development days will be provided in the 2018-19 school year for all ELA and math teachers to acquire the necessary skills to utilize, and analyze the districts diagnostic assessment tool.

Basic

Students will utilize state adopted curricula and materials that will allow for the integration of technology.

The district will purchase a social studies adoption and train teachers in how to implement both the Social Studies Framework and new curriculum.

Schools will offer and implement a broad course of study to include: ELA, Math, Science, Social Studies, and PE for all students in transitional kindergarten-8th grade; and middle school electives to include visual and performing arts and foreign language.

Special Education

The Department of Special Education will implement professional development for special education paraprofessionals in a manner consistent with Comprehensive Training Opportunities for Paraprofessionals (CO-TOP).

The Department of Special Education will increase communication between special education paraprofessionals and special education teachers.

The Special Education Department Coordinators as well as the MTSS Coach will train teachers on various topics for inclusive practices such as: classroom accommodations and modifications for

The District will offer opportunities to teachers to take part in Innovation Labs during the academic day as an option to further innovation within schools, based on district defined criteria.

Three professional development days will be provided in the 2019-20 school year for all ELA and math teachers to acquire the necessary skills to utilize, and analyze the districts diagnostic assessment tool.

District will provide a district wide sub team of no less than 15 teachers to act as substitute teachers in order to release general classroom teachers who are members of the instructional leadership team, to provide relief for teachers to complete learning walks/instructional rounds, and for teachers to have time during the day to work in collaborative teams.

Basic

Students will utilize state adopted curricula and materials that will allow for the integration of technology.

The district will purchase a social studies adoption and train teachers in how to implement both the Social Studies Framework and new curriculum.

Schools will offer and implement a broad course of study to include: ELA, Math, Science, Social Studies, and PE for all students in transitional kindergarten-8th grade; and middle school electives to include visual and performing arts and foreign language.

Special Education

The Department of Special Education will implement professional development for special education paraprofessionals in a manner consistent with Comprehensive Training Opportunities for Paraprofessionals (CO-TOP).

students with disabilities, characteristics of and strategies for teaching high frequency disabilities, behavioral strategies, and co-teaching and inclusive practices.

Equity and Data Driven Decision Making

The Director of Assessment and Educational Technology will work alongside school sites to identify individualized data targets, questions, incentives, and accountability.

The Director of Assessment and Educational Technology will support Professional Learning Communities (PLCs) driven by data at all sites. (2018-19 and on-going).

The Educational Services Team will develop a schedule of PD/PLCs for site Leadership Teams for the 2018-19 school year in order to assure the full cycle of inquiry as well as both site and district based monitoring.

The Educational Services Team will support the expansion of Lesson studies at sites within the District in order to inform data driven discussions at the district and site level.

The Department of Special Education will increase communication between special education paraprofessionals and special education teachers.

The Special Education Department Coordinators as well as the MTSS Coach will train teachers on various topics for inclusive practices such as: classroom accommodations and modifications for students with disabilities, characteristics of and strategies for teaching high frequency disabilities, behavioral strategies, and co-teaching and inclusive practices.

Ensuring training for Special Education Staff

Provide PD to general education teachers on inclusive schools and the responsibilities of all educators.

Provide training and work sessions with SPED to develop Learning Center Models for each school

Determine sites to integrate co-teaching model from sites that are already implementing the Learning Center Model.

Provide PD on inclusive practices to all site administrators, with follow up.

Develop a plan on how SPED teachers will systemically participate in PLCs.

Develop a plan to ensure that all students with a mild/moderate disability has access to a seat in the general education classroom.

Develop a criteria for early childhood education special education students to ensure that these students have access to a full range of services.

Provide Rigorous Academic Instruction for Special Education Students

New teachers, Mod/severe, and services providers (such as speech pathologists and psychologists)

		will be trained by the Department of Special Education in writing Standards Based IEPs
		The Director of Special Education will begin researching the possibility of adding additional support for at-risk students
		The Department of Special Education will provide PD on Universal Design for Learning for Special Education Teachers.
		The Department of Special Education will monitor IEPs to ensure that they are standards based goals and student IEPs are reasonably calculated to provide educational benefit.
		The Department of Special Education will plan the implementation of a Summer 2020 language enriched program for targeted K-1 students selected based on a universal screening.
		Equity and Data Driven Decision Making
		The Director of Assessment and Educational Technology will work alongside school sites to identify individualized data targets, questions, incentives, and accountability.
		The Director of Assessment and Educational Technology will support Professional Learning Communities (PLCs) driven by data at all sites. (2018-19 and on-going).
		The Educational Services Team will develop a schedule of PD/PLCs for site Leadership Teams for the 2019-20 school year in order to assure the full cycle of inquiry as well as both site and district based monitoring.
		The Educational Services Team will support the expansion of Lesson studies at sites within the District in order to inform data driven discussions at the district and site level.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	$3,220,753	$3,359,142	$3,377,279
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries
Amount	$424,526	$445,233	$441,631
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries	2000-2999 Classified Salaries	2000-2999 Classified Salaries
Amount	$1,211,855	$1,289,323	$1,375,575
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits	3000-3999 Employee Benefits	3000-3999 Employee Benefits
Amount	$370,748	$168,110	$2,167,120
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies	4000-4999 Books and Supplies	4000-4999 Books and Supplies
Amount	$1,044,719	$1,348,877	$402,174
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses
Amount	$136,850	$141,547	$117,576
Source	Other State Revenues	Other State Revenues	Other State Revenues
Budget Reference	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries
Amount	$487,506	$599,886	$556,418

Source	Other State Revenues	Other State Revenues	Other State Revenues
Budget Reference	2000-2999 Classified Salaries	2000-2999 Classified Salaries	2000-2999 Classified Salaries
Amount	$197,522	$256,791	$256,351
Source	Other State Revenues	Other State Revenues	Other State Revenues
Budget Reference	3000-3999 Employee Benefits	3000-3999 Employee Benefits	3000-3999 Employee Benefits
Amount	$218,350	$2,732,550	$1,937,126
Source	Other State Revenues	Other State Revenues	Other State Revenues
Budget Reference	4000-4999 Books and Supplies	4000-4999 Books and Supplies	4000-4999 Books and Supplies
Amount	$23,000	$24,500	$22,650
Source	Other State Revenues	Other State Revenues	Other State Revenues
Budget Reference	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses
Amount	$850,682	$998,192	$954,261
Source	Federal Revenues - Title I	Federal Revenues - Title I	Federal Revenues - Title I
Budget Reference	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries
Amount	$371,574	$366,369	$366,105
Source	Federal Revenues - Title I	Federal Revenues - Title I	Federal Revenues - Title I
Budget Reference	3000-3999 Employee Benefits	3000-3999 Employee Benefits	3000-3999 Employee Benefits
Amount	$0	$74,000	$0
Source	Federal Revenues - Title II	Federal Revenues - Title II	Federal Revenues - Title II
Budget Reference	4000-4999 Books and Supplies	4000-4999 Books and Supplies	4000-4999 Books and Supplies
Amount	$0	$6,200	$0

Source	Federal Revenues - Title II	Federal Revenues - Title II	Federal Revenues - Title II
Budget Reference	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Modified Action	Modified Action	Unchanged Action
1.3 - English Language Arts Define grade level Language Arts local assessments. Students will demonstrate grade level proficiency on local English Language Arts assessments. Define and implement grade level reading targets for K-3rd Grade.	**1.3 - English Language Arts** The District will offer targeted professional development to all teachers (Pre-school - 8th grade) that is designed to support student growth in Language Arts. The District will offer professional development to all staff that is designed to optimize the implementation of the Language Arts curriculum and to directly support students in Language Arts. Technology integration coaches will support	**1.3 - English Language Arts** The District will offer targeted professional development to all teachers (Pre-school - 8th grade) that is designed to support student growth in Language Arts. The District will offer professional development to all staff that is designed to optimize the implementation of the Language Arts curriculum and to directly support students in Language Arts. Technology integration coaches will support

Identify and use the results from the district writing assessment in 4th -8th grade to inform instructional practice.

All teachers, classified staff and administrators will be provided meaningful professional development opportunities designed to support student growth in Language Arts. Specific attention will be given to culturally responsive teaching strategies in order to effect positive educational outcomes for unduplicated pupils through professional development to include strategies such as Guided Language Acquisition and Design (GLAD), SDAIE and AVID.

Teachers will integrate technology and use research-based strategies to enhance their English Language Arts lessons.

Use the results of the universal screener lexile to place, support and progress monitor underserved students in technology based interventions such as Read 180, iREAD, and Imagine Learning. These interventions will be provided both during and outside of the school day.

teachers in the use of technology based components from the English Language Arts adoption.

Teachers, coaches, and administrators will use the results of the universal screener (in periods of time aligned to the district adopted assessment calendar) to support, and monitor the progress of unduplicated students in technology based interventions such as Read 180, System 44, iREAD, and Imagine Learning.

The District will monitor the implementation of technology based interventions both during and outside of the school day.

District and site instructional coaches will train and support the full use of curriculum extension and enrichment materials in order to allow students to have choice in their exploration of English Language Arts.

Teachers will collaborate in order to enhance practice by monitoring each others demonstration lessons, modeling effective teaching practices for peers, and conducting professional learning based on site identified need.

The Year-At-A-Glance (YAAG) revision team will continue to develop the YAAG on no less than two pull-out days throughout the year.

Site Instructional Coaches will facilitate lesson studies/grade level/department collaboration throughout the school year (depending on site need in ELA); this process will align with needs outlined in the schools Single Plan for Student Achievement and determined based upon student achievement data.

The Educational Services Department will explore foundational literacy training options for TK-2 teachers.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	$51,629	$19,785	$438,568
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses
Amount	$3,500	$3,500	$3,500
Source	Other State Revenues	Other State Revenues	Other State Revenues
Budget Reference	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries
Amount	$700	$766	$795
Source	Other State Revenues	Other State Revenues	Other State Revenues
Budget Reference	3000-3999 Employee Benefits	3000-3999 Employee Benefits	3000-3999 Employee Benefits
Amount	$150,000	$40,000	$0
Source	Other State Revenues	Other State Revenues	Other State Revenues
Budget Reference	4000-4999 Books and Supplies	4000-4999 Books and Supplies	4000-4999 Books and Supplies
Amount	$11,843	$0	$132,514
Source	Federal Revenues - Title I	Federal Revenues - Title I	Federal Revenues - Title I
Budget Reference	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries
Amount	$2,137	$0	$28,986
Source	Federal Revenues - Title I	Federal Revenues - Title I	Federal Revenues - Title I
Budget Reference	3000-3999 Employee Benefits	3000-3999 Employee Benefits	3000-3999 Employee Benefits
Amount	$2,000	$97,000	$197,000
Source	Federal Revenues - Title I	Federal Revenues - Title I	Federal Revenues - Title I

Budget Reference	4000-4999 Books and Supplies	4000-4999 Books and Supplies	4000-4999 Books and Supplies
Amount	$443,102	$467,430	$461,929
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries	2000-2999 Classified Salaries	2000-2999 Classified Salaries
Amount	$135,271	$188,733	$330,846
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits	3000-3999 Employee Benefits	3000-3999 Employee Benefits
Amount	$50,100	$254,686	$392,470
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies	4000-4999 Books and Supplies	4000-4999 Books and Supplies
Amount	$0	$186,552	$98,563
Source	Federal Revenues - Title I	Federal Revenues - Title I	Federal Revenues - Title I
Budget Reference	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses
Amount	$0	$0	$291,408
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries
Amount	$0	$0	$71,200
Source	Federal Revenues - Title I	Federal Revenues - Title I	Federal Revenues - Title I
Budget Reference	6000-6999 Capital Outlay	6000-6999 Capital Outlay	6000-6999 Capital Outlay
Amount	$0	$0	$72,852
Source	Other Federal Funds	Other Federal Funds	Other Federal Funds

Budget Reference	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries
Amount	$0	$0	$30,601
Source	Other Federal Funds	Other Federal Funds	Other Federal Funds
Budget Reference	3000-3999 Employee Benefits	3000-3999 Employee Benefits	3000-3999 Employee Benefits
Amount	$0	$0	$2,500
Source	LCFF	LCFF	LCFF
Budget Reference	6000-6999 Capital Outlay	6000-6999 Capital Outlay	6000-6999 Capital Outlay

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Modified Action	Modified Action	Modified Action
1.4 – Instruction and Learning - Math Define grade level math local assessments. Students will demonstrate grade level proficiency on local mathematics assessments. Define and implement grade level mathematics targets for K-3rd Grade.	**1.4 Instruction and Learning - Math** The Department of Educational Services and the Director of Assessment and Educational Technology will define, and provide professional learning on, grade level mathematics targets for Pre-School - 8th Grade. Teachers, coaches, and administrators will use the results of the universal screener (in periods of time aligned to the district adopted assessment calendar) to support, and monitor the progress of unduplicated students math.	**1.4 Instruction and Learning - Math** The Department of Educational Services and the Director of Assessment and Educational Technology will define, and provide professional learning on, grade level mathematics targets for Pre-School - 8th Grade. Teachers, coaches, and administrators will use the results of the universal screener (in periods of time aligned to the district adopted assessment calendar) to support, and monitor the progress of unduplicated students math.

All teachers, classified staff and administrators will be provided meaningful professional development opportunities designed to support student growth in mathematics. Teachers will integrate technology and use research-based strategies to enhance their mathematics instruction	Data from math assessments will be used in PLCs to improve instruction, provide intervention and enrichment, and communicate progress to staff, students and families. The Department of Educational Services will review, and identify appropriate strategies as it relates to mathematics instruction in order to ensure proper instructional pedagogy is taking place within the classroom. Intervention will be offered before and after school for students who are not achieving at grade level in the math classroom, and will specifically target the foster and homeless student population. Teachers will integrate technology in a meaningful way and use manipulatives, inquiry techniques, and other evidenced-based strategies to increase student capacity in mathematics. Math teachers in all grades will conduct lesson studies throughout the year and be trained in collaborative planning in order to reinforce a focus on data driven decision making. A designated math consultant will train instructional coaches to become Trainers of Trainers in math concepts for grades K-2 in order to strengthen early conceptual knowledge of mathematical practices for K-2 teachers. The District will provide intensive and targeted training to teachers, grades 5-8, in the core content area of mathematics through a math consultant (to include SDC teachers). Instructional coaches will reinforce the identified strategies through collaborative planning and lesson study protocols.	Data from math assessments will be used in PLCs to improve instruction, provide intervention and enrichment, and communicate progress to staff, students and families. The Department of Educational Services will review, and identify appropriate strategies as it relates to mathematics instruction in order to ensure proper instructional pedagogy is taking place within the classroom. Intervention will be offered before and after school for students who are not achieving at grade level in the math classroom, and will specifically target the foster and homeless student population. Teachers will integrate technology in a meaningful way and use manipulatives, inquiry techniques, and other evidenced-based strategies to increase student capacity in mathematics. Math teachers in all grades will conduct lesson studies throughout the year and be trained in collaborative planning in order to reinforce a focus on data driven decision making. A designated math consultant will train instructional coaches to become Trainers of Trainers in math concepts for grades K-2 in order to strengthen early conceptual knowledge of mathematical practices for K-2 teachers. The District will provide intensive and targeted training to teachers, grades 5-8, in the core content area of mathematics through a math consultant (to include SDC teachers). Instructional coaches will reinforce the identified strategies through collaborative planning and lesson study protocols. School sites will allow for extra tutoring at the site level in order to provide more intense services to unduplicated pupils.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	$2,000	$97,000	$117,800
Source	Federal Revenues - Title I	Federal Revenues - Title I	Federal Revenues - Title I
Budget Reference	4000-4999 Books and Supplies	4000-4999 Books and Supplies	4000-4999 Books and Supplies
Amount	$25,000	$59,000	$313,169
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses
Amount	$0	$50,107	$92,200
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies	4000-4999 Books and Supplies	4000-4999 Books and Supplies
Amount	$0	$0	$215,060
Source	Federal Revenues - Title I	Federal Revenues - Title I	Federal Revenues - Title I
Budget Reference	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries
Amount	$0	$0	$47,040
Source	Federal Revenues - Title I	Federal Revenues - Title I	Federal Revenues - Title I
Budget Reference	3000-3999 Employee Benefits	3000-3999 Employee Benefits	3000-3999 Employee Benefits
Amount	$0	$0	$42,900
Source	Federal Revenues - Title I	Federal Revenues - Title I	Federal Revenues - Title I
Budget Reference	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses
Amount	$0	$0	$60,000
Source	Federal Revenues - Title I	Federal Revenues - Title I	Federal Revenues - Title I

Budget Reference	6000-6999 Capital Outlay	6000-6999 Capital Outlay	6000-6999 Capital Outlay
Amount	$0	$0	$96,827
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries
Amount	$0	$0	$21,973
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits	3000-3999 Employee Benefits	3000-3999 Employee Benefits
Amount	$0	$0	$2,500
Source	LCFF	LCFF	LCFF
Budget Reference	6000-6999 Capital Outlay	6000-6999 Capital Outlay	6000-6999 Capital Outlay

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Modified Action	Modified Action	Modified Action
1.5 Intervention/Enrichment Site instructional coaches and Program Chairs will provide support with the implementation of Multi-Tiered Systems of Support (MTSS) in order to identify and provide CCSS designed intervention strategies, materials, resources and programs that support CCSS	**1.5 Intervention/Enrichment** **Multi-Tiered Systems of Support (MTSS)** The District will maintain a MTSS Design Team to improve efficacy in the following: Collecting, analyzing and using data, improving culture and climate with a district focus on growth mindset, providing for leadership and organization as well as guidelines and program oversight, improving teaching and learning through	**1.5 Intervention/Enrichment** **Multi-Tiered Systems of Support (MTSS)** The District will maintain a MTSS Design Team to improve efficacy in the following: Collecting, analyzing and using data, improving culture and climate with a district focus on growth mindset, providing for leadership and organization as well as guidelines and program oversight, improving teaching and learning through

mastery for all students.

Hire additional specialized teachers who can provide enrichment via elective courses.

Offer and implement a broad course of study for all students that includes middle school electives such as Fine Arts and foreign language, and music

Director of Assessment with the support of site Assessment Chairs will provide the results of formative assessments to facilitate PLC's and in the Student Study Team (SST) process.

Provide professional development to teachers and administrators on the integration of technology for use as instructional and learning tools.

Provide intervention and enrichment opportunities, and support to all students with specific attention paid to foster and homeless youth, in TK through 8th grade outside of the learning day, including Winter, Spring, and Summer recess.

Provide designated enrichment support for students with specific attention paid to foster and homeless youth, including acceleration, depth and complexity,

professional development and increased focus on rigor, as well as linking behavioral and learning supports as part of a district wide MTSS system as it applies to our low socio-economic student population

Hire educational liaisons to work directly with our foster population to increase positive academic outcomes (PIVOT Partners).

The District will hire a Multi-Tiered Systems of Support Coach in order to facilitate district integration of the MTSS design plan.

The District will develop and implement a district-wide early warning system to identify at-risk students (with a focus on foster and homeless) using assessment data to target student academic and behavior intervention support, as well as to assure progress monitoring to support identified needs.

Site and district instructional coaches and program chairs (such as EL, GATE, and PBIS chairs) will support the MTSS instructional program by providing intervention strategies, materials, and resources to staff during staff development Tuesdays that is targeted towards low socioeconomic students within Lancaster School District.

Intervention

Site Assessment Chairs, will provide the results of formative assessments to site administrators and teachers in order to facilitate PLC's and the Student Study Team (SST) process.

SST Chairs will provide guidance for Student Study Teams and support the use of SST Online at each site based on work with the Director of Curriculum and Instruction in order to support the needs of all learners.

The Department of Innovation and Technology will provide intervention and enrichment opportunities to all students in TK through 8th grade outside of

creativity, etc., during Personalized Learning Time (PLT), throughout and beyond the school day.

Identify GATE students as a student group in student information systems, and monitor their progress on local and state assessments.

Provide GATE students with access to district wide identified GATE programs, materials, activities, opportunities and interventions as appropriate.

Create and implement a school focus such as but not limited to Visual and Performing Arts and Dual Language Academies, at all elementary schools.

Build College and Career Pathways as foundational electives at all middle schools that include but are not limited to the following: Visual and performing arts, STEM-Project Lead The Way modules, Band-Music, Leadership, AVID and Foreign Language.

Eliminate Combo classes in grades 1-3 and reduce class sizes below the contract language as stated in Teachers Association of Lancasters bargaining agreement

the learning day, including Winter, Spring, and Summer recess with specific attention given to foster and homeless youth.

The purpose of the Crossroads Bridge Academy is to meet the academic, social, and emotional needs of students who have been referred to the campus via SST, or expulsion through innovative interventions and compassionate interactions.

Students in the Crossroads Bridge Academy will learn skills to make successful transitions to their home schools and to become engaged learners on a comprehensive campus.

Bridge students will be taught via interactive lesson design, targeted intervention based on universal screeners, small group rotations, and individualized learning.

Bridge students will receive social emotional learning curriculum.

The Crossroads Leadership Academy will provide intensive support to students either referred by the Crossroads Bridge Academy, or via a comprehensive schools campuses Student Study Team Process whom are in grades 6-8. The Leadership Academy will meet the academic, social, and emotional needs of referred students through innovative interventions and compassionate interactions with a a focus on project based learning and development of leadership skills.

Leadership Academy students will be taught utilizing interactive strategies, to include but not be limited to AVID strategies.

Focus of instruction for the Leadership Academy will be leadership and character development via an academic focus entitled Habits of Mind: Leadership Academy students will experience a small class sizes (capped at 25).

Social emotional learning for the Leadership Academy will come via a program such as Teen

the learning day, including Winter, Spring, and Summer recess with specific attention given to foster and homeless youth.

The purpose of the Crossroads Bridge Academy is to meet the academic, social, and emotional needs of students who have been referred to the campus via SST, or expulsion through innovative interventions and compassionate interactions.

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Leadership Academy students will be taught utilizing interactive strategies, to include but not be limited to AVID strategies.

Focus of instruction for the Leadership Academy will be leadership and character development.

Leadership Academy students will experience a small class sizes (capped at 25).

Social emotional learning for the Leadership Academy will come via a program such as Teen

Teacher on Special Assignment will work with teachers to include additional integration of technology to ensure students have access to the curriculum and technology necessary to be successful.

Continued use of computers and support staff to assist with the integration of technology.

The District will maintain the partnership with the Los Angeles County Office of Education to provide one-on-one in home academic tutoring for students in foster care provided through LACOE-Foster Youth Services.

Teachers will be provided training in order to integrate art into all subject areas in order to facilitate increased student engagement.

All students will be provided with access to an integrated arts program throughout the school day.

Teachers will be provided the opportunity to create curriculum, provide and receive training, materials, and implementation strategies on the Next Generation Science Standards. A scope and sequence development team will include grades 6-8 to develop,

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Leadership to teach personal responsibility.

Teachers teaching in either the Leadership Academy or the Bridge Academy will undergo training in Habits of Mind.

The Crossroads Bridge and Leadership Academy will have consistent consultants in school climate to work with teachers to build an intentional school climate, based in leadership.

The Crossroads Bridge and Leadership Academy will focus around 16 Habits of mind that will serve to provide students with skills to work through real life situations that equip them to respond using awareness, thought, and intentional strategies in order to make better choice and gain positive outcomes.

Crossroads Bridge and Leadership Academy will increased supervision to monitor student climate.

Enrichment

The District will hire additional specialized teachers as needed who can provide enrichment via elective courses.

The District will offer and implement a culturally relevant, broad course of study for all students that includes middle school electives such as fine arts, foreign language, and music in order to provide enrichment and engagement, as well as to develop critical thinking skills targeted towards the needs of our foster population in order to receive enrichment inside the school day.

All schools will provide designated enrichment support for TK-8th grade students with specific attention given to foster and homeless youth, including acceleration, depth and complexity, and creativity during differentiated learning time, as well as throughout and beyond the school day.

The Department of Pupil, Safety, and Attendance will monitor the participation of foster and homeless

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Leadership to teach personal responsibility.

Teachers teaching in either the Leadership Academy or the Bridge Academy will undergo training in Habits of Mind.

The Crossroads Bridge and Leadership Academy will have consistent consultants in school climate to work with teachers to build an intentional school climate, based in leadership.

The Crossroads Bridge and Leadership Academy will focus around 16 Habits of mind that will serve to provide students with skills to work through real life situations that equip them to respond using awareness, thought, and intentional strategies in order to make better choice and gain positive outcomes.

Crossroads Bridge and Leadership Academy will increased supervision to monitor student climate.

Enrichment

The District will hire additional specialized teachers as needed who can provide enrichment via elective courses.

The District will offer and implement a culturally relevant, broad course of study for all students that includes middle school electives such as fine arts, foreign language, and music in order to provide enrichment and engagement, as well as to develop critical thinking skills targeted towards the needs of our foster population in order to receive enrichment inside the school day.

All schools will provide designated enrichment support for TK-8th grade students with specific attention given to foster and homeless youth, including acceleration, depth and complexity, and creativity during differentiated learning time, as well as throughout and beyond the school day.

The Department of Pupil, Safety, and Attendance will monitor the participation of foster and homeless

implement and assess one unit.

Training will be made available in the foundation of NGSS, in the Spring year 1 the district will create and implement with similar methodology a scope and sequence for grades 3-5.

Maintain additional 70 hours annually in order to maintain and fully implement new programs and services principally directed towards unduplicated, at risk pupils.

Maintain the enhancement of the basic induction program with increased services and induction support personnel required to provide additional support to teachers required for reduction in combos and class size in order to better serve unduplicated pupils.

youth in enrichment activities.

The District will administer the CoGat as a Universal Screener for all students in a designated grade level; and to all students recommended by teachers and parents during spring quarter, in order to increase the identification of low - socioeconomic students within Lancaster School District.

Each elementary school will create and implement a school focus, such as but not limited to Visual and Performing Arts, Computer Science, STEM/STEAM or Dual Language Immersion in order to increase the attendance of our low socio-economic student population, and increase access to specialized programs.

All middle schools will create and implement foundational electives that build College and Career Pathways, including programs such as but not limited to the following: Visual and Performing Arts, STEM-Project Lead The Way modules, Computer Science, Band/Music, Leadership, AVID, and Foreign Language.

The District will hire a minimum of one elementary music teacher to provide music instruction for a minimum of five to increase the capacity for elementary schools to incorporate music into their instructional programs.

The District will explore expansion options for the districts Dual Language Immersion Academy, and will define a specific focus for this program to extend into the middle school grade years.

The District will eliminate combination grade level classes in grades 1-3 and reduce class sizes below the contract language as stated in the Teachers Association of Lancaster's bargaining agreement.

The District will maintain additional 70 hours in order to fully implement new programs and services principally directed towards low-socioeconomic, foster, and homeless student populations.

Educational Technology

Instructional Technology coaches will work with teachers to optimize the integration of technology into instruction, to ensure that low-socio-economic student populations have access to the curriculum and technology necessary to be successful during the school day.

All classrooms and campuses will have adequate network access campus-wide to ensure connectivity to the internet.

Staff will have access to current technology that is maintained on a regular cycle.

Classrooms will be equipped with student devices, interactive display panels, sound amplification devices to address the needs of at-risk student groups.

Technology Integration professional development will be offered in the form of camps, self-directed professional development, after school sessions, coaching sessions, side-by-side teaching and innovation labs to support teacher learning to improve the educational environment for low socio-economic, foster, and homeless student populations.

Teachers and administrators will be given opportunities to learn, create, innovate, and support others in the classroom. Teachers and administrators will attend outside professional development opportunities to continue to build skills and knowledge.

Next Generation Science Standards

The Department of Curriculum and Instruction will provide teachers with the opportunity to create curriculum, provide and receive training, explore and recommend materials, and implement strategies for the Next Generation Science Standards, and support strategies that are principally directed towards low-socioeconomic student populations.

School sites will determine and communicate needs pertaining to the purchase of supplies and resources to develop and implement Next Generation Science Standard units, determined by a district generated recommended materials list, with funding provided from the district to purchase the needed materials.

The NGSS Curriculum Development Team will continue to develop appropriate and thorough curriculum guides and resources for grades 6-8, utilizing the SCALE process for unit development (developed by Stanford University), through the guidance and support of the District Instructional Coach for NGSS.

The Department of Curriculum and Instruction will provide or arrange for training for NGSS curriculum development teachers in grades 3-5 utilizing the SCALE process beginning in the summer of 2018 and to be continued throughout the 2018-19 school year.

The Department of Curriculum and Instruction will recruit teachers to the K-2 NGSS curriculum development team in spring of 2018-19, in order to complete training and development of NGSS units in these grade levels.

District NGSS coach will be trained to facilitate the NGSS SCALE process by the end of school year 2019.

Arts Integration

The Director of Special Programs, in collaboration with the Director of Curriculum and Instruction and the District Instructional Coach designated to support the Arts, will maintain a District Arts Team in order to facilitate the District Arts Plan in order to increase engagement in the districts low-socioeconomic student population.

The Department of Curriculum and Instruction will provide training to teachers in order to integrate art into all subject areas, facilitating increased student

engagement for at-risk youth.

Teachers will provide access to an integrated arts program principally directed towards, but not limited to foster, homeless, and low socio-economic student groups.

Extended Learning Opportunities

The Director of Alternative Learning Opportunities will develop, supervise, and manage extended learning opportunities including Lancaster Virtual Academies (LAVA), Summer School, CARES, Intersession programs, Home Education, Home Hospital instruction, Saturday School, and attendance recovery.

The District will explore options towards serving K-2 students via a home school blended learning environment via Lancaster Virtual Academy.

Lancaster Virtual Academy (LAVA) will serve students in grades 3 - 8 who will complete work independently on an online platform that provides for rigorous access to the Common Core State Standards, guided by classroom instructors.

Students in LAVA will take part in self-directed learning opportunities, and will be provided the opportunity to attend morning and/or afternoon sessions in order to receive direct instruction, intervention, enrichment, and social/emotional support.

Families of students in LAVA who complete district directed requirements will be provided the opportunity to check out a personal technology device; requirements may include but not be limited to a meeting with the Director of Alternative Learning Opportunities and a signed technology-at-home agreement.

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engagement for at-risk youth.

Teachers will provide access to an integrated arts program principally directed towards, but not limited to foster, homeless, and low socio-economic student groups.

Extended Learning Opportunities

The Director of Alternative Learning Opportunities will develop, supervise, and manage extended learning opportunities including Lancaster Virtual Academies (LAVA), Summer School, CARES, Intersession programs, Home Education, Home Hospital instruction, Saturday School, and attendance recovery.

The District will explore options towards serving K-2 students via a home school blended learning environment via Lancaster Virtual Academy.

Lancaster Virtual Academy (LAVA) will serve students in grades 3 - 8 who will complete work independently on an online platform that provides for rigorous access to the Common Core State Standards, guided by classroom instructors.

Students in LAVA will take part in self-directed learning opportunities, and will be provided the opportunity to attend morning and/or afternoon sessions in order to receive direct instruction, intervention, enrichment, and social/emotional support.

Families of students in LAVA who complete district directed requirements will be provided the opportunity to check out a personal technology device; requirements may include but not be limited to a meeting with the Director of Alternative Learning Opportunities and a signed technology-at-home agreement.

Comprehensive Support and Improvement

Lancaster School District will bring in an outside consultant to complete a needs analysis for the

school identified for comprehensive support and improvement.

School sites who have been identified for CSI will provide the findings of the needs assessment provided in their School Site Plans, and will utilize those findings to provide for increasing capacity of the site leadership team.

CSI sites will attend training specific for needs identified in the comprehensive needs analysis.

Monitoring site implementations will come by way of district office CSI team.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	$7,755,079	$8,296,266	$12,119,169
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries
Amount	$1,409,896	$1,881,807	$1,886,059
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries	2000-2999 Classified Salaries	2000-2999 Classified Salaries
Amount	$3,347,627	$4,061,303	$4,631,510
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits	3000-3999 Employee Benefits	3000-3999 Employee Benefits
Amount	$6,079,007	$4,287,051	$2,564,333
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies	4000-4999 Books and Supplies	4000-4999 Books and Supplies

Amount	$435,540	$1,450,988	$2,273,728
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses
Amount	$1,654,481	$1,813,278	$2,020,307
Source	Other Federal Funds	Other Federal Funds	Other Federal Funds
Budget Reference	2000-2999 Classified Salaries	2000-2999 Classified Salaries	2000-2999 Classified Salaries
Amount	$738,002	$762,575	$979,957
Source	Other Federal Funds	Other Federal Funds	Other Federal Funds
Budget Reference	3000-3999 Employee Benefits	3000-3999 Employee Benefits	3000-3999 Employee Benefits
Amount	$2,830,059	$2,952,583	$3,145,649
Source	Other State Revenues	Other State Revenues	Other State Revenues
Budget Reference	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries
Amount	$1,904,787	$1,955,435	$2,490,920
Source	Other State Revenues	Other State Revenues	Other State Revenues
Budget Reference	2000-2999 Classified Salaries	2000-2999 Classified Salaries	2000-2999 Classified Salaries
Amount	$1,729,320	$2,022,804	$2,212,123
Source	Other State Revenues	Other State Revenues	Other State Revenues
Budget Reference	3000-3999 Employee Benefits	3000-3999 Employee Benefits	3000-3999 Employee Benefits
Amount	$58,000	$103,580	$77,745
Source	Other State Revenues	Other State Revenues	Other State Revenues
Budget Reference	4000-4999 Books and Supplies	4000-4999 Books and Supplies	4000-4999 Books and Supplies

Amount	$202,740	$91,130	$184,750
Source	Other State Revenues	Other State Revenues	Other State Revenues
Budget Reference	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses
Amount	$950,000	$1,200,000	$1,280,000
Source	Other State Revenues	Other State Revenues	Other State Revenues
Budget Reference	7000-7499 Other	7000-7499 Other	7000-7499 Other
Amount	$250,460	$397,760	$477,534
Source	Federal Revenues - Title I	Federal Revenues - Title I	Federal Revenues - Title I
Budget Reference	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries
Amount	$49,540	$87,839	$109,036
Source	Federal Revenues - Title I	Federal Revenues - Title I	Federal Revenues - Title I
Budget Reference	3000-3999 Employee Benefits	3000-3999 Employee Benefits	3000-3999 Employee Benefits
Amount	$1,460,696	$1,836,507	$1,252,461
Source	Federal Revenues - Title I	Federal Revenues - Title I	Federal Revenues - Title I
Budget Reference	4000-4999 Books and Supplies	4000-4999 Books and Supplies	4000-4999 Books and Supplies
Amount	$208,902	$483,479	$272,981
Source	Federal Revenues - Title I	Federal Revenues - Title I	Federal Revenues - Title I
Budget Reference	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses
Amount	$7,194	$0	$0
Source	Federal Revenues - Title III	Federal Revenues - Title III	Federal Revenues - Title III
Budget Reference	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries

Amount	$784	$0	$0
Source	Federal Revenues - Title III	Federal Revenues - Title III	Federal Revenues - Title III
Budget Reference	3000-3999 Employee Benefits	3000-3999 Employee Benefits	3000-3999 Employee Benefits
Amount	$28,515	$0	$0
Source	Other Federal Funds	Other Federal Funds	Other Federal Funds
Budget Reference	4000-4999 Books and Supplies	4000-4999 Books and Supplies	4000-4999 Books and Supplies
Amount	$600	$0	$0
Source	Federal Revenues - Title I	Federal Revenues - Title I	Federal Revenues - Title I
Budget Reference	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses
Amount	$0	$750	$0
Source	Federal Revenues - Title I	Federal Revenues - Title I	Federal Revenues - Title I
Budget Reference	2000-2999 Classified Salaries	2000-2999 Classified Salaries	2000-2999 Classified Salaries
Amount	$0	$0	$251,000
Source	Federal Revenues - Title I	Federal Revenues - Title I	Federal Revenues - Title I
Budget Reference	6000-6999 Capital Outlay	6000-6999 Capital Outlay	6000-6999 Capital Outlay
Amount	$0	$0	$19,695
Source	Federal Revenues - Title II	Federal Revenues - Title II	Federal Revenues - Title II
Budget Reference	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries
Amount	$0	$0	$4,470
Source	Federal Revenues - Title II	Federal Revenues - Title II	Federal Revenues - Title II
Budget Reference	3000-3999 Employee Benefits	3000-3999 Employee Benefits	3000-3999 Employee Benefits

Amount	$0	$0	$199,918
Source	Federal Revenues - Title IV	Federal Revenues - Title IV	Federal Revenues - Title IV
Budget Reference	4000-4999 Books and Supplies	4000-4999 Books and Supplies	4000-4999 Books and Supplies
Amount	$0	$0	$163,575
Source	Federal Revenues - Title IV	Federal Revenues - Title IV	Federal Revenues - Title IV
Budget Reference	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses
Amount	$0	$0	$133,450
Source	LCFF	LCFF	LCFF
Budget Reference	6000-6999 Capital Outlay	6000-6999 Capital Outlay	6000-6999 Capital Outlay
Amount	$0	$0	$24,000
Source	Other Federal Funds	Other Federal Funds	Other Federal Funds
Budget Reference	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses

Unchanged Goal

Goal 2

2.0 Culture - Supportive and Inclusive Learning Environment

End the predictability of academic achievement by ensuring that all systems and processes are equitable while being culturally and linguistically responsive to the needs of our students.

State and/or Local Priorities Addressed by this goal:

State Priorities: 2. Implementation of State Standards; 4. Pupil achievement; 5. Pupil engagement; 7. Course access; 8. Other pupil outcomes
Local Priorities: Priority 4 and 5

Identified Need:

It is observed that there are approximately 2,252 English Language Learners who attend Lancaster School District Students. Of those 2,252 students approximately 11.1% of those students are observed to be "At-Risk" of becoming Long Term English Learners and 11.6% of those students are Long Term English Learners as defined by California State criteria. Furthermore, there are approximately 1,000 Reclassified English Language Proficient students (RFEPs) within the Lancaster School District. Utilizing a PDSA cycle and a comprehensive needs assessment pertaining to our EL program, it was determined that there a significant need moving forward pertaining to working with the academics of both our English Language Learners, and Reclassified English Language Proficient students. Barriers that we have identified were (1) an inconsistency in teaching practices, (2) Personnel Support, (3) Student Behaviors, (4) Parent Engagement/Support, and (5) Assessment administration and data reporting. After reviewing the California Dashboard, as well as community forums focused on Ever EL's, we have determined the maintenance of goal 2, as well as the following modifications of actions pertaining to goal 2.

It was also observed that African American students make up 37% of the students who are in Special Education, making them disproportionate by 5% in terms or representation.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
% of EL's who make progress towards proficiency, measured by the ELPAC	Baseline to be established based on the results of ELPAC		A baseline will be established for EL students pertaining English Language Development on the ELPAC.	**28.3% of English Learners scored at the Upper Bridging band on the ELPAC in 2018-19.** **35% of English Language Learners will score at the Upper Bridging band on**

				the ELPAC assessment.
Formative Assessment: English Language Development			By the end of 2018-19, a baseline will be determined for all students in grades K-8 pertaining to a formative language development assessment (such as Las Links).	**The identified goals by grade level are listed below pertaining to language development achievement on a locally determined language development assessment. Each percentage provides for percentage of students reaching achievement levels.** **First Grade - 10%** **Second Grade -15%** **Third Grade - 30%** **Fourth Grade - 20%** **Fifth Grade - 30%** **Sixth Grade - 10%** **Seventh Grade - 30%** **Eighth Grade - 40%**
Long Term English Learner Progress	Currently 47% of Lancaster School District's English Learner population have made progress towards language development proficiency as indicated by the English Learner Progress and Proficiency Report.	By the end of 2017-2018, we will increase the number of EL students identified as EL for five years or more (LTEL) who are making progress towards language development proficiency by 3% as indicated by the English Learner Progress and Proficiency Report	By the end of 2018-2019, we will increase the number of EL students identified as EL for five years or more (LTEL) who are making progress towards language development proficiency by 3% - 5% as indicated by the English Learner Progress and Proficiency Report	By the end of 2019-2020, we will increase the number of EL students identified as EL for five years or more (LTEL) who are making progress towards language development proficiency by 11.6% to 7.6% as indicated by the English Learner Progress and Proficiency Report
At-Risk Long Term English Learners	In the 2016-17 school year 21% of Lancaster School District English Language Learners	By the end of 2017-2018, we will increase the number of EL students identified as EL	By the end of 2018-2019, we will increase the number of EL students identified as EL	By the end of 2019-2020, we will increase the number of EL students identified as EL

	identified as EL for less than five years (At Risk LTEL) made progress	for less than five years (At Risk LTEL) who are making progress towards language development proficiency by 3% as indicated by the English Learner Progress and Proficiency Report	for less than five years (At Risk LTEL) who are making progress towards language development proficiency by 3% - 5% as indicated by the English Learner Progress and Proficiency Report	for less than five years (At Risk LTEL) who are making progress towards language development proficiency by 11.1% - 6% as indicated by the English Learner Progress and Proficiency Report
Reclassification	In the 2016-17 school year 11% of students classified as English Learners were reclassified based on current state and district specific criteria.	Reclassification rates for EL students will increase by 5% annually as measured by current state and district specific criteria.	Reclassification rates for EL students will increase by 5% annually as measured by current state and district specific criteria.	Reclassification rates for EL students will increase by 5% from 21% to 26% as measured by current state and district specific criteria.
Disproportionality	41% of the Special Education population were seen to be African American, whereas African Americans only make up 32% of the school districts total population.	The disproportionality in the number of African American* students who are made eligible by the district for Special Education services compared to all students will decrease by 3% annually.	The disproportionality in the number of African American* students who are made eligible by the district for Special Education services compared to all students will decrease by 3% annually.	The disproportionality in the number of African American* students who are made eligible by the district for Special Education services compared to all students will decrease by 3% annually.
English Language Learner Academics: ELA				**Increase proficiency on SBAC English Language Arts for our English Language Learners by 10% as measured by CAASPP.**

Planned Actions / Services

Complete a copy of the following table for each of the LEAs Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

<center>OR</center>

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	**2018-19** Select from New Action, Modified Action, or Unchanged Action:	**2019-20** Select from New Action, Modified Action, or Unchanged Action:
Modified Action	Modified Action	Modified Action
2.1 ELL Differentiated Instruction All English language learners will receive research based language development instruction (integrated ELD) throughout the day appropriate to the needs of the student. Provide ongoing PD to teachers and administrators on how to analyze assessment data in professional learning communities in order to differentiate	**2.1 English Language Learner Differentiated Instruction** Teachers will provide evidence based integrated language development instruction (English Language Development) (ELD) to all English Learners throughout the day appropriate to the needs of the student.	**2.1 English Language Learner Differentiated Instruction** Teachers will provide evidence based integrated language development instruction (English Language Development) (ELD) to all English Learners throughout the day appropriate to the needs of the student.

| instruction throughout the learning day. | The District will assure that English Language Learners are assessed via a digital assessments system which provides relevant feedback, and teachers will make data based decisions based on individual student needs.

Two middle schools will continue to provide college preparatory courses based in English Language Development (i.e AVID Excel) in order to expand student access to A-G required classes in high school, and to facilitate a college going culture among both at-risk English Learners, and long term English Learners (LTELs).

A minimum of two middle schools will explore the implementation of a college preparatory course based in English Language Development (i.e AVID Excel) in order to expand student access to A-G required classes in high school, and to facilitate a college going culture among both at-risk English Learners, and long term English Learners (LTELs).

The District will offer access to English Language Development digital programs appropriate for student age and level of access to those designated as Newcomers to the United States. | The District will assure that English Language Learners are assessed via a digital assessments system which provides relevant feedback, and teachers will make data based decisions based on individual student needs.

Four middle schools will continue to provide college preparatory courses based in English Language Development (i.e AVID Excel) in order to expand student access to A-G required classes in high school, and to facilitate a college going culture among both at-risk English Learners, and long term English Learners (LTELs).

The District will offer access to English Language Development digital programs appropriate for student age and level of access to those designated as Newcomers to the United States.

Contract with an outside consultant to deliver instruction to our bilingual paraeducators and EL chairs to provide training on integrated lesson design. |

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	$13,250	$0	$0
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies	4000-4999 Books and Supplies	4000-4999 Books and Supplies
Amount	$21,000	$91,000	$0

Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses
Amount	$0	$0	$26,000
Source	Federal Revenues - Title I	Federal Revenues - Title I	Federal Revenues - Title I
Budget Reference	2000-2999 Classified Salaries	2000-2999 Classified Salaries	2000-2999 Classified Salaries
Amount	$0	$0	$4,000
Source	Federal Revenues - Title I	Federal Revenues - Title I	Federal Revenues - Title I
Budget Reference	4000-4999 Books and Supplies	4000-4999 Books and Supplies	4000-4999 Books and Supplies
Amount	$0	$0	$33,061
Source	Federal Revenues - Title I	Federal Revenues - Title I	Federal Revenues - Title I
Budget Reference	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses
Amount	$0	$0	$3,100
Source	Federal Revenues - Title III	Federal Revenues - Title III	Federal Revenues - Title III
Budget Reference	4000-4999 Books and Supplies	4000-4999 Books and Supplies	4000-4999 Books and Supplies
Amount	$0	$0	$60,000
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries
Amount	$0	$0	$26,000
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries	2000-2999 Classified Salaries	2000-2999 Classified Salaries
Amount	$0	$0	$5,860

Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits	3000-3999 Employee Benefits	3000-3999 Employee Benefits

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Modified Action	Modified Action	Unchanged Action
2.2 ELD Professional Development All school sites will develop, or partner with District Office staff to develop site based, three-year plan for Designated ELD instruction that will focus on ELD standards in order to make annual progress towards language development proficiency. Provide professional development to teachers and administrators on how to provide targeted ELD instruction during Personal Learning Time (PLT) or support period that is differentiated by CELDT level.	**2.2 ELD Professional Development** All school sites will develop, or partner with District Office staff to develop site based, three-year plans for Designated ELD instruction that will focus on the ELD standards in order for students to make annual progress toward language development proficiency. The Coordinator of English Language Learners will provide ongoing professional development to bilingual para-educators on how to administer both summative and formative assessments	**2.2 ELD Professional Development** All school sites will develop, or partner with District Office staff to develop site based, three-year plans for Designated ELD instruction that will focus on the ELD standards in order for students to make annual progress toward language development proficiency. The Coordinator of English Language Learners will provide ongoing professional development to bilingual para-educators on how to administer both summative and formative assessments

All administrators within Lancaster School District will participate in English Language Development training in order to understand and lead site efforts in the implementation of effective instructional practices that accelerate language acquisition.

for English Learners.

The District will provide professional development to teachers and administrators on how to provide targeted ELD instruction during elementary school Personal Learning Time (PLT) or a middle school designated support period that is differentiated by language development level.

All administrators will participate in English Language Development training in order to understand and lead school efforts in the implementation of effective instructional practices that accelerate language acquisition.

The District will train EL chairs, site coaches, and bilingual para-educators in specific support strategies consistent with the CA ELD Framework, such as, but not limited to, accountable talk strategies in order to provide integrated instruction for English Learners.

The Coordinator of English Language Learners will continue to train and support school site EL Chairs in the specific duties of their position, to include utilizing the ELD standards, and strategies to disseminate this information, in order to support teachers and para-educators at their sites.

The District will provide for training for teachers in order to expand students academic language.

Bilingual para-educators will meet with the Coordinator of English Language Learners regularly throughout the school year to receive training and support while carrying out their tasks at the site.

The Coordinator of English Language Learners will provide professional development in the areas of linguistic proficiency for all teachers with a focus on English Language Development to include but not be limited to: identification

for English Learners.

The District will provide professional development to teachers and administrators on how to provide targeted ELD instruction during elementary school Personal Learning Time (PLT) or a middle school designated support period that is differentiated by language development level.

All administrators will participate in English Language Development training in order to understand and lead school efforts in the implementation of effective instructional practices that accelerate language acquisition.

The District will train EL chairs, site coaches, and bilingual para-educators in specific support strategies consistent with the CA ELD Framework, such as, but not limited to, accountable talk strategies in order to provide integrated instruction for English Learners.

The Coordinator of English Language Learners will continue to train and support school site EL Chairs in the specific duties of their position, to include utilizing the ELD standards, and strategies to disseminate this information, in order to support teachers and para-educators at their sites.

The District will provide for training for teachers in order to expand students academic language.

Bilingual para-educators will meet with the Coordinator of English Language Learners regularly throughout the school year to receive training and support while carrying out their tasks at the site.

The Coordinator of English Language Learners will provide professional development in the areas of linguistic proficiency for all teachers with a focus on English Language Development to include but not be limited to: identification

and monitoring of English Learners, monitoring of reclassified students, evidence based ELD instructional practices, the CA ELD standards, and support of reclassification.	and monitoring of English Learners, monitoring of reclassified students, evidence based ELD instructional practices, the CA ELD standards, and support of reclassification.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	$15,000	$15,000 (repeat expenditure)	$0 (repeat expenditure)
Source	Other State Revenues	Other State Revenues	Other State Revenues
Budget Reference	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses
Amount	$0	$2,000 (repeat expenditure)	$0 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries	2000-2999 Classified Salaries	2000-2999 Classified Salaries
Amount	$0	$312 (repeat expenditure)	$0 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits	3000-3999 Employee Benefits	3000-3999 Employee Benefits
Amount	$0	$0	$9,290
Source	Federal Revenues - Title I	Federal Revenues - Title I	Federal Revenues - Title I
Budget Reference	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses
Amount	$0	$0	$500
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies	4000-4999 Books and Supplies	4000-4999 Books and Supplies

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	Scope of Services:	Location(s):
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners	LEA-wide	All Schools

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Modified Action	Modified Action	Modified Action
2.3 ELL Reclassification

English Learners will reach language proficiency as defined by the new reclassification criteria, and once reclassified, students will sustain their language proficiency as monitored and proven by a tech based EL monitoring system.

Provide support, professional development, and monitoring for teachers and administrators in analyzing the assessment results for EL students and reclassified EL students. | **2.3 ELL Reclassification**

The District will provide a digital platform for monitoring English Learners and Reclassified students at both the site and district level.

The Coordinator of English Language Learners will support school sites, and the EL Site Chairs will monitor the progress of EL students and reclassified students, via a technology based monitoring system.

English Learners will reach language proficiency as defined by the reclassification criteria, and once reclassified, students will sustain their language | **2.3 ELL Reclassification**

The District will provide a digital platform for monitoring English Learners and Reclassified students at both the site and district level.

The District will train all teachers to utilize a digital platform in order to monitor English Learners.

The Coordinator of English Language Learners will support school sites, and the EL Site Chairs will monitor the progress of EL students and reclassified students, via a technology based monitoring system. |

EL Site Chairs will support teachers and Para-educators as well as monitor the progress of EL students and reclassified students who were formerly classified as EL via a tech based monitoring system.

Grades of reclassified students will be monitored by classroom teachers, EL site chairs and the EL Coordinator, and will be monitored quarterly.

proficiency as monitored and proven by a technology based EL monitoring system.

Classroom teachers, EL site chairs, and the Coordinator of English Language Learners will monitor the grades of reclassified students quarterly.

English Learners will reach language proficiency as defined by the reclassification criteria, and once reclassified, students will sustain their language proficiency as monitored and proven by a technology based EL monitoring system.

Classroom teachers, EL site chairs, and the Coordinator of English Language Learners will monitor the grades of reclassified students quarterly.

EL Site Chairs, with the support of the EL Coordinator, will begin the process of developing and monitor an individualized language learning plan for each EL student.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	$132,091	$154,566	$166,404
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries
Amount	$121,745	$141,281	$151,727
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries	2000-2999 Classified Salaries	2000-2999 Classified Salaries
Amount	$87,441	$115,608	$131,762
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits	3000-3999 Employee Benefits	3000-3999 Employee Benefits
Amount	$26,372	$27,163	$26,951
Source	Other State Revenues	Other State Revenues	Other State Revenues
Budget Reference	2000-2999 Classified Salaries	2000-2999 Classified Salaries	2000-2999 Classified Salaries

Amount	$17,577	$8,155	$8,829
Source	Other State Revenues	Other State Revenues	Other State Revenues
Budget Reference	3000-3999 Employee Benefits	3000-3999 Employee Benefits	3000-3999 Employee Benefits
Amount	$209,007	$215,481	$214,238
Source	Federal Revenues - Title III	Federal Revenues - Title III	Federal Revenues - Title III
Budget Reference	2000-2999 Classified Salaries	2000-2999 Classified Salaries	2000-2999 Classified Salaries
Amount	$33,469	$34,777	$34,743
Source	Federal Revenues - Title III	Federal Revenues - Title III	Federal Revenues - Title III
Budget Reference	3000-3999 Employee Benefits	3000-3999 Employee Benefits	3000-3999 Employee Benefits
Amount	$25,000	$3,525	$68,003
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies	4000-4999 Books and Supplies	4000-4999 Books and Supplies
Amount	$5,000	$54,000	$35,746
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses
Amount	$0	$20,000	$1,500
Source	Federal Revenues - Title I	Federal Revenues - Title I	Federal Revenues - Title I
Budget Reference	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses
Amount	$0	$0	$9,000
Source	Federal Revenues - Title I	Federal Revenues - Title I	Federal Revenues - Title I
Budget Reference	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries

Amount	$0	$0	$1,710
Source	Federal Revenues - Title I	Federal Revenues - Title I	Federal Revenues - Title I
Budget Reference	3000-3999 Employee Benefits	3000-3999 Employee Benefits	3000-3999 Employee Benefits
Amount	$0	$0	$1,500
Source	Federal Revenues - Title I	Federal Revenues - Title I	Federal Revenues - Title I
Budget Reference	4000-4999 Books and Supplies	4000-4999 Books and Supplies	4000-4999 Books and Supplies

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Specific Student Group(s): African American Students

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

<div align="center">

OR

</div>

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Modified Action	Modified Action	Unchanged Action
2.4 Culturally Relevant Instructional Materials Schools will continue to seek out and utilize culturally and linguistically relevant instructional materials to be used across the curriculum. School and district library and media materials, and district classroom curriculum, will be analyzed for culturally proficient content applicable to all unduplicated students and additional or replacement materials purchased as needed. Programs such as AVID will support a college	**2.4 Culturally Relevant Instructional Materials** All schools will continue to research, purchase, and utilize instructional materials that are culturally and linguistically relevant for all unduplicated students to be used across the curriculum. The Coordinator of Student Equity, Access, and Outcomes will assure that school and district library and media materials, and district classroom curriculum, are analyzed for culturally and linguistically relevant content applicable to all unduplicated students, and additional or replacement materials purchased as needed.	**2.4 Culturally Relevant Instructional Materials** All schools will continue to research, purchase, and utilize instructional materials that are culturally and linguistically relevant for all unduplicated students to be used across the curriculum. The Coordinator of Student Equity, Access, and Outcomes will assure that school and district library and media materials, and district classroom curriculum, are analyzed for culturally and linguistically relevant content applicable to all unduplicated students, and additional or replacement materials purchased as needed.

	going culture principally directed towards unduplicated pupils. Chief Academic Officer will continue to evaluate the implementation of strategies and inform equitable decision making processes.	The Coordinator of Student Equity and Access, and Outcomes will evaluate the implementation of strategies and inform equitable decision making processes.	The Coordinator of Student Equity and Access, and Outcomes will evaluate the implementation of strategies and inform equitable decision making processes.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	$40,200	$40,200	$40,200
Source	Other Federal Funds	Other Federal Funds	Other Federal Funds
Budget Reference	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries
Amount	$47,174	$48,614	$48,197
Source	Other Federal Funds	Other Federal Funds	Other Federal Funds
Budget Reference	2000-2999 Classified Salaries	2000-2999 Classified Salaries	2000-2999 Classified Salaries
Amount	$34,747	$36,789	$38,878
Source	Other Federal Funds	Other Federal Funds	Other Federal Funds
Budget Reference	3000-3999 Employee Benefits	3000-3999 Employee Benefits	3000-3999 Employee Benefits
Amount	$6,181	$0	$0
Source	Federal Revenues - Title III	Federal Revenues - Title III	Federal Revenues - Title III
Budget Reference	4000-4999 Books and Supplies	4000-4999 Books and Supplies	4000-4999 Books and Supplies
Amount	$0	$11,500	$0
Source	Other Federal Funds	Other Federal Funds	Other Federal Funds
Budget Reference	4000-4999 Books and Supplies	4000-4999 Books and Supplies	4000-4999 Books and Supplies

Amount	$0	$5,900	$0
Source	Other Federal Funds	Other Federal Funds	Other Federal Funds
Budget Reference	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses
Amount	$0	$0	$1,000
Source	Federal Revenues - Title I	Federal Revenues - Title I	Federal Revenues - Title I
Budget Reference	4000-4999 Books and Supplies	4000-4999 Books and Supplies	4000-4999 Books and Supplies

Action 5

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Modified Action	Modified Action	Modified Action
2.5 Cultural Proficiency All school sites will develop, or partner with District Office staff to develop, a three-year plan for professional development that addresses cultural proficiency, inclusive practices, and implicit bias.	**2.5 Cultural Proficiency** All school sites will implement and annually refine their three-year plan for professional development which addresses cultural proficiency, inclusive practices, positive campus climate, and implicit bias, with the end result being a narrowing of the achievement gap for underserved student groups. The plan will be developed at the site and included in the sites Single Plan for Student Achievement. The Coordinator of Student Equity, Access, and	**2.5 Cultural Proficiency** All school sites will implement and annually refine their three-year plan for professional development which addresses cultural proficiency, inclusive practices, positive campus climate, and implicit bias, with the end result being a narrowing of the achievement gap for underserved student groups. The plan will be developed at the site and included in the sites Single Plan for Student Achievement. The Coordinator of Student Equity, Access, and

| | Outcomes will provide data to school sites to support the implementation of their professional development plan which addresses cultural proficiency, inclusive practices, positive campus climate, and implicit bias.

All schools will implement programs such as AVID and AVID Excel to support a college going culture with intentional focus on Foster, African American, and English Language Learner students.

The Coordinator of Student Equity, Access, and Outcomes will evaluate the implementation of strategies for culturally proficient instruction, and inform equitable decision making processes.

The Coordinator of English Language Learners and the Coordinator of Equity, Access, and Outcomes will work with district and site leadership to define and communicate district expectations for equitable classroom practices, cultural proficiency, linguistic proficiency and inclusive practices.

The Coordinator of Student Equity, Access, and Outcomes will provide or ensure professional development for all district staff in the areas of implicit bias/vulnerable decision points, implications of poverty in instruction and learning, cultural proficiency continuums, and culturally proficient instructional practices including culturally relevant teaching. | Outcomes will provide data to school sites to support the implementation of their professional development plan which addresses cultural proficiency, inclusive practices, positive campus climate, and implicit bias.

All schools will implement programs such as AVID and AVID Excel to support a college going culture with intentional focus on Foster, African American, and English Language Learner students.

The Coordinator of Student Equity, Access, and Outcomes will evaluate the implementation of strategies for culturally proficient instruction, and inform equitable decision making processes.

The Coordinator of English Language Learners and the Coordinator of Equity, Access, and Outcomes will work with district and site leadership to define and communicate district expectations for equitable classroom practices, cultural proficiency, linguistic proficiency and inclusive practices.

The Coordinator of Student Equity, Access, and Outcomes will provide or ensure professional development for all district staff in the areas of implicit bias/vulnerable decision points, implications of poverty in instruction and learning, cultural proficiency continuums, and culturally proficient instructional practices including culturally relevant teaching. |

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	$9,600	$1,000	$0
Source	Federal Revenues - Title I	Federal Revenues - Title I	Federal Revenues - Title I

Budget Reference	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses

Unchanged Goal

Goal 3

3.0 Climate- Personal Integrity and Responsibility

Ensure all school sites have safe, warm, welcoming and responsive climates for staff, students and their families, so that all students feel connected, are motivated to attend and ready to learn.

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 2. Implementation of State Standards; 5. Pupil engagement; 6. School climate; 7. Course access; 8. Other pupil outcomes
Local Priorities: Priority 5 6 Pupil Engagement and School climate Prioritiy 8 African American (*) Disproportionality; Students With Special Needs (Special Education) (*)

Identified Need:

As related to Goal 3 Climate, in the 2018-19 Local Control and Accountability Plan, a review of the relevant data for Lancaster School District was conducted to determine the focused needs and metrics. In order for our students to have the highest potential of success, we understand that student attendance plays a significant role in whether a student will be successful in the school system. Attendance in Lancaster School District can be best effected by our ability to ensure that students are being provided the opportunity to acquire positive behaviors in order to maintain attendance at school. The following relevant data reflects the various needs that are being seen in Lancaster School District currently, and in the past year:

The District Average for Chronic Absenteeism is 14.1%, a decrease of 2.6%.

Current Suspension rates as observed from the California Dashboard follows:

Student Group	Suspension Rate
English Language Learners	2.5%
Foster Youth	9%
Homeless	6.3%
Socioeconomically Disadvantaged	6.5%
African American	11.4%
Asian	1.3%
Filipino	2.2%
Hispanic	3.1%
Pacific Islander	8.8%

2 + Races	7.5%
White	4.5%
Students with disabilities	9.6%
Total District	7.7%

The disproportionality in the number of African American students who are suspended at least one time as compared to all students decreased by 3.3% to 5.1%

As reported by dataquest, it was observed that Lancaster School District has a 0.13% drop out rate (Most current data was secured from 2016-17. We will continue to await update of more current data upon receiving that data).

The number of expulsions for all students decreased by .13%

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Safe schools	In the 2016-17 school year 100% of schools were safe, secure and operationally efficient as per the Facilities master plan and School Site Safety Plan's annual review.	100% of schools will be safe, secure and operationally efficient as per the Facilities master plan and School Site Safety Plan's annual review.	100% of schools will be safe, secure and operationally efficient as per the Facilities master plan and School Site Safety Plan's annual review.	100% of schools will be safe, secure and operationally efficient as per the Facilities master plan and School Site Safety Plan's annual review.
Attendance rates	The attendance rates in Lancaster School District is 94% based on average daily attendance taken at the school sites.	Attendance rates for all sites will increase by .2% annually based on average daily attendance taken at the school sites.	Attendance rates in Lancaster School District are currently 94.49%. Attendance rates for all sites will increase by .2% annually based on average daily attendance taken at the school sites resulting in an attendance rate of 94.68%.	Attendance rates for all sites will increase by .2% annually based on average daily attendance taken at the school sites.
Truancy Rates	Truancy rate for the Lancaster School District is	Truancy rates district-wide and for	Truancy rates district-wide and for all subgroups	Truancy rates district-wide and for all subgroups

	13% based on district wide average daily attendance.	all subgroups including foster students will decrease by 10% annually.	including foster students will decrease by 10% annually.	including foster students will decrease by 6% annually.
Chronic absenteeism	Chronic absenteeism within Lancaster School District is currently 26% based on data provided by daily attendance.	Chronic Absenteeism rates district-wide and for all subgroups including foster students will decrease 10% annually.	Chronic Absenteeism rates district-wide and for all subgroups including foster students will decrease 10% annually.	Chronic Absenteeism rates district-wide and for all subgroups including foster students will decrease 5% annually.
Suspensions Rates	Suspension rates for all students is 25% Suspension rates for African American students is 43% Suspensions rates for students with disabilities is 47%	Suspensions rates for all students will decrease by 5% annually The number of African American student Suspensions will decrease by 10%. The number of Students with disability suspensions will decrease by 10%.	The All Student group will decrease their suspension rate by 1.7% from 7.7% to 6%. The EL Student group will decrease their suspension rate from by .5% annually from 3.5% t0 3%. Foster youth student group will decrease their suspension rate by 3% annually from 13.8% to 10.8%. Homeless Students will decrease their suspension rate by 1.5% from 7.5% to 6%. Socioeconomically disadvantaged students will decrease their suspension rate 2.4% from 8.4% to 6%. The African American student group will decrease their suspension rate by 3% from 14.5% to 11.5%. Asian students will decrease their suspension rate by .5%	The All Student group will decrease their suspension rate by 1.7% annually. The EL Student group will decrease their suspension rate from by .5% annually. Foster youth student group will decrease their suspension rate by 3% annually. Homeless Students will decrease their suspension rate by 1.5% annually. Socioeconomically disadvantaged students will decrease their suspension rate 2.4% annually. The African American student group will decrease their suspension rate by 3% annually. Asian students will decrease their suspension rate by .5% annually.

			from 2% to 1.5%. Filipino students will decrease their suspension rate by .5% from .9% to .4%. Hispanic students will decrease their suspension rate by 1.9% from 4.9% to 3% Pacific Islander students will decrease their suspension rate by 3% from 13.8% to 10.8%. Students of Two or More Races will decrease their suspension rate by 2.2% from 8.2% to 6%. White students will decrease their suspension rate by 1.2% from 4.2 to 3%.	Filipino students will decrease their suspension rate by .5% annually. Hispanic students will decrease their suspension rate by 1.9% annually. Pacific Islander students will decrease their suspension rate by 3% annually. Students of Two or More Races will decrease their suspension rate by 2.2% annually. White students will decrease their suspension rate by 1.2% annually.
Disproportionality	48% of African American* students in the Lancaster School District have been suspended at least one time.	The disproportionality in the number of African-American students who are suspended at least one time as compared to all students will decrease by 3% annually.	The disproportionality in the number of African-American students who are suspended at least one time as compared to all students will decrease by 5% annually.	The disproportionality in the number of African-American students who are suspended at least one time as compared to all students will decrease by 3% annually.
Expulsion Rates	Expulsion rates for all students is .29% Expulsion rates for African American students is .65%	Expulsion rates for all students is .29% Expulsion rates for African American students is .65%	The expulsion rate for all students will decrease by 10% to .26% Expulsion rates for African American students will	The expulsion rate for all students will be maintained at .04% Expulsion rates for African American students will

			decline by 10% to .59% .	decline by .03% to .04%.

Planned Actions / Services

Complete a copy of the following table for each of the LEAs Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Modified Action	Modified Action	Unchanged Action
3.1 - Safe Schools The Facilities Master Plan and Site Safety plans will be reviewed and/or revised annually to prioritize and meet site and program needs. All sites will be monitored to ensure that they have the materials, supplies and technological infrastructure to	**3.1 - Safe Schools** The District will review and/or revise annually the Facilities Master Plan and Site Safety plans to prioritize and meet site and program needs. The District will review the following systems for adequacy in order to maintain safe and operationally efficient schools per Williams inspection, and via physical inspection by facilities team: PA system,	**3.1 - Safe Schools** The District will review and/or revise annually the Facilities Master Plan and Site Safety plans to prioritize and meet site and program needs. The District will review the following systems for adequacy in order to maintain safe and operationally efficient schools per Williams inspection, and via physical inspection by facilities team: PA system,

meet the operational, health and safety standards set forth in the facilities master plan and/or site safety plans.	video systems, alarm refurbishing, and locks. The District will monitor all sites to ensure that they have the materials, supplies and technological infrastructure to meet the operational, health, and safety standards set forth in the Facilities Master Plan and/or Site Safety plans. The Coordinator of Climate, School Safety, and Emergency Management will create, communicate, assure strong implementation, and monitor District and school safety and emergency preparedness measures, and provide professional development to staff on creating a safe school environment. School nurses will conduct vision and hearing screenings, as directed by the state, at various grade levels at all schools annually. They will inform parents/guardians in a timely manner of inconclusive screening results. School nurses will be provided with updated technology and appropriate software programs to ensure efficient communication and processes.	video systems, alarm refurbishing, and locks. The District will monitor all sites to ensure that they have the materials, supplies and technological infrastructure to meet the operational, health, and safety standards set forth in the Facilities Master Plan and/or Site Safety plans. The Coordinator of Climate, School Safety, and Emergency Management will create, communicate, assure strong implementation, and monitor District and school safety and emergency preparedness measures, and provide professional development to staff on creating a safe school environment. School nurses will conduct vision and hearing screenings, as directed by the state, at various grade levels at all schools annually. They will inform parents/guardians in a timely manner of inconclusive screening results. School nurses will be provided with updated technology and appropriate software programs to ensure efficient communication and processes.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	$302,341	$315,910	$408,045
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries
Amount	$4,190,133	$4,218,096	$4,761,558
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries	2000-2999 Classified Salaries	2000-2999 Classified Salaries
Amount	$2,437,908	$2,540,958	$2,951,928

Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits	3000-3999 Employee Benefits	3000-3999 Employee Benefits
Amount	$500,100	$677,940	$718,405
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies	4000-4999 Books and Supplies	4000-4999 Books and Supplies
Amount	$211,751	$325,008	$301,935
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses
Amount	$74,710	$78,102	$69,337
Source	Other Federal Funds	Other Federal Funds	Other Federal Funds
Budget Reference	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries
Amount	$20,296	$21,958	$20,886
Source	Other Federal Funds	Other Federal Funds	Other Federal Funds
Budget Reference	2000-2999 Classified Salaries	2000-2999 Classified Salaries	2000-2999 Classified Salaries
Amount	$31,615	$35,177	$34,082
Source	Other Federal Funds	Other Federal Funds	Other Federal Funds
Budget Reference	3000-3999 Employee Benefits	3000-3999 Employee Benefits	3000-3999 Employee Benefits
Amount	$45,000	$40,500	$38,000
Source	Other Federal Funds	Other Federal Funds	Other Federal Funds
Budget Reference	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses
Amount	$1,900,122	$2,000,809	$2,056,737

Source	Other Local Revenues	Other Local Revenues	Other Local Revenues
Budget Reference	2000-2999 Classified Salaries	2000-2999 Classified Salaries	2000-2999 Classified Salaries
Amount	$1,016,087	$1,114,108	$1,216,108
Source	Other Local Revenues	Other Local Revenues	Other Local Revenues
Budget Reference	3000-3999 Employee Benefits	3000-3999 Employee Benefits	3000-3999 Employee Benefits
Amount	$428,500	$565,500	$1,073,000
Source	Other Local Revenues	Other Local Revenues	Other Local Revenues
Budget Reference	4000-4999 Books and Supplies	4000-4999 Books and Supplies	4000-4999 Books and Supplies
Amount	$105,000	$125,200	$340,000
Source	Other Local Revenues	Other Local Revenues	Other Local Revenues
Budget Reference	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses
Amount	$35,000	$50,000	$0
Source	Other Local Revenues	Other Local Revenues	Other Local Revenues
Budget Reference	6000-6999 Capital Outlay	6000-6999 Capital Outlay	6000-6999 Capital Outlay
Amount	$99,670	$115,323	$114,306
Source	Other State Revenues	Other State Revenues	Other State Revenues
Budget Reference	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries
Amount	$398,392	$474,250	$600,450
Source	Other State Revenues	Other State Revenues	Other State Revenues
Budget Reference	2000-2999 Classified Salaries	2000-2999 Classified Salaries	2000-2999 Classified Salaries
Amount	$195,718	$245,204	$335,715

Source	Other State Revenues	Other State Revenues	Other State Revenues
Budget Reference	3000-3999 Employee Benefits	3000-3999 Employee Benefits	3000-3999 Employee Benefits
Amount	$62,000	$26,000	$21,000
Source	Other State Revenues	Other State Revenues	Other State Revenues
Budget Reference	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses
Amount	$22,500	$0	$0
Source	LCFF	LCFF	LCFF
Budget Reference	6000-6999 Capital Outlay	6000-6999 Capital Outlay	6000-6999 Capital Outlay

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Modified Action	Modified Action	Unchanged Action
3.2 - Technology Plan The technology plan and site technology audit will be reviewed by November each year to inform progress on classroom minimum standards, e-rate funded projects, professional development for staff. Provide technology hardware, software and professional development to teachers and administrators in order to meet programmatic needs at all sites so that all students are more engaged	**3.2 - Technology Plan** The Department of Innovation and Technology Services will review the District technology plan by November each year to inform progress on classroom minimum standards, e-rate funded projects, technology initiatives, and technology updates such as VoIP and professional development for staff. District and site inventories will be reviewed to ensure proper use of technology. The District will maintain a minimum of three Technology Integration Coach positions to provide enhanced support and professional development to	**3.2 - Technology Plan** The Department of Innovation and Technology Services will review the District technology plan by November each year to inform progress on classroom minimum standards, e-rate funded projects, technology initiatives, and technology updates such as VoIP and professional development for staff. District and site inventories will be reviewed to ensure proper use of technology. The District will maintain a minimum of three Technology Integration Coach positions to provide enhanced support and professional development to

in 21st century skills using technology both during and outside of the school day.	all staff on technology. The District will hire personnel to meet the additional demands of technological infrastructure, maintenance, and safety, so that all sites will be secure and operationally efficient.	all staff on technology. The District will hire personnel to meet the additional demands of technological infrastructure, maintenance, and safety, so that all sites will be secure and operationally efficient.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	$3,700	$7,060	$50
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies	4000-4999 Books and Supplies	4000-4999 Books and Supplies
Amount	$33,716	$33,565	$20,000
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	Scope of Services:	Location(s):
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
Foster Youth, Low Income	LEA-wide	All Schools, Specific Schools: Monte Vista, New Vista, Piute, Amaragosa Creek, Endeavour

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Modified Action	Modified Action	Modified Action
3.3 - Additional Personnel Additional personnel such as school deputies, credentialed school counselors, school psychologists as well as a credentialed coordinator for counselors will help monitor student attendance; facilitate academic achievement and build positive individual determination to reduce suspension rates and address at risk	**3.3 - Additional Personnel** The District will add a minimum of 7 additional counselor positions and all positions will be staffed in order to assure the presence of counselors at all sites The District will hire additional personnel such as school deputies, credentialed school counselors, school psychologists, and a credentialed Counselor on Special Assignment to help monitor student attendance; facilitate academic achievement, to	**3.3 - Additional Personnel** The District will add a minimum of 7 additional counselor positions and all positions will be staffed in order to assure the presence of counselors at all sites The District will hire additional personnel such as school deputies, credentialed school counselors, school psychologists, and a credentialed Counselor on Special Assignment to help monitor student attendance; facilitate academic achievement, to

behavior.

Counselors will continue to monitor student attendance with an added emphasis on the attendance rates of foster students and support the implementation of a social skills curriculum while working towards practices that would include, but not be limited to restorative practices to help address the social-emotional needs of Foster, African American*, and "At Risk" students.

The Los Angeles Educational Passport System will be used by the District to facilitate collaboration with Los Angeles County Office of Education, expediting enrollment and assuring accuracy of the student records for foster youth.

A Certificated staff member will continue to collaborate with the District Homeless Liaison regarding attendance, behavior, and academic concerns for homeless youth at each school to assure access to necessary academic and social-emotional support

reduce suspension rates and address at risk behavior.

Counselors will continue to monitor student attendance with an added emphasis on the attendance rates of foster students; and will support the implementation of a social skills curriculum while building social-emotional and academic capacity of students, to include, but not be limited to, restorative practices to help address the social-emotional needs of unduplicated student groups (foster youth, African American students), and students identified as being at academic and/or behavioral risk.

A certificated staff member will continue to collaborate with the District Homeless Liaison regarding attendance, behavior, and academic concerns for homeless youth at each school to assure access to necessary academic and social-emotional support

reduce suspension rates and address at risk behavior.

Counselors will continue to monitor student attendance with an added emphasis on the attendance rates of foster students; and will support the implementation of a social skills curriculum while building social-emotional and academic capacity of students, to include, but not be limited to, restorative practices to help address the social-emotional needs of unduplicated student groups (foster youth, African American students), and students identified as being at academic and/or behavioral risk.

A certificated staff member will continue to collaborate with the District Homeless Liaison regarding attendance, behavior, and academic concerns for homeless youth at each school to assure access to necessary academic and social-emotional support

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	$307,969	$519,007	$457,977
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries	2000-2999 Classified Salaries	2000-2999 Classified Salaries
Amount	$898,960	$1,444,357	$1,512,756

Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits	3000-3999 Employee Benefits	3000-3999 Employee Benefits
Amount	$24,000	$113,460	$119,700
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies	4000-4999 Books and Supplies	4000-4999 Books and Supplies
Amount	$634,775	$655,800	$177,456
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses
Amount	$2,110,456	$3,061,991	$3,170,565
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries
Amount	$75,000	$59,000	$59,215
Source	Other State Revenues	Other State Revenues	Other State Revenues
Budget Reference	4000-4999 Books and Supplies	4000-4999 Books and Supplies	4000-4999 Books and Supplies
Amount	$500	$15,000	$20,210
Source	Other State Revenues	Other State Revenues	Other State Revenues
Budget Reference	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses
Amount	$1,270,702	$1,320,230	$1,372,172
Source	Other State Revenues	Other State Revenues	Other State Revenues
Budget Reference	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries
Amount	$428,714	$469,373	$499,462

Source	Other State Revenues	Other State Revenues	Other State Revenues
Budget Reference	3000-3999 Employee Benefits	3000-3999 Employee Benefits	3000-3999 Employee Benefits
Amount	$0	$0	$30,000
Source	Federal Revenues - Title IV	Federal Revenues - Title IV	Federal Revenues - Title IV
Budget Reference	4000-4999 Books and Supplies	4000-4999 Books and Supplies	4000-4999 Books and Supplies

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Foster Youth, Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	**2018-19** Select from New Action, Modified Action, or Unchanged Action:	**2019-20** Select from New Action, Modified Action, or Unchanged Action:
Modified Action	Modified Action	Modified Action
3.4 - Social Emotional Learning PBIS programs will continue to be developed and implemented at each school site with the support of Site PBIS Chairs. A social emotional learning curriculum (Second Step) will continue to be implemented at all school sites. District will continue to provide support with PBIS Chair personnel and ongoing professional development, administrative	**3.4 - Social Emotional Learning** All teachers will implement a culturally relevant social emotional learning curriculum (such as Second Step), and District professional development and ongoing monitoring will be provided to ensure effective implementation, at all school sites to include our alternative setting. The Department of Pupil Safety and Attendance will develop and support culturally relevant PBIS programs at each school site with the support of Site PBIS Chairs, provide ongoing professional	*3.4 - Social Emotional Learning* **All teachers will implement a culturally relevant social emotional learning curriculum (such as Second Step), and District professional development and ongoing monitoring will be provided to ensure effective implementation, at all school sites to include our alternative setting.** **The Department of Pupil Safety and Attendance will develop and support culturally relevant PBIS programs at each school site with the support of Site PBIS Chairs, provide ongoing professional**

observation and feedback based on attendance and behavior data utilizing the SWIS data management system.

Additional school personnel such as assistant principals, yard duty supervisors, recreational leaders, campus security supervisors, Nurses, Health Clerks and school resource officers, will provide services and support with a safe and secure campus and the implementation of the PBIS program.

Personnel will be hired to meet the additional demands of technological infrastructure, maintenance, and safety, so that all sites will be secure and operationally efficient.

Professional Development will be offered to address positive school culture and build student relationships such as but not limited to "Capturing Kids Hearts."

Alternative classes for students at elementary grades to address "at risk" behavior and increase academic success will be provided.

Alternative classes for students in the middle grades will be provided to address "at-risk" behavior and increase academic success.

Literacy labs will be implemented to provide academic interventions to all at risk students.

development, and empower administrative observation and feedback based on data utilizing the SWIS data management system.

The District will provide and maintain school personnel such as assistant principals, supervision aides, recreational leaders, campus supervisors, nurses, health clerks, counselors, para-educators, a District MTSS Teacher on Special Assignment and school resource officers, to provide services and support for safe and secure campuses and the implementation of the PBIS program.

The District will provide professional development and support ongoing implementation of processes to address positive and welcoming school climates and to build positive relationships. This training will be provided to all certificated and classified staff, including, but not limited to, Capturing Kids Hearts and other Flippen Group processes.

The Department of Pupil Safety and Attendance along with the District MTSS coach will increase training on Tier 2 and 3 behavioral interventions available and how students will be provided those supports based on data-based decisions. Special attention will be provided for both foster and homeless students.

The District will hire a minimum of 16 K-1 MTSS para-educators to work at two school sites (Lincoln and Joshua), and train them to support student literacy by 3rd grade; to identify and address challenging behaviors; and to support Standard English Learners instruction.

The Coordinator of Student Equity, Access, and Outcomes will collaborate with all Educational Services departments and act as the Districts contact with an outside contractor, such as but not limited to the Flippen Group, for professional learning in the area of positive school climate and relationships.

The District will utilize Keenan and Associates prescribed online trainings for all para-educators to

development, and empower administrative observation and feedback based on data utilizing the SWIS data management system.

The District will provide and maintain school personnel such as assistant principals, supervision aides, recreational leaders, campus supervisors, nurses, health clerks, counselors, para-educators, a District MTSS Teacher on Special Assignment and school resource officers, to provide services and support for safe and secure campuses and the implementation of the PBIS program.

The Department of Special Education will facilitate specialized PBIS traning for selected SDC teachers in order to assist in further mitigating behaviors within the special education classroom.

The Department of Special Education will create a behavior team to provide district wide support to students with the most intensive behavioral needs.

The District will provide professional development and support ongoing implementation of processes to address positive and welcoming school climates and to build positive relationships. This training will be provided to all certificated and classified staff, including, but not limited to, Capturing Kids Hearts and other Flippen Group processes.

The Department of Pupil Safety and Attendance along with the District MTSS coach will increase training on Tier 2 and 3 behavioral interventions available and how students will be provided those supports based on data-based decisions. Special attention will be provided for both foster and homeless students.

The District will maintain a minimum of 16 K-1 MTSS para-educators to work at two school sites (Lincoln and Joshua), and train them to support student literacy by 3rd grade; to identify and address challenging behaviors; and to support Standard English Learners instruction.

assist students in both behavior management and instructional strategies.

Explore the possibility of providing a mentorship program for students who are considered at-risk, in terms of behavior.

MTSS - Behavioral

The Department of Curriculum and Instruction will provide professional learning on growth mindset for all staff members. Teachers will be trained to place an emphasis on self-monitoring of academic and behavioral progress for students.

Transportation routes will be provided to increase attendance and safety for students traveling to school, and in order to increase attendance for the foster, homeless and low-income populations in specifically targeted but not limited to two specific sites in the Lancaster School District (Amaragosa Creek Middle School and Piute Middle School).

The District will explore the purchase or building of an early warning system to identify, track, and support emotionally and academically at-risk students (with a focus on foster and homeless), using data to target students for multi-tiered interventions and progress monitoring.

Cubs classes will be offered for students in elementary grades and will address "at-risk" behavior while building student skills to increase academic, and behavioral success as well as social-emotional learning. Classes will have increased access to the school counselor, as well as an intentional focus on social emotional learning. The classes will be targeted towards foster, homeless, and low-income students who exhibit at-risk behavior, and will be located at Monte Vista Elementary School and Joshua Elementary School and will include grades K-1 and grades 2-3.

Star classes for students in the middle grades will address "at-risk" behavior and build student skills

The Coordinator of Student Equity, Access, and Outcomes will collaborate with all Educational Services departments and act as the Districts contact with an outside contractor, such as but not limited to the Flippen Group, for professional learning in the area of positive school climate and relationships.

The District will utilize Keenan and Associates prescribed online trainings for all para-educators to assist students in both behavior management and instructional strategies.

Explore the possibility of providing a mentorship program for students who are considered at-risk, in terms of behavior.

MTSS - Behavioral

The Department of Curriculum and Instruction will provide professional learning on growth mindset for all staff members. Teachers will be trained to place an emphasis on self-monitoring of academic and behavioral progress for students.

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The District will explore the purchase or building of an early warning system to identify, track, and support emotionally and academically at-risk students (with a focus on foster and homeless), using data to target students for multi-tiered interventions and progress monitoring.

Cubs classes will be offered for students in elementary grades will address "at-risk" behavior and build student skills to increase academic, and behavioral success as well as social-emotional learning. Classes will have increased access to the

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Star classes for students in the middle grades will address "at-risk" behavior and build student skills to increase increase academic, and behavioral success as well as social-emotional learning. Classes will have increased access to the school counselor, as well as an intentional focus on social emotional learning. The classes will be targeted towards foster, homeless, and low-income students who exhibit at-risk behavior.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	$17,053	$118,243	$94,305
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies	4000-4999 Books and Supplies	4000-4999 Books and Supplies
Amount	$276,500	$955,351	$211,125
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses
Amount	$15,691	$20,000	$0
Source	Other State Revenues	Other State Revenues	Other State Revenues
Budget Reference	4000-4999 Books and Supplies	4000-4999 Books and Supplies	4000-4999 Books and Supplies
Amount	$1,931,697	$2,214,525	$2,027,293

Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries
Amount	$1,583,011	$1,690,657	$1,777,504
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries	2000-2999 Classified Salaries	2000-2999 Classified Salaries
Amount	$1,328,298	$1,398,741	$1,403,142
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits	3000-3999 Employee Benefits	3000-3999 Employee Benefits
Amount	$841,473	$963,924	$1,130,944
Source	Other State Revenues	Other State Revenues	Other State Revenues
Budget Reference	2000-2999 Classified Salaries	2000-2999 Classified Salaries	2000-2999 Classified Salaries
Amount	$95,075	$121,887	$148,548
Source	Other State Revenues	Other State Revenues	Other State Revenues
Budget Reference	3000-3999 Employee Benefits	3000-3999 Employee Benefits	3000-3999 Employee Benefits
Amount	$0	$7,650	$7,000
Source	LCFF	LCFF	LCFF
Budget Reference	6000-6999 Capital Outlay	6000-6999 Capital Outlay	6000-6999 Capital Outlay
Amount	$0	$9,000	$0
Source	Other State Revenues	Other State Revenues	Other State Revenues
Budget Reference	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses
Amount	$0	$16,500	$500

Source	Federal Revenues - Title I	Federal Revenues - Title I	Federal Revenues - Title I
Budget Reference	4000-4999 Books and Supplies	4000-4999 Books and Supplies	4000-4999 Books and Supplies
Amount	$0	$0	$900
Source	Federal Revenues - Title IV	Federal Revenues - Title IV	Federal Revenues - Title IV
Budget Reference	2000-2999 Classified Salaries	2000-2999 Classified Salaries	2000-2999 Classified Salaries
Amount	$0	$0	$165
Source	Federal Revenues - Title IV	Federal Revenues - Title IV	Federal Revenues - Title IV
Budget Reference	3000-3999 Employee Benefits	3000-3999 Employee Benefits	3000-3999 Employee Benefits
Amount	$0	$0	$17,000
Source	Federal Revenues - Title IV	Federal Revenues - Title IV	Federal Revenues - Title IV
Budget Reference	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Modified Action	Modified Action	Unchanged Action
3.5 - Monitoring Attendance, Chronic Absenteeism and Truancy Attention to Attendance (A2A) an attendance monitoring system will be effectively utilized by site and district administrators to monitor chronic absenteeism and truancy.	**3.5 - Monitoring Attendance, Chronic Absenteeism and Truancy** District will hire additional counselors to provide services at every site. School site and district administrators, counselors, and other personnel will effectively utilize Attention to Attendance (A2A) or other attendance monitoring systems to monitor chronic absenteeism and truancy. The District and sites will provide incentives for positive growth in attendance in order to increase	**3.5 - Monitoring Attendance, Chronic Absenteeism and Truancy** District will hire additional counselors to provide services at every site. School site and district administrators, counselors, and other personnel will effectively utilize Attention to Attendance (A2A) or other attendance monitoring systems to monitor chronic absenteeism and truancy. The District and sites will provide incentives for positive growth in attendance in order to increase

student attendance throughout the district.

Teachers and administrators at sites will increase positive communication with families in order to directly and positively impact student attendance.

The District will hire a Counselor on Special Assignment who will work directly with site and district personnel, counselors, and families to provide intentional focus on identifying resources to assist in the positive attendance of students, improving attendance tracking and outcomes districtwide.

Sites will use the blackboard notification system to notify and clear unverified absences.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	$53,500	$98,500	$0
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses
Amount	$52,445	$0	$0
Source	Federal Revenues - Title I	Federal Revenues - Title I	Federal Revenues - Title I
Budget Reference	4000-4999 Books and Supplies	4000-4999 Books and Supplies	4000-4999 Books and Supplies
Amount	$0	$2,230	$7,825
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies	4000-4999 Books and Supplies	4000-4999 Books and Supplies
Amount	$0	$0	$76,125

Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries	2000-2999 Classified Salaries	2000-2999 Classified Salaries
Amount	$0	$0	$12,340
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits	3000-3999 Employee Benefits	3000-3999 Employee Benefits

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Foster Youth

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Modified Action	Modified Action	Unchanged Action
3.6 - Foster Youth Data will be disseminated to all site principals on a regular basis regarding academic, behavioral, and social-emotional progress of foster youth at each school in order to provide necessary supports.	**3.6 - Foster/Homeless Youth** The Department of Pupil Safety and Attendance in partnership with the Welcome and Wellness Center will disseminate data to all site principals, counselors and staff on a regular basis regarding academic, behavioral, and social-emotional progress of foster/homeless youth at each school in order to provide necessary supports and resources. Educational Liaisons (provided by PIVOT Learning) will provide support to foster youth throughout the district in both academics and behavior.	**3.6 - Foster/Homeless Youth** The Department of Pupil Safety and Attendance in partnership with the Welcome and Wellness Center will disseminate data to all site principals, counselors and staff on a regular basis regarding academic, behavioral, and social-emotional progress of foster/homeless youth at each school in order to provide necessary supports and resources. Educational Liaisons (provided by PIVOT Learning) will provide support to foster youth throughout the district in both academics and behavior.

The Coordinator of Culture, Climate, and Counselors will build and communicate a systemic structure to address foster and homeless mobility issues to include but not be limited to transportation, monitoring, and socio-emotional supports.

The Homeless liaison will meet with families to determine individual family needs. Services provided may include: temporary housing vouchers, transportation vouchers, food, clothing, diapers, medical and dental services, school supplies and connection to mental health services.

The Homeless liaison will work with outside agencies and other districts to establish good communications and working relationships to support families.

The Homeless liaison will serve as an advocate for homeless students, as needed, during disciplinary hearings and discussions on appropriate educational settings.

The Homeless liaison will communicate regularly with school personnel about the needs of students.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	$0	$26,643 (repeat expenditure)	$0 (repeat expenditure)
Source		Federal Revenues - Title I	Federal Revenues - Title I
Budget Reference	; No Cost associated with action	3000-3999 Employee Benefits; No Cost associated with action	3000-3999 Employee Benefits; No Cost associated with action
Amount	$0	$42,114 (repeat expenditure)	$0 (repeat expenditure)
Source		Federal Revenues - Title I	Federal Revenues - Title I
Budget Reference		2000-2999 Classified Salaries	2000-2999 Classified Salaries

Amount	$0	$0	$51,872
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses

Unchanged Goal

Goal 4

4.0 Engagement- Family and Community Partnerships

We will build positive partnerships with families and the community as measured annually by increasing participation and active involvement on campuses and at site and district events.

State and/or Local Priorities Addressed by this goal:

State Priorities: 2. Implementation of State Standards; 3. Parent involvement; 4. Pupil achievement; 5. Pupil engagement; 6. School climate; 7. Course access; 8. Other pupil outcomes
Local Priorities: Priority 3

Identified Need:

In Elementary school campuses throughout Lancaster School District, Parents of elementary school students gave an average rating of 4.05 on culture where 1 is low culture, and 5 is high culture. Middle school families gave us an average score of 3.53 on the same scale, where culture is defined as a summary measure that describes the degree to which families believe their school fosters shared goals, respect, fairness, and diversity. Based on discussions with family groups via our AAAC, DELAC, SAC, and various SSC's it was determined that there are few who are aware of the goals of the school sites, and of the district. Needs assessments have determined that there is a significant need for Lancaster School District to utilize our families, and various means to increase the culture of schools and the district.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Family Connectedness	51% of families report being very satisfied with with their students' education as reported in district created surveys 71% of Students report being very satisfied with their education as reported in district created surveys.	Family surveys will indicate a 5% annual increase in school communication and connection as determined by a locally determined Family Partnership/Engagement Surveys Student Surveys will indicate a 3% annual increase in school	Family surveys will indicate a 5% annual increase in school communication and connection as determined by a Family Partnership/Engagement Surveys Student Surveys will indicate a 3% annual increase in school connectedness as indicated on a locally determined Student stakeholder survey	**Utilizing a norm referenced scale, Lancaster School District will raise their Connection/Relationship indicator from 4.09 to 4.23 for Elementary School families on a scale from 1-5 where 1 is minimal connection/relationship and 5 is strong**

		connectedness as indicated on a locally determined Student stakeholder survey		**connection/relationship.**
				Utilizing a norm referenced scale, Lancaster School District will raise their Connection/Relationship indicator from 3.81 to 3.98 for Middle School families on a scale from 1-5 where 1 is minimal connection/relationship and 5 is strong connection/relationship.
				Utilizing a norm referenced scale, Lancaster School District will raise Elementary School Student Connection/Relationship indicator from 2.75 to 2.78 on a scale from 1-5 where 1 is minimal connection/relationship and 5 is strong connection/relationship.
				Utilizing a norm referenced scale, Lancaster School District will raise Middle School Student Connection/Relationship indicator from 3.29 to 3.44 on a scale from 1-5 where 1 is minimal connection/relationship and 5 is strong connection/relationship.
Services for Families	Lancaster School District currently	Parent and community	Parent and community partnerships will be continued to be strengthened through	**Parent and community partnerships will be**

	partners with the Welcome and Wellness Center in order to provide a singular location for family services.	partnerships will be continued to be strengthened through the Welcome and Wellness Center as indicated on parent and community surveys.	the Welcome and Wellness Center as indicated on parent and community surveys.	**continued to be strengthened through the Welcome and Wellness Center as indicated on parent and community surveys.** **Utilizing a norm referenced scale, Lancaster School District will raise Elementary School Student Resources indicator from 3.86 to 3.94 on a scale from 1-5 where 1 is minimal belief that their school deploys the necessary resources to support students and 5 is a strong belief that their schools deploy the necessary resources to support students.** **Utilizing a norm referenced scale, Lancaster School District will raise Middle School Student Resources indicator from 3.64 to 3.82 on a scale from 1-5 where 1 is minimal belief that their school deploys the necessary resources to support students and 5 is a strong belief that their schools deploy the necessary resources to support students.**
Community Connection	Lancaster School District currently	Parent and community	Parent and community partnerships will be continually strengthened through the	**Parent and community partnerships will be**

	partners with the Lancaster Education Foundation to receive various funds for students.	partnerships will be continually strengthened through the Lancaster Education Foundation.	Lancaster Education Foundation.	**continually strengthened through the Lancaster Education Foundation.** **Utilizing the a norm referenced scale, Lancaster School District will raise their engagement indicator for Elementary School families from 3.83 to 3.96 on a scale from 1-5 where 1 is minimal communication and 5 is strong communication.** **Utilizing the a norm referenced scale, Lancaster School District will raise their engagement indicator for Middle School families from 3.52 to 3.71 on a scale from 1-5 where 1 is minimal communication and 5 is strong communication.**
Families as Partners	In the 2016 - 17 school year Lancaster School District was able to actively bring in 885 surveys from community members to provide input into actions and services from the district.	Parent and community consultation on district and site plan goals, actions and services will increase 5% as indicated on sign-in sheets and meeting minutes from site and district meetings.	Parent and community consultation on district and site plan goals, actions and services will increase 5% as indicated on sign-in sheets and meeting minutes from site and district meetings.	**Parents and community consultation on district and site plan goals, actions and services will increase 5% as indicated on sign-in sheets and meeting minutes from site and district meetings** **Utilizing the a norm referenced scale, Lancaster School District will raise their Communication and Feedback indicator for Elementary School families from 4.08 to 4.15 on a scale from 1-5 where 1 is**

				minimal communication and feedback and 5 is strong communication and feedback. **Utilizing the a norm referenced scale, Lancaster School District will raise their engagement indicator for Middle School families from 3.62 to 3.80 on a scale from 1-5 where 1 is minimal communication and feedback and 5 is strong communication and feedback.**
Keeping Families Informed	There is currently no data for this indicator at this time. Data will be collected 2018-19 via short survey.	Did not measure in 2017-18.	Set a baseline target for the following: How families get their information regarding the school? How often families receive information regarding their school? What percentage of families feel well informed regarding their school?	**Currently 81% of elementary school families and 77% of middle school families feel that they are informed about the schools policies.** **78% of elementary families and 70% of middle school families say they receive feedback about their child's progress.** **70% of elementary families and 55% of middle school families say they have received information about what their child should learn.** **80% of elementary families and 75% of middle school families say that teachers clearly communicate expectations for their children's**

				progress.
				In 2019-2020:
				90% of families will remark that they feel informed about their school's policies.
				85% of families will say they receive feedback about their children's progress
				80% of families will say they have received information regarding what their child should learn.
				90% of families will say that teachers clearly communicate expectations for their children's progress.

Planned Actions / Services

Complete a copy of the following table for each of the LEAs Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Modified Action	Modified Action	Modified Action
4.1 – Partnering with families Partnerships with families parents and guardians will be strengthened by increasing communication to support their children's education. Use multiple platforms/forums including phone application for communication, and technology to increase awareness and communication of opportunities to build positive relationships and	**4.1 Keeping Families Informed** The District will assure an increase in home to school communication using multiple communication platforms/forums and technology including a cell phone application to strengthen partnerships with families, parents and guardians of all applicable language groups within Lancaster school district; to increase awareness and	*4.1 Keeping Families Informed* **The District will assure an increase in home to school communication using multiple communication platforms/forums and technology including a cell phone application to strengthen partnerships with families, parents and guardians of all applicable language groups within Lancaster school district; to increase awareness**

increase engagement with parents, guardians and the community.

Provide access to academic programs and student support systems to parents at home using a home/district interface platform or educational program as feasible.

Staff will undergo professional development in order to build capacity of families to access information systems to monitor attendance, academic and behavioral data pertaining to students.

Focus on increased opportunities to promote student centered projects, presentations, and activities.

Create a sense of school and personal pride within students to encourage family participation in school based events.

explanation of opportunities to build positive relationships; and to increase engagement with parents, guardians and the community.

Lancaster school district will increase the districts digital presence on the district website in order to communicate information to parents, and to market district offerings for families.

- Have a strong digital footprint - with the cohesiveness of the district initiatives. Showing common purpose in the work that we do.

- The Department of Special Programs will create a Family Engagement Web space for the district.

The Department of Special Programs will create and manage a Family Engagement Calendar in order to keep families informed.

Both the district and sites will share family event calendars with the community at the beginning of each year, and frequently throughout the year in order to make families aware of engagement opportunities.

The District will provide access to academic programs and student support systems for parents at home using a home/district interface platform or educational program as feasible.

The District will provide staff with professional development to build their capacity to assist families in accessing information systems to monitor attendance, academic, and behavioral data pertaining to their students.

The District will provide increased opportunities for families and guardians to celebrate student centered projects, presentations, and activities.

The Department of Special Programs and each school site will create, grow, and/or sustain advisory committees in which parents are given facilitation

and explanation of opportunities to build positive relationships; and to increase engagement with parents, guardians and the community.

Lancaster school district will increase the districts digital presence on the district website in order to communicate information to parents, and to market district offerings for families.

- **Have a strong digital footprint - with the cohesiveness of the district initiatives. Showing common purpose in the work that we do.**

- **The Department of Special Programs will create a Family Engagement Web space for the district.**

The Department of Special Programs will create and manage a Family Engagement Calendar in order to keep families informed.

Both the district and sites will share family event calendars with the community at the beginning of each year, and frequently throughout the year in order to make families aware of engagement opportunities.

The District will provide access to academic programs and student support systems for parents at home using a home/district interface platform or educational program as feasible.

The District will provide staff with professional development to build their capacity to assist families in accessing information systems to monitor attendance, academic, and behavioral data pertaining to their students.

The District will provide informational meetings to families regarding the current testing systems to include ELPAC, and CAASPP. The intended outcome of this strategy is to provide parents with information to assist students in excelling in these assessments.

roles as a feedback and assistance mechanism for school leaders (i.e ELAC, SSC, AAAC).

Administrators in District and school site settings will monitor and assure positive staff/family interactions.

Site administration will facilitate ongoing, positive communication between teachers and families.

District level parent advisory committees will provide information regarding climate and culture to district representatives in order to improve the feedback loop, allowing the district to gather authentic information and implement suggestions into the instructional program.

The District and each school site will remove barriers that are created by issues such as low socioeconomic status, and will increase opportunities for parents and community members to serve at school sites as school and classroom volunteers.

The District will provide increased opportunities for families and guardians to celebrate student centered projects, presentations, and activities.

The Department of Special Programs and each school site will create, grow, and/or sustain advisory committees in which parents are given facilitation roles as a feedback and assistance mechanism for school leaders (i.e ELAC, SSC, AAAC).

Administrators in District and school site settings will monitor and assure positive staff/family interactions.

Site administration will facilitate ongoing, positive communication between teachers and families. (EDT)

District level parent advisory committees will provide information regarding climate and culture to district representatives in order to improve the feedback loop, allowing the district to gather authentic information and implement suggestions into the instructional program.

The District and each school site will remove barriers that are created by issues such as low socioeconomic status, and will increase opportunities for parents and community members to serve at school sites as school and classroom volunteers.

The District will host various family nights centered around, but not limited to the following: GATE, AAAC, and DELAC. The intent of these family nights is to provide families with information and access regarding these groups. The intended outcome will be increased participation in these groups.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	$3,937,542	$4,150,587	$4,095,050
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries	2000-2999 Classified Salaries	2000-2999 Classified Salaries
Amount	$2,253,672	$2,450,933	$2,593,136
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits	3000-3999 Employee Benefits	3000-3999 Employee Benefits
Amount	$1,000	$6,863	$16,225
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies	4000-4999 Books and Supplies	4000-4999 Books and Supplies
Amount	$92,265	$15,820	$115
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses
Amount	$246,578	$262,023	$281,517
Source	Other State Revenues	Other State Revenues	Other State Revenues
Budget Reference	2000-2999 Classified Salaries	2000-2999 Classified Salaries	2000-2999 Classified Salaries
Amount	$136,242	$148,189	$163,529
Source	Other State Revenues	Other State Revenues	Other State Revenues
Budget Reference	3000-3999 Employee Benefits	3000-3999 Employee Benefits	3000-3999 Employee Benefits
Amount	$11,726	$10,532	$7,500
Source	Other State Revenues	Other State Revenues	Other State Revenues
Budget Reference	5000-5999 Services and Other Operating	5000-5999 Services and Other Operating	5000-5999 Services and Other Operating

	Expenses	Expenses	Expenses
Amount	$50,002	$51,698	$52,208
Source	Federal Revenues - Title I	Federal Revenues - Title I	Federal Revenues - Title I
Budget Reference	2000-2999 Classified Salaries	2000-2999 Classified Salaries	2000-2999 Classified Salaries
Amount	$24,083	$27,593	$28,849
Source	Federal Revenues - Title I	Federal Revenues - Title I	Federal Revenues - Title I
Budget Reference	3000-3999 Employee Benefits	3000-3999 Employee Benefits	3000-3999 Employee Benefits
Amount	$37,744	$50,689	$52,345
Source	Federal Revenues - Title I	Federal Revenues - Title I	Federal Revenues - Title I
Budget Reference	4000-4999 Books and Supplies	4000-4999 Books and Supplies	4000-4999 Books and Supplies
Amount	$2,500	$0	$0
Source	Federal Revenues - Title I	Federal Revenues - Title I	Federal Revenues - Title I
Budget Reference	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Foster Youth, Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

2017-18	**2018-19**	**2019-20**
Select from New Action, Modified Action, or Unchanged Action:	Select from New Action, Modified Action, or Unchanged Action:	Select from New Action, Modified Action, or Unchanged Action:
Modified Action	Modified Action	Unchanged Action
4.2 Services for Families Services for Families will be increased and streamlined by offering a centralized outreach center. The Welcome and Wellness Center will continue to provide centralized enrollment, streamlined application process for educational services and provide access to additional community social services for all students including homeless and foster youth. Provide enrichment and/or extended learning	**4.2 Services for Families** The Welcome and Wellness Center will continue to provide centralized enrollment, streamlined application process for educational services, and access to additional community social services for all students including homeless and foster youth. The Coordinator of Student Equity, Access, and Outcomes will work closely with representatives of the Welcome and Wellness Center in order to provide targeted services to families. The District will provide child care for activities	*4.2 Services for Families* **The Welcome and Wellness Center will continue to provide centralized enrollment, streamlined application process for educational services, and access to additional community social services for all students including homeless and foster youth.** **The Coordinator of Student Equity, Access, and Outcomes will work closely with representatives of the Welcome and Wellness Center in order to provide targeted services to families.** **The District will provide child care for activities**

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opportunities such as child care, art, music, sporting activities, and summer school K-8 including middle school athletic coaches, outside of the school day to parents of students in TK through 8th grade including homeless and foster youth.

Middle school coaches will be used to continue to support sports programs.

An activity bus will continue to be provided to Endeavour Middle School to support after school activities.

Engage the community and local businesses to build connections and provide resources to schools and families

Expand collaboration with Antelope Valley High School District to provide a continuum of support for families.

Continue the Lancaster Summer Feeding program via the Lancaster Child Nutrition department.

Invite and include institutes of higher learning and businesses in district and site family events to increase exposure and enthusiasm for college and career opportunities

taking place after school.

The District will continue to provide an activity bus to Endeavour Middle School to support after school activities.

The District will develop outreach strategies and create processes to engage the community and local businesses to build connections and provide resources to schools and families.

The District will expand collaboration with the Antelope Valley Union High School District to provide a continuum of support for families beyond Grade 8.

The Department of Child Nutrition Services will continue the Lancaster Summer Feeding program and expand the program as needs are identified.

The District and school sites will invite and include institutes of higher learning and local businesses in district and site family events to increase exposure and enthusiasm for college and career opportunities.

taking place after school.

The District will continue to provide an activity bus to Endeavour Middle School to support after school activities.

The District will develop outreach strategies and create processes to engage the community and local businesses to build connections and provide resources to schools and families.

The District will expand collaboration with the Antelope Valley Union High School District to provide a continuum of support for families beyond Grade 8.

The Department of Child Nutrition Services will continue the Lancaster Summer Feeding program and expand the program as needs are identified.

The District and school sites will invite and include institutes of higher learning and local businesses in district and site family events to increase exposure and enthusiasm for college and career opportunities.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	$26,000	$24,000	$26,000
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries
Amount	$286,045	$306,457	$322,808

Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries	2000-2999 Classified Salaries	2000-2999 Classified Salaries
Amount	$152,353	$165,966	$180,281
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits	3000-3999 Employee Benefits	3000-3999 Employee Benefits
Amount	$35,000	$36,315	$45,300
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies	4000-4999 Books and Supplies	4000-4999 Books and Supplies
Amount	$33,600	$54,541	$51,550
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses
Amount	$40,465	$42,114	$47,197
Source	Federal Revenues - Title I	Federal Revenues - Title I	Federal Revenues - Title I
Budget Reference	2000-2999 Classified Salaries	2000-2999 Classified Salaries	2000-2999 Classified Salaries
Amount	$24,196	$26,643	$27,660
Source	Federal Revenues - Title I	Federal Revenues - Title I	Federal Revenues - Title I
Budget Reference	3000-3999 Employee Benefits	3000-3999 Employee Benefits	3000-3999 Employee Benefits
Amount	$5,162	$6,243	$9,395
Source	Federal Revenues - Title I	Federal Revenues - Title I	Federal Revenues - Title I
Budget Reference	4000-4999 Books and Supplies	4000-4999 Books and Supplies	4000-4999 Books and Supplies
Amount	$0	$5,940	$0

Source	LCFF	LCFF	LCFF
Budget Reference	6000-6999 Capital Outlay	6000-6999 Capital Outlay	6000-6999 Capital Outlay
Amount	$0	$0	$5,500
Source	Federal Revenues - Title I	Federal Revenues - Title I	Federal Revenues - Title I
Budget Reference	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses

Action 3

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Modified Action	Modified Action	Unchanged Action
4.3 Community Connection Families, students and community members will be consulted on District and Site Plan goals, actions, services and expenditures in order for administration to make informed decisions that increase student achievement, access to services and opportunities that lead to high school, college and career success for all students including homeless and foster youth. District will provide site staff and families with trainings pertaining to implementation of effective School Site Councils.	**4.3 Community Connection** The Coordinator of Student Equity, Access, and Outcomes will train school and district staff in strategies for communicating and working with families in the schools community to include: allocating time; creating norms of communication. Sites will provide clear expectations to staff regarding contacting families. • Facilitating communication between the school site and families	**4.3 Community Connection** The Coordinator of Student Equity, Access, and Outcomes will train school and district staff in strategies for communicating and working with families in the schools community to include: allocating time; creating norms of communication. Sites will provide clear expectations to staff regarding contacting families. • Facilitating communication between the school site and families

Staff will be trained in engaging families in work around the academic curriculum.

Provide training for families, students and community members on how to have collaborative conversations with school staffs that help foster consultation and prioritize goals, actions, services and expenditures on site and district achievement plans.

Provide training for families of English Learners with family ESL classes.

Provide training for families pertaining but not limited to: instructional strategies, ELA, Math, in such a way as to build capacity of families to become trainers of trainers in district wide programs.

Communicate targeted information to promote partnership opportunities

Strengthen the partnership between LSD, LEF, and the community

- Facilitating communication between the families and teachers

- Train staff to have consistent and positive communication with families
    - Making sure that we provide calendars in advance to parents - Common plan books etc.

- Create norms for parent and family meetings

The Coordinator of Culture, Climate and Counselors will continue to inform counselors and administrators of students with identified needs.

The Coordinator of Culture, Climate and Counselors will work with site administrators and counselors in order to provide support for training of staff in the area of trauma-informed practice.

The District will develop processes and provide training to collaboratively, authentically, and directly consult with families, students and community members on District and Site Plan goals, actions, services and expenditures.

The District will provide site staff and families with training on implementation of effective School Site Councils in order to make informed decisions that increase student achievement, access to services, and opportunities that lead to positive outcomes in high school, and college and career success for all students including homeless and foster youth.

The District will provide opportunities for families of English Learners to enroll in English as a Second Language classes.

The District will provide training for families in topics such as, but not limited to: collaborative conversations with school staff and instructional strategies for core content areas, in such a way as to build their capacity to become Trainers of Trainers in district wide family education programs.

Communicate targeted information to promote

- Facilitating communication between the families and teachers

- Train staff to have consistent and positive communication with families
    - Making sure that we provide calendars in advance to parents - Common plan books etc.

- Create norms for parent and family meetings

The Coordinator of Culture, Climate and Counselors will continue to inform counselors and administrators of students with identified needs.

The Coordinator of Culture, Climate and Counselors will work with site administrators and counselors in order to provide support for training of staff in the area of trauma-informed practice.

The District will develop processes and provide training to collaboratively, authentically, and directly consult with families, students and community members on District and Site Plan goals, actions, services and expenditures.

The District will provide site staff and families with training on implementation of effective School Site Councils in order to make informed decisions that increase student achievement, access to services, and opportunities that lead to positive outcomes in high school, and college and career success for all students including homeless and foster youth.

The District will provide opportunities for families of English Learners to enroll in English as a Second Language classes.

The District will provide training for families in topics such as, but not limited to: collaborative conversations with school staff and instructional strategies for core content areas, in such a way as to build their capacity to become Trainers of Trainers in district wide family education programs.

Communicate targeted information to promote

partnership opportunities between the school sites and the community

The District will strengthen its partnerships with the Lancaster Education Foundation, local businesses, non-profit organizations, faith-based organizations, and civic entities through developing outreach processes and communication strategies.

The District will work with an independent 3rd party contractor in order to receive survey data for students at all sites on topics such as but not limited to: student engagement, academic rigor, relationships with teachers, relationships with peers, and school culture.

The District will work with an independent 3rd party contractor in order to receive survey data from families and staff to include topics such as but not limited to: culture and communication, relationships, engagement and empowerment, and professional development and support.

The District will train school and district leaders in utilizing information from reports generated by survey data from our independent 3rd party contractor.

Family Engagement Ambassadors will provide a bridge as home to school liaisons in order to increase family involvement at the school site level.

Strengthen relationships between outside agencies and school site leadership in order to provide sites with access to services for families.

Explore the possibility of utilizing home visits in order to break down barriers to parent-teacher trust

Create a foster family parent forum in order to foster collaboration for foster parents around issues arising.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	$25,000	$0	$10,700
Source	Federal Revenues - Title I	Federal Revenues - Title I	Federal Revenues - Title I
Budget Reference	4000-4999 Books and Supplies	4000-4999 Books and Supplies	4000-4999 Books and Supplies
Amount	$0	$1,760	$0
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies	4000-4999 Books and Supplies	4000-4999 Books and Supplies
Amount	$0	$111,600	$0
Source	Federal Revenues - Title III	Federal Revenues - Title III	Federal Revenues - Title III
Budget Reference	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses
Amount	$0	$0	$10,000
Source	Federal Revenues - Title I	Federal Revenues - Title I	Federal Revenues - Title I
Budget Reference	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries
Amount	$0	$0	$1,300
Source	Federal Revenues - Title I	Federal Revenues - Title I	Federal Revenues - Title I
Budget Reference	3000-3999 Employee Benefits	3000-3999 Employee Benefits	3000-3999 Employee Benefits
Amount	$0	$0	$24,678
Source	Federal Revenues - Title I	Federal Revenues - Title I	Federal Revenues - Title I
Budget Reference	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses
Amount	$0	$0	$41,780

Source	Federal Revenues - Title IV	Federal Revenues - Title IV	Federal Revenues - Title IV
Budget Reference	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Modified Action	Modified Action	Modified Action
4.4 Families as Partners Partnerships with Families of students in order to strengthen by increasing communication to support their children's education. The LEA is going to partner with a parent engagement consultant/provider to assist in training a group of parents in areas having to do with partnering with schools. The LEA is going to train parents in specific aspects as they relate the educational experience of students,	**4.4 Families as Partners** Family ambassadors will be brought on to assist sites in increasing family engagement, and in coordinating site efforts towards family engagement. The Department of Special Programs will train Family Ambassadors in how to effectively engage parents and families at the site level, and regarding acceptable practice at the sites prior to them arriving on sites. Coordinator of Equity, Access and Student Outcomes will work with the Antelope Valley	*4.4 Families as Partners* **Family ambassadors will be brought on to assist sites in increasing family engagement, and in coordinating site efforts towards family engagement.** **The Department of Special Programs will train Family Ambassadors in how to effectively engage parents and families at the site level, and regarding acceptable practice at the sites prior to them arriving on sites.** **Coordinator of Equity, Access and Student**

and will further offer training to families in order to assist them with helping their students at home.

Use multiple platforms/forums including phone application for communication, interpretation and translation of meetings and/or documents, to build positive relationships and increase engagement and communication with parents and/or guardians of EL students.

Partners for Health to secure various dates for Family Nutrition Workshops

The Department of Special Programs will work within the district to begin to offer Family Technology courses in order to better inform parents and families regarding technology being used by students in the schools, as well as how to navigate a general Google Suite.

The Department of Special Programs will work with a parent engagement consultant/provider to assist in training a group of parents regarding effective and collaborative partnerships with schools; Academic help for students in the home; and use of technology in the home (Google, Powerschool, etc)

The Coordinator of Equity, Access, and Outcomes will train parents in strategies to foster positive and effective parenting practices in the home.

The Department of Special Programs will provide English as a second language classes for parents/families who do not speak English.

The Department of Special Programs will provide for family activities to increase family literacy.

The District will continue to foster collaborative relationships with caregivers and families to ensure understanding of MTSS, and will provide online and in-person training on how to reinforce activities at home.

The Department of Special Programs will contract with an outside entity in order to engage stakeholders in meaningful surveys, providing families the ability to provide feedback to the district on a more continuous basis.

Outcomes will work with the Antelope Valley Partners for Health to secure various dates for Family Nutrition Workshops

The Department of Special Programs will work within the district to begin to offer Family Technology courses in order to better inform parents and families regarding technology being used by students in the schools, as well as how to navigate a general Google Suite.

The Department of Special Programs will work with a parent engagement consultant/provider to assist in training a group of parents regarding effective and collaborative partnerships with schools; Academic help for students in the home; and use of technology in the home (Google, Powerschool, etc)

The Coordinator of Equity, Access, and Outcomes will train parents in strategies to foster positive and effective parenting practices in the home.

The Department of Special Programs will provide English as a second language classes for parents/families who do not speak English.

The Department of Special Programs will provide for family activities to increase family literacy.

The Department of Special Education will provide families of special education students with training on organization, study skills, and planning focus (executive functions).

The District will continue to foster collaborative relationships with caregivers and families to ensure understanding of MTSS, and will provide online and in-person training on how to reinforce activities at home.

The Department of Special Programs will contract with an outside entity in order to engage stakeholders in meaningful surveys, providing families the ability to provide feedback to the district on a more continuous basis.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	$56,290	$25,193	$13,200
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies	4000-4999 Books and Supplies	4000-4999 Books and Supplies
Amount	$105,444	$185,922	$154,700
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses
Amount	$10,000	$195,953	$205,263
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries	2000-2999 Classified Salaries	2000-2999 Classified Salaries
Amount	$1,800	$21,946	$24,015
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits	3000-3999 Employee Benefits	3000-3999 Employee Benefits
Amount	$5,000	$3,000	$2,836
Source	Federal Revenues - Title I	Federal Revenues - Title I	Federal Revenues - Title I
Budget Reference	4000-4999 Books and Supplies	4000-4999 Books and Supplies	4000-4999 Books and Supplies
Amount	$0	$9,000	$22,760
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries
Amount	$0	$21,000	$5,000

Source	Federal Revenues - Title I	Federal Revenues - Title I	Federal Revenues - Title I
Budget Reference	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses
Amount	$0	$0	$12,000
Source	LCFF	LCFF	LCFF
Budget Reference	6000-6999 Capital Outlay	6000-6999 Capital Outlay	6000-6999 Capital Outlay
Amount	$0	$0	$5,000
Source	Federal Revenues - Title IV	Federal Revenues - Title IV	Federal Revenues - Title IV
Budget Reference	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries
Amount	$0	$0	$700
Source	Federal Revenues - Title IV	Federal Revenues - Title IV	Federal Revenues - Title IV
Budget Reference	3000-3999 Employee Benefits	3000-3999 Employee Benefits	3000-3999 Employee Benefits
Amount	$0	$0	$103,000
Source	Federal Revenues - Title IV	Federal Revenues - Title IV	Federal Revenues - Title IV
Budget Reference	4000-4999 Books and Supplies	4000-4999 Books and Supplies	4000-4999 Books and Supplies
Amount	$0	$0	$26,000
Source	Federal Revenues - Title IV	Federal Revenues - Title IV	Federal Revenues - Title IV
Budget Reference	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds:	Percentage to Increase or Improve Services:

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Goal 1 Action 3

Goal 1 action 3 will increase services to Low income through the consistent training of culturally relevant pedagogy, this year we will be utilizing the AVID program to provide service training to teacher entitled Culturally Relevant Teaching. This will allow teachers to actively learn and enhance skills pertaining to working with diverse student populations, specifically low socio-economic to include Homeless, EL, and foster students. While increasing the frequency of critical race theory that is differentiated, and works to significantly address the needs of these populations. Research, evidence, and past practice in Lancaster School District suggest a significant gap in terms of student use and training pertaining to academic language. Low socio-economic homes, to a greater degree than more affluent homes are less likely to provide their students with the academic language needed to be successful in the academic arena. As students in the district come to our system with a gap in these skills, a great deal of our professional development in Lancaster School District will go to integrating our trainings while working with teachers in order to increase capacity around accountable talk. In addressing this, a significant focus on our ELA instruction has and will continue to be, to a greater degree accountable talk strategies in order to increase collaboration, and cooperation among students. In order to more effectively serve our Low Income students. Both SDAIE and GLADD strategies will continue to be a focus of training.

In order to support low-income students, we will further offer such programs as Systems 44, iRead, Read 180, as well as iReady online and Imagine Learning in order to close gaps in reading achievement for our students geared towards our low income student population. As we expand this reading initiative, we find it necessary to support this initiative, and other technology based initiatives with additional technology coach's to assist in creating a more equitable atmosphere in terms of access to technology for our students and positively effecting our low income student population. Coaches are also being utilized in assisting teachers in more focused efforts towards project based learning, an evidence based approach known to be effective among low income student populations.

In order to specifically focus our efforts on both our Foster and Homeless population, the district has purchased a Universal Screener in order to provide for more targeted identification of both our Foster and Homeless student populations in terms of academics in Language Arts. The Universal Screener will allow for teachers to take a more proactive role in identifying the needs of students prior to them exhibiting at risk behaviors.

The use of the Universal Screener is also geared towards increasing services for EL students in terms of acquiring proficiency in language arts. The service allows for teachers to observe at a higher rate areas in which students are struggling and to further address student's needs and fill gaps. This is in line with the Districts emphasis on a multi-tiered system of supports.

In order to specifically meet the needs of Foster and Homeless students, the district will provide technology based language programs during and outside of the school day in order to allow for access to technology that may not be available in the home for our Foster and Homeless students.

Instructional coaches will be used in the area of literacy instruction to focus on building and remediating literacy skills for our low-income, foster, homeless, and EL populations. Strategies and methods that will be expanded on through instructional coaches will be accountable talk, collaborative learning, and the use of technology to enhance reading/literacy skills.

On an aside, we have identified gaps in communication among our Curriculum and Instruction department, and our Educational Technology department. In order to remedy this, we have defined protocol that will allow our CIA department to meet with our IT coaches on at least a bi-monthly basis in order to make sure that there is a consistency of communication. This will allow our IT department to have an in depth knowledge of what aspects of programs teachers in the classroom may experience frustration or hardship.

Goal 1 Action 4

In the 2019-20 school year we modified this goal to allow for tutoring in mathematics that will be focused primarily on our unduplicated pupils and targeted towards our Foster/Homeless population. As we have identified significant gaps in achievement, we will focus efforts in tutoring of Mathematics in order to secure a more positive result pertaining to this population.

Goal 1 Action 5

A Multi-Tiered Systems of Supports (MTSS) will be implemented throughout the district with specific attention to increasing services for Foster, Homeless, EL, and Socio-economically disadvantaged student populations through an intense focus on individual data, and professional learning communities. PLC's will be focused on differentiated instruction in response to data provided, in order to fill learning gaps, and to increase academic achievement. Progress monitoring will be in place in order to allow for these populations to experience increased opportunities for success. We have focused much of our efforts in this aspect to working with PIVOT learning, and have identified a direct need to integrate socio-emotional learning into our general education curriculum. This will be addressed later in goal 3.4.

We will maintain 70 hours for our teachers in order to support the various intervention programs such as language tutoring (principally directed towards English Language Learners), as well as increased opportunities towards tutoring held after school in order to allow teachers the ability to tutor after school in order to increase services for our Foster, Homeless and Socio-economically disadvantaged student population.

We will provide for extended learning opportunities geared specifically towards increasing services for our Foster, Homeless an Socio-economically disadvantaged student population. This will provide our targeted populations the ability to access school services and maintain stability within the school environment at an increased rate, and will assure that teachers will be provided for those sessions. Intercession programs will be geared towards both winter and spring breaks, and will extend into summer break as well. Both intervention and enrichment opportunities will be offered in order increase interest in programs.

We will be providing Gifted and Talented programs that are focused on identifying low-income students. In 2019-20 we began the process of refining the criteria through which students were identified to include a matrix of identification. This allows for more student identification, while providing more students with diverse needs access to Gifted and Talented Education. We will continue to institute our universal screener at a specific grade level in order to give all students the opportunity to identify as gifted specifically targeting low-income, and taking biased out of the equation pertaining choosing students to be tested, or referred to testing. Furthermore, those students who are identified as foster, will be monitored by counselors at the sites for social-emotional learning.

Research shows that connection and sense of belonging are significant needs in terms to all student populations, however the need is enhanced when speaking towards low income populations, foster and homeless. Schools will be bringing about foundational electives that are targeted towards our low-income students in order to increase engagement for those students, as well as to provide opportunities for exploration for students to find areas of interest and to provide for connection to the school program, and for students in the low-income and foster student groups to have access to a college going environment.

In order to ensure that our low income, foster, and homeless populations have access to technology, Lancaster School District will maintain Instructional Technology coaches, and increase the number of instructional technology coaches from 1 to 5. This will optimize the integration of technology in instruction. Furthermore, in order to sharpen teacher's skills in working with low-income populations, we will ensure training to allow for innovation with our teachers pertaining to educational technology.

Our focus with the Next Generation Science Standards is to create engaging lesson that provide our low-income students the resources and capabilities to meet the needs of this population. This will be an increased and improved service, as we are moving from servicing only middle schools to adequately servicing elementary grades as well. Training and materials is geared towards low-income students to ensure access to needed resources.

We will be increasing services pertaining to our arts integration as we will be focusing our work with more teachers moving into the 19-20 schools year in order to increase engagement for our Foster, homeless, and low-income student groups.

We will provide for extended learning opportunities geared specifically towards increasing services for our Foster, Homeless and Socio-economically disadvantaged student population. This will provide our targeted populations the ability to access school services and maintain stability within the school environment at an increased rate, and will assure that teachers will be provided for those sessions. Intercession programs will be geared towards both winter and spring breaks, and will extend into summer break as well. Both intervention and enrichment opportunities will be offered in order increase interest in programs.

Another aspect to the increased services to students is the need to identify those students most at-risk early on. In order to do this, the district took 2018-19 to research Early Warning Systems that would fit the need of the district in terms of accessing this information on an ongoing basis. That system was identified, and will be set for purchase in the 2019-20 school year.

In terms of our expansion of our MTSS, we have also brought on a MTSS Coach, who currently is being used to provide the bridge between our behavioral and academic departments. We have spent the year attempting to break down the barriers that exist, and create a more coherent system. The MTSS coach is providing coaching and professional development focused on Universal Design for Learning, inclusive practices in the general education setting, and MTSS principles. She is supporting MTSS SUMS Grant Pilot schools as well. The MTSS Coach is working to support MTSS grants and pilot projects to include the use of MTSS paras at various sites in grades TK-1st grade. She is providing coaching and professional development focused on Universal Design for Learning, inclusive practices in the general education setting, and MTSS principles. Once a system is in place, a core group of staff will be trained to provide a deeper understanding of the system and use of the Early Warning System component to monitor student performance. The focus of these services has been out foster population, as we have seen significant success we look to expand this out to our homeless and other low income populations.

Goal 2 Action 1

In order to increase the effective and targeted services to EL students the district has purchased a formative language assessment in order to provide teachers with data pertaining to student language needs. This assessment will be utilized at various times throughout the year in order to monitor student growth in their language development, as well as identify needs and targeted interventions to address those needs. In the 2018-19 school year we threw out a broad net on this assessment and provided students with testing in all 4 domains, speaking, listening, writing and reading. As in some areas we found we were double testing our EL students, which obviously causes test fatigue, we will be limiting the domains for which we assess to include both writing and listening, as we have other means in which to test speaking and reading.

In order to increase services to our LTEL population in Lancaster, we have implemented the AVID Excel program. This program effectively provides AVID WICOR strategies in order to improve academic language acquisition for students in middle grades. The trend in Lancaster School District is that EL students get caught at the intermediate level of language acquisition where they can effectively communicate in English, however lack academic success in the language as they experience difficulty utilizing academic language. This program allows students to increase their abilities to utilize academic language in the classroom, while offering students the ability to have access to a college going environment.

In order to address and increase services to Newcomers, the district will offer access to an early language development program in order meet the immediate need of getting Newcomers to be able to communicate basic needs as they arrive in Lancaster schools. This will further allow Newcomers the ability to have the socio-emotional need for communication met, making the transition more comfortable to a new environment.

Goal 2 Action 2

In the 2019-20 school year sites will revise their ELD plans to include a larger focus on monitoring. This will be included with the SPSA. We will increase the

instance of training and accountability utilizing a PDSA cycle. We also plan to bring in some outside consultants to help training our teachers with regards to integrated ELD, and appropriate ELD strategies. Furthermore, site coaches, EL chairs, and Site bilingual para-educators will be further trained in accountable talk strategies and creating purposeful plans for integrated instruction at their sites.

Goal 2 Action 3

In order to increase the districts abilities to be more proactive in monitoring language acquisition, the district will expand access to a cloud based monitoring system that will allow teachers to have direct access in monitoring their EL students. This will allow for a more proactive ability for our teachers to intervene with EL students in their language development, and will later allow them to generate Individualized Language Learning Plans for each of their EL students, and also allow for them to put in the supports for reclassified students.

Goal 3 Action 3

In order to increase services to our Foster and Homeless student populations, the district has acquired counselors at each school in order to meet the socio-emotional needs of those specific populations. The Counselors will be responsible for also working with attendance and holding group discussions to ensure access to social emotional skills. A Counselor on Special Assignment will be available to work with all other counselors, but to specifically meet the attendance needs of targeted populations, specifically Foster and Homeless.

In order to increase services to the districts homeless youth, the Homeless liaison, and site family ambassadors will work with the Assistant Superintendent of Innovation and Technology in order to monitor the attendance and behavior specific to the districts homeless population.

Goal 3 Action 4

In goal 3, action 4 we will increase services to our Foster, and Homeless student populations through the use of a social emotional learning curriculum purchased at each site to support our Foster and Homeless populations in the acquisition of coping and resiliency skills in order to support their ability to work with various situations that they would be experiencing outside of the school environment. We are integrating socio-emotional learning into the districts year at a glance/pacing for academics, to integrate socio-emotional and academics, as well as providing for training of our socio-emotional program in the Lancaster Learning Institute in order to allow for further and more complete dissemination. This will result in decreased behaviors, suspensions, and expulsions in both our Foster and Homeless student groups. The district will continue to maintain its Positive Behaviors, Incentives and Supports (PBIS) program, focused in initial instruction of school wide behavioral norms geared at training the districts foster, and homeless populations social emotional skills in order to increase positive behavior. Capturing Kids Hearts is a training for teachers targeted towards addressing the needs of low income, foster, and homeless students within the classroom setting, and will be an increased service as it will be expanded throughout the district. In 2019-20 we will be expanding training of Capturing Kids Hearts to our Family Ambassadors, as well as other members of our classified staff.

Sixteen (16) para-educators will be hired and deployed to provide for social support of the districts foster populations at 2 sites. The intended outcome will be decreased disciplinary practices on foster, homeless and low-income populations, and increased behavioral support.

As a tier 3 intervention, students who exhibit at-risk behaviors will be provided the opportunity for an alternative class that will provide increased social-emotional support, as well as academic and behavioral interventions for students. This service is targeted and in response to an increased need to support low-income, Foster, and Homeless students inside the school day in maintaining attendance within the school setting, reducing the rate of exclusionary disciplinary practice in reference to these student groups.

Transportation routes will be provided to increase attendance and safety for students traveling to school, and in order to increase attendance for the foster, homeless and low-income populations targeted towards, but not limited to, two middle schools (Amaragosa Creek Middle School, and Piute Middle School) in Lancaster School District. The intended outcome will be increased attendance.

The instructional program for the Crossroads Bridges and Leadership Academy will be a program focused on creating increased services for students who are

primarily low income and whom have exhibited at risk behaviors that have resulted in separation from their comprehensive campuses. The increased service of incorporating Habits of Mind is geared toward reducing, if not eliminating the recidivism rate for students returning and/or not being in a position to exit the campus.

In order to focus our efforts on proactively meeting the needs of Foster and Homeless students, the district has identified an early warning system to track and support students whom have significant obstacles that may inhibit their ability to be successful in the academic setting.

Goal 4: Action 2

In Goal 4, Action 2, Lancaster School District will specifically increase services towards our Homeless and Foster population by providing access to a centralized enrollment through our Welcome and Wellness Center that will allow for a streamlined application process, and allow the District to provide for increased community and social services for these student populations. The Lancaster School District will also continue its Summer Feeding Program providing one full meal a day to be consumed at all school sites that are hosting summer school in the Summer months. In order to provide our homeless and foster with access to next steps we have also provided for time to invite and include local high schools and institutes of higher learning and local businesses in district and site family events to increase exposure and enthusiasm for college and career opportunities.

Goal 4: Action 4

The District will increase services to EL students and families by offering ESL classes in order to allow for families to learn the English Language together. Included in this action will also be a focus on literacy for our families of EL students. The intended outcome will be increased parent participation and engagement as measured by climate surveys throughout the year from the families of EL students. As well as ESL class evaluations completed by participants. We will also be increasing Family Literacy classes, and our Parenting Partners Program throughout the district that will be facilitated by Family Ambassadors. In order to centralize learning classes for parents we have also identified a space within the district, our Family Resource Center will serve as our main hub for family education.

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds:	Percentage to Increase or Improve Services:
$34,434,590	33.09%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Goal 1 Action 3

Goal 1 action 3 will increase services to Low SES through the consistent training of culturally relevant pedagogy, to enhance the use of critical race theory that is differentiated, and works to significantly address the needs of low socio-economic populations. Research, evidence, and past practice in Lancaster School District suggest a significant gap in terms of student use and training pertaining to academic language. Low socio-economic homes, to a greater degree than more affluent homes are less likely to provide their students with the academic language needed to be successful in the academic arena. As students in the district come to our system lacking these skills, a great deal of our professional development in Lancaster School District will go to training and working with teachers in order to increase capacity around accountable talk. In addressing this, a significant focus on our ELA instruction has and will continue to be, at a greater degree accountable talk. In order to more effectively serve our Low Income students. Both SDAIE and GLADD strategies will continue to be a focus of training.

In order to support low-income students, we will further offer such programs as Systems 44, iRead, Read 180, and Imagine Learning in order to close gaps in reading achievement for our students geared towards our low income student population. As we expand this reading initiative, we find it necessary to support this initiative, and other technology based initiatives with additional technology coach's to assist in creating a more equitable atmosphere in terms of access to technology for our students.

In order to specifically focus our efforts on both our Foster and Homeless population, the district has purchased a Universal Screener in order to provide for more targeted identification of both our Foster and Homeless student populations in terms of academics in Language Arts. The Universal Screener will allow for teachers to take a more proactive role in identifying the needs of students prior to them exhibiting at risk behaviors.

The use of the Universal Screener is also geared towards increasing services for EL students in terms of acquiring proficiency in language arts. The service allows for teachers to observe at a higher rate ares in which students are struggling and to further address student's needs and fill gaps. This is in line with the Districts emphasis on a multi-tiered system of supports.

In order to specifically meet the needs of Foster and Homeless students, the district will provide technology based language programs during and outside of the school day in order to allow for access to technology that may not be available in the home for our Foster and Homeless students.

Instructional coaches will be used in the area of literacy instruction to focus on building and remediating literacy skills for our low-income, foster, homeless, and EL populations. Strategies and methods that will be expanded on through instructional coaches will be accountable talk, collaborative learning, and the use of technology to enhance reading/literacy skills.

Goal 1 Action 5

A Multi-Tiered Systems of Supports (MTSS) will be implemented throughout the district with specific attention to increasing services for Foster, Homeless, and EL students, as well as Socio-economically disadvantaged students populations through an intense focus on individual data, and professional learning communities. PLC's will be focused on differentiated instruction in response to data provided, in order to fill learning gaps, and to increase academic achievement. Progress monitoring will be in place in order to allow for these populations to experience increased opportunities for success.

We will maintain 70 hours for our teachers in order to support the various intervention programs such as language tutoring (principally directed towards English Language Learners), as well as increased opportunities towards tutoring held after school in order to allow teachers the ability to tutor after school in order to increase services for our Foster, Homeless and Socio-economically disadvantaged student population.

We will provide for extended learning opportunities geared specifically towards increasing services for our Foster, Homeless an Socio-economically disadvantaged student population. This will provide our targeted populations the ability to access school services and maintain stability within the school environment at an increased rate, and will assure that teachers will be provided for those sessions. Intercession programs will be geared towards both winter and spring breaks, and will extend into summer break as well. Both intervention and enrichment opportunities will be offered in order increase interest in programs.

We will be providing Gifted and Talented programs that are focused on identifying low-income students. In doing this, we will continue to institute our universal screener at a specific grade level in order to give all students the opportunity to identify as gifted specifically targeting low-income, and taking biased out of the equation pertaining choosing students to be tested, or referred to testing. Furthermore, those students who are identified as foster, will be monitored by counselors at the sites for social-emotional learning.

Schools will be bringing about foundational electives that are targeted towards our low-income students in order to increase engagement for those students, as well as to provide opportunities for exploration for students to find areas of interest and to provide for connection to the school program, and for students in the low-income and foster student groups to have access to a college going environment.

In order to ensure that our low income, foster, and homeless populations have access to technology, Lancaster School District will maintain Instructional Technology coaches, and increase the number of instructional technology coaches from 1 to 3. This will optimize the integration of technology in instruction. Furthermore, in order to sharpen teacher's skills in working with low-income populations, we will ensure training to allow for innovation with our teachers pertaining to educational technology.

Our focus with the Next Generation Science Standards is to create engaging lesson that provide our low-income students the resources and capabilities to meet the needs of this population. This will be an increased and improved service, as we are moving from servicing only middle schools to adequately servicing elementary grades as well. Training and materials is geared towards low-income students to ensure access to needed resources.

We will be increasing services pertaining to our arts integration as we will be focusing our work with more teachers moving into the 18-19 schools year in order to increase engagement for our Foster, homeless, and low-income student groups.

We will provide for extended learning opportunities geared specifically towards increasing services for our Foster, Homeless and Socio-economically disadvantaged student population. This will provide our targeted populations the ability to access school services and maintain stability within the school environment at an increased rate, and will assure that teachers will be provided for those sessions. Intercession programs will be geared towards both winter and spring breaks, and will extend into summer break as well. Both intervention and enrichment opportunities will be offered in order increase interest in programs.

Goal 2 Action 1

In order to increase the effective and targeted services to EL students the district has purchased a formative language assessment in order to provide teachers with data pertaining to student language needs. This assessment will be utilized at various times throughout the year in order to monitor student growth in their language development, as well as identify needs and targeted interventions to address those needs.

In order to increase services to our LTEL population in Lancaster, we have implemented the AVID Excel program in order to improve services around acquisition of academic language for our Long Term English Learner population. The trend in Lancaster School District is that EL students get caught at the intermediate level of language acquisition where they can effectively communicate in English, however lack academic success in the language as they experience difficulty utilizing academic language. This program allows students to increase their abilities to utilize academic language in the classroom, while offering students the ability to have access to a college going environment.

In order to address and increase services to Newcomers, the district will offer access to an early language development program in order meet the immediate need of getting Newcomers to be able to communicate basic needs as they arrive in Lancaster schools. This will further allow Newcomers the ability to have the socio-emotional need for communication met, making the transition more comfortable to a new environment.

Goal 2 Action 2

In the 2018-19 school year, sites will be partnering with the district office in order to create site based PD plans that will revolve around the designated and integrated instruction in order to improve services to our English Language Learners. Furthermore, site coaches, EL chairs, and Site bilingual para-educators will be further trained in accountable talk strategies and creating purposeful plans for integrated instruction at their sites.

Goal 2 Action 3

In order to increase the districts abilities to be more proactive in monitoring language acquisition, the district will be providing for access to a cloud based monitoring system that will allow teachers to have direct access in monitoring their EL students. This will allow for a more proactive ability for our teachers to intervene with EL students in their language development, and will later allow them to generate Individualized Language Learning Plans for each of their EL students, and also allow for them to put in the supports for reclassified students.

Goal 3 Action 3

In order to increase services to our Foster and Homeless student populations, the district has acquired counselors at each school in order to meet the socio-emotional needs of those specific populations. The Counselors will be responsible for also working with attendance and holding group discussions to ensure access to social emotional skills. A Counselor on Special Assignment will be available to work with all other counselors, but to specifically meet the attendance needs of targeted populations, specifically Foster and Homeless.

In order to increase services to the districts homeless youth, the Homeless liaison will work in tandem with the Assistant Superintendent of Innovation and Technology in order to monitor the attendance and behavior specific to the districts homeless population.

Goal 3 Action 4

In goal 3, action 4 we will increase services to our Foster, and Homeless student populations through the use of a social emotional learning curriculum purchased at each site to support our Foster and Homeless populations in the acquisition of coping and resiliency skills in order to support their ability to work with various situations that they would be experiencing outside of the school environment. This will result in decreased behaviors, suspensions, and expulsions in both our Foster and Homeless student groups. The district will continue to maintain its Positive Behaviors, Incentives and Supports (PBIS) program, focused in initial instruction of schoolwide behavioral norms geared at training the districts foster, and homeless populations social emotional skills in order to increase positive behavior. Capturing Kids Hearts is a training for teachers targeted towards addressing the needs of low income, foster, and homeless students within the classroom setting, and will be an increased service as it will be expanded throughout the district.

Sixteen (16) para-educators will be hired and deployed to provide for social support of the districts foster populations at 2 sites. The intended outcome will be decreased disciplinary practices on foster, homeless and low-income populations, and increased behavioral support.

As a tier 3 intervention, students who exhibit at-risk behaviors will be provided the opportunity for an alternative class that will provide increased social-emotional support, as well as academic and behavioral interventions for students. This service is targeted and in response to an increased need to support low-income, Foster, and Homeless students inside the school day in maintaining attendance within the school setting, reducing the rate of exclusionary disciplinary practice in reference to these student groups.

Transportation routes will be provided to increase attendance and safety for students traveling to school, and in order to increase attendance for the foster, homeless and low-income populations targeted towards, but not limited to, two middle schools (Amaragosa Creek Middle School, and Piute Middle School) in Lancaster School District. The intended outcome will be increased attendance (current ADA data shows that Amaragosa Creek currently has a daily attendance average of

94.95% and Piute has an attendance average of 93.18%) which should result in increased student achievement for these schools.

The instructional program for the Crossroads Bridges and Leadership Academy will be a program focused on creating increased services for students who are primarily low income and whom have exhibited at risk behaviors that have resulted in separation from their comprehensive campuses. The current reality of the Crossroad program is that we have seen that 15% of the population of the campus are generally returning students, and 26% never return to a comprehensive campus. The increased service of incoporating Habits of Mind is geared toward reducing, if not eliminating the recidivism rate for students returning and/or not being in a position to exit the campus.

In order to focus our efforts on proactively meeting the needs of Foster and Homeless students, the district is exploring early warning systems to track and support students whom have significant obstacles that may inhibit their ability to be successful in the academic setting.

Goal 3 Action 6

In order to increase and improve services to foster youth, Lancaster School District has partnered with the PIVOT group, who has been in assistance for us bringing on Educational Liaisons in order to increase access to resources for our foster population. Our Coordinator of Culture, Climate, and Counselors will be working to build systemic structures to address foster and homeless mobility.

Goal 4: Action 2

In Goal 4, Action 2, Lancaster School District will specifically increase services towards our Homeless and Foster population by providing access to a centralized enrollment through our Welcome and Wellness Center that will allow for a streamlined application process, and allow the District to provide for increased community and social services for these student populations. The Lancaster School District will also continue its Summer Feeding Program providing one full meal a day to be consumed at all schools sites that are hosting summer school in the Summer months.

Goal 4: Action 4

The District will increase services to EL students and families by offering ESL classes in order to allow for families to learn the English Language together. Included in this action will also be a focus on literacy for our families of EL students. The intended outcome will be increased parent participation and engagement as measured by climate surveys throughout the year from the families of EL students. As well as ESL class evaluations completed by participants.

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds:	Percentage to Increase or Improve Services:
$29,534,787	29.69%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Goal 1: Action 3

This goal and action increase the quality of services to our English Language Learners, Foster, and Homeless population through the training of teachers in culturally relevant teaching strategies. The strategies being trained will provide teachers the ability and knowledge to effectively integrate English Language Development into the core English Language Arts course work. In this facet,

there is the training on SDAIE, and GLAD strategies planned for the Fall of 2017. In terms of foster and homeless student groups we are focusing on building classroom community through academic strategies that promote collaborative groupings and work.

Goal 1: Action 5

Goal 1, action 5 increases services to our homeless, and foster youth through the use of site coaches to support multi-tiered systems of supports (MTSS), as well as through a focus on recruitment of these students in our CAASPP Academies to run in both the Winter and Spring. Our Language Learning Academy provides support to our English Language Learners in the acquisition of the English Language and assists in the growth of language development strategies. We increase our services in terms of eliminating combo classes in grades 1-3. In order to further increase the quality of service we will maintain and increase the training of 100% of administrators in Google Apps for Education to be supported by our Technology District Coach. We will maintain 70 hrs for our teachers in order to support the various intervention programs held after school. Finally, we will maintain our partnership with Los Angeles County Office of Education Foster Youth Services in order to further assist our foster youth in both socio-emotional development as well as academic assistance.

Goal 2: Action 1

In goal 2 action 1 Lancaster School District will increase the quality of services to our EL population by increasing the quality of instruction through the provision of ongoing professional development to teachers and administrators. This training will include analyzing data pertaining to CELDT/ELPAC in Professional Learning Communities in order to accelerate our EL population's acquisition of the English language, resulting in increased rates of reclassification, increased access to curriculum, and increased student achievement.

Goal 2: Action 2

In Goal 2, action 2 we will increase the quality of services to our EL students by providing professional development opportunities to teachers and administrators on the implementation of targeted ELD instruction during Personal Learning Time (PLT) differentiated by CELDT level, in order to increase the student achievement of our EL population. All administrators within Lancaster School District will participate in English Language Development training in order to understand and lead site efforts in the implementation of effective instructional practices that accelerate language acquisition.

Goal 2: Action 3

In Goal 2, action 3 we will increase the quality of instruction for ELL by providing an integrated system of monitoring EL students via a tech based monitoring system . We will monitor student acquisition of the English Language with a focus on long term English Learners and those "at-risk" of becoming LTEL's. This will be supported by EL Chairs at each site who will assist teachers and administrators in acquiring the needed skills to monitor this program.

Goal 3: Action 3

In Goal 3, action 3 we increase the quality of services through the District's maintenance of additional support personnel such as our school counselors and psychologists, and our coordinator of counselors in order to help monitor the attendance specifically of

our Foster and Homeless population, and to work with the enhancement of services to both of the above mentioned populations to build socio-emotional skills and resiliency. This will subsequently result in a reduction of behaviors as well as suspension and expulsion rate for these populations. Our counselors will work with Foster and Homeless students to increase student daily attendance, and work to facilitate the use of restorative practices on all sites. Furthermore we will facilitate collaboration between sites and the District Homeless Liaison to assist with attendance and behavior as well as resolving academic concerns resulting in increased academic achievement and assuring access to the necessary academic and socio-emotional supports.

We will increase the expediency of enrollment for our Foster youth via the Los Angeles Educational Passport System.

Goal 3: Action 4

In Goal 3, action 4 we will increase services to our Foster, and Homeless population through the use of a social emotional learning curriculum purchased at each site to support our unduplicated student populations in the acquisition of coping and resiliency skills in order to support their ability to work with various situations that they would be experiencing outside of the school environment. This will result in decreased behaviors, suspensions and expulsions in both our Foster and Homeless student populations.

Goal 3: Action 6

In Goal 3, action 6 we will increase services to our Foster student group through the dissemination of relevant student level data to our site Principals having to do with this student group in order to increase site awareness of progress with regards to Foster students. This will contribute to student social emotional development, resulting in increased student attendance, as well as student achievement.

Goal 4: Action 2

Goal 4, action 2 provides for increased access and increased services to our Foster, and Homeless student groups. In the action, we will provide for centralized enrollment through our Welcome and Wellness Center that will allow for a streamlined application process, and allow the District to provide for increased community and social services for these student populations. The Lancaster School District will also continue its Summer feeding program to assist in feeding youth in the community from the age of 1-18 one full meal a day to be consumed at various school sites located throughout the district in the Summer months.

Goal 4: Action 4

Goal 4, action 4 will increase the quality of services for Lancaster School District EL students through the enhanced communication of families and schools, allowing for multiple, multilingual platforms to be used in communication of site, and district goals, and for translations in meetings, and of documents to support student learning.

Expenditure Summary

Expenditures by Budget Category			
Budget Category	2018 Annual Update Budgeted	2018 Annual Update Estimated Actual	2019
All Budget Categories	$151,262,990	$150,823,122	$157,221,794
1000-1999 Certificated Salaries	71,075,383	71,099,667	72,682,301
2000-2999 Classified Salaries	22,967,465	22,131,573	24,798,698
3000-3999 Employee Benefits	37,726,341	37,463,366	40,267,540
4000-4999 Books and Supplies	11,519,609	10,937,738	11,547,727
5000-5999 Services and Other Operating Expenses	6,710,602	7,652,630	6,105,878
6000-6999 Capital Outlay	63,590	338,148	539,650
7000-7499 Other	1,200,000	1,200,000	1,280,000

Expenditures by Funding Source			
Funding Source	2018 Annual Update Budgeted	2018 Annual Update Estimated Actual	2019
All Funding Sources	$151,262,990	$150,823,122	$157,221,794
Federal Revenues - Title I	4,817,928	5,107,770	5,059,670
Federal Revenues - Title II	440,595	676,786	894,321
Federal Revenues - Title III	361,858	31,238	252,081
Federal Revenues - Title IV	0	0	588,038
Other Federal Funds	2,894,593	2,611,801	3,417,297
Other State Revenues	29,085,736	26,290,831	29,769,175
Other Local Revenues	3,855,617	4,296,419	4,685,845
LCFF Base/Not Contributing to Increased or Improved Services	75,127,619	76,962,874	74,314,823

Budget Category	Funding Source	2018 Annual Update Budgeted	2018 Annual Update Estimated Actual	2019

LCFF S & C/Contributing to Increased or Improved Services   34,679,044   34,845,403   38,240,544

Expenditures by Budget Category and Funding Source				
Budget Category	**Funding Source**	**2018 Annual Update Budgeted**	**2018 Annual Update Estimated Actual**	**2019**
All Budget Categories	All Funding Sources	$151,262,990	$150,823,122	$157,221,794
1000-1999 Certificated Salaries	Federal Revenues - Title I	1,395,952	1,638,171	1,798,369
1000-1999 Certificated Salaries	Federal Revenues - Title II	222,399	193,538	503,106
1000-1999 Certificated Salaries	Federal Revenues - Title III	0	0	0
1000-1999 Certificated Salaries	Federal Revenues - Title IV	0	0	5,000
1000-1999 Certificated Salaries	Other Federal Funds	118,302	114,089	182,389
1000-1999 Certificated Salaries	Other State Revenues	13,341,544	10,797,824	13,571,679
1000-1999 Certificated Salaries	LCFF Base/Not Contributing to Increased or Improved Services	42,236,838	44,729,659	38,738,159
1000-1999 Certificated Salaries	LCFF S & C/Contributing to Increased or Improved Services	13,760,348	13,626,386	17,883,599
2000-2999 Classified Salaries	Federal Revenues - Title I	94,562	170,375	125,405
2000-2999 Classified Salaries	Federal Revenues - Title II	45,290	209,416	47,108
2000-2999 Classified Salaries	Federal Revenues - Title III	215,481	0	214,238
2000-2999 Classified Salaries	Federal Revenues - Title IV	0	0	900
2000-2999 Classified Salaries	Other Federal Funds	1,883,850	1,625,573	2,089,390
2000-2999 Classified Salaries	Other State Revenues	4,490,278	4,362,375	5,303,188
2000-2999 Classified Salaries	Other Local Revenues	2,000,809	2,168,170	2,056,737
2000-2999 Classified Salaries	LCFF Base/Not Contributing to Increased or Improved Services	9,034,603	8,426,605	9,672,465
2000-2999 Classified Salaries	LCFF S & C/Contributing to Increased or Improved Services	5,202,592	5,169,059	5,289,267
3000-3999 Employee Benefits	Federal Revenues - Title I	508,444	554,310	610,686
3000-3999 Employee Benefits	Federal Revenues - Title II	90,206	84,379	158,307

3000-3999 Employee Benefits	Federal Revenues - Title III	34,777	31,238	34,743
3000-3999 Employee Benefits	Federal Revenues - Title IV	0	0	865
3000-3999 Employee Benefits	Other Federal Funds	834,541	822,526	1,083,518
3000-3999 Employee Benefits	Other State Revenues	6,687,773	6,466,217	7,090,660
3000-3999 Employee Benefits	Other Local Revenues	1,114,108	1,202,208	1,216,108
3000-3999 Employee Benefits	LCFF Base/Not Contributing to Increased or Improved Services	21,059,838	20,754,714	21,852,481
3000-3999 Employee Benefits	LCFF S & C/Contributing to Increased or Improved Services	7,396,654	7,547,774	8,220,172
4000-4999 Books and Supplies	Federal Revenues - Title I	2,106,939	2,011,484	1,649,537
4000-4999 Books and Supplies	Federal Revenues - Title II	76,500	96,754	34,200
4000-4999 Books and Supplies	Federal Revenues - Title III	0	0	3,100
4000-4999 Books and Supplies	Federal Revenues - Title IV	0	0	332,918
4000-4999 Books and Supplies	Other Federal Funds	11,500	4,130	0
4000-4999 Books and Supplies	Other State Revenues	3,006,627	2,598,434	2,155,336
4000-4999 Books and Supplies	Other Local Revenues	565,500	780,234	1,073,000
4000-4999 Books and Supplies	LCFF Base/Not Contributing to Increased or Improved Services	914,070	923,455	3,001,825
4000-4999 Books and Supplies	LCFF S & C/Contributing to Increased or Improved Services	4,838,473	4,523,247	3,297,811
5000-5999 Services and Other Operating Expenses	Federal Revenues - Title I	712,031	733,430	493,473
5000-5999 Services and Other Operating Expenses	Federal Revenues - Title II	6,200	92,699	151,600
5000-5999 Services and Other Operating Expenses	Federal Revenues - Title III	111,600	0	0
5000-5999 Services and Other Operating Expenses	Federal Revenues - Title IV	0	0	248,355
5000-5999 Services and Other Operating Expenses	Other Federal Funds	46,400	45,483	62,000
5000-5999 Services and Other	Other State Revenues	359,514	865,981	368,312

Operating Expenses

5000-5999 Services and Other Operating Expenses	Other Local Revenues	125,200	145,807	340,000
5000-5999 Services and Other Operating Expenses	LCFF Base/Not Contributing to Increased or Improved Services	1,882,270	2,128,441	1,047,393
5000-5999 Services and Other Operating Expenses	LCFF S & C/Contributing to Increased or Improved Services	3,467,387	3,640,789	3,394,745
6000-6999 Capital Outlay	Federal Revenues - Title I	0	0	382,200
6000-6999 Capital Outlay	Other Local Revenues	50,000	0	0
6000-6999 Capital Outlay	LCFF Base/Not Contributing to Increased or Improved Services	0	0	2,500
6000-6999 Capital Outlay	LCFF S & C/Contributing to Increased or Improved Services	13,590	338,148	154,950
7000-7499 Other	Other State Revenues	1,200,000	1,200,000	1,280,000

Expenditures by Goal and Funding Source	
Funding Source	2019

1.0 Academics- Academic Options and Excellence

Provide relevant high quality classroom instruction and curriculum that promote college and career readiness skills with academic interventions and enrichments in place to eliminate barriers to student success.

All Funding Sources	$117,936,855
Federal Revenues - Title I	4,694,441
Federal Revenues - Title II	894,321
Federal Revenues - Title III	0
Federal Revenues - Title IV	363,493
Other Federal Funds	3,127,717
Other State Revenues	24,978,827
LCFF Base/Not Contributing to Increased or Improved Services	58,352,086
LCFF S & C/Contributing to Increased or Improved Services	25,525,970

2.0 Culture - Supportive and Inclusive Learning Environment

End the predictability of academic achievement by ensuring that all systems and processes are equitable while being culturally and linguistically responsive to the needs of our students.

All Funding Sources	$1,148,199
Federal Revenues - Title I	87,061
Federal Revenues - Title III	252,081
Other Federal Funds	127,275
Other State Revenues	35,780
LCFF S & C/Contributing to Increased or Improved Services	646,002

3.0 Climate- Personal Integrity and Responsibility

Ensure all school sites have safe, warm, welcoming and responsive climates for staff, students and their families, so that all students feel connected, are motivated to attend and ready to learn.

All Funding Sources	$29,467,643
Federal Revenues - Title I	500
Federal Revenues - Title IV	48,065
Other Federal Funds	162,305
Other State Revenues	4,302,022
Other Local Revenues	4,685,845
LCFF Base/Not Contributing to Increased or Improved Services	9,258,211
LCFF S & C/Contributing to Increased or Improved Services	11,010,695

4.0 Engagement- Family and Community Partnerships

We will build positive partnerships with families and the community as measured annually by increasing participation and active involvement on campuses and at site and district events.

All Funding Sources	$8,669,097
Federal Revenues - Title I	277,668
Federal Revenues - Title III	0

Funding Source		
Federal Revenues - Title IV		176,480
Other State Revenues		452,546
LCFF Base/Not Contributing to Increased or Improved Services		6,704,526
LCFF S & C/Contributing to Increased or Improved Services		1,057,877

Annual Update Expenditures by Goal and Funding Source		
Funding Source	**2018 Annual Update Budgeted**	**2018 Annual Update Estimated Actual**

1.0 Academics- Academic Options and Excellence

Provide relevant high quality classroom instruction and curriculum that promote college and career readiness skills with academic interventions and enrichments in place to eliminate barriers to student success.

Funding Source	Budgeted	Estimated Actual
All Funding Sources	$113,548,817	$111,655,988
Federal Revenues - Title I	4,551,448	4,818,365
Federal Revenues - Title II	440,595	510,308
Federal Revenues - Title III	0	0
Other Federal Funds	2,575,853	2,328,511
Other State Revenues	24,790,483	21,280,068
LCFF Base/Not Contributing to Increased or Improved Services	60,282,389	60,980,721
LCFF S & C/Contributing to Increased or Improved Services	20,908,049	21,738,015

2.0 Culture- Supportive and Inclusive Learning Environment

End the predictability of academic achievement by ensuring that all systems and processes are equitable while being culturally and linguistically responsive to the needs of our students.

Funding Source	Budgeted	Estimated Actual
All Funding Sources	$1,009,559	$1,048,887
Federal Revenues - Title I	21,000	0
Federal Revenues - Title II	0	166,478
Federal Revenues - Title III	250,258	31,238

Other Federal Funds	143,003	129,804
Other State Revenues	35,318	77,203
LCFF S & C/Contributing to Increased or Improved Services	559,980	644,164

3.0 Climate- Personal Integrity and Responsibility

Ensure all school sites have safe, warm, welcoming and responsive climates for staff, students and their families, so that all students feel connected, are motivated to attend and ready to learn.

All Funding Sources	$28,286,094	$29,746,316
Federal Revenues - Title I	16,500	0
Other Federal Funds	175,737	153,486
Other State Revenues	3,839,191	4,509,336
Other Local Revenues	3,855,617	4,296,419
LCFF Base/Not Contributing to Increased or Improved Services	8,219,267	9,354,981
LCFF S & C/Contributing to Increased or Improved Services	12,179,782	11,432,094

4.0 Engagement- Family and Community Partnerships

We will build positive partnerships with families and the community as measured annually by increasing participation and active involvement on campuses and at site and district events.

All Funding Sources	$8,418,520	$8,371,931
Federal Revenues - Title I	228,980	289,405
Federal Revenues - Title III	111,600	0
Other State Revenues	420,744	424,224
LCFF Base/Not Contributing to Increased or Improved Services	6,625,963	6,627,172
LCFF S & C/Contributing to Increased or Improved Services	1,031,233	1,031,130