

Board Approved June 21, 2022

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Lancaster School District

CDS Code: 19-64667

School Year: 2022-23

LEA contact information:

Dr. Jordan Goines

Director of Special Programs

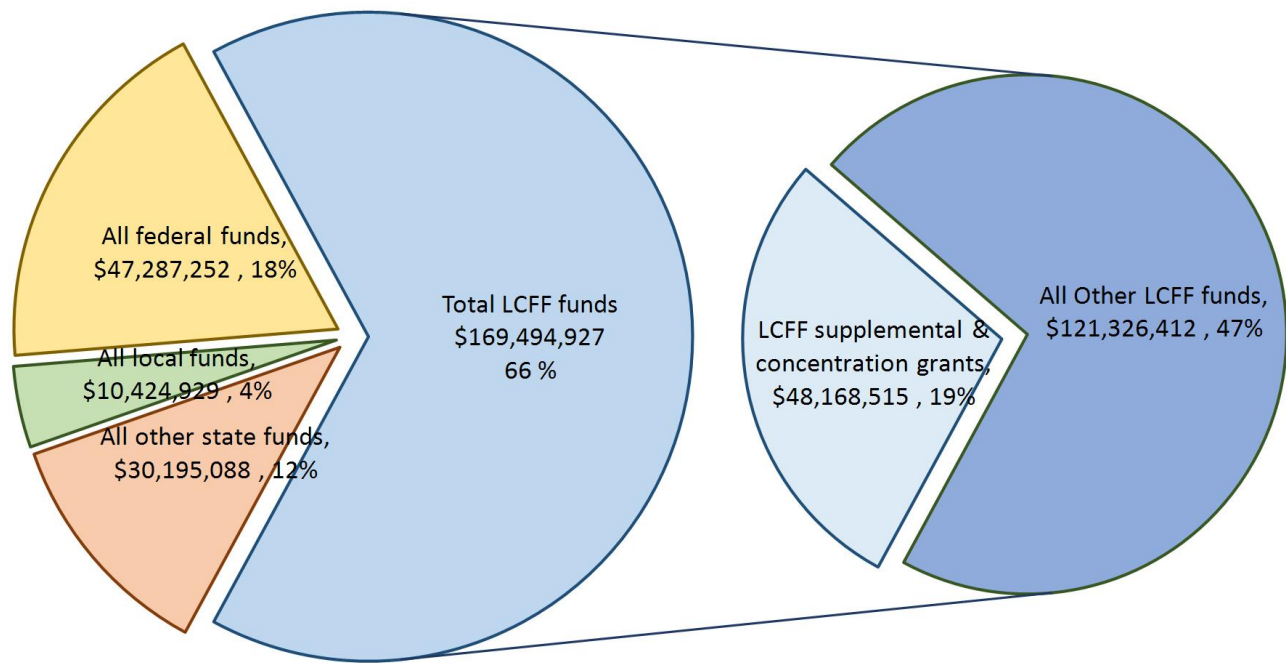
goinesj@lancsd.org

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School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2022-23 School Year

Projected Revenue by Fund Source

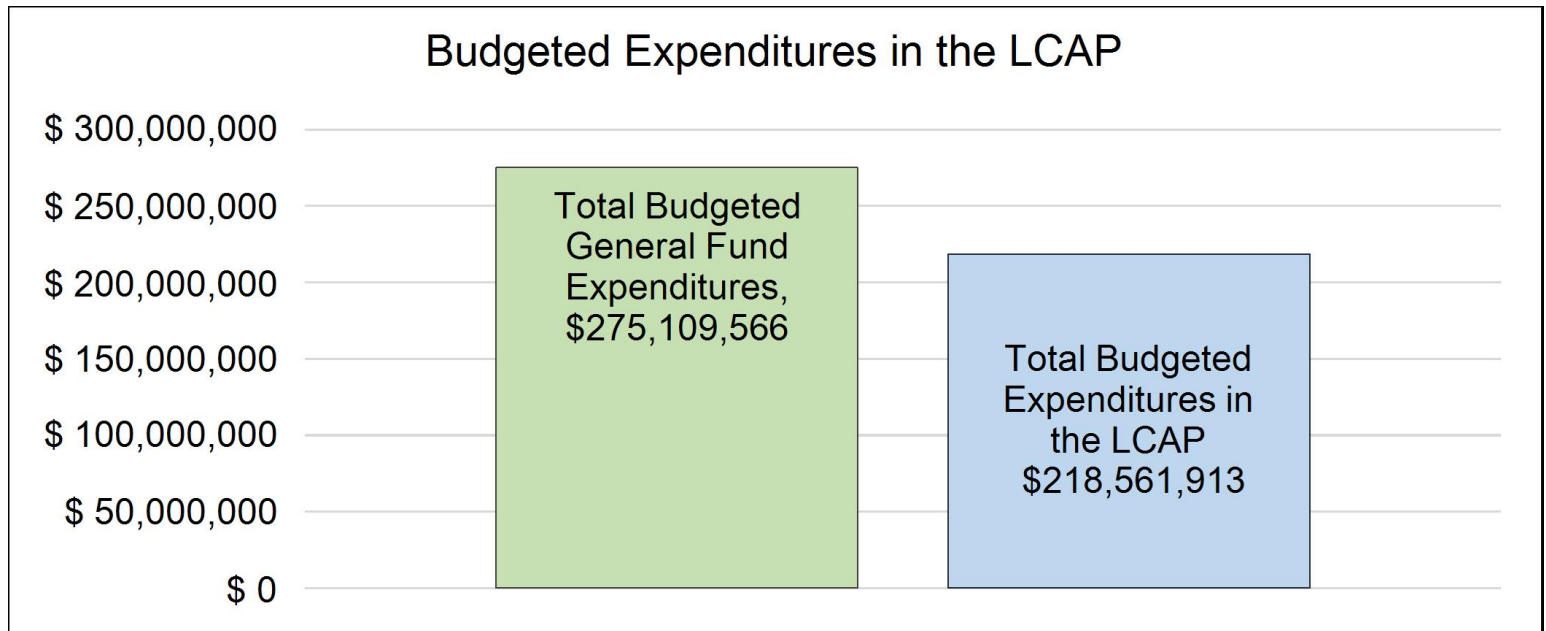


This chart shows the total general purpose revenue Lancaster School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Lancaster School District is \$257,402,196, of which \$169,494,927 is Local Control Funding Formula (LCFF), \$30,195,088 is other state funds, \$10,424,929 is local funds, and \$47,287,252 is federal funds. Of the \$169,494,927 in LCFF Funds, \$48,168,515 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Lancaster School District plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Lancaster School District plans to spend \$275,109,566 for the 2022-23 school year. Of that amount, \$218,561,913 is tied to actions/services in the LCAP and \$56,547,653 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

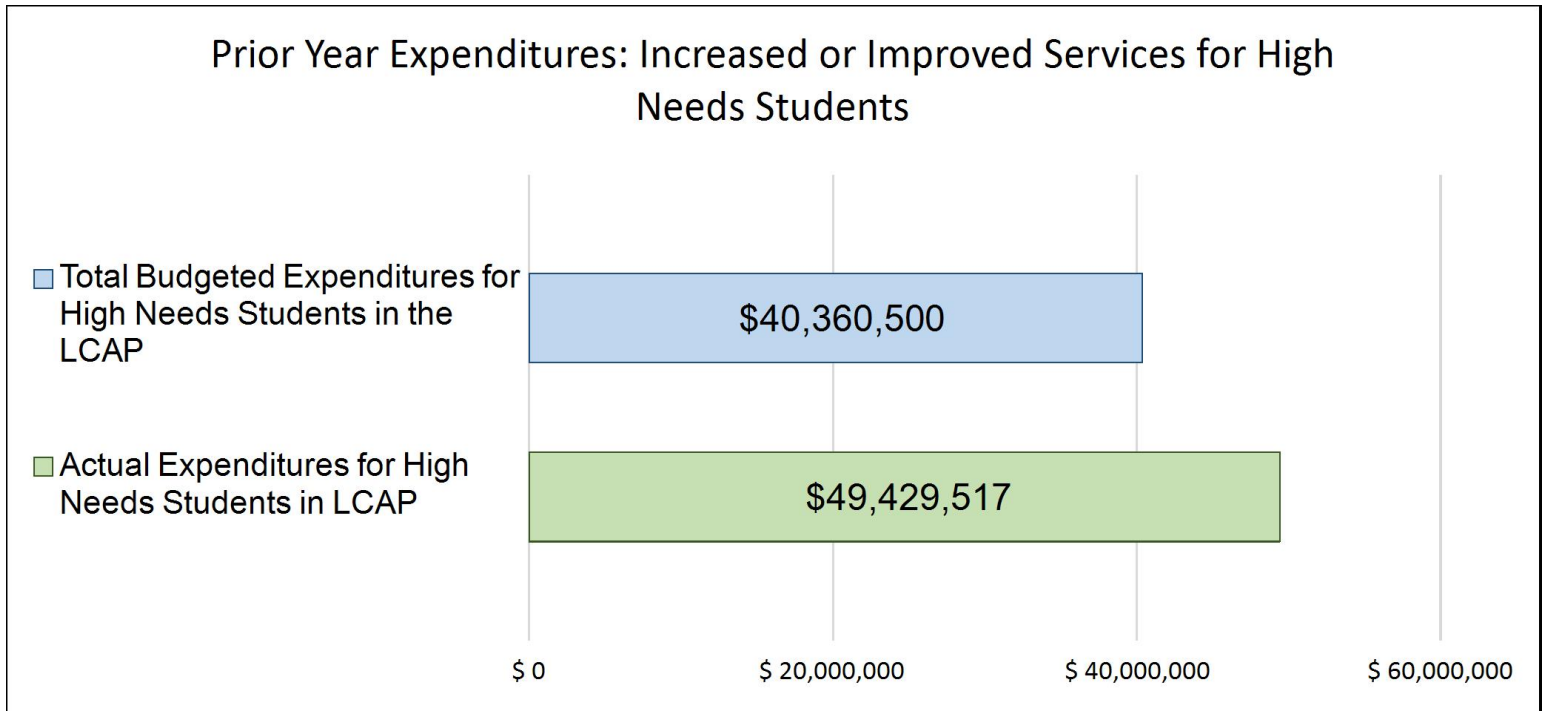
General fund budget expenditures that are not included in the Local Control and Accountability Plan (LCAP) are the following: Payroll, Human Resources, Risk Management, Superintendent's office and Accounting; Transportation; ESSER funds; Technology; Facilities; ELO; General Administration; Special Education

Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, Lancaster School District is projecting it will receive \$48,168,515 based on the enrollment of foster youth, English learner, and low-income students. Lancaster School District must describe how it intends to increase or improve services for high needs students in the LCAP. Lancaster School District plans to spend \$51,331,904 towards meeting this requirement, as described in the LCAP.

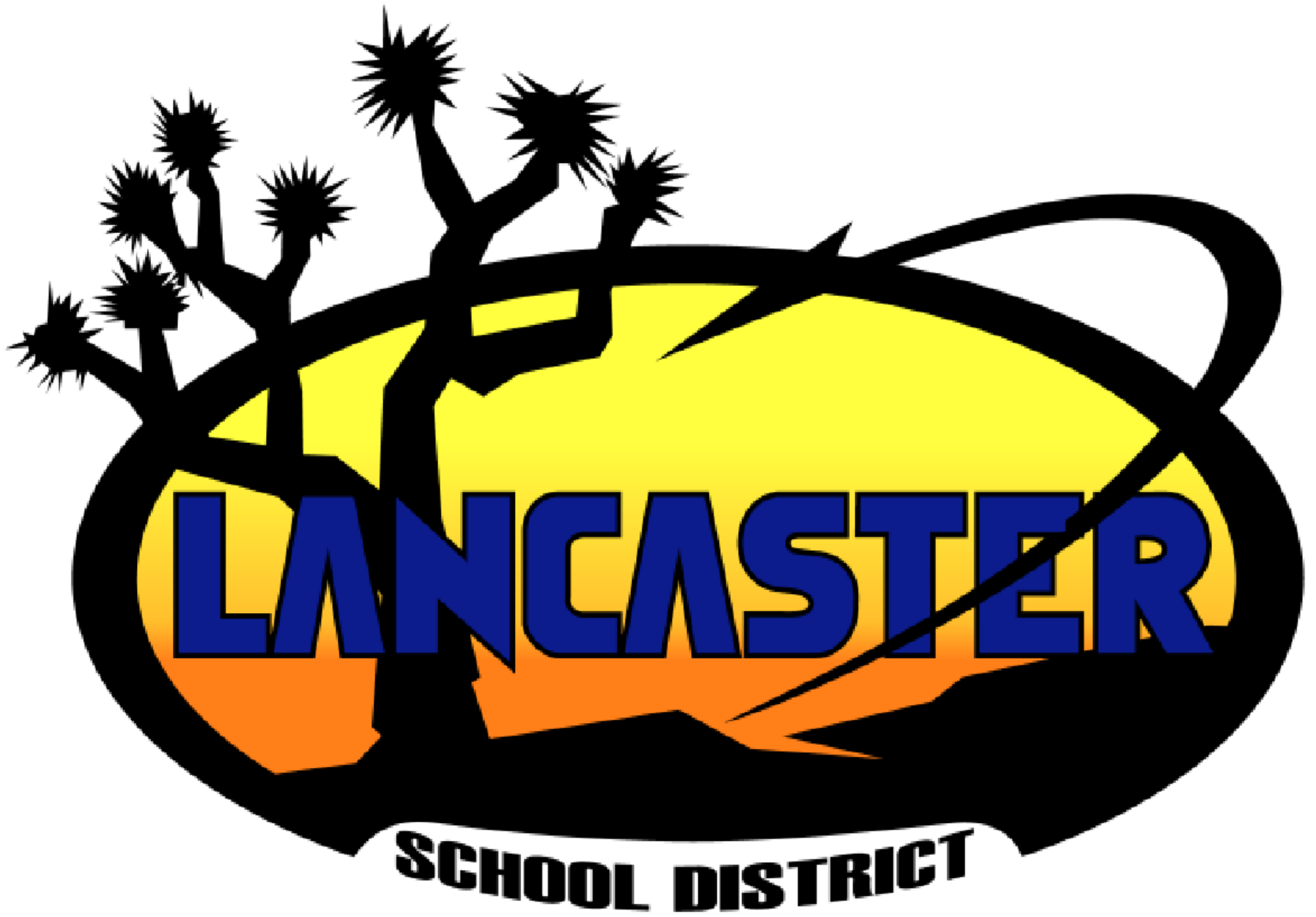
LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2021-22



This chart compares what Lancaster School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Lancaster School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2021-22, Lancaster School District's LCAP budgeted \$40,360,500 for planned actions to increase or improve services for high needs students. Lancaster School District actually spent \$49,429,517 for actions to increase or improve services for high needs students in 2021-22.



Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Lancaster School District	Dr. Jordan Goines Director of Special Programs	goinesj@lancsd.org 661-948-4661

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

Lancaster School District engaged various community and educational partners to provide an understanding of the communities needs in terms of the use of funds provided through the Budget Act of 2021 that were not included in the 2020-21 Local Control and Accountability Plan. In the 2021-22 school where we engaged the following groups on the following dates:

*We provided an LCAP Supplemental Survey on February 15, 2022.

* We engaged and will engage district-wide families on both LCAP and the use of supplemental funds moving forward through the coordination of focus groups on January 20, 2022, February 3 & 17, 2022, and March 17, 2022. We will complete input on the funds as well as those associated with the LCAP on May 19, 2022.

* We engaged our parents of English Learners through our District English Language Advisory Council (DELAC) meeting - on February 1, 2022, and were provided the opportunity to provide input on the previous and the LCAP on May 12, 2022.

* We engaged district-wide staff on February 28th, 2022, and March 7th, 2022, and will complete input while providing revision if necessary on May 10, 2022.

* We engaged our School Advisory Council via a meeting - on February 19, 2022

* We provided an opportunity for both of our bargaining units (Teachers Association of Lancaster (TAL) and CSEA) via a focus group opportunity - on January 26, 2022

* We were able to provide an opportunity for our Board of Education to provide input into the plan on February 15, 2022, and will complete our annual update on May 17th, providing an opportunity for input on the LCAP and the use of other funding sources from May 17, 2022 - June 21, 2022. Public input on the use of funds can take at any time prior to this time period for the 2022-23 school year, however, the LCAP will go to the board for approval on June 21, 2022.

* The local SELPA was consulted on the use of LCFF funds and the LCAP, as well as the use of supplemental funds on May 15, 2022.

* The Lancaster School District also received family, staff, and student feedback via our Youth Truth Survey back on March 1st

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

Based on the input received from families in various feedback forums, and through surveys, the Lancaster School District has determined it a necessity to eliminate the existence of combination classrooms throughout the district. This will be reflected by utilizing the supplemental funds received from the state. This will also decrease student-to-teacher ratios in Lancaster School District allowing for more individualized instruction, with our student populations.

The Lancaster School District is preparing and planning on using the supplemental funding provided by the state to allow bring in intervention teachers in order to allow students who have experienced learning loss, the opportunity to access a teacher devoted to meeting the needs that they have developed as a result of not being in classrooms throughout the 2020-21 school year.

Lancaster School District used funds to increase our current para-educator positions from 6-8 hours. We also used the funding to provide for increased training of paraeducators to support the behavioral and social-emotional needs of students in the classroom, as well as bringing one side by side training with teachers and para in order to ensure consistent communication of needs within the elementary classroom. Bilingual para-educators saw increased hours to assist in support of language acquisition strategies for our English learners.

Provide professional development (non-student) days for all teachers and classified staff that reflects district priorities and is aligned with jobs. Training that we will be intending to increase is directly tied to our district's Standards-Based Instructional initiative.

The Lancaster School District has identified that through the pandemic, we have experienced a need to enhance the instructional and leadership capacity of our site Principals. In so doing, the Lancaster School District intends to utilize funds to assist in supporting leadership development in the areas related to creating equitable environments in schools, fostering collaborative cultures in schools, enhancing their efficacy towards adequately utilizing and managing resources, and providing for instructional leadership.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

In addition to the community engagement during the LCAP development process in the spring of 2021 the following meetings were held to receive input on the ESSER 3 Plan:

- *April 20, 2021(With Staff)
- *April 29, 2021(With Families)
- *May 5, 2021 (With Staff)
- *May 12, 2021 (With Staff)
- *May 13, 2021 (With Families)
- *May 27, 2021 (With DELAC)

*October of 2021 - Surveys from staff and families

Family surveys and focus groups

After analysis of comments the following themes emerged:

- *Stakeholders want to ensure that we are maintaining a clean learning environment.
- *Large class sizes as a concern.
- *Social-emotional health of students must be attended to coming out of the COVID-19 pandemic.
- *Ensuring that students follow the rules and guidelines set forth, revolves around the district's need to reacclimate students to the learning environment.
- *Ensuring academic tools are working correctly and teachers are trained well to use them.
- *Overall health and wellbeing of students and teachers (staff).
- *Keep a distance-learning option.
- *Maintaining a safe anonymous place for students who fall sick with COVID-19 or other illnesses during the school day.
- *Be honest with kids and speak to them about the situations they are faced with.
- *Be intentional about responding to instances of students who wear masks getting bullied by those opting not to wear masks as this has become an option.
- *There is a need for increased need for family training on how to better assist students in the home.
- *Families specifically want more help in providing for family training in both Math and reading.

Staff Surveys and Focus Groups

After analysis of comments the following themes emerged:

- *There is a significant need to address the social-emotional needs of students while implementing increased social-emotional support.
- *Increased need for social-emotional support for staff. Lancaster School District staff has had to weather the pandemic just like our families. It is increasingly important to have the resources available to address the needs as they arise.
- *Increased needs to create and support equitable environments within schools as we continue to progress out of the pandemic.
- *Maintain a focus on equity in terms of student learning (this includes standards-based grading practices, training through the MILO method, and other training in equity for ALL staff).
- *Focus on building the capacity of leaders.
- *In order to address learning loss - provide for a focus on early literacy.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

Success -

In order to address the issue of lost instructional time the Lancaster School District experienced the following successes during the 21-22 school year with its implementation of the ESSER III Plan:

- *Implementation of our online tutoring program, and partnership with Tutor.com
- *Training for Para-Educators has been appropriated and increased in order to provide for classroom intervention. Much of this has been in response to increased social-emotional needs, however, we have seen a positive impact on our implementation of Small Group Instruction.
- *The Lancaster School District has created an MTSS Para program. The MTSS para program has provided a paraeducator in all TK-1 classrooms throughout the district in order to address the behavioral and social-emotional needs of students. The impact we expect to see will be in academic achievement and behavior in the form of office discipline referrals.
- *Increased technology and access and acquisition of technology for students. Many of our students at our schools currently experiencing the highest need are now 2:1, with a computer at home and school provided by the district.
- *Alignment with other district plans, with the ability to provide for increased and extended resources for programs, health, and safety, and in addressing learning loss in a more sustainable way.
- *All staff (both certificated and classified) have united to meet the needs of the students we serve, providing for a culture that is revolving around addressing the needs of kids. Although this can not be quantified, the effects on the culture of the district can be seen.

We experienced the following successes with regard to strategies for continuous and safe in-person learning:

- *Providing materials to sites to enhance safe environments. These materials came in the form of masks, desk shields, and other personal protective equipment.
- *Incorporation of Wellness Rooms when students exhibit symptoms of possible illness.

- *Increased access to technology, including the use of voice amplifiers to address the needs demonstrated by the teacher being able to communicate with students with the presence of early masking requirements.
- *Social-emotional support has increased through our site counselors, as well as the implementation of our social-emotional learning curriculum.

Use of Any Remaining Funds:

- *Facilities work has increased and has provided for significant repairs to our facilities throughout the district in order to retrofit the district to address the health and safety needs of students and teachers.

Challenges

Although the implementation of programs has been difficult in the 2021-22 school year as a result of COVID, when speaking to loss of instructional time the district increasingly experienced the following challenges:

- *Student Absences (COVID) (over 47% of our students were or are on track to be chronically absent at the end of the 2021-22 school year)
- *Teacher Absences (COVID)
- *The need to quarantine classes or students when experiencing an outbreak, or when a student or family tested positive.
- *As the need for substitutes has increased greatly due to protocols, there has been a need to assign teachers training/instructional support staff for training during the school day. District office staff have stepped in to provide support directly to classrooms and schools, however, this has taken away greatly from the work of implementing and monitoring instructional, and social-emotional programs.
- *Technology upgrades are extensive, there is still a need for expanded capacity in this area
- *Delays in the supply chain kept us early on from getting the materials needed to address some of the needs of our most at-risk students. This delayed the implementation of programs.
- *Hiring substitutes was difficult, as we experienced increased need in terms of behavior management. We also saw that many teachers went out on COVID leave, causing an increase in demand for substitutes throughout our community of schools.
- *Hiring Certificated Educational professionals, was difficult, as even without a pandemic, we are experiencing a teacher shortage. This was exacerbated by the pandemic.

Challenges experienced with regards to strategies for continuous and safe in-person learning were:

- *Hiring support personnel (campus supervision).
- *Illnesses of staff, both classified and certificated.
- *Lack of access to substitute teachers.
- *Communication with families to secure student attendance.
- *The continued need to enhance mental health resources for students.

***It must be noted, that even with the challenges faced under this topic, we continued to maintain, and support students with in-person learning while maintaining open schools, and supporting staff.

Use of Any Remaining Funds:

*Maintaining a healthy workforce, as COVID -19 Protocols are continuously keeping our staff out of work

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.

All plans that are created in the Lancaster School District have the requirement of being aligned with the District's Strategic Local Control and Accountability Plan. This is effectively the origin of all of the work that is completed within the Lancaster School District from the School Plans to our upcoming work with Universal Pre-Kindergarten. With regards to the applicability and alignment of the LCAP with the ESSER III Plan, Our Safe Return to In-Person Instruction Plan, and our Expanded Learning Opportunities Grant Plan (ELO-G), we have been intent on maintaining this alignment. The following will provide an overview of how we did so. The reader will note that we highlight the LCAP Goal, then make the connection to the spending area or action that is applicable to each of the other mentioned plans. The plans being discussed here are the ESSER III plan, the Safe Return to In-person Instruction Plan, and the Expanded Learning Opportunities Grant.

LCAP GOAL 1 - Academics: Every student will demonstrate continuous growth toward mastery of Common California Core State Standards as measured by a variety of assessments.

The ESSER III expenditure plan is aligned with the LCAP GOAL 1: Academics with the following expenditure areas:

- *Inclusive Practices
- *Intervention and Enrichment
- *Professional Learning Communities
- *Alternative Instructional Settings

The Expanded Learning Opportunities Grant is aligned with LCAP GOAL 1: Academics in the following action areas:

- *Integrated Supports to address barriers to learning
- *Extended instructional learning time

LCAP GOAL 2 - Equitable Learning Practices and Positive Learning Environments: We will provide the necessary resources and supports to create and maintain positive learning environments to eliminate barriers to success for all students.

The ESSER III expenditure plan is aligned with the LCAP GOAL 2: Equitable Learning Practices with the following expenditure areas:

- *Counseling Services
- *Multi-Tiered Systems of Support
- *Extended Learning Opportunities

The Expanded Learning Opportunities Grant is aligned with LCAP GOAL 2: Equitable Learning Practices in the following action area:
*Accelerating progress to close learning gaps through implementation, expansion, or enhancement of learning supports

LCAP GOAL 3: Safe and Supportive Environments: We will provide safe, secure, equitable and operationally efficient environments at all facilities for students, staff, and community members

The ESSER III expenditure plan is aligned with the LCAP GOAL 3: Safe and Supportive Environments with the following expenditure areas:

- *Clean and safe facilities
- *Support Personnel - Safe schools
- *Structured Play

The Safe Return to In-Person Learning Plan is aligned with LCAP GOAL 3: Safe and Supportive Environments

- *Symptomatic employees staying home
- *Reporting of unsafe, unhealthy work conditions
- *Maintaining physical distancing (signs, reducing the number of people in an area.
- *Masking and PPE
- *Wellness rooms for students
- *Provision of training to employees
- *Conduct contact tracing at the school site

LCAP GOAL 4 - Family and Community Engagement: We will build positive partnerships with families and the community by increasing participation and active involvement on campuses and at site and district events

The ESSER III expenditure plan is aligned with the LCAP GOAL 4 - Family and Community Engagement: with the following expenditure area:
*Communication with families regarding safe, secure campuses

The Expanded Learning Opportunities Grant is aligned with LCAP GOAL 4 - Family and Community Engagement: in the following action areas:

- *Community learning hubs that provide students with access to technology, high-speed internet, and academic supports
- *Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs

The Safe Return to In-Person Learning Plan is aligned with LCAP GOAL 4 - Family and Community Engagement:

- *Cleaning and disinfecting protocols (spaces visited by the community)

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education’s (CDE’s) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

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

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA’s educational partners and the broader public and

must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Prompt 3: *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fq/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page

(<https://www.cde.ca.gov/fg/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: “A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”

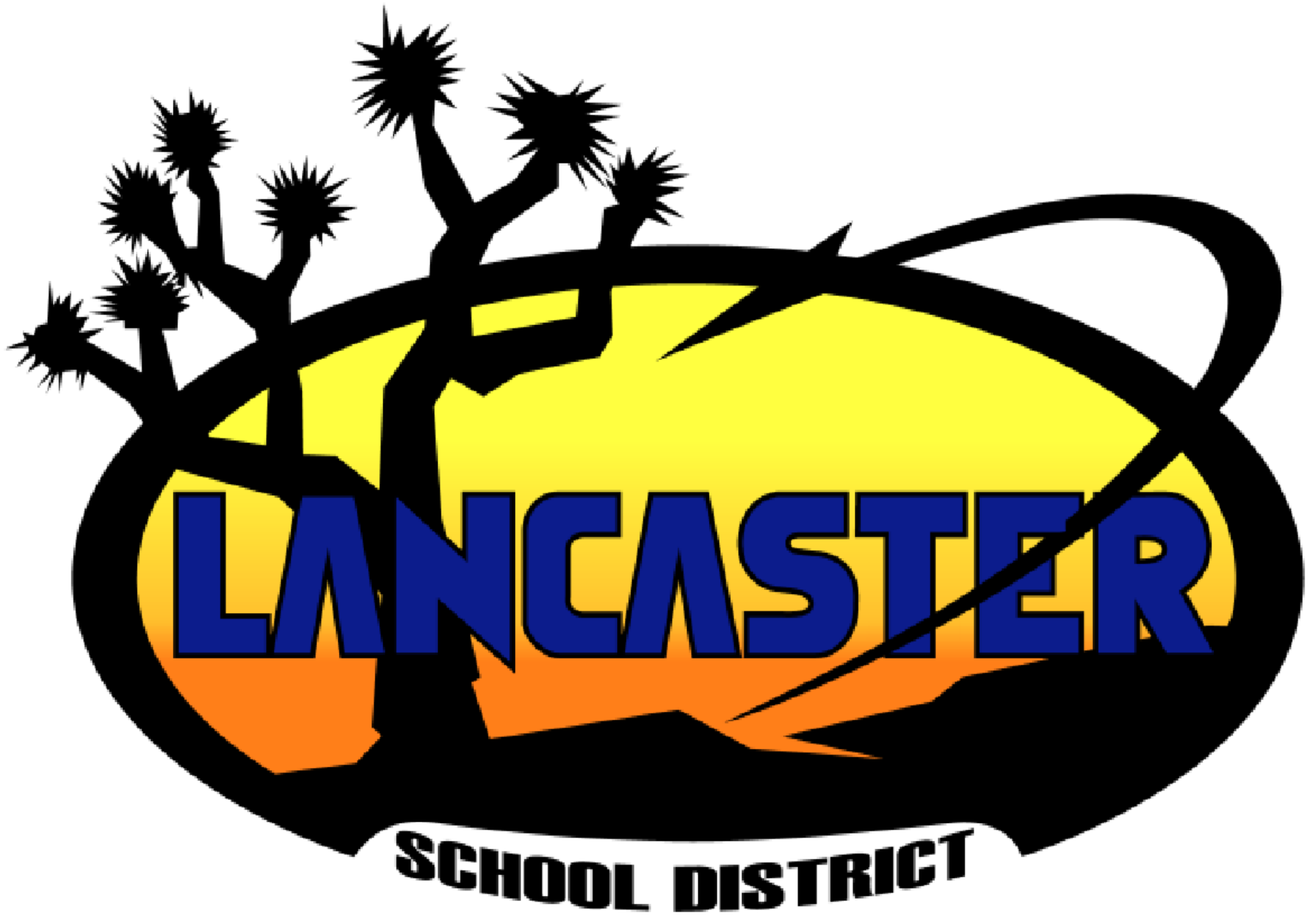
If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: “A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021



Local Control Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Lancaster School District	Dr. Jordan Goines Director of Special Programs	goinesj@lancsd.org 6619484661

Plan Summary [2022-23]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

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 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.

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 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) through a standards-based instructional lens resulting in student learning; and in particular critical thinking skills.

Lancaster School District strives to accomplish this through the successful implementation of the District's three core initiatives: Creating positive learning environments through positive behavior, interventions, and supports; Strong First Instruction through the implementation of high-quality high priority focused standards delivered through standards-based instructional strategies; and collaboration through a deliberate implementation of Professional Learning Communities (PLCs)

School District Context:

Lancaster School District is a network of twenty-two (22) school sites committed to educational excellence for the students whom we serve by empowering 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 Early Childhood Education through to grade eight. The district is located in the northernmost portions of Los Angeles County in the Antelope Valley. We serve a population of 14,876 students. We have a total of 11,983 (80.5%) students who are identified as socio-economically disadvantaged, 1,903 (12.8%) English Language Learner students, 536 (3.6%) foster students, and 628 (4.2%) homeless students. Our district demographics are reflective of the greater Lancaster community and are comprised of 8,605 (58%) Hispanic students, 3,936 (26.5%) African American students, 1,233 (8.3%) White students, 637 (4%) students who claim two or more races, 161 (1.1%) Filipino students, 302 (2%) Asian students, 71 (.4%) American Indian/Alaskan Native students, and 34 (.23%) Pacific Islander students.

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 Districts Welcome and Wellness Center. We also have been 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, this year as a result of the COVID-19 pandemic, we have been able to partner with the California Association for African American School Administrators, to provide access to COVID-19 testing and vaccines. Additionally, we work closely with other local organizations to continually alert our community members of the various opportunities, strategic efforts, and a multitude of resources that are available. An example of the organizations above is Café Con Leche, the local Spanish Speaking radio program, High Desert Broadcasting, and the Antelope Valley

Press. We have relationships with local Universities (California State University Bakersfield, Brandman University, and Grand Canyon University) to provide us with qualified candidates for the teaching profession in the Antelope Valley.

We serve students with many programs. AVID Secondary is currently implemented at four (4) of our five (5) middle schools, and AVID Elementary is implemented at nine (9) 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 expectations. We have instituted Science, Technology, Engineering, and Mathematics (STEM) at four (4) of our five (5) middle schools through electives. 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/media arts (DLI) Academy that will be a full K-8 school by the fall of 2021. Lancaster has two (2) Coding Magnet School and Gifted and Talented Education programs instituted at all comprehensive 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. In order to address the early literacy needs of our Transitional Kindergarten - Third-grade students, we have successfully navigated and secured the Early Literacy Student Block (ELSB) Grant, being implemented at Joshua Elementary School, and are working with our partner, Los Angeles County Office of Education to implement the Comprehensive Student Literacy Development Grant (CSLD) in order to build our student's literacy skills by the Third grade. Finally, to further support the effective development and utilization of 21st-century learning skills, we have committed to a focus on effective technology integration districtwide. To actively engage families in the educational experiences of our students, the Welcome and Wellness Center and school sites offer training and support for adults to enhance our families' capacity to work with their children in the home., We have also contracted with Family Leadership Inc. to provide services and support for families through a program called Parenting Partners, and we are pleased to work collaboratively with The Princeton Reviews, Tutor.com program to provide a 24/7 online and/or telephone helpline for families/students that may need academic or technology assistance. We have received multiple grants throughout the years 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; we have been actively expanding our art program with the use of Technology Enhanced Arts Learning from the Los Angeles County Office of Education, and we continue to be a TELA Associate which allows us to assist in incorporating art in education specific to English language learners with our dual language/media arts academy. As we prepare for the 2022-2023 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 computer classes, to allow parents to access the parent portal and to assist in monitoring the academic achievement of their students, and have worked with families to learn basic skills utilizing Google Apps for Education, as well as providing families email access to keep in constant contact with their teachers. In order to more fully engage families, our Family Ambassadors help to facilitate the two-way communication needed to provide for a successful learning environment for students and promote relationships among the community and the school sites. All sites have implemented English Language Advisory Committees (ELACs) as well as School Site Councils (SSCs). At the district level, we host family and community opportunities to advise the district via our District English Language Advisory Committee (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 continues the implementation of the 2021-24 Local Control and Accountability Plan, moving into the 22-23 school year with a significant amount of promise and hope. In addition to improving learning experiences and outcomes for all students, Lancaster has a focus on strengthening the implementation of Positive Behavioral Intervention and Supports through social-emotional teaching and learning, effective Tier I instruction while working to differentiate and scaffold for students as needed by utilizing standards-based instructional strategies aligned with our grading policies, and intentionally creating positive, supportive learning environments that promote safe and healthy relationships with adults and that easily facilitate the opportunity for students to seek additional assistance should they need to do so. We are working to enhance the capacity of our teachers to better meet the needs of ALL students through the implementation of Professional Learning Communities via collaborative teaming at the sites while modeling this same work at the district level through our District Site Leadership Teams, and through the work with our families. The effective use of data will inform and guide our conversations and decision-making. We have further aligned this work and have extended the implementation of these initiatives through Leadership teams at each site in Lancaster School District. We look forward to serving the community and creating true OPTIONS AND EXCELLENCE for our students, families, and the community.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

LCAP Summary Reflections of Success

Due to the previous two years and working through school closures and the COVID-19 pandemic, data has not been available via the CA Dashboard pertaining to academics such as ELA and Mathematics for the 20-21 school year, and we currently await our results on the 22-23 administration of the California Assessment for Student Proficiency and Progress. We are hoping to receive new data in the 22-23 school year that will be a reflection of the achievements and successes of Lancaster School District in reference to ELA, Mathematics, Suspensions, Chronic Absenteeism as well as the English Language Proficiency Assessments. Due to the current state, Lancaster School District is providing information from our most recent dashboard, which is representative of the 2018-19 school year:

Academic:

We have identified the following areas as strengths based on the data received from the California Dashboard released in December of 2019.

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

*Students with Disabilities, American Indian, Homeless, Socio-economically disadvantaged.

Student groups that scored in the GREEN area pertaining to ELA

*Filipino

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

*African American, Homeless, Students with Disabilities, English Learners, Hispanic, and Socio-economically Disadvantaged

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

*Filipino

Student groups that MAINTAINED pertaining to MATH:

*Asian

Chronic Absenteeism:

Student groups who DECLINED in CHRONIC ABSENTEEISM were:

*Pacific Islander

Suspension

Student groups who DECLINED in SUSPENSION rate were:

*African American, Foster Youth, Two or More Races, Students with Disabilities, American Indian, Pacific Islander, Socio-economically Disadvantaged, Hispanic, White, Asian, and Filipino

Student groups who scored in the BLUE for SUSPENSION rate were:

* Asian and Filipino

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

*Hispanic and White

In the current year, the Lancaster School District utilized the iReady diagnostic in both Math and Reading in order to identify student needs and to provide for understanding regarding instruction, moving from one diagnostic to the next. Our final diagnostic data is not available as of the time of our planning, however we do have access to our Mid-Year iReady diagnostic data collected between November and December of 2021-22.

In terms of READING OVERALL, we observed the following:

24% of our student population was at a Tier I level.

10% of our student population was observed to be mid to above grade level

14% of our student population was observed to be Early On Grade level

25% of Hispanic/Latinx students were at or above grade level

18% of African American students were at or above grade level
25% of white students were at or above grade level
07% of our special education students were at or above grade level
22% of low-income students were at or above grade level
11% of English learners were at or above grade level
21% of migrant students were at or above grade level

In terms of MATHEMATICS OVERALL, we observed the following:

13% of our student population was observed to be at a Tier I level.
04% of our student population was observed to be mid to above grade level
09% of our student population was observed to be Early On Grade level

14% of Hispanic/Latinx students were at or above grade level
08% of African American students were at or above grade level
15% of white students were at or above grade level
05% of our special education students were at or above grade level
12% of low-income students were at or above grade level
06% of English learners were at or above grade level
07% of Migrant students were at or above grade level

In 2019 we did see growth in our CA dashboard. After review, we deduced the following were the actions that resulted in this growth.

Goal 1 Academics

In Goal 1: Academics, Options, and Excellence, we experienced many successes throughout the 2019-20 school year. Professional development was targeted during the school year and focused on social-emotional learning, teacher collaboration, and equitable academic strategies. During school closures, we found that we were able to take more time to train and develop teachers in the use of technology. In the Spring of 2019-20, we were able to extend course offerings and focus our efforts on digital and virtual learning strategies. This provided the district with a clear focus, and common direction in terms of getting teachers interested in the world of virtual learning, and the use of technology. This included leveraging our relationships with our vendors, and other groups to help our teachers gain access to the required training that was needed for the 20-21 school year. We were able to expand our Virtual Learning Academy (LAVA) as we have seen an increase in interest and student enrollment in this option. The district will continue to build on these successes by continuing to assess our students using the iReady diagnostic system and continuing to train and focus teachers on the use of High Priority Standards. The district will continue to monitor sites closely through our Instructional Leadership Team (ILT) walkthroughs with an emphasis on identifying that great first instruction is taking place.

We solidified our instructional leadership team process. By the end of the year, we had developed systems that allowed us to better assess the needs of our own schools utilizing data from both formative, and summative assessments in reading and math. We also included

implementation data through walkthroughs, and qualitative data through our Youth Truth survey, as well as focus groups with various stakeholders ranging from counselors to administrators, and from teachers to families and students. We also trained our principals in the effective use of their instructional leadership teams through our SAIL Leadership Development series.

We were able to bridge the gap between special education and general education with regard to instruction within the classroom. We have taken the stance that all truly does mean all, this can be seen in the fact that every student is a general education student and that Special Education is seen as a service and not a place in the Lancaster School District. An example of this was the movement towards a co-teaching model. We have developed a plan for reentry in order to provide co-teaching supports for both students and teachers. At the end of the 2019-20 school year, our special education program, effectively transferred to virtual IEP meetings, allowing us to keep our most vulnerable learners at the forefront. We began to provide inclusion opportunities for students with disabilities through a learning center model. Moving into this year's LCAP, we are going to continue to see a stronger presence of the learning center model like many of our schools will be using this model to grapple with lost learning opportunities.

We also began implementation of High Priority Standards in all subjects in order to reduce the breadth of learning standards, while going deeper into the agreed-upon standards that provide impact for students. Our Educational Services Department created an English Language Arts (ELA) handbook, that provides English language development (ELD) strategies linked to ELA in order to secure the knowledge that our teachers see ELA and ELD as running a concurrent path to literacy. This has also paved the way for our teachers to successfully integrate English language development into their daily routine.

Goal 2 Equitable Practices

In Goal 2: Culture, the district focused on our English language learner (EL) student group. One of the major successes has been the development, and refinement of our EL Design Team. This team is working towards providing a cohesive and engaging experience for English language learners in Lancaster School District. One of the initial tasks that this team undertook was the re-development of the EL Master Plan. Whereas the plan was present in Lancaster, we were able to refine this plan to provide for successive supports to EL students. We were able to define professional development around language learning and were able to work with the team to bring about increased awareness of ELD. We began to work closely with Ellevations, a program used to monitor EL students and were able to expand training of this system to all relevant parties throughout the district, i.e. administrators, and EL chairs. In 20-21, we worked to provide training to all teachers in the district on Ellevations, and the tools that this program provides them in order to better monitor their EL students. The EL team provided for the development of an EL website, as well as creating a strong virtual presence. We also created a set of formative language development assessments that were utilized to gauge learning loss, throughout the year, as well as a set of ELD formative assessments that allow for ongoing monitoring of student growth throughout the year. We worked with our bilingual Paraeducators to provide outreach to our EL families, providing resources to them and also working with EL students to increase their acquisition of the academic language.

As we move into the 22-23 school year, our goal is to better address the needs of our EL students through our integrated and designated ELD programs. We plan to look intently at our school sites for the development of these programs, however, want to work alongside them to determine a consistent approach to language acquisition, for our English learners.

Goal 3 Safe and Equitable Learning Environments

Goal 3 for Lancaster School District addresses the creation of an equitable climate for Lancaster students.

We have seen many successes over the past two years. We implemented a district dashboard called the Lancaster Interactive Dashboard or LID, to help with monitoring student attendance. This was extremely helpful in monitoring for students who were not attending lessons during the pandemic at both the district and at the school sites and was also used to corroborate data during instructional leadership team meetings. We look to train staff on this dashboard in the Fall of 2022 and into the 22-23 school year.

Counselors have continued to work closely with students experiencing trauma, specifically our foster and homeless student groups, and have built-in a website of resources for families. Through one of our community partners, Kaiser, the Lancaster School District was able to provide family training, on various topics such as, “Engaging students at home.”

The District was successful in developing a multi-tiered attendance intervention system that we were able to carry into the 22-23 school year. We were able to implement training that promoted equitable classrooms while addressing the social-emotional health of our students. In this, we were able to align our second-step social-emotional learning program to the needs that were identified throughout the year.

In terms of safety and attendance, we successfully implemented the CatapultEMS system, as 85% of all staff in the district were trained to submit incident reports and respond to alerts in this system. All site safety teams have received additional training to utilize the tools available within the system. Silent drills in which staff practice accounting for themselves and students have been conducted in all schools and at the district office and will be an ongoing activity for the district office to retain readiness. Beginning in May 2021, all schools conducted all drills within the CatapultEMS system, this has remained consistent through the 21-22 school year. Currently, CatapultEMS is being used as a communication tool between schools and the district office to alert staff when students exhibit COVID symptoms while on campus; the information collected in the incident report allows the Facilities night crews to know which rooms on campus need to be disinfected. We were very proactive in providing safety measures for those people who were on campuses, in order to limit any contamination in terms of illness. We have successfully set up a district counseling website that is easily accessed from the district website. Resources on the district counseling website include attendance information, community resources, COVID-19 preparation and response information, foster resources, homeless resources, among others. The website also addresses equity issues and current events with a page dedicated to race and equity and another all about heritage, culture, and awareness. There are also direct links to the counselors' site counseling websites. Each counselor has created a counseling website for their school site. Resources that are available include information about lunchtime social groups, social-emotional learning tools, mindfulness activities, a digital referral to be seen by a counselor that can be completed by staff, families, or students, staff resources, family resources, and more. School sites have implemented the Second Step Social-Emotional learning program for all grade levels. This work has been led by both the Principal and Counselors at each school site. Other social-emotional resources that have been provided include Kelso's Choice conflict resolution, bullying prevention lessons, transitioning to middle school/high school, growth mindset, and digital citizenship.

The counselors offered daily lunch bunch groups during distance learning and continuing into hybrid learning. The lunch bunch groups allow students an opportunity to engage in informal activities and discussions that are led by the school counselor. The lunch bunch groups may

have been the only opportunity for our students to socialize with their peers while participating in distance learning. Prior to students returning to in-person learning, the counselors created a newsletter that was distributed to families to address how they can prepare their students for coming back to in-person learning and possible anxiety associated with being back in school after a year. Tips were included to make their transition back to school successful. Counselors also continued with our Circle of Friends (having non-disabled students coming together for a weekly social group)

District Nurses worked to develop the first District School Nurses Website. The Website contains information including school immunization information, and resource to address health, and wellness. In addition, their bios provided on each of our school Nurses as well as resources on common childhood illnesses and current health-related topics, such as but not limited to COVID-19. The School Nurses also created instructional videos that help to explain COVID safety protocols such as proper mask-wearing and hand washing. Videos are available on the Nurse's Website. The site also includes a monthly Health and Wellness Newsletter that is a combined effort of all school Nurses and which contains information regarding topics of interest such as research on the efficacy of each vaccine available to combat COVID-19. Lancaster Nurses continue to be in direct contact with the families of our students with health concerns. They participate in IEP meetings for students with health concerns and have developed Individual Health Plans (IHP's) for students that require a variety of supports and accommodations in order to participate fully in both our distance learning and hybrid programs. They also continued to follow up with families of students who are not up to date on required immunizations. School Nurses are also an integral part of the school attendance teams at each of their sites.

The district will continue to work with our counselors in order to help our students to grow socially and in academic environments. We will continue to provide for a multi-tiered system of supports that allows for students to secure the social assistance needed to maintain and stay in the classroom. Training will continue, and we will maintain our focus on instructing the whole child.

Goal 4 Family and Community Engagement

Goal 4 addresses family and community engagement. We were successful in securing communication with the community through our monthly Superintendent's newsletter, a solidified media presence, and through our department Newsletters that were created to update the community, i.e. our Counselor's Corner, and our EL Newsletters. We connected with the community monthly, in terms of getting feedback via focus groups, and surveys, while our Family Ambassadors continued to connect with families to educate them on available resources and assist in conducting focus groups.

In terms of offering training to parents we continued to utilize our Parenting Partner program to build the capacity of families to work with their students at home, and successfully provided both Parenting Partners training at 19 of 21 sites, and had our counseling department offer over 25 different caregiver training sessions. Caregiver trainings were offered in English and Spanish, recorded, and uploaded to the district counseling website for on-demand access for our families. As we moved to technology platforms, we provided training to families on how to access the platforms, and how to monitor student progress.

We continued and enhanced work with our Welcome and Wellness Center to provide opportunities for access to resources to our foster, and homeless families, while providing access to mental health resources and agencies through school-based mental health. Finally, throughout

the pandemic, we continued to offer a food program to our students in order to ensure that they had the ability to maintain school-based nutrition.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Plan Summary: Reflections - Identified Need

Due to the previous two years and working through school closures and the COVID-19 pandemic, data has not been available via the CA Dashboard pertaining to academics such as ELA and Mathematics for the 21-22 school year. We are hoping to receive new data in the 22-23 school year that will be a reflection of the achievements and successes of Lancaster School District in reference to ELA, Mathematics, Suspensions, Chronic Absenteeism as well as the English Language Proficiency Assessments. Due to the current state, Lancaster School District is providing information from our most recent dashboard, which is representative of the 2018-19 school year:

Academic:

In terms of English Language Arts, it was observed the ALL STUDENT GROUP had an ORANGE distinction overall. We have identified the following areas of challenge based on the data received from the California Dashboard released in December of 2019.

DECREASED in academic achievement pertaining to ELA for the following student groups:

*Foster Youth (RED)

MAINTAINED or had minimal growth in academic achievement pertaining to ELA for the following student's groups:

*African American (RED), English Learners (ORANGE); Hispanic (ORANGE); Two or More Races (ORANGE); White (ORANGE)

Student groups that scored in the RED area pertaining to ELA

*African American; Foster Youth

Student groups who scored in the ORANGE area pertaining to ELA:

English Learners; Hispanic; Two or More Races; Students with Disabilities; and White Student groups

In terms of Mathematics, it was observed that the ALL STUDENT GROUP had a YELLOW distinction overall. Thus providing the fact that gaps persist between student groups and the ALL student group.

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

*American Indian;

Student groups that scored in the RED domain pertaining to MATH, causing a gap to be identified for the following student groups:

*American Indian; Foster Youth

***A gap was observed with American Indian, and Foster Youth Student groups.

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

*African American; Homeless; Two or More Races; Students with Disabilities; White

Chronic Absenteeism:

Pertaining to the ALL STUDENT group, the 19-20 level of achievement regarding Chronic Absenteeism was an ORANGE.

Student groups who INCREASED in CHRONIC ABSENTEEISM were:

*American Indian; African American; Students with disabilities; Homeless; Asian; Socioeconomically Disadvantaged; Two or More Races; and White

Student groups who were seen to be in the RED category pertaining to CHRONIC ABSENTEEISM:

*American Indian; African American; Students with disabilities; Homeless; Foster Youth

Student groups who were seen to be in the ORANGE category pertaining to CHRONIC ABSENTEEISM:

*Asian; English Learners; Hispanic; Socioeconomically Disadvantaged; Two or More Races; White

Suspension

Pertaining to the ALL STUDENT group, the 19-20 level of achievement regarding Suspension was a YELLOW.

Student groups who INCREASED in SUSPENSION were:

*N/A

Student groups who were seen to be in the RED category pertaining to SUSPENSION:

*Homeless

***A gap was identified between our Homeless student group and the ALL student group.

Student groups who were seen to be in the ORANGE category pertaining to SUSPENSION:

*African American; Foster Youth; Two or More Races; Students with Disabilities

In the current year, the Lancaster School District utilized the iReady diagnostic in both Math and Reading in order to identify student needs and to provide for understanding regarding instruction, moving from one diagnostic to the next.

In terms of READING OVERALL, we observed the following:

41% of our student population was at a Tier III level.

23% of students were seen to be three or more grade levels below

21% of Hispanic/Latinx students were two or more years below grade level

30% of African American students were two or more years below grade level

21% of white students were two or more years below grade level

55% of our special education students were two or more years below grade level

24% of low-income students were two or more years below grade level

33% of English learners were two or more years below grade level

In terms of MATHEMATICS OVERALL, we observed the following:

42% of our student population was observed to be at a Tier III level.

23% of all students were three or more years below grade level

20% of Hispanic/Latinx students were three or more years below grade level

32% of African American students were three or more years below grade level

20% of white students were three or more years below grade level

52% of our special education students were three or more years below grade level

24% of low-income students were three or more years below grade level

28% of English learners were three or more years below grade level

Local Chronic Absenteeism data was retrieved on April 21-22. At the current data extraction, we found the following:

46% of our students are currently considered chronically absent, with 12% being considered nearly chronically absent.

53% of our Special Education students are currently chronically absent.

51% of our African American students are currently chronically absent.

47% of our Low-Income students are currently chronically absent.

44% of our Hispanic/Latinx students are currently chronically absent.

41% of our White students are currently chronically absent.

40% of our English learner students are currently chronically absent.

40% of our Foster students are currently chronically absent.

A significant gap persists for both our Special Education students, as well as our African American students as it relates to chronic absenteeism

Based on the state definition of achievement gap being two or more levels below the all student group, we have determined that both the American Indian and Foster Youth student groups are experiencing a gap in mathematics.

In the 19-20 school year the district worked towards narrowing the gap for both the American Indian and Foster Youth student groups with regards to mathematics. We increased the frequency of afterschool tutoring to assist these student groups. We continue to focus on providing access to tutor.com for both elementary and middle levels to assist both families and students in gaining proficiency in mathematics.

We have identified that a key issue for both of these student groups is Numbers and Operations (information derived from our iReady diagnostic), thus we will focus on early identification of gaps in this area in order to increase student achievement.

We also identified that our Homeless student group is experiencing a gap with regards to suspension. This means that our Homeless student group was suspended to a higher degree than our All student group on the 18-19 California School Dashboard.

In order to address suspension issues pertaining to our Homeless students, the district plans to increase training regarding culturally relevant teaching strategies, as well as focus on the use of community circles to circumvent any behavioral issues that may occur. We have also provided for a program called Playworks at various campuses, in order to identify the fit of the program for the district, and the needs of campuses that have high instances of suspension, specifically for our homeless student group. We have also brought in and will continue to work with counselors on providing proactive solutions to student behavior.

In order to meet the needs of students in both academics and social-emotional learning, the Lancaster School District has collaborated with stakeholders to determine that the district will continue to implement a multi-tiered system of supports (MTSS) for all student groups, focused around equity and access to enriched learning activities for all students. The LCAP goals and actions seen in this document are reflective of this overarching framework.

We continue to find it imperative to work with our disengaged students to ensure that there is a continuous focus on academic excellence for students who were not attending class, or who have been absent due to COVID related concerns. Lancaster School District has determined to continue a focus on providing extensions for after-school, intercession, and Summer learning activities, tied to the instruction that students receive within the classroom. The purpose is to reengage students in the excitement of coming to school. Lancaster School District will provide for multiple extended learning opportunities, through our school sites, and our expanded learning opportunities program.

In response to work with our attendance, and work with diverse student groups, Lancaster School District has determined the need to provide multiple opportunities for culturally relevant teaching pedagogy training, focused around equity and access. Working with disaggregated data in school plans in order to identify gaps at the school site, and supporting language learners with extra opportunities while working with others in order to collaborate around the growth of academic language.

In order to increase access to a positive school climate, the district will continue to secure technology that will allow for students to have equitable access to learning opportunities. The district is committed to providing appropriate learning settings for each child.

To address the need for increasing family engagement, the district will collaborate with families in various settings, i.e. creating multiple opportunities for in-person meetings, while also continuing to offer online virtual synchronous and asynchronous family engagement activities. The district will continue to work to build family capacity and will continue to find multiple opportunities to listen to families.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

LCAP Highlights

Lancaster School Districts LCAP provides evidence of a multi-disciplinary, proactive approach to education. It provides for the use of a Multi-Tiered System of Support (MTSS) to make in-depth training for teachers and administrators in the area of universal design for learning (UDL) available. UDL is a methodology of education that anticipates where students may experience hardships and provides for educators to proactively teach students in a way that they will be able to receive instruction. The Lancaster LCAP approaches education from the standpoint that the whole child must be instructed in order for a student to experience success. In so doing equity is at the core of everything we do, from viewing data, to creating actions to address the needs of all students. There is an overt focus on equity in academics and social-emotional learning, along with a focus on engaging the family.

Below are specific areas in which the Lancaster School District will work with the community and stakeholders to fully provide the education that is necessary for the growth of students.

Academics -

Lancaster School District is specifically proud to be able to continue training our teachers in explicit work incorporating equitable strategies for teaching and learning. This work addresses the needs identified by stakeholders with the goal of meeting the needs of a diverse student population. LSD will implement an MTSS framework, that will put students first in our planning, allowing for schedules to reflect the needs of both the community and our students. As a result of the work that was done within the 2017-20 school years, under the previous LCAP, LSD will also continue to advance and enhance after school and extended/expanded school programs in order to bring about positive opportunities for our low income, foster, and English learner student groups to explore areas of interest both within and outside of the school day. English language development will be integrated into the training and work that we do with teachers, along with culturally relevant pedagogy that will allow teachers to better meet the needs of our diverse student population.

We are focusing our systems around foundational literacy, and building an early literacy framework. This is being supported by the LCAP and School Plans through personnel that will support learning labs, as well as personal learning time.

Professional learning communities will also be a focus of our instructional time with teachers. We will create the collaborative, data-rich, data-wise environments that our students need to drive their instructional programs. Bringing teachers together to be the instructional leaders in the classrooms that are required of students.

Another aspect of our work with academics will consist of our building the capacity of our site leaders with instructional leadership skills. We have maneuvered resources within the district to better equip both our site and district leaders with the skills needed to better support teachers in the classroom.

Social-Emotional Learning -

Social-Emotional Learning is also addressed in this LCAP. Upon returning to the classroom in the 21-22 school year, it was evident that there was a need to better equip our students in the arena of mental health, and social-emotional learning. The LSD system has identified that we will continue to focus a significant amount of our resources on social-emotional learning in order to better meet the needs of the whole child. Lancaster has hired counselors at every school site, as well as other support staff to assist both families and students in working through and coping with the significant social changes that are taking place as a result of the pandemic. The district will continue with our positive behavior, interventions, and support, and layer in social-emotional equity-based programs that will allow our students to have positive relationships with adults within our schools.

Family and Community Engagement -

Lancaster will be continuing to work with our Family Ambassadors to inform families of the availability of resources to assist in ensuring that their students will be academically and socially successful. We are also continuing to work with our families through our Parenting Partners program, which brings families together to learn how to become more active in their student's education. This LCAP goes deeper with the work for families and will provide for a focus on building the capacity of families to work with teachers for the benefit of their students. A dual capacity methodology toward family engagement is embedded in this LCAP. This methodology provides that we focus on how parents can effectively support their students learning and help the school, while also focusing on how schools can actively receive and work in partnership with parents and families.

Comprehensive Support and Improvement

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

Schools Identified

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

Schools in the Lancaster School District that were identified for Comprehensive Support and Improvement (CSI) on the 2019 dashboard were: The Leadership Academy, John and Jacquelyn Miller Elementary, and Lincoln Elementary. These schools have continued their status into 2020-21, 2021-22 and will continue to do so in the 2022-23 due to the absence of the California schools dashboard system being

updated over the past three years as a result of the COVID-19 Pandemic. We expect to see schools identified in the 2022 Winter release of the California school's dashboard, and will update this section in the 23-24 LCAP.

Support for Identified Schools

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

At the end of the 2019-20 school year, Lancaster School District employed the assistance of a 3rd party contractor to assist in the completion of a comprehensive needs assessment for each of the sites identified above. The needs assessment that was developed by the district provided a review of data for each of the impacted sites, that included a full data review of all CAASPP data, state indicators that were measured based on relation to state-determined goals, formative assessment data through i-Ready assessments (the districts adopted diagnostic assessment system), attendance data, formative suspension data, as well as survey data utilizing the districts survey system, Youth Truth, to provide for a review of perception data from families, staff (both classified and certificated) and students. In order to supplement the survey data, the needs assessment also provided for interviews of the following stakeholder groups - teachers, instructional leadership teams, families, students, counselors, classified staff (that included site secretaries, noon duty aides, and recreation leaders), psychologists, instructional coaches, as well as the administrative teams including Principals, and Assistant Principals where possible. Through this needs assessment we were able to identify resource inequities, and found that across all sites, there was the need to provide time for collaborative planning and data analysis. Furthermore, at some sites, we observed that technology was not readily available at all sites, and therefore training in the use of educational technology was not equitably distributed among all sites. Among each site, the resource inequities that were observed were the following:

Lincoln - technology acquisition, teacher retention, and collaborative planning time.

Miller - collaborative planning time

The Leadership Academy - collaborative planning time, and implementation of social-emotional learning

Lancaster School District has supported the schools in their identification of evidence-based practices and resources through the abovementioned comprehensive needs assessment, and engagement of stakeholder groups. Upon completing the needs assessment, the district, utilizing our third-party contractor, brought the results of the needs assessment to the sites. While the site provided the information to their School Site Councils, we worked with the site leadership teams to develop, and identify evidence-based practices to support each site in the needs that were identified. Evidenced-based practices were determined based on specific needs and root cause analysis. The LEA further provided support by providing technical assistance to the sites as they were building the School Plans. CSI Plans were incorporated into their school plans in order to ensure that the sites had continuous systems of support that aligned with the goals of both the schools and the Local Control and Accountability Plan. Each school's SPSA was approved by the local governing board and further explicated specific steps to be taken and finances to be tied to each action. As we continue throughout the year, we are continuing to support sites and their Instructional Leadership Teams in the implementation of said practices, and are providing sites with both monitoring and time in which we are in virtual classes, and are meeting with their Instructional Leadership Teams with a very specific goal of working towards a strong implementation of their chosen evidenced-based practices. We continue to do ongoing needs assessments with site leadership teams through the district's work with Instructional Leadership Teams.

Due to the above, ongoing needs assessments, the district, and sites, including the various stakeholder groups determined that the following evidence-based interventions would be either put into place or enhanced in order to provide for increased student achievement in the core areas in which each of the sites were experiencing gaps:

Lincoln - increased time in terms of collaborative teaming; focus on data-driven instruction; small group instruction and discussions, and work pertaining to lesson studies (instructional walkthroughs including teachers).

Miller - increased time in collaborative teams (to include the enhancement of Professional Learning Communities); a focus on data-driven instruction and discussions; and small group instruction.

The Leadership Academy - increased time in collaborative teams (to include the enhancement of Professional Learning Communities) with a focus on social-emotional learning data. As TLA is a community day school, students do not stay at the school for long durations of time, it is necessary for the site to be able to measure students' acquisition of social-emotional learning skills in both pre-enrollment and exit screeners.

Each site will also continue on its journey towards the implementation of a multi-tiered system of support to address the individual needs of each of these sites. All evidence-based interventions were determined with the needs of the sites in mind, and through a process facilitated by each site's instructional leadership team.

The Lancaster School District provided for all of the above in terms of needs assessments and required that each of the sites create, maintain, and locally monitor their CSI plans within their School Plan for Student Achievement. School plans were developed in May - and June of 2021 and were approved between September - and October of 2021. At the time, school plans are being actively monitored by both the district offices' school improvement team, our previously stated 3rd party contractor, as well as the sites' instructional leadership team. The process which the LEA has developed for monitoring and improving outcomes for students at these sites was centered around a model of continuous improvement that was developed based on research from the Carnegie Foundation. A plan, do, study, act model has been applied to each of the sites, in which there is a core improvement team from the district level, to including our 3rd party contractor, who is to contact and work with the schools every other month in order to ensure continuous monitoring of data for improvement, and allowing for sites' ILT reflection in order to change course when necessary.

In order to work with stakeholders, the sites were required to develop their plans along with their site instructional leadership teams, they further engaged their School Site Councils in order to secure family and community feedback on plans. English Language Advisory Councils were engaged in order to receive feedback from the EL community, and the district engaged district advisory councils and our school board.

Monitoring and Evaluating Effectiveness

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

Lancaster School District will continue to provide a Comprehensive Support and Improvement Team from the district office to address the needs of the sites identified. In that team, the LEA is providing for increased monitoring pertaining to the academic (both math and language

arts), and social-emotional, with concerted efforts towards enhancing equitable environments for students who attend these schools. Meetings will include a walk-through with site leadership. District Leadership will be providing increased monitoring of initiatives on these sites, as well as monitoring of an effective implementation around a multi-tiered system of supports.

As discussed above, the LEA has determined district office personnel, who were chosen to work with each of these sites pertaining to the needs of the site. The district staff will visit each of the sites for walkthroughs at various points throughout the year (the intent was to schedule walkthroughs five times throughout the year and to meet with instructional leadership teams after those walkthroughs). After the completion of walkthroughs, the district office team members provide targeted feedback based upon the site's implementations of plans, and their signature practices (also included in their plans). All walks include an evidence-based walkthrough form, tailored for the sites being observed. We are collecting data specific to the needs of the site, however, we consistently review formative academic data, attendance, and suspension data. Implementation data determined as relevant by the site instructional leadership team is also collected and analyzed. Stakeholders are kept abreast of the implementation of plans through site advisory committees. In order to build the capacity of each of the impacted sites, we continue to provide targeted training, and coaching of site leadership through a targeted leadership model, as well as by building the capacity of teachers through a targeted instructional coaching model. As we are limited in our ability to do in-person training this year, this will be completed through virtual meetings with the district office, as well as webinars focusing on implementation of MTSS, social-emotional learning (CKH, Habits of Mind, etc.), and webinars on data analysis and action-oriented planning.

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

Lancaster School District has a rigorous educational partners engagement process in terms of the development of the Local Control and Accountability Plan. In the 2021-22 school year, all stakeholders in the Lancaster School District were provided with multiple opportunities to participate, be trained in data analysis, dialog around core instruction, and participate in the plan development and analysis.

All Educational Partners (i.e. the Board of Education, community members, families, pupils, and both certificated, and classified bargaining unit members) have taken part in, developing the goals, objectives, actions, and services seen in this plan. They have assisted in identifying needs and reviewing budget expenditures, regarding the LCAP, along with the Lancaster School District Cycle of Continuous Improvement. The Lancaster School District team completed a needs assessment in order to identify successes and challenges by conducting data reviews regarding academics, behaviors, attendance, and discipline throughout the academic year through our comprehensive District Site Leadership Team. Based on the needs assessments, observations, quarterly data digs, professional dialogues, reviews of various data dashboards, academic outcomes, and conditions for learning that address and affect culture, climate, and engagement we were able to revise our 2021-2024 LCAP to reflect the areas of need for our 2022-23 Local Control and Accountability Plan. This is reflected in the actions and services provided in the Goals/Actions section of this LCAP. LSD has established several district advisory committees and family engagement forums including the following:

District English Language Advisory Council (DELAC) serves as the English Learner Parent Advisory Committee - This team meets 5 times throughout the school year in the evenings and is representative of our English Language Learner community. The designee was available for discussion and feedback pertaining to any concerns in this meeting and provided both an overview of the LCAP and the LCAP process prior to the adoption of the LCAP by the district's Board of Trustees. Although the LCAP was provided in theory on various occasions in terms of obtaining input, the most significant meetings that were most targeted to the LCAP took place on February 10, 2022, and on May 12, 2022. The input was received from DELAC on February 10, and the plan was presented to DELAC on May 12, 2022. No comments were received upon presentation of the LCAP.

Superintendents' Advisory Committee (SAC) serves as the district's Parent Advisory Committee (PAC) - This team meets 3 times throughout the school year in the afternoons and is representative of parents district-wide with a special focus given to Foster and Low-Income students. Questions were responded to, by the Superintendent in writing throughout the engagement process. The final meeting that was held in order to gather input for the LCAP was on April 21, 2022. The LCAP was later presented to the superintendent's Advisory Committee on April 27th, 2022. No comments were received by the SAC upon presentation of the LCAP.

English Language Advisory Committees (ELAC) - These teams are representative of the English learner community of each site. Each site sends 1-2 representatives to be active with DELAC. However, both the SPSA for each site and the LCAP are discussed, and all sites are able to provide feedback through minutes that are reviewed by the Superintendent and their designee.

African American Advisory Committee (AAAC) - This team meets at each site throughout the year, and is representative of the Lancaster School District's African American community and students. Feedback is provided by the district's Director of Equity, Access, and Student Outcomes.

Leading for Equity Team – This team meets four times throughout the year on Saturdays to discuss planning around equitable practices. This group is made up of teachers, admin, and classified staff who are able to apply an equity lens to the LCAP as a whole document. This team makes recommendations directly to the Superintendent's Cabinet, and subsequently the Board of Trustees.

The bargaining unit was allotted time in order to review actions and services put into the LCAP, and provided with the ability to provide input. Dates for the meetings and opportunities provided for feedback were the following: February 28, March 7, 11, 17, 18, 29, 30, 31st, April 5, and 12th, May 4, and finally on May 10.

LCAP Family Nights/Committee Meetings (Lancaster's Listening) - In order to allow families to provide input and feedback on the 21-24 LCAP, Lancaster School District provided multiple LCAP family nights in order to allow families throughout the district to provide input. Input from families was obtained on the following dates: January 25, February 3, 7, March 3, 4, 7, 9, and 30th; April 1, 7, 12, 13, 14, 18. Family Ambassadors hosted meetings at their sites to provide input on the LCAP.

LCAP Board Forum - The Lancaster School District held a board forum where the district invited both bargaining units, as well as the board to provide feedback on the LCAP and district planning. LCAP forums focused on Safety, the advent of universal transitional kindergarten, and academics. The board was engaged in the LCAP mid-year update on February 15, 2022. The final update on the LCAP was provided on May 17th, 2022, and finally, the LCAP will be presented to the board in its totality on June 3 and scheduled for approval on June 21, 2022.

District Site Leadership Team - The DSLT for Lancaster School District is made up of Teachers, Administrators, and Bargaining Unit Members from both our teacher's association, as well as our classified association, and also met on three separate occasions throughout the year. DSLT met on November 17, 2021; March 16, 2022, and May 12, 2022.

SELPA - This educational partner group provides feedback specific to our Special Education population, and ensures the needs of Special Education Students at the forefront of the LCAP. The district's area SELPA was consulted in its finality on May 17, 2022.

Site Administrators - This educational partner group provided feedback during Administrator training (SAIL) and through the use of feedback surveys conducted specifically for the group.

Other School Personnel - Were incorporated and provided feedback via focus groups and district-wide surveys, as well as through representation at DSLT

Students also participated in focus groups. Targeted grade spans were 3-5 and 6-8.

***Please note that throughout the process, we provided both bargaining units access to the district LCAP to allow for constant feedback.

***The Lancaster School District notified members of the public of the opportunity to submit written comments regarding specific actions during educational partner engagement meetings, and at the Public Hearing held on June 7th, 2022. The LCAP was adopted at the following board meeting on June 21st, 2022.

***The annual update was provided to the board on May 17, 2022. The finalized LCAP was then presented to the board in a public hearing prior to the Lancaster School District Budget on June 7th, 2022. Both the LCAP, and the budget were subsequently adopted by the board on June 21st, 2022.

A summary of the feedback provided by specific educational partners.

The District English Language Advisory Council (DELAC) provided an emphasis, and desire towards an increased reclassification rate for Lancaster School District English learners. Tutoring was also a significant factor for this stakeholder group. This continued to provide the district with an emphasis and opportunity to maintain our district online tutoring program while supporting the sites in the creation of tutoring opportunities.

The Superintendent's Advisory Council (SAC) provided for a desire to see multiple tutoring opportunities for students throughout the district focused on their specific needs. There was also the want to ensure that students are being provided with opportunities to make real-world connections for their students.

The African American Advisory Committee (AAAC) provided feedback regarding the need to provide learning experiences that would allow students to make connections to history and real-world experiences. Furthermore, this group was interested in maintaining and expanding family engagement opportunities targeted toward African American families within the district.

LCAP Family Nights/Committee Meetings LCAP Board Forum - During these meetings, the significant data received provided that families were concerned with safety measures, however this year, the many families that came to board meetings were advocating for the rescission of mask mandates. That being said, the district was able to rescind the requirement of masks for students and teachers in the Spring as a result of the governor removing the mandate. Family groups also were pleased that we were able to enhance our transitional kindergarten experience through our universal transitional kindergarten program, is planned for the 22-23 school year.

The District Site Leadership Team (DSLT) provided feedback regarding the use of specific positions within the district i.e. the use of counselors, and assistant principals, and had an emphasis on staffing and providing for equitable access to teachers. This group also helped to take stakeholder feedback and modify actions.

Students provided feedback via focus groups. We identified a high need as being attendance. During this time we asked why students had a high rate of absence for non-covid-related issues. We learned that students in Lancaster, specifically at the middle level were adamant and excited to learn, but that they did not always feel welcome at school. As a result of this feedback, we will be going further in-depth with our work with social-emotional learning, restorative practices, and Capturing Kids Hearts in the 22-23 school year.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

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

1. Increased instance and frequency of family training that increases a family's capacity to assist their students will continue. There was a desire from stakeholders for the district to support family nights, and specific activities focused on working with students on educational activities at home. From this, we have provided the intent to maintain our relationships with various organizations such as Parenting Partners, and have looked at expanding our base to other training opportunities for families. Another aspect of the LCAP that was influenced was the use of district coaches to provide academic training to parents on the various aspects of both math and reading.
2. The need for a designated parent space, i.e. a district parent training center, was provided as a need by families. Due to this request, we are in process of identifying a space within the district that will appropriately fill the need for families in this area. This information was derived directly from our work during LCAP family nights, as well as during our English Learner Advisory Committees and DELAC. We continue to work to identify space within our district to do so.
3. Build relationships through the continuity of our core social-emotional programs with students.
4. Build and create a culture conducive to student learning where equity is at the focus of student learning, meeting student needs where they are, and scaffolding effectively. This was derived from our SAC and allows us to also bring about relevance to the educational system.
5. Build capacity of leadership throughout the organization in order to monitor instruction, and work with their specific student groups. We will continue into the 22-23 school year to develop leaders by conducting district walkthroughs with the help of consultants to build the capacity of our site leaders. Furthermore, the district will be recreating and disseminating the work of district staff in order to be a support to Principals in implementing site programs.
6. We will continue to build a dual capacity for both families and teachers, by providing training for both families and teachers. Parents are now in a position and want to assist schools, we will begin the work of training teachers, and staff in best practices in parent and family involvement This was derived directly from feedback offered by our families, and our Equity Design Team.
7. Building solidified Multi-Tiered Systems of Support (MTSS) throughout the district at all sites in order to provide both intervention where necessary and enrichment to all students.
8. Equity in all aspects of a student's instruction and education.

9. Options - building a student's access to school and allowing students the ability to explore interests throughout the school day. The Lancaster School District will continue to provide school-wide foci in order to increase student engagement.
10. After consultation with our SELPA, we will be maintaining a focus on inclusion, and the use of the Learning Center Model.
11. 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 learners (ELL) 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. This came about due to the impact of various family meetings, as well as our Equity Design Team.
12. As a result of information received from our DELAC, we have identified specific language programs and methods that we will be training teachers on during the upcoming 21-22 school year. Further, we will be providing an emphasis on access to MTSS for our language learners.
13. Early literacy will also be a focus of the K-3 student learning experience in order to better prepare students for access to higher levels of academic rigor.
14. Continued implementation of our K-2, MTSS para program to assist students in the early academic acquisition of positive behavior and a focus on reading.
15. The implementation of Universal Transitional Kindergarten.
16. Increased support for students before and after school

Goals and Actions

Goal

Goal #	Description
1	Academics - Every student will demonstrate continuous growth toward mastery of Common California State Standards as measured by a variety of assessments.

An explanation of why the LEA has developed this goal.

Although CAASPP was not administered in either the 19-20 or 20-21 school years, the scores that Lancaster has received prior to the pandemic in terms of English language Arts, Mathematics, and English language development have been consistent for the preceding years. We have remained at 18% meeting or exceeding standards in mathematics, and 32% meeting or exceeding standards in English Language Arts. Our formative assessments are also reflective of this. Subsequently, our English language learners are currently in the yellow tier for mathematics, and orange tier for English language arts, this is also reflected in our formative assessments in both math and reading. Low-income students are yellow in both ELA and Math, and Foster students are red in both ELA and math. Lancaster School District is 86.7% low income, and due to the achievement of targeted student groups it has been determined by various stakeholder groups that Lancaster school district will provide increased and improved services for targeted students groups, that will benefit all student groups, with increased access to culturally relevant teaching pedagogy, a focus on equity for all student groups, and a significant increase in the capacity of school sites to effectively implement a multi-tiered system of support, allowing for access to both enrichment, and intervention where needed.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
ELA CAASPP - Overall Student Group	-44.9/Orange	Will be provided upon receiving scores from the 2022 administration of the ELA CAASPP.			-35.9/Yellow
ELA CAASPP - English Learners Student Group	-53.9/Orange	Will be provided upon receiving scores from the 2022 administration of the ELA CAASPP.			-38.9/Yellow

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
ELA CAASPP - Foster Youth Student Group	-74.7/Red	Will be provided upon receiving scores from the 2022 administration of the ELA CAASPP.			-59.7/Yellow
ELA CAASPP - Homeless Student Group	-66.2/Yellow	Will be provided upon receiving scores from the 2022 administration of the ELA CAASPP.			-51.2/Yellow
ELA CAASPP - Low Income Student Group	-49.8/Yellow	Will be provided upon receiving scores from the 2022 administration of the ELA CAASPP.			-33.3/Yellow
ELA CAASPP - Students with Disabilities Student Group	-128/Orange	Will be provided upon receiving scores from the 2022 administration of the ELA CAASPP.			-107/Orange
ELA CAASPP - African American Student Group	-73.7/Red	Will be provided upon receiving scores from the 2022 administration of the ELA CAASPP.			-52.7/Yellow
ELA CAASPP - American Indian/Alaskan Native Student Group	-47.7/Yellow	Will be provided upon receiving scores from the 2022 administration of the ELA CAASPP.			-38.7/Yellow
ELA CAASPP - Asian Student Group	.1/Yellow	Will be provided upon receiving scores from the 2022			9.1/Green

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		administration of the ELA CAASPP.			
ELA CAASPP - Filipino Student Group	36.5/Green	Will be provided upon receiving scores from the 2022 administration of the ELA CAASPP.			45.5/Blue
ELA CAASPP - Hispanic Student Group	-39.4/Orange	Will be provided upon receiving scores from the 2022 administration of the ELA CAASPP.			-30.4/Yellow
ELA CAASPP - Native Hawaiian/Pacific Islander Student Group	-31.5/No Current Color	Will be provided upon receiving scores from the 2022 administration of the ELA CAASPP.			-22.5/Yellow
ELA CAASPP - White Student Group	-18.3/Orange	Will be provided upon receiving scores from the 2022 administration of the ELA CAASPP.			-9.3/Yellow
ELA CAASPP - Two or More Races Student Group	-48.3/Orange	Will be provided upon receiving scores from the 2022 administration of the ELA CAASPP.			-33.3/Yellow
Math CAASPP - Overall student group	-84.6/Yellow	Will be provided upon receiving scores from the 2022 administration of the Math CAASPP.			-75.6/Yellow

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Math CAASPP - English Learner Student Group	-91.2/Yellow	Will be provided upon receiving scores from the 2022 administration of the Math CAASPP.			-76.2/Yellow
Math CAASPP - Foster Youth Student Group	-107.8/Red	Will be provided upon receiving scores from the 2022 administration of the Math CAASPP.			-86.8/Yellow
Math CAASPP - Homeless Student Group	-103.5/Orange	Will be provided upon receiving scores from the 2022 administration of the Math CAASPP.			-82.5/Yellow
Math CAASPP - Low Income Student Group	-89.6/Yellow	Will be provided upon receiving scores from the 2022 administration of the Math CAASPP.			-74.6/Yellow
Math CAASPP - Students with Disabilities Student Group	-165.2/Orange	Will be provided upon receiving scores from the 2022 administration of the Math CAASPP.			-135.5/Orange
Math CAASPP - African American Student Group	-117.4/Orange	Will be provided upon receiving scores from the 2022 administration of the Math CAASPP.			-93.4/Yellow
Math CAASPP - American	-100.2/Red	Will be provided upon receiving scores from the 2022			-78.2/Yellow

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Indian/Alaskan Native Student Group		administration of the Math CAASPP.			
Math CAASPP - Asian Student Group	-20.2/Yellow	Will be provided upon receiving scores from the 2022 administration of the Math CAASPP.			-11.2/Green
Math CAASPP - Filipino Student Group	0/Green	Will be provided upon receiving scores from the 2022 administration of the Math CAASPP.			9/Green
Math CAASPP - Hispanic Student Group	-78.4/Yellow	Will be provided upon receiving scores from the 2022 administration of the Math CAASPP.			-69.4/Yellow
Math CAASPP - Native Hawaiian/Pacific Islander Student Group	-70.2/No Current Color	Will be provided upon receiving scores from the 2022 administration of the Math CAASPP.			-61.2/Yellow
Math CAASPP - White Student Group	-54.2/Orange	Will be provided upon receiving scores from the 2022 administration of the Math CAASPP.			-45.2/Yellow
Math CAASPP - Two or More Races Student Group	-84.4/Orange	Will be provided upon receiving scores from the 2022 administration of the Math CAASPP.			-75.4/Yellow

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
iReady - Reading Overall student group	34% At or Above Grade Level	37% At or Above Grade Level			49% At or Above Grade Level
iReady - Reading English learners student group	23% At or Above Grade Level	34% At or Above Grade Level			44% At or Above Grade Level
iReady -Reading Low Income Student Group	33% At or Above Grade Level	35% At or Above Grade Level			48% At or Above Grade Level
iReady - Reading Students with Disabilities Student Group	12% At or Above Grade Level	15% At or Above Grade Level			42% At or Above Grade Level
iReady - Reading African American Student Group	24% At or Above Grade Level	28% At or Above Grade Level			45% At or Above Grade Level
iReady - Reading American Indian/Alaskan Native Student Group	32% At or Above Grade Level	41% At or Above Grade Level			47% At or Above Grade Level
iReady - Reading Asian Student Group	57% At or Above Grade Level	51% At or Above Grade Level			72% At or Above Grade Level
iReady - Reading Hispanic Student Group	37% At or Above Grade Level	39% At or Above Grade Level			52% At or Above Grade Level
iReady - Reading White Student Group	37% At or Above Grade Level	39% At or Above Grade Level			52% At or Above Grade Level
iReady - Math Overall Student Group	20% At or Above Grade Level	26% At or Above Grade Level			35% At or Above Grade Level
iReady - Math English Learners Student Group	13% At or Above Grade Level	22% At or Above Grade Level			31% At or Above Grade Level

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
iReady - Math Low Income Student Group	18% At or Above Grade Level	25% At or Above Grade Level			33% At or Above Grade Level
iReady - Math Students with Disabilities	8% At or Above Grade Level	11% At or Above Grade Level			27% At or Above Grade Level
iReady - Math African American Student Group	14% At or Above Grade Level	16% At or Above Grade Level			32% At or Above Grade Level
iReady - Math American Indian/Alaskan Native Student Group	20% At or Above Grade Level	23% At or Above Grade Level			35% At or Above Grade Level
iReady - Math Asian Student Group	41% At or Above Grade Level	32% At or Above Grade Level			56% At or Above Grade Level
iReady - Math Hispanic Student Group	21% At or Above Grade Level	29% At or Above Grade Level			36% At or Above Grade Level
iReady - Math White Student Group	22% At or Above Grade Level	30% At or Above Grade Level			37% At or Above Grade Level
CAST	14.25% Meeting or exceeding state standards	Not administered in 2022			23.25% Meeting or exceeding state standards
Local Indicator - Implementation of Academic Standards	Standard Met	Standard Met			Standard Met
Local Indicator - Access to Broad Course of Study	Standard Met	Standard Met			Standard Met
Local Indicator - Basics: Teacher	Standard Met	Standard Met			Standard Met

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(Williams Report/SARC)					
Local Indicator - Basics: Instructional Materials (Williams Report)	Standard Met	Standard Met			Standard Met
Middle School Drop Out Rate	0%	0%			0%
Youth Truth Student Academic Challenge	Elementary School - 2.62 (1-3) Middle School - 3.88 (1-5)	Elementary School - 2.52 (1-3) Middle School - 3.68 (1-5)			Elementary School - 2.75 Middle School - 3.9
Youth Truth Student Engagement	Elementary School - 2.83 (1-3) Middle School - 3.51 (1-5)	Elementary School - 2.79 (1-3) Middle School - 3.35 (1-5)			Elementary School - 2.9 Middle School - 4.0
Youth Truth Staff Professional Development	Elementary School - 4.14 (1-5) Middle School - 3.97 (1-5)	Elementary School - 4.01 (1-5) Middle School - 3.74 (1-5)			Elementary School - 4.2 Middle School - 4.0
Youth Truth Student Instructional Methods	Elementary School - 2.68 (1-3)	Elementary School - 2.58 (1-3)			Elementary School - 2.75

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Teacher Credentialing	The Human Resources department will provide all students access to teachers who are qualified and appropriately assigned and equitably distributed among Lancaster School District Schools.	\$128,588,291.00	No
1.2	Implementation of Common State Standards	The Educational Services Department will ensure all students have access to rigorous standards-aligned instructional materials, to support standards-based instruction and learning. This will include materials identified to provide for technology-based educational programs to support the core curriculum in the classroom.	\$14,929,305.00	No
1.3	Inclusive Practices	The Educational Services Department will provide training and support for all staff implementing inclusive practices and interventions that support and Low Income, Foster, and English language learners in achieving academic expectations, and language development proficiency.	\$1,825,136.00	Yes
1.4	Culturally Relevant Professional Development	The Educational Services Department will provide teachers, staff, and administrators, access to high-quality, targeted, and ongoing professional development, coaching, and feedback related to the implementation of high priority standards (to include the California ELD standards) using a variety of culturally relevant delivery methods in order to engage English learners, and low-income student groups (to include but not be limited to our low-income African American student group.)	\$109,496.00	Yes
1.5	Intervention and enrichment	The district will provide sites with classified Para educators, and certificated support staff to support a multi-tiered system of support for low-income, foster, and English learner student groups. Administrative support will monitor and provide feedback to ensure high-quality, rigorous instruction, and intervention, are implemented in core content areas to include reading, mathematics, and language instruction.	\$33,788,279.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.6	Professional Learning Communities	The Educational Services Department in conjunction with the Innovation and Technology Department will provide opportunities and structures for teachers and staff to collaborate using data, both formative and summative, to inform instructional decisions related to closing the achievement gap for low-income, foster, and English learners student groups.	\$0.00	Yes
1.7	Alternative instructional settings	Teachers will provide alternative methods of delivery to meet the increased needs of low-income, and foster students who need increased access to social-emotional development. This will include optional educational settings in order to address social-emotional needs of students where necessary.	\$0.00	Yes
1.8	Early Literacy - Reading Foundations	Teachers, administrators, and para educators will be trained in the evidence based science of reading practices and implement consistent foundational reading instructional routines and assessments to ensure low income students are reading by 3rd grade.	\$0.00	Yes
1.9	Leadership Support	Site administrators will be provided with differentiated support to build their capacity to lead diverse schools, with a majority low socio-economic, English learner, and Foster student groups from an equity (all means all) based lens in order to improve student outcomes. Equitable support will be provided to all site leaders, allowing for growth in capacity related to goals and objectives outlined in each site's school plan.	\$0.00	Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Overall the Lancaster School District was able to fully implement five of the seven goals provided in the 21-22 school year. Overall we were successful in providing targeted training, that allowed for a focused curriculum, however, experienced challenges and inconsistencies in staffing due to quarantining protocols as a result of COVID 19.

1.1 The Human Resources department will provide all students access to teachers who are fully qualified and appropriately assigned.

*Under action 1.1 the Lancaster School District experienced significant difficulty in retaining staff. The issue that we experienced with this action was the movement of staff, as well as keeping the consistency of fully credentialed staff in the classroom due to quarantining and COVID protocols. This impacts students and instruction due to the fact that not all teaching positions were filled at the very beginning of the year. We had to rely on substitute teachers, which caused us to reframe our actions moving forward with regard to staffing.

1.2 The Educational Services Department will ensure all students have access to rigorous standards-aligned instructional materials

*This action was identified and completed as necessitated by the district Local Control and Accountability Plan. This was evidenced through our Williams review. We do find that it will be necessary for the future, to ensure that we are providing the needed educational technology add-ons and programs to allow for academic achievement for all students.

1.3 The Educational Services Department will provide training and support for all staff implementing inclusive practices and interventions that support English language learners in achieving academic expectations, and language development proficiency.

*The Lancaster School District was not able to implement this action fully, however, will do so via the use of our online learning program for professional learning and development in the 22-23 school year.

1.4 The Educational Services Department will provide teachers, staff, and administrators, access to high-quality professional development, coaching, and feedback related to the implementation of high-priority standards (including the California ELD standards) using a variety of culturally relevant delivery methods in order to engage English learners and low-income student groups.

*The Lancaster School District was successful in offering high-quality professional development to all staff, and followed up with coaching, and feedback with regard to the implementation of high-priority standards.

1.5 The district will provide sites with classified paraeducators, and certificated support staff to support a multi-tiered system of support for low-income, foster, and English learner student groups. Administrative support will monitor and provide feedback to ensure high-quality, rigorous instruction, and intervention, are implemented in core content areas and language development.

*Multi-Tiered Systems of Supports paraeducators were provided to support sites in the K-2 grade span. The district will continue to work with site administration in order to effectively provide feedback and to ensure high-quality, rigorous instruction, and intervention, are implemented in core content areas including language development.

1.6 The Educational Services Department in conjunction with the Innovation and Technology Department will provide opportunities and structures for teachers and staff to collaborate using data, both formative and summative, to inform instructional decisions related to closing the achievement gap for low-income, foster, and English learners student groups.

*Both the Ed Services Department and the Innovation and Technology Department have collaborated to provide an ongoing data monitoring dashboard, accessible to all district leaders. We continue to train site administration to effectively integrate the use of this data into our continuous improvement cycle with their instructional leadership teams.

1.7 Teachers will provide alternative methods of delivery to meet the increased needs of low-income, and foster students who need increased access to social-emotional development. This will include distance learning/hybrid programs, and alternative educational settings in order to address the social-emotional needs of low-income students.

*This action was completed, however, we experienced staffing challenges due to quarantining throughout the year in terms of creating the best environments in terms of consistency for students with regard to this action. We continue to seek opportunities for teachers to better support students in an online environment.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

In the 21-22 school year we continued to see that there was a gap in what we estimated to be provided for with regards to tutoring and after-school work for teachers. We saw increased costs as we were required to continue to pay salaries for teachers who would be put on quarantine after being exposed to COVID, while continuing to pay for substitute teachers. At some sites, we incurred increased costs for subs and intervention teachers. Some substitute teachers were hired as full-time substitute teachers to fill in when short-staffed while continuing to support teachers when sites were fully staffed. Whereas we did not incur the expected cost for extra work that we had expected, we did incur costs for extra duty assignments such as training, or Saturday work with teachers and staff. This came mainly from meetings developing plans for the upcoming school year. We did see increased use of our Lancaster Learning Institute in order to provide for a greater attendance when explaining and working with district frameworks. There was a considerable amount of work done with regard to planning for Early Literacy, and Leadership initiatives across the district resulting in higher costs for certificates. Finally, with regards to Professional Learning Communities, sites were provided the ability to have teachers meet during the school day through a company that allowed and provided recess for students allowing teachers to meet in collaboration. This was not an expected expense at the beginning of the year.

For Goal 1.7 the district was able to utilize one-time funds to provide services within the alternative educational settings. The training was provided through other actions as the district found it necessary to expand the training through other means.

Subsequently, extra materials and supplies were purchased for our after-school programs providing for extra costs.

An explanation of how effective the specific actions were in making progress toward the goal.

1.1 The Human Resources department will provide all students access to teachers who are fully qualified and appropriately assigned.

*Lancaster School District was unable to implement this goal in its totality due to teacher shortages throughout the year. We did finally get into space towards the end of the year when all teachers were identified for classes.

1.2 The Educational Services Department will ensure all students have access to rigorous standards-aligned instructional materials

*We did find that enacting and providing educational technology along with our core curriculum, benefitted students in the 21-22 school year. We did find it difficult to train all teachers in how to effectively utilize the resources presented to them. We believe that upon training all teachers in educational resources available, we will see significant gains in academic achievement.

1.3 The Educational Services Department will provide training and support for all staff implementing inclusive practices and interventions that support English language learners in achieving academic expectations, and language development proficiency.

*Although data is pointing to a positive outcome in terms of English learner student reclassification, we believe that with more support in providing for more support year long, we will see further and enhanced success.

1.4 The Educational Services Department will provide teachers, staff, and administrators, access to high-quality professional development, coaching, and feedback related to the implementation of high priority standards (including the California ELD standards) using a variety of culturally relevant delivery methods in order to engage English learners and low-income student groups.

*The district has determined through its advisory groups that more substantial work needs to be accomplished in terms of training on ELD high priority standards. Due to competing needs, the district was unable to fully realize the effects of the high-priority ELD standards in 21-22. This action will carry forward into the 22-23 school year.

1.5 The district will provide sites with classified paraeducators, and certificated support staff to support a multi-tiered system of support for low-income, foster, and English learner student groups. Administrative support will monitor and provide feedback to ensure high-quality, rigorous instruction, and intervention, are implemented in core content areas and language development.

*We saw increases in student achievement, and mitigation of negative behaviors in the K-2 grade span due to the support of our MTSS paraeducators throughout the year. As we move forward, we will continue to work with site administrators to strengthen this program for school sites.

1.6 The Educational Services Department in conjunction with the Innovation and Technology Department will provide opportunities and structures for teachers and staff to collaborate using data, both formative and summative, to inform instructional decisions related to closing the achievement gap for low-income, foster, and English learners student groups.

*Site administration has been successful in identifying data through the integration of our district with the dashboard. There continues to be a need to support site administration with the development of actions that reflect the data, and to continue that process via a continuous improvement cycle.

1.7 Teachers will provide alternative methods of delivery to meet the increased needs of low-income, and foster students who need increased access to social-emotional development. This will include distance learning/hybrid programs, and alternative educational settings in order to address the social-emotional needs of low-income students.

*We did see that there was a significant number of students who took the option of our distance learning program. Early in the year, we had understaffed this option, and have since learned of the increased need to ensure that students who want access to an option such as this receive it through independent study.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

1.1 The Human Resources department will provide all students access to teachers who are qualified and appropriately assigned and equitably distributed among Lancaster School District Schools.

*In order to adequately reflect the need to address equity in hiring and placement of teachers, the district has provided for a portion of this action to identify ways in which we might be able to better staff hard-to-staff schools within the Lancaster School District.

1.2 The Educational Services Department will ensure all students have access to rigorous standards-aligned instructional materials, to support standards-based instruction and learning. This will include materials identified to provide for technology-based educational programs to support the core curriculum in the classroom.

*We are attempting to reflect the need to move towards a standards-based grading system for all students. In order to do this, we must align our work with standards-based instructional practices.

1.4 The Educational Services Department will provide teachers, staff, and administrators, access to high-quality, targeted, and ongoing professional development, coaching, and feedback related to the implementation of high-priority standards (including the California ELD standards) using a variety of culturally relevant delivery methods in order to engage English learners, African American, and low-income student groups.

*We added verbiage to reflect the need to offer ongoing professional development to teachers, staff, and administrators within our culturally relevant professional development.

1.5 We added the subjects of reading and math to this description.

1.6 This action was non-contributing last year, and this year we noted the need to make it contributing due to the target student populations.

1.7 Teachers will provide alternative methods of delivery to meet the increased needs of low-income, and foster students who need increased access to social-emotional development. This will include optional educational settings in order to address the social-emotional needs of students where necessary.

*The District wanted to ensure that we were providing an adequate description that we would be providing a variety of services to at-risk youth such as alternative educational settings, and methods of delivery.

1.8 Teachers, administrators, and paraeducators will be trained in the evidence-based science of reading practices and implement consistent foundational reading instructional routines and assessments to ensure all students are reading by 3rd grade.

*This action was added in order to provide for early literacy for students based on the need identified regarding reading assessments. We have determined that teachers have had some difficulty in providing appropriate early reading strategies. This action works to address this issue.

1.9 Site administrators will be provided with differentiated support to build the capacity of site leaders to lead diverse schools from an equity (all means all) based lens in order to improve student outcomes. Equitable support will be provided to all site leaders, allowing for growth in their capacity related to goals and objectives outlined in each site's school plan.

*This action was added to the goal in order to address the needs of site leaders to build leadership capacity. In order to do so, the district will be providing for the training of site leaders that aligns with the CEL's 4 dimensions of instructional quality. Support will be provided using CEL's Principal Support Framework.

In actions 1.5 and 1.6 we modified the descriptions to identify what will be occurring in the 22-23.

There will be no change in the metrics, and desired outcomes have been deemed appropriate based on the current systemic structure in place.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
2	Equitable Learning Practices and Positive Learning Environments – We will provide the necessary resources and supports to create and maintain positive learning environments to eliminate barriers to success for all students.

An explanation of why the LEA has developed this goal.

Lancaster School District has developed our revised goal 2 to meet the needs of our diverse student population. This goal was devised in order to allow students to receive access to core instruction, as well as to provide scaffolding support to ensure that students have the needed assistance in order to remain engaged in the school setting. The Lancaster School District has an 87.6% socio-economically disadvantaged student population and has had an increased suspension and chronic absenteeism rate in past years. Due to this, the district will focus this goal on creating positive learning environments and implementing social-emotional supports for students.

Acquiring the English language can be a barrier in the educational setting. There are approximately 1,600 English Language Learners who attend Lancaster School District schools. Of those 1,600 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. There are also approximately 1,000 Reclassified English Language Proficient students (RFEPs) within the Lancaster School District. After reviewing the California Dashboard, as well as community forums focused on Ever English Learners, 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 of representation, and requiring that the district address climate concerns in order to better meet the needs of a diverse population.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Suspension - Overall	5% (Yellow) of students suspended at least one time	7.6% Local Data was used in lieu of Dashboard Data			.2% (Blue) of students suspended at least one time

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		*Dashboard was unavailable at the time of reporting. Upon receiving dashboard information, this section will be updated.			
Suspension - Low Income Student Group	5.3% (Yellow) of students suspended at least one time	6.6% Local Data was used in lieu of Dashboard Data *Dashboard was unavailable at the time of reporting. Upon receiving dashboard information, this section will be updated.			4.4% (Yellow) of students suspended at least one time
Suspension - Foster Youth Student Group	7.6% (Orange) of students suspended at least one time	.53% Local Data was used in lieu of Dashboard Data *Dashboard was unavailable at the time of reporting. Upon receiving dashboard information, this			4.6% (Yellow) of students suspended at least one time

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		section will be updated.			
Suspension - Homeless Student Group	6.2% (Red) of students suspended at least one time	.5% Local Data was used in lieu of Dashboard Data *Dashboard was unavailable at the time of reporting. Upon receiving dashboard information, this section will be updated.			3.2% (Yellow) of students suspended at least one time
Suspension - English Learners Student Group	2.4% (Yellow) of students suspended at least one time	.42% Local Data was used in lieu of Dashboard Data *Dashboard was unavailable at the time of reporting. Upon receiving dashboard information, this section will be updated.			1.5% (Green) of students suspended at least one time
Suspension - African American Student Group	10.4% (Orange) of students suspended at least one time	4.5%			7.4% (Yellow) of students suspended at least one time

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>Local Data was used in lieu of Dashboard Data</p> <p>*Dashboard was unavailable at the time of reporting. Upon receiving dashboard information, this section will be updated.</p>			
Suspension - Hispanic Student Group	2.4% (Green) of students suspended at least one time	<p>2.1%</p> <p>Local Data was used in lieu of Dashboard Data</p> <p>*Dashboard was unavailable at the time of reporting. Upon receiving dashboard information, this section will be updated.</p>			1.5% (Green) of students suspended at least one time
Suspension - Two or More Races Student Group	6.2% (Orange) of students suspended at least one time	<p>.26%</p> <p>Local Data was used in lieu of Dashboard Data</p>			3.2% (Yellow) of students suspended at least one time

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		*Dashboard was unavailable at the time of reporting. Upon receiving dashboard information, this section will be updated.			
Suspension - Students with Disabilities Student Group	8.9% (Orange) of students suspended at least one time	1.8% Local Data was used in lieu of Dashboard Data *Dashboard was unavailable at the time of reporting. Upon receiving dashboard information, this section will be updated.			5.9% (Yellow) of students suspended at least one time
Suspension - American Indian Student Group	3.8% (Yellow) of students suspended at least one time	.05% Local Data was used in lieu of Dashboard Data *Dashboard was unavailable at the time of reporting. Upon receiving dashboard information, this			2.9% (Green) of students suspended at least one time

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		section will be updated.			
Suspension - Asian Student Group	0% (Blue) of students suspended at least one time	0% Local Data was used in lieu of Dashboard Data *Dashboard was unavailable at the time of reporting. Upon receiving dashboard information, this section will be updated.			0% (Blue) of students suspended at least one time
Suspension - Pacific Islander Student Group	3.2% (Yellow) of students suspended at least one time	0% Local Data was used in lieu of Dashboard Data *Dashboard was unavailable at the time of reporting. Upon receiving dashboard information, this section will be updated.			2.3% (Green) of students suspended at least one time
Suspension - Filipino Student Group	.5% (Blue) of students suspended at least one time	0%			0% (Blue) of students suspended at least one time

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>Local Data was used in lieu of Dashboard Data</p> <p>*Dashboard was unavailable at the time of reporting. Upon receiving dashboard information, this section will be updated.</p>			
Suspension - White Student Group	2.9% (Green) of students suspended at least one time	<p>.61%</p> <p>Local Data was used in lieu of Dashboard Data</p> <p>*Dashboard was unavailable at the time of reporting. Upon receiving dashboard information, this section will be updated.</p>			2% (Green) of students suspended at least one time
Expulsion rate - Overall	.04% (6 expulsions) - Data cannot be disaggregated as the number of students expelled is under the reportable number.	<p>0% (no expulsion reported in 21-22)</p> <p>Local Data was used in lieu of Dashboard Data</p>			.01%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		*Dashboard was unavailable at the time of reporting. Upon receiving dashboard information, this section will be updated.			
English Language Progress Indicator (percent of students making growth towards language proficiency)	47.2% Making progress in English language Development	Not available at this time (awaiting release of the 2022 CA school Dashboard)			55% Making progress in English language development
English Learner Reclassification	4.1% Reclassification rate	6% Reclassification rate			13.8% Reclassification Rate
English Language Proficiency Assessment	16.4% Well Developed (4)	13.98% Well Developed (4) 33.66% Moderately Developed (3) 32.57% Somewhat Developed (2) 19.79% Minimally Developed (1)			25% Well Developed (Level 4)
Youth Truth Relationship Measure Staff	Elementary - 4.22 (1-5) Middle - 4.08 (1-5)	Elementary - 4.15 Middle - 3.82			Elementary - 4.3 (1-5) Middle - 4.1 (1-5)
Youth Truth Culture Measure Staff	Elementary - 4.06 (1-5) Middle - 3.90 (1-5)	Elementary - 3.94 Middle - 3.5			Elementary - 4.1 (1-5) Middle - 4.0 (1-5)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Youth Truth Relationship Measure Student	Elementary 2.81 (1-3) Middle 3.87 (1-5)	Elementary - 2.7 Middle - 3.37			Elementary - 2.85 (1-3) Middle - 4.0 (1-5)
Youth Truth Culture Measure Student	Elementary - 2.51 (1-3) Middle - 3.71 (1-5)	Elementary - 2.16 Middle - 3.18			Elementary - 2.6 (1-3) Middle - 4.0 (1-5)
Youth Truth Belonging Measure Student	Elementary - 2.58 (1-3) Middle - 3.37 (1-5)	Elementary - 2.41 Middle - 3.30			Elementary - 2.68 (1-3) Middle - 4.0 (1-5)
Youth Truth Resources Measure Families	Elementary - 3.85 (1-5) Middle - 3.88 (1-5)	Elementary - 3.81 Middle - 3.67			Elementary - 4.0 (1-5) Middle - 4.0 (1-5)

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Counseling services	Counselors will provide small group and individual support targeted towards foster students to ensure their social/emotional and behavioral needs are addressed through social-emotional programs (such as but not limited to Second Step) based on their needs.	\$3,538,790.00	Yes
2.2	Culturally responsive PBIS	Pupil Safety and Attendance will work with sites to develop, monitor, and implement a culturally responsive Positive Behavior Interventions and Support plan at each school site. Sites will be supported by a district counselor on special assignment (COSA) as well as a Teacher	\$197,732.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>on Special Assignment (TOSA) in order to implement a culturally responsive Positive Behavior Interventions and Supports program.</p> <p>Programs such as but not limited to Capturing Kids Hearts, and Second Step, will support students and schools in implementing a culturally responsive Positive Behaviors and Supports program.</p>		
2.3	Multi-Tiered Systems of Support	The Department of Equity, Access, and Student Outcomes will provide a tiered system of support for academics, social/emotional, and behavior through the implementation of a Multi-Tiered System of Support that targets low-income students' need for individualized, small group, and personalized, equitable learning environments.	\$484,143.00	Yes
2.4	Culturally responsive training	The Department of Equity, Access, and Student Outcomes will provide professional development, coaching support, and monitoring for staff in order to address disproportionality in programs and practices that will support low-income, foster, and English learners to ensure that these student groups have access to rigorous content standards. An equity audit will support the district in identifying necessary areas of integration of culturally responsive training.	\$445,610.00	Yes
2.5	Expanded learning opportunities	The Division of Innovation and Technology, under the District's Department of Expanded Learning, will provide programs that give low income students opportunities to expand on classroom learning through interest-based intercession, summer, and before/after school programs.	\$50,814.00	Yes
2.6	Increased language development services through Multi-Tiered Systems of Supports	The Educational Services Department will provide a multi-tiered system of support in both the designated ELD classroom and during integrated ELD to meet the needs of English learners in order to increase language development. Language development will be	\$268,539.00	Yes

Action #	Title	Description	Total Funds	Contributing
		monitored for EL students utilizing a technology-based monitoring system such as Ellevations.		

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Overall the Lancaster School District was able to implement five of six goals fully in the 21-22 school year. We found that overall the innovation of the district to create asynchronous training in this area was a success, however, found that there was a significant challenge was the impact of varying priorities on the district, keeping us from fully implementing all actions.

2.1 Counselors will provide small group and individual support targeted towards foster students to ensure their social/emotional and behavioral needs are addressed through social-emotional programs (such as but not limited to Second Step) based on their needs.

*No differences were provided in this plan of action. The district was able to maintain ongoing social/emotional support for our students with a focus on our social/emotional program throughout the year. This program was supplemented with various other programs as directed and identified by school site leadership.

2.2 Pupil Safety and Attendance will work with sites to develop, monitor, and implement a culturally responsive Positive Behavior Interventions and Support plan at each school site.

*Each school site created and monitored a Positive Behavior Interventions and Supports plan at each school site throughout the school year, with fidelity. Sites completed a reboot of the program in January and February upon return from Winter Break. This was monitored by the district cabinet Instructional Leadership Team at each site.

2.3 The Department of Equity, Access, and Student Outcomes will provide a tiered system of support for academics, social/emotional, and behavior through the implementation of a Multi-tiered System of Support that targets low-income students' need for individualized, small group, and personalized, equitable learning environments.

*A multi-tiered system of support was implemented by various educational partners. We were not able to train all sites this year in MTSS, however, we were able to provide ongoing support on training that had occurred in the 20-21 school year to the sites that were trained. We were also able to provide for support to sites through our MTSS Leadership Team, and have just completed a plan for tiered support for sites experiencing difficulties in implementing various district and site-wide programs.

2.4 The Department of Equity, Access, and Student Outcomes will provide professional development, coaching support, and monitoring for staff in order to address disproportionality in programs and practices that will support low-income, foster, and English learners to ensure that these students groups have access to rigorous content standards.

*The Department of Equity, Access, and Student Outcomes was able to provide training to sites in our Capturing Kids Hearts program in order to continue to establish relational capacity among school site staff, and students.

2.5 The Department of Alternative Learning Opportunities will implement extended learning opportunities, (i.e. Saturday, Intercession, and Summer School) to provide intervention and enrichment for low-income students.

*Saturday sessions, intercession, and Summer School have been completed at various times throughout the year to allow for students to have continuous access to enrichment opportunities. This action was geared towards implementation with our low-socioeconomic student group.

2.6 The Educational Services Department will provide a multi-tiered system of support in both the designated ELD classroom and during integrated ELD to meet the needs of English learners in order to increase language development. Language development will be monitored for EL students utilizing a technology-based monitoring system such as Ellevations.

*The Department of Special Programs, with the support of the Coordinator of English Learners, and the EL Design team was responsible for providing training to sites via our Lancaster IGNITE! training platform throughout the year. We have begun to emphasize the presence of these trainings for asynchronous use.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

To begin we incurred more costs than expected as a result of purchasing materials and supplies to support the implementation of Universal Design for Learning in some of our elementary school classrooms. Further, we have provided extra training via our consultants in order to allow for a significant implementation in some classes on each site. We incurred higher staffing costs, in terms of substitute teachers, while paying teacher salaries, and providing for certain district initiative training, such as Instructional Leadership Teams. Furthermore, we purchased a program entitled LEXIA ELD to support English learners new to the country. Our Expanded Learning Opportunities department also used a significant amount of funds more than expected, as this action also was provided to provide for our alternative learning settings in both our Virtual Academy and our Leadership Academy. The virtual academy was seen to have had increased enrollment past what was expected early on in the year.

2.1 - Counselors will provide small group and individual support targeted towards foster students to ensure their social/emotional and behavioral needs are addressed through social-emotional programs (such as but not limited to Second Step) based on their needs.

*We increased the number of counselors within the district in order to address individualized student counseling needs

2.3 The Department of Equity, Access, and Student Outcomes will provide a tiered system of support for academics, social/emotional, and behavior through the implementation of a Multi-tiered System of Support that targets low-income students' need for individualized, small group, and personalized, equitable learning environments.

*In this goal, we increased our contact with regard to our tier social-emotional services, and had to offer training after school due to a lack of substitute teachers throughout the district.

2.4 The Department of Equity, Access, and Student Outcomes will provide professional development, coaching support, and monitoring for staff in order to address disproportionality in programs and practices that will support low-income, foster, and English learners to ensure that these students groups have access to rigorous content standards.

*In this action, we increased our cost with regards to training specific to bilingual education, while providing increased hours for our bilingual para-educators.

2.5 The Department of Alternative Learning Opportunities will implement extended learning opportunities, (i.e. Saturday, Intercession, and Summer School) to provide intervention and enrichment for low-income students.

*In order to increase access to mitigation of learning loss, we expanded our time available for students in order to access services outside of the normal school day. We also provided extended tutoring via online services.

An explanation of how effective the specific actions were in making progress toward the goal.

Goal 2 of the Lancaster School District Local Control and Accountability Plan is as follows:

Equitable Learning Practices and Positive Learning Environments – We will provide the necessary resources and supports to create and maintain positive learning environments to eliminate barriers to success for all students.

In order to see results pertaining to this goal, the following actions were implemented throughout the 2021-22 school year.

2.1 Counselors will provide small group and individual support targeted towards foster students to ensure their social/emotional and behavioral needs are addressed through social-emotional programs (such as but not limited to Second Step) based on their needs.

*We found that the presence of counselors, along with the structure provided within this action, was successful in implementation. By the end of the year, we were able to see significant reductions in discipline at elementary schools. This can be seen to be resultant of both our work at the district level in training counselors in our Second Step program, as well as with the site's add-on programs such as, but not limited to Kelso's choice. Counselors were also instrumental in working through small groups to mitigate student conflicts based on ILT data retrieved throughout the year.

2.2 Pupil Safety and Attendance will work with sites to develop, monitor, and implement a culturally responsive Positive Behavior Interventions and Support plan at each school site.

*As students returned back to school in the Fall of 2021, we found that there was a significant need for students to be reacclimated to appropriate behaviors in school. Our PBIS structure did support this work, and as the year went on we observed that students began to be refocused on positive behavior. We do note that this was seen to be stronger at some sites over others and will continue this action to support appropriate behaviors with our students moving into the 22-23 school year.

2.3 The Department of Equity, Access, and Student Outcomes will provide a tiered system of support for academics, social/emotional, and behavior through the implementation of a Multi-tiered System of Support that targets low-income students' need for individualized, small group, and personalized, equitable learning environments.

*We observed that where we were able to support sites that have already begun this process, we saw success, we will continue this work into the 22-23 school year in order to provide for a district-wide MTSS framework supported by our MTSS Leadership Team.

2.4 The Department of Equity, Access, and Student Outcomes will provide professional development, coaching support, and monitoring for staff in order to address disproportionality in programs and practices that will support low-income, foster, and English learners to ensure that these students groups have access to rigorous content standards.

*In this area we were successful in support of the social-emotional support of students, as we saw this as a significant need in the 21-22 school year due to the past year's school closures. Moving into the 22-23 school year we will be having our Director of Equity, Access, and Student Outcomes providing more support in academics and tailoring the approach to a culturally sustaining pedagogy. All equity-based initiatives will be embedded in the training that our Curriculum and Instruction Department provide.

2.5 The Department of Alternative Learning Opportunities will implement extended learning opportunities, (i.e. Saturday, Intercession, and Summer School) to provide intervention and enrichment for low-income students.

*The Department of Alternative Learning Opportunities was successful in providing extended learning opportunities throughout the school year as evidenced by student and parent engagement in various afterschool, and Saturday sessions. Moving into the 22-23 school year we have over one-thousand students currently signed up for Summer school, and we have been heralded for having created a model plan for the state of California.

2.6 The Educational Services Department will provide a multi-tiered system of support in both the designated ELD classroom and during integrated ELD to meet the needs of English learners in order to increase language development. Language development will be monitored for EL students utilizing a technology-based monitoring system such as Ellevations.

*This action was continued from a previous LCAP, and we have been successful in maintaining the Ellevations program, and training site EL chairs in the monitoring of EL students. In the 22-23 school year, we will continue to promote the use of both designated and Integrated trainings for teachers.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

2.2 Pupil Safety and Attendance will work with sites to develop, monitor, and implement a culturally responsive Positive Behavior Interventions and Support plan at each school site. Sites will be supported by a district counselor on special assignment (COSA) as well as a Teacher on Special Assignment (TOSA) in order to implement a culturally responsive Positive Behavior Interventions and Supports program. Programs such as but not limited to Capturing Kids Hearts, and Second Step, will support students and schools in implementing a culturally responsive Positive Behaviors and Supports program.

*The Lancaster School District will be hiring a Teacher on Special Assignment to support the implementation of the PBIS structure as we move forward, as well as to integrate our core social-emotional program. We will also be adding a Counselor on Special Assignment to support the work of counselors at the school sites, assisting in training, and building the capacity of the counseling team. We also found it important to explain that we would be focusing our efforts on Capturing Kids Hearts, and Second Step.

2.4 The Department of Equity, Access, and Student Outcomes will provide professional development, coaching support, and monitoring for staff in order to address disproportionality in programs and practices that will support low-income, foster, and English learners to ensure that these students groups have access to rigorous content standards. An equity audit will support the district in identifying necessary areas of integration of culturally responsive training.

*In order to have a better understanding of the needs of the district in terms of Equity, we have determined that it is necessary to conduct an equity audit. This will take some time, and will be present within our district LCAP for the remainder of the life of this LCAP. We will be contracting with an outside agency to assist with this audit beginning in the 22-23 school year, the audit will consist of student interviews, family interviews, as well as data reviews, and follow-up resources and training to support the equity work throughout the district.

2.5 The Division of Innovation and Technology, under the District's Department of Expanded Learning, will provide programs that give students opportunities to expand on classroom learning through interest-based intercession, summer, and before/after school programs.

*With regards to this action we are going further with our explanation that the approach being taken will be programmatic in nature. This also reflects the naming change on the department in charge of the action from the previous year LCAP from extended learning to expanded learning. The notion behind this change is that there is a need to expand student learning rather than extend the time of student learning i.e. giving students the opportunities towards exploring different opportunities such as art, dancing and music that may not be afforded them during the regular school day.

There are no changes to metrics or desired outcomes at this time pertaining to this action or goal.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
3	Safe and Supportive Environments – We will provide safe, secure, equitable and operationally efficient environments at all facilities for students, staff, and community members

An explanation of why the LEA has developed this goal.

As related to Goal 3 - safe and supportive learning environments, in the 2021-24 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 for 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 affected by our ability to ensure that students are being provided the opportunity to be a part of a safe and supportive learning community that is conducive to their learning styles.

Data suggests that students in Lancaster School District that are often most vulnerable, experience the greatest gaps in chronic absenteeism. It is our theory of action that if schools create positive learning climates that address the individual needs of students, we will see a significant drop in instances of chronic absenteeism moving forward.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Chronic Absenteeism - Overall	17.6% Chronically Absent (Orange)	47% based on local data			8.6% Chronically Absent (Blue)
Chronic Absenteeism - English Learners	11.6% Chronically Absent (Orange)	41% based on local data			2.6% Chronically Absent (Blue)
Chronic Absenteeism - Foster	20.1% Chronically Absent (Red)	40% based on local data			5.10% Chronically Absent (Green)
Chronic Absenteeism - Homeless	33.2% Chronically Absent (Red)	60% based on local data			18.2% Chronically Absent (Yellow)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Chronic Absenteeism - Students with Disabilities	24.2% Chronically Absent (Red)	54% based on local data			9.20% Chronically Absent (Green)
Chronic Absenteeism - Low Income	18.4% Chronically Absent (Orange)	48% based on local data			6.4% Chronically Absent (Green)
Chronic Absenteeism - African American	26% Chronically Absent (Red)	52% based on local data			11.10% Chronically Absent (Yellow)
Chronic Absenteeism - American Indian/Alaskan Native	24% Chronically Absent (Red)	52% based on local data			9% Chronically Absent (Yellow)
Chronic Absenteeism - Asian	9.0% Chronically Absent (Orange)	26% based on local data			1% Chronically Absent (Blue)
Chronic Absenteeism - Pacific Islander	16.1% Chronically Absent (Yellow)	50% based on local data			7.1% Chronically Absent (Green)
Chronic Absenteeism - Hispanic	14.5% Chronically Absent (Orange)	45% based on local data			5.5% Chronically Absent (Green)
Chronic Absenteeism - Two or More Races	17.8% Chronically Absent (Orange)	47% based on local data			5.8% Chronically Absent (Green)
Chronic Absenteeism -White	12.7% Chronically Absent (Orange)	41% based on local data			3.7% Chronically Absent (Blue)
Chronic Absenteeism - Filipino	3.7% Chronically Absent (Yellow)	14% based on local data			1% Chronically Absent (Blue)
Attendance rates	94.74%	88.04%			96%
Youth Truth Staff Safety Measure	Elementary - 4.15 (1-5) Middle - 3.91 (1-5)	Elementary - 4.11 Middle - 3.37			Elementary - 4.25 (1-5) Middle - 4.0 (1-5)
Youth Truth Family Safety Measure	Elementary - 3.91 (1-5) Middle - 3.8 (1-5)	Elementary - 3.64 Middle - 3.8			Elementary - 4.0 (1-5) Middle - 4.0 (1-5)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Indicator - Basics: Facilities (FIT Tool)	Standard Met	Standard Met			Standard Met
Facilities (FIT Tool)	Standard Met	Standard Met			Standard Met

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Facilities	The School District will ensure that all facilities are clean safe and up to date and are conducive to learning	\$12,282,458.00	No
3.2	Technology Systems	<p>The Innovation and Technology Department in conjunction with Pupil Safety and Attendance will develop and implement a system for tracking students who are chronically absent to ensure rapid response and intervention are deployed to students.</p> <p>Technology Systems will also be provided to protect student and staff data in order to maintain a safe online teaching and learning environment.</p>	\$81,964.00	No
3.3	Support Personnel - Safe Schools	The school district will provide additional classified support to sites in order to increase safety measures, and provide extended support to low-income student groups within the school setting.	\$3,689,637.00	Yes
3.4	Safe Schools	The district will provide additional certificated, and administrative support, to ensure and increase safety at all schools and facilities with	\$5,573,649.00	Yes

Action #	Title	Description	Total Funds	Contributing
		increased monitoring as we implement various campus safety programs for our low-income student group (i.e. Playworks).		
3.5	Alternative Educational Programs	School sites will provide alternative schools/programs to offer placement for low-income and foster students as an alternative to suspension and expulsion, while increasing low-income student access to mental health services, and social-emotional learning.	\$10,991.00	Yes
3.6	Safety Professional Development	Pupil Safety and Attendance will provide training for staff on the identification and response to safety concerns posed by the increased instance of safety concerns in low-income communities.	\$0.00	Yes
3.7	District Communication Systems	The district will provide for district communication systems to staff, and community to effectively respond to situations that pose safety concerns in low income communities.	\$0.00	Yes
3.8	Equitable Access to Technology	Technology systems will also be provided to support students when they are unable to attend in-person instruction. Systems will include, but not be limited to devices to provide a strong internet connection at all sites, equitable technology access in all classrooms, and access to technology in the home.	\$0.00	No

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Overall the Lancaster School District was able to implement six of the seven actions listed in Goal 3 fully. Success in this area was seen in the fact that we integrated social-emotional learning into all aspects of learning, and saw that our substitute staffing was well prepared to carry on this work due to preparation and access to district-wide professional development. The challenge in this goal was a lack of consistency in staffing as a result of Covid quarantining protocols.

3.1 The School District will ensure that all facilities are clean and safe and are conducive to learning.

*No differences were noted in concept to this action, however, we did note that there was a lack of staff at certain times throughout the year. In order to maintain, we did have to significantly increase the workload of some of our classified and at some sites reduce the extraneous cleaning that did not have to do specifically with safety from COVID-19.

3.2 The Innovation and Technology Department in conjunction with Pupil Safety and Attendance will develop and implement a system for tracking students who are chronically absent to ensure rapid response and intervention are deployed to students.

*This was completed as described in the action. The Lancaster Pupil Safety and Attendance office was able to develop and implement a system of tracking students who were chronically absent. We did sustain a significant impact on attendance, as we found that policies from state governments caused us to quarantine students for 10 days once identified to have COVID. This caused us to have a 46% chronically absenteeism rate.

3.3 The school district will provide additional classified support to sites in order to increase safety measures, and provide extended support to low-income student groups within the school setting.

*We budgeted for and were able to increase our safety staff on the sites in order to create opportunities for students to create relationships with other adults on campus.

3.4 The district will provide additional certificated, and administrative support, to ensure and increase safety at all schools and facilities with increased monitoring as we implement various campus safety programs for our low-income student group (i.e. Playworks).

*This action sustained some change throughout the year, as we saw very few Assistant Principals leave some of our schools to take other posts. As a result, some Assistant Principals were split among schools to provide support.

3.5 School sites will provide alternative schools/programs to offer placement for low-income and foster students as an alternative to suspension and expulsion, while increasing low-income students' access to mental health services, and social-emotional learning.

*We were able to complete this action as identified in the goal.

3.6 Pupil Safety and Attendance will provide training for staff on the identification and response to safety concerns posed by the increased instance of safety concerns in low-income communities.

*This action was sustained throughout the year and will continue into the next year.

3.7 The district will provide for district communication systems to effectively respond to situations that pose safety concerns in low-income communities.

*This item has been provided since the 2018 school year. We will continue to sustain this action in future LCAP's.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

3.2 The Innovation and Technology Department in conjunction with Pupil Safety and Attendance will develop and implement a system for tracking students who are chronically absent to ensure rapid response and intervention are deployed to students.

*Contracted costs for this action were less than anticipated, and we were able to provide technical support via other existing means. We expected the need to train all staff in this area, however, were not able to due lacking staff at the school sites.

3.4 The district will provide additionally certificated, and administrative support, to ensure and increase safety at all schools and facilities with increased monitoring as we implement various campus safety programs for our low-income student group (i.e. Playworks).

*We expanded our Playworks program to more schools than expected throughout the district, during this year in order to allow for support in terms of teaching behaviors on the playground.

3.5 School sites will provide alternative schools/programs to offer placement for low-income and foster students as an alternative to suspension and expulsion, while increasing low-income students' access to mental health services, and social-emotional learning.

*We were able to assist in providing support to the increased enrollment of students at our virtual academy. Facilities also incurred extra costs as a result of having to maintain clean, safe, and healthy campuses above and beyond previous expectations. Facilities have also continued to renovate various district holdings to create workable spaces for staff and students.

An explanation of how effective the specific actions were in making progress toward the goal.

3.1 The School District will ensure that all facilities are clean and safe and are conducive to learning

*This was effective in that as the year commenced, we saw fewer cases of quarantine and COVID. Facilities and maintenance staff should be commended for the hard work done to keep our students safe.

3.2 The Innovation and Technology Department in conjunction with Pupil Safety and Attendance will develop and implement a system for tracking students who are chronically absent to ensure rapid response and intervention are deployed to students.

*Although our attendance rate was significant this year, we did find that we were high due to quarantines, and not as a result of students missing school for other reasons. This action will continue to grow as we move into the 22-23 school year and beyond as the need is provided. Data to confirm this was seen through our attendance data maintained and secured through the Lancaster Interactive Dashboard.

3.3 The school district will provide additional classified support to sites in order to increase safety measures, and provide extended support to low-income student groups within the school setting.

*This action was effective, however, we find that there is a significant need to focus staff in a targeted fashion towards the implementation of social-emotional strategies to calm students. Coming back from the pandemic, we found that many students experienced problems interacting with one another. Learning to deal with and work through conflict will be of importance in the years to come as evidenced by discipline logs and SWIS data.

3.4 The district will provide additionally certificated, and administrative support, to ensure and increase safety at all schools and facilities with increased monitoring as we implement various campus safety programs for our low-income student group (i.e. Playworks).

*The was effective, and as a result we will be expanding our Playworks program to other sites through the training of all Campus Supervisors, this work will trickle down to our contractor work with Sports for Learning, as well as our Noon Duty Supervisors. Evidence to suggest the effectiveness of Playworks was seen in the increased engagement and lack of suspension at the implementing sites, as well as a review of SWIS data.

3.5 School sites will provide alternative schools/programs to offer placement for low-income and foster students as an alternative to suspension and expulsion, while increasing low-income students' access to mental health services, and social-emotional learning.

*We found this action to be successful where implemented, and as a result have hired more certificated staff to support school sites moving into the 22-23 school year. Evidence of success comes from increased safety scores on the part of our Youth Truth Survey.

3.6 Pupil Safety and Attendance will provide training for staff on the identification and response to safety concerns posed by the increased instance of safety concerns in low-income communities.

*Upon review of our Youth Truth scores regarding safety, we still find that they have remained steady, or have declined insignificantly in the 21-22 school year. This suggests that training for many of our staff is early on due to turnover of staff. We will continue this action and will increase the instance of training as a result.

3.7 The district will provide for district communication systems to effectively respond to situations that pose safety concerns in low-income communities.

*This activity has been successfully implemented as is evidenced by the purchase of both our Raptor systems, and our Catapult communication systems that allow us to quickly alert the district when adverse actions are taking place on school sites.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

3.2 The Innovation and Technology Department in conjunction with Pupil Safety and Attendance will develop and implement a system for tracking students who are chronically absent to ensure rapid response and intervention are deployed to students. Technology Systems will also be provided to protect student and staff data in order to maintain a safe online teaching and learning environment.

*With regards to action 3.2, and as a result of the issues seen throughout the Antelope Valley pertaining to breaches in network security, the Lancaster School District will be working to provide for increased security to protect student and staff data. As well as enhancing firewalls to maintain appropriate use of the internet for research purposes only within schools.

3.8 Technology systems will also be provided to support students when they are unable to attend in-person instruction. Systems will include, but not be limited to devices to provide a strong internet connection at all sites, equitable technology access in all classrooms, and access to technology in the home

*This action is going to be added to the goal in 22-23 in order to ensure that we are sustaining student learning when students are quarantined. We will continue to assist in offering an internet connection as well as equitable technology access. This need is evidenced by the 46% chronic absenteeism rate, that we are expecting will impact our CAASPP scores from 21-22

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
4	Family and Community Engagement – We will build positive partnerships with families and the community by increasing participation and active involvement on campuses and at site and district events

An explanation of why the LEA has developed this goal.

After a review of family engagement practices, and family involvement activities throughout the district, it was determined that there is a need to provide teachers and school sites with training in family engagement strategies at the site level. Subsequently, it has been identified that families should be engaged in such a way that allows families to have family capacity developing sessions that enhance the ability of a family to create an environment conducive to student learning at home. Also, families need to be provided with access to understanding their role in creating change within their school sites, this will be measured through our YouthTruth Engagement and Communication and Feedback measure. The following actions reflect the support that will be provided in order to reach the above goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Youth Truth Staff Engagement Measure	Elementary - 4.27 (1-5) Middle - 4.11 (1-5)	Elementary - 4.17 Middle - 3.94			Elementary - 4.37 (1-5) Middle - 4.21 (1-5)
Youth Truth Family Engagement Measure; this includes questions related to families role of decision making at the school and district level.	Elementary - 3.66 (1-5) Middle - 3.53 (1-5)	Elementary - 3.53 Middle - 3.31			Elementary - 4.0 (1-5) Middle - 4.0 (1-5)
Youth Truth Family Relationship Measure	Elementary - 4.14 (1-5) Middle - 3.98 (1-5)	Elementary - 4.11 Middle - 3.77			Elementary - 4.24 (1-5) Middle - 4.1 (1-5)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Youth Truth Family Culture Measure	Elementary - 3.94 (1-5) Middle - 3.83 (1-5)	Elementary - 3.87 Middle - 3.53			Elementary - 4.1 (1-5) Middle - 4.0 (1-5)
Youth Truth Family Communication and Feedback Measure	Elementary - 3.98 (1-5) Middle - 3.8 (1-5)	Elementary - 3.95 Middle - 3.64			Elementary - 4.1 (1-5) Middle - 4.0 (1-5)

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Increased Family Engagement	School sites and the district will implement programs and supports for families to increase their engagement, and sites will be offered specific feedback on their increased capacity towards family engagement throughout the school year.	\$10,820,259.00	No
4.2	Family Resources - Welcome and Wellness	The Welcome and Wellness Center will be a centralized location in order for low-income families to enroll, secure access to resources, services, and programs to increase family engagement.	\$590,661.00	Yes
4.3	Parent Training	The district will assist sites in implementing parent support and training programs and opportunities for both virtual and face-to-face environments that increase parent capacity to assist students in academic achievement and the social development of low-income students. Subsequently, staff will also be trained in a dual capacity framework in order to provide for expectations at the site level for family	\$101,792.00	Yes

Action #	Title	Description	Total Funds	Contributing
		engagement, and how family engagement will be developed to support academics for students.		
4.4	Family Translation Services	School Sites will be supported by the district in providing translation services for parents and community members whose first language is not English.	\$819,516.00	Yes
4.5	Family Ambassadors	The district will provide each school with a family ambassador who will serve as a liaison between the school and low-income families, provide resources for parents, recruit volunteers, and both coordinate and assist in the communication of parent workshops.	\$2,548.00	Yes
4.6	School Sponsored Family Events	Schools will provide a variety of events that promote information focused on the engagement of families in programs to provide increased and improved services to our low-income, and English learner student groups. Family events will target information for low-income, and English learner student groups, and families.	\$32,303.00	Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Overall Goal 4 was completed in totality. Successes here were the district's ability to modify its approach towards the family engagement to include a virtual setting. We were able to see increased engagement as a result. A persistent challenge here was the fact that parents still want to be provided a face t face interaction, which we were not able to provide until later in the school year due to district Covid protocols.

4.1 School sites and the district will implement programs and supports for families to increase their engagement throughout the school year.

*During the beginning of the school year we had planned for an in-person family engagement setting, however, were unable to do so until the latter portion of the year. We have since commenced providing in-person promotions, and back-to-school nights. Prior to Spring, we were in a position to hold all family meetings virtually.

4.2 The Welcome and Wellness Center will be a centralized location in order for low-income, families to enroll, and secure access to resources, services, and programs to increase family engagement.

*This action was provided throughout the year. Our Welcome and Wellness Center provided significant resources through community connections with Baby-2-Baby, and other philanthropic organizations.

4.3 The district will assist sites in implementing parent support and training programs and opportunities for both virtual and face-to-face environments that increase parent capacity to assist students in academic achievement and the social development of low-income students.

*Much like 4.1, we were encouraged in the early portions of the year to hold family engagement regarding building capacity through online settings. We have only recently been able to open campuses to the public for outside events. The district did provide training through Parenting Partners to families at school sites in a virtual model.

4.4 School Sites will be supported by the district in providing translation services for parents and community members whose first language is not English.

*With regards to this action, the district did provide information as to how to contact, and engage in contracts with our local translation company.

4.5 The district will provide each school with a family ambassador who will serve as a liaison between the school and low-income families, provide resources for parents, recruit volunteers, and both coordinate and assist in the communication of parent workshops.

*Each school has at least one family ambassador who serves as a liaison between the school and low-income families, is trained to provide community resources to families, and recruits other volunteers.

4.6 Schools will provide a variety of events that promote information focused on the engagement of families in programs to provide increased and improved services to our low-income, and English learner student groups. Family events will target information for low-income, and English learner student groups, and families.

*Schools did provide a variety of events virtually that promoted information focused on increasing improved services to parents of low-income, and the English learner student group. Again, as previously stated, virtual interactions did reach more families, however, the deeper relationship comes from in-person meetings to accomplish this task.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

4.1 School sites and the district will implement programs and supports for families to increase their engagement throughout the school year.

*We were able to increase access to parents to capacity-building activities throughout the school year. We had estimated this action low due to the perceived lack of in-person experiences. Whereas we did not utilize funds for in-person experiences, we utilized funding to support activities within the home aligned with training.

4.5 The district will provide each school with a family ambassador who will serve as a liaison between the school and low-income families, provide resources for parents, recruit volunteers, and both coordinate and assist in the communication of parent workshops.

*Due to lack of in-person training, materials for family ambassadors were not provided to a significant extent as planned, i.e space for training and classroom preparation.

In goal 4 we found that we spent less than what was originally budgeted in terms of supporting families through our Welcome and Wellness Center as we spent a significant amount on supporting families and students with school supplies, food, clothing, etc. We also spent over budget on family translation due to the fact that we found an increased need to use an outside company in order to secure translation services. This was apparent and resulted in a significant influx of refugees into the Antelope Valley as a whole. We are now working with families to provide translation services in Spanish, Arabic, Farsi, and many other middle-eastern languages. We also spent over in terms of parent training as we needed to provide more space once we went to in-person meetings. This required more time on the part of our Family Ambassadors, as well as creating more access to training.

An explanation of how effective the specific actions were in making progress toward the goal.

4.1 School sites and the district will implement programs and supports for families to increase their engagement throughout the school year.

*Virtual training and parent engagement brought in more people, however, did not offer the relationship aspect of the school to the family connection that we were looking for. We will continue to offer a hybrid of opportunities both virtually and in person.

4.2 The Welcome and Wellness Center will be a centralized location in order for low-income, families to enroll, and secure access to resources, services, and programs to increase family engagement.

*Our Welcome and Wellness Center continues to be successful in offering resources to families. We have worked with various philanthropic organizations and will continue to do so throughout the lifetime of this LCAP through the Welcome and Wellness Center.

4.3 The district will assist sites in implementing parent support and training programs and opportunities for both virtual and face-to-face environments that increase parent capacity to assist students in academic achievement and the social development of low-income students.

*Virtual parent training was attended as evidenced by sign-in sheets via various communication platforms (Webex and Zoom). We do note that it is extremely important to have the ability to provide training in person, as this provides for the increased relationships between the family and the school. This was evidenced in a drop in our Family Relationship score on our Youth Truth Survey.

4.4 School Sites will be supported by the district in providing translation services for parents and community members whose first language is not English.

*Whereas the district did set up the process to contract with local translation companies, we find that it is more efficient for the district to provide a contract that is overseen by the district so that school sites can coordinate translation through the district contract.

4.5 The district will provide each school with a family ambassador who will serve as a liaison between the school and low-income families, provide resources for parents, recruit volunteers, and both coordinate and assist in the communication of parent workshops.

*The Family Ambassadors have been successful in providing community resources throughout the district. We have been able to train them through the Welcome and Wellness Center over the years to have access to various community organizations and to have the time to reach out to support families in need. This was evidenced by focus group conversations.

4.6 Schools will provide a variety of events that promote information focused on the engagement of families in programs to provide increased and improved services to our low-income, and English learner student groups. Family events will target information for low-income, and English learner student groups, and families.

*We were successful at the site level in retaining significant attendance, however, found that our scores with our low socio-economic families, and our English learner families decreased slightly this year. We believe this is due to the lack of in-person gatherings throughout the year. We will address this in the upcoming year with more in-person meetings.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

4.1 - We added that we were going to provide targeted feedback to school sites in terms of family engagement efforts. This will be completed through a partnership with an outside entity.

4.3The district will assist sites in implementing parent support and training programs and opportunities for both virtual and face-to-face environments that increase parent capacity to assist students in academic achievement and the social development of low-income students. Subsequently, staff will also be trained in a dual capacity framework in order to provide for expectations at the site level for family engagement, and how family engagement will be developed to support academics for students.

*The Lancaster School District has determined the need to modify this action by adding a section regarding working with staff on their ability to provide for parent-family engagement. This is consistent with the work being done pertaining to a dual capacity framework. In the 21-22 school year, we were able to begin this process of work through our Leading for Equity team and with three school sites. We plan on continuing this work utilizing LCFF S/C moving forward to sustain the work.

We also added the following verbiage to 4.1 "and sites will be offered specific feedback on their increased capacity towards family engagement throughout the school year." In order to more adequately provide detail as to the how sites can continuously improve in this area.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
5	Universal Transitional Kindergarten - Lancaster School District will provide an inclusive, developmentally appropriate, play-based Universal Transitional Kindergarten experience as part of a larger Pre kindergarten - Grade three (P-3) Alignment framework.

An explanation of why the LEA has developed this goal.

Lancaster School District has determined through evidence based research and through observance of students who have come from our pre-school program that an early and strong foundation for learning provides for later positive academic and social outcomes for students. Children who have effective learning opportunities before kindergarten have an advantage in school and in life over children who do not, especially children with adverse childhood experiences. Lancaster recognizes that children who attend quality preschool programs are more prepared for school in terms of their early literacy, language, and math skills, their executive function, and social emotional development. In some cases, preschool participants are less likely to be identified for special education services or to be held back in elementary school than children who do not attend developmentally-informed preschool programs that include strong educational components.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Presence of appropriate facilities to house transitional kindergarten students	Currently Determining the need for facilities.				20 classes prepared for Universal Transitional Kindergarten
Number of community forums held per year	Two community meetings				Two parent meetings/forums per year.
Desired Results Developmental Profile (DRDP)	Growth determined yearly based on Fall to Spring diagnostic. 2022-23 is year 1 of implementation of Universal Transitional				To be determined in the 22-23 school year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Kindergarten. Baseline will be determined in year 1.				
Trainings for Families	Two parent forums per year.				Two parent forums per year.
Training for administrators	Baseline will be determined in the Fall of 22-23 via efficacy survey				100% efficacy in the implementation and knowledge of UTK and support of the UTK program.
Targeted training for staff aligned to PLF	To be determined in the 22-23 school year by survey data (year 1 of implementation)				To be determined in the 22-23 school year by survey data(year 1 of implementation)
Attendance in Universal Transitional Kindergarten	To be determined in the 22-23 school year (year 1 of implementation)				To be determined in the 22-23 school year (year 1 of implementation)
Chronic absenteeism in Universal Transitional Kindergarten	To be determined in the 22-23 school year (year 1 of implementation)				To be determined in the 22-23 school year (year 1 of implementation)

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Universal Transitional Kindergarten Classroom and Facilities	Appropriate facilities will be provided to meet the needs of the universal Transitional Kindergarten student. Appropriate facilities include the presence of restrooms, and materials and supplies to promote a play based environment.	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		The facilities master plan will be updated to a full Universal Transitional Kindergarten (UTK) implementation plan. The Master plan will consider new construction with developmentally appropriate outdoor play space that has access to proximity of the classroom and restroom facilities.		
5.2	Universal Transitional Kindergarten Community Engagement and Partnerships	<p>The Lancaster School District will engage in input gathering platforms to incorporate community voices in the Universal Transitional Kindergarten vision in the district including community forums, Desired Results Developmental Profile (DRDP) parent survey, District Site Leadership Team, etc. The program partners with the Expanded Learning department to support and extended school day.</p> <p>Training will be provided to families to appropriately support their Universal Transitional Kindergarten student in the home.</p>	\$0.00	No
5.3	Workforce Recruitment and Professional Learning	The Lancaster School District will partner with our California State Preschool Provider (CSPP), to train staff in the implementation of a play based learning environment allowing for a focus on social emotional learning. The Lancaster school district will continue working with staff in order to ensure appropriate credentialing for this program.	\$330,000.00	No
5.4	Universal Transitional Kindergarten Curriculum, Instruction, and Assessment	Universal Transitional Kindergarten (UTK) teachers will be provided with quality professional development around a play-based learning environment developmentally appropriate practice, the environment, observation and assessment, and social-emotional learning.	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
5.5	Capacity building for leadership around Universal Transitional Kindergarten	Site administrators will be provided with ongoing, and targeted training to support Universal Transitional Kindergarten in their educational settings.	\$0.00	No

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

N/A This Action is new in the 2022-23 School Year

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

N/A This Action is new in the 2022-23 School Year

An explanation of how effective the specific actions were in making progress toward the goal.

N/A This Action is new in the 2022-23 School Year

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

N/A This Action is new in the 2022-23 School Year

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
48,168,515	6,177,169

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
40.25%	0.00%	\$0.00	40.25%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

Goal 1 Action 3, 5, 9; Goal 2 Action 3

After assessing the needs, conditions, and circumstances of our foster youth, low income, and English language learners, we learned that these student groups have historically scored below the district average on the CAASPP in English language arts, and Mathematics. In ELA, Foster Youth scored -73.7, Low-income students scored -49.8 and English learners scored -53.9, while the district scored -44.9. In Mathematics, the district scored -84.6, while Foster youth scored -107.8; Low-income scored -89.6, and English learners scored -91.2. In order to address this condition of our foster youth, low-income and English learner student groups, we will provide training to teachers on inclusive practices to address the fact that these students are often excluded from the educational program while bringing about training for universal design for learning. We will also be providing sites with access to and training on multi-tiered systems of support while providing increased access for the target populations to Paraeducators to support both academic and social-emotional development. Extra time will be allowed to certificated staff to provide for the increase in monitoring of the MTSS program as we implement it. Goal 1, Actions 3 and 5, and Goal 2 Action 3 provide the additional time and support for the district-wide implementation of both Universal Design for Learning/Inclusive practices, and the Multi-Tiered Systems of support. Whereas Goal 1 Action 9 provides support for Site Principals and district leadership in supporting inclusive practices, multi-tiered systems of support, as well as increased access to support from outside agencies in working with

EL, Foster, and Low-Income student groups. These actions were developed to the needs of Foster youth, Low-Income, and English learners, and were developed on an LEA-wide basis. We expect that all students who were scoring either 1 or 2+ years below grade level in either Mathematics or ELA will benefit from these actions. However, because of the lower than district-wide average, we fully expect Foster youth, low-income, and English learners to benefit significantly from the support. We expect that these three groups will increase significantly more than the average academic performance rate of all students, and we will measure this outcome with both our formative assessment iReady, Formative Language Assessment, and the Summative CAASPP.

Goal 1 Action 4, 6, 9; Goal 2 Action 4

After assessing the needs, conditions, and circumstances of our foster youth, low income, and English language learners, we learned that these student groups are extremely diverse groups of students, on top of who fall into being either English learners, foster youth, or low income. Furthermore, they have historically scored below the district average on the CAASPP in English language arts and Mathematics. In ELA Foster Youth scored -73.7, Low-income students scored -49.8 and English learners scored -53.9, while the district scored -44.9. In Mathematics, the district scored -84.6, while Foster youth scored -107.8; Low-income scored -89.6, and English learners scored -91.2. In order to address this condition of our foster youth, low-income, and English learner student groups, we are going to provide a focused academic curriculum that incorporates culturally relevant teaching strategies such as project-based learning, to help our students access knowledge at their differentiated level. We will provide increased monitoring of these students via grade-level collaborative teams, and a focus on foster youth, EL, and low-income student achievement. This will allow us to address instances where these student groups are disproportionately excluded from the academic program due to systemic barriers such as schedules (i.e. receiving the only intervention, or being excluded from intervention due to one's language status). Goal 1 Actions 4, 6, and 9, along with Goal 2 Action 4 will provide for increased training pertaining to culturally relevant teaching and leading strategies on high priority standards, provide for extra time for teachers and administrators to provide for PLC's and allow for increased coaching support of teachers, and site administrators as well as monitoring of academic progress for our foster youth, low income, and English learners. These actions are being provided on a district-wide level, and we expect that all students will benefit from these practices. As we have witnessed lower achievement among these groups, we expected to see a higher amount of academic achievement, and these student groups will increase on the CA dashboard in the coming years and administration of the CAASPP. We also expect to see a higher degree of achievement on our formative assessments for both math and reading, along with language development specifically for our EL student group.

Goal 1 Action 8

The Lancaster School District assessed the needs, conditions, and circumstances of both our low-income student group and our English learner student group, we learned that these student groups, disproportionately are unable to read at grade level by third grade. This is evidenced by our iReady Scores in reading showing 32% of our 3rd-grade students reading on grade level. Through focus group analysis, and needs assessments conducted by our Curriculum and Instruction Department, along with our Special Programs Department, we determined that much of this is due to gaps in early reading, and having an early reading program to provide for sufficient access to

vocabulary, phenomenological awareness, and access to strong phonics instruction. We fully expect that all students will experience success as a result of having a strong early literacy program and that we will see significant gains in academics all around through access to quality literacy instruction. However, we believe that we will see a significant positive outcome in terms of reading from our low-income, English learners.

Goal 1 Action 7; Goal 2 Action 5; Goal 3 Action 5

The Lancaster School District assessed the needs, conditions, and circumstances of our low income and foster groups, we learned that these student groups experience increased instances of trauma, and are in need of extended assistance as these groups are both experiencing learning gaps as referenced by Lancaster School District formative assessments, and state summative assessments. They have historically scored below the district average on the CAASPP in English language arts and Mathematics. In ELA Foster Youth scored

- 73.7, Low-income students scored -49.8 and English learners scored -53.9, while the district scored -44.9. In Mathematics, the district scored -84.6, while Foster youth scored -107.8; Low-income scored -89.6, and English learners scored -91.2. They have also been observed to have a higher instance of chronic absenteeism as a result of their circumstances. Foster youth had a 40% chronic absenteeism rate, and our SED student group had an 48% rate in 21-22 in regards to chronic absenteeism. In order to address this condition of our low-income and foster youth in this area, we have proposed an option for students in terms of attendance should they not be able to attend school physically. At the middle level, we adopt virtual academies that allow students to still be a part of the learning environment, however, be able to attend class from home. We have also provided extended learning opportunities in order to allow students to engage with the academic curriculum on the weekends and during intercession. Finally, in reference to these student groups, we have provided classes that will allow for students to receive extensive social-emotional learning and mental health assistance via our counselors. Goal 1 Action 7 provides for A hybrid learning setting with alternative methods to allow students to be able to access learning at home. Goal 2 Action 5 provides extended access to academic curriculum and enrichment to help to reduce learning gaps, and allow for students to get extra help outside of the normal school day, and outside of the normal classroom, and Goal 3 Action 5 provides for increased student access to programs that allow for trauma intervention. Allowing students to get the increased mental health that they may need from home circumstances. These actions are being provided on an LEA-wide basis and the expectation is that we will see these student groups secure higher achievement, as a result of lower chronic absenteeism rates.

Goal 2 Action 1

The Lancaster School District assessed the needs, conditions, and circumstances of our foster groups, we learned that our foster students experienced an increased rate of suspension, i.e. 7.6% versus the district rate of 5%. After conducting a focus group, we determined that much of the time this is due to past trauma. In order to address this condition of our foster students, we have provided a social-emotional program that is targeted toward these students, and we will utilize counselors to deliver small group instruction pertaining to this program as a Tier II intervention. Goal 2 Action 1 provides access to both the counselors and the program to be provided to students. We fully expect that all students will experience success as a result of having a counselor on-site and that being provided with a social-emotional program

will also be of great benefit. However, we believe that we will see a significant positive outcome in terms of behavior from our foster students as a result of the small group work that they will be doing with counselors. Based on qualitative data from Youth Truth Surveys, and our feedback from staff the counselor's work has been successful, and we have seen positive gains with this population as a result. In the 2019-20 school year we saw a decline in suspension for Foster youth by 1.3%. Therefore, suggesting that this action is having a positive impact on our schools.

Goal 3 Action 4

In the 21-22 school year, we saw increased amounts of safety concerns in the neighborhoods where our schools exist. Furthermore, we saw increased amounts of inappropriate play, much of it coming from our low-income student group who experienced a 5.3% suspension rate. In order to assist in maintaining safety for our low-income students, and to work with them to teach appropriate play, we will develop and implement a program related to teaching students appropriate outside behavior. Goal 3 Action 4 will provide the personnel to ensure the increased safety of this program within the school while providing the increased monitoring for both positive and maladaptive student behaviors. This action is being provided on an LEA-wide basis, however will benefit all students as they will all have access to the program. However, because of the increased suspension rate on the part of low-income students, we expect that low-income students will experience significant decreases in suspension.

Goal 3 Actions 6, 7

We assessed the needs, and conditions of our school sites pertaining to low-income areas in which the district operates. Much of the surrounding area/community is low-income, and thus we have seen increased criminal activity around the school areas. Subsequently, as our students come from some of these low-income areas, they experience trauma as a result. At the end of the 2019-20 school year, we saw that parents and students did not see their campuses as safe as a result of activity that had taken place, this was further observed in the 21-22 school year (information gathered from our Youth Truth survey; disaggregated for SED). Goal 3 Actions 6 and 7 provide for increased training of staff on how to deal with circumstances that arise and provide a district wide communication system that will allow all faculty and families to be made aware of dangers in the area, allowing for quicker response time on the part of the district. As this is an LEA Wide action, we fully expect to see 100% of our students reap the benefits of safety, however we expect our low income students to specifically have an increased disposition regarding safety, reducing both anxiety, and trauma while in the school setting. We expect to see increased scores on our school safety measure, as well as increased attendance as a result of these actions.

Goal 4 Action 2, 3, 5

After assessing the needs of our low-income student groups and their families, we learned that many families are unaware of positive ways in which to engage their students in academic measures at home, nor do they know where to access resources that can help them to better

address the needs of their students. In order to address this condition of low-income students, we will continue to work with outside organizations and agencies in order to provide training and resources to families so that they can address students' needs in the home. Goal 4, Actions 2, 3, and 5 provide for a centralized location for resources and training, as well as the continuation of our Parenting Partner program while incorporating our Family Ambassadors to both make contact with families while providing resources, and continue to facilitate training for families regarding best practices in the home in order to create a continual learning environment for students. In goal 4 action 7 we determined the necessity to move towards providing community schools to allow our families to receive resources within their local attendance area, allowing them to access health services, and other related training/opportunities. All students and families can benefit from these actions, however, we expect that our low-income families will increase their rate of positive engagement with their school setting, and furthermore, be a part of school decision-making as a result of the training and work.

Goal 3 Action 3

After assessing the needs of our low-income students, we learned that schools with high low income student populations were insignificant needs classified support in order to address social-emotional issues that may arise on many playgrounds. This was evidenced by increased behaviors on the playground that was observed by our classified personnel, as well as our administrative team. Due to this fact, we will provide additional classified support in the form of more noon duty supervisors, and campus supervision, as well as increased training for this personnel. The intended outcome of this action will be a decrease in exclusionary disciplinary measures, as well as an increase in our positive behaviors, interventions and supports implementation.

Goal 4 Action 6

After assessing the needs of our low-income and EL students and families, we learned that many of our families lack understanding of the programs that are provided within the school, and when knowing about the programs, do not know the specifics about the program being provided. This was evidenced in the 19-20 school year as we saw decreased scores in our Youth Truth survey pertaining to communication. We realize that when families do not know of the existence of programs within the school setting, they often do not get their students involved in the opportunities that could benefit them. Specific to our low-income and EL families, and students we saw decreased participation in various programs of choice. In order to address the condition of this need for both EL and low-income students and families, we will provide increased opportunities for teachers to provide information to families outside of the school day in order to secure more parent knowledge and more student involvement in programs of choice. Goal 4 Action 6, provides extra time for teachers district-wide to conduct these information sessions, in the language of the family. Whereas all students will benefit, we expect to see higher involvement of both our low-income and EL families in various programs of choice throughout the district. This will be a targeted action in the 22-23 school year, and will likely take place both virtually and in person.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

The planned actions in the 2022-23 LCAP would increase/improve services by at least the percentage calculated as compared to the services provided for all students, resulting in the required proportional increase or improvement in services for UDP of 39.7%. The descriptions below explain how services for English learners, low-income students, and foster youth are being increased or improved by the required 39.7%.

Foster Youth -

Foster students are provided with increased and improved services to meet rigorous academic standards. In order to do so, the district will provide for the support of foster students in academics, social-emotional learning, provision of a safe learning environment, and finally in providing support with foster families. Foster students will be provided with access to teachers who have been trained in inclusive practices and interventions in order to allow teachers to effectively intervene prior to students experiencing difficulties. They will also have access to a foster liaison in the district. They will have access to an MTSS system that will allow for foster students to have various tiers of support. This will come in the form of training teachers and access to support targeted specifically for foster student needs. PLCs will assist in determining the support required for the foster student group. In order to meet the social-emotional needs of foster students, counselors will be provided in order to pull foster students into small groups and address individualized needs. Foster students will have increased access to extended learning opportunities in order to enhance school connectedness. In order to offer flexibility to our foster student group and families, we will have alternative learning programs accessible. The focus of these programs will be to intervene when students are in need of behavioral and social-emotional intervention.

Goal 1.5; 1.3; 1.9

Goal 2.1; 2.4

Socioeconomically Disadvantaged Students -

Lancaster School District experienced low academic achievement with our socioeconomically disadvantaged students (SED). In order to improve services for SED students, inclusive practices will be provided as the district plans for both training and resources to allow for teachers to proactively meet the needs of SED students. SED students will have increased access to intervention and enrichment activities in order to allow for students to engage with the educational setting, this will require increased access to intervention, and enrichment, which will result in access to after-school learning. Professional learning communities are an increased service for SED students as a specific focus of PLCs will be to closely monitor SED student achievement. Alternative learning settings for SED students are an increased service as it will require access to specially trained teachers who will focus on behavioral support. This will also require the need for support personnel. Counseling services revolving around small groups are an increased and improved service as it allows for a focus on the specific needs of foster students. MTSS is being designed for the district with SED students at the core of the planning, specifically with regard to behavior. Culturally responsive training will also be provided to teachers, as culturally relevant teaching will have a focus on a culture of poverty. Finally, extended learning opportunities will be provided to allow for extra tutoring and other opportunities of interest for students in order to mitigate and compensate for learning loss.

Regarding safety and safe schools, it is necessary to state that the items provided are increased services for SED students. This comes about due to the fact that a concentration of the district's SED students goes to schools in low-income neighborhoods that experience varying issues in terms of police activity. Due to this, the LEA finds it necessary to provide increased access to district communication systems and additional adult supervision.

Family Ambassadors are provided for SED students as an increased service, as SED families will receive access to resources and training in order to assist SED students in the home.

We will also work with outside community organizations in order to begin to provide services that will eventually be consistent with the work of creating community schools. This will support SED students through the presence of resources such as telehealth, and other medical resources within their local attendance area.

Goal 1.3; 1.4; 1.5; 1.7; 1.8; 1.9

Goal 2.1; 2.3; 2.4; 2.5

Goal 3.3; 3.4; 3.5; 3.6; 3.7

Goal 4.2; 4.3; 4.5; 4.6

English Learners -

Teachers of English learners will receive training to improve language development services for English language learners, thus culturally relevant professional development would be considered an improvement to instruction. PLCs will be provided as increased service to target English language development, and language development levels, as teachers work to reclassify students before 8th grade. Culturally responsive teaching practices will take into consideration the language development levels of students in order to improve teaching practices and ensure that teachers are infusing culturally responsive strategies in their teaching. Extended language learning opportunities will be afforded as an increased service for language learners in order to allow for students to have access to their peers in the form of collaboration. This will further increase the instance of access to language development. Finally, in order to assist families, translation services will be provided.

Goal 1.3; 1.4; 1.5; 1.9

Goal 2.4; 2.6;

Goal 4.4; 4.6

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

In the 22-23 school year, we will utilize the increased grant funding provided by the state for schools over 55% low income to increase staffing with increased access to Assistant Principals on all sites (Goal 3.4 - Safe Schools), and ensure that we are reducing the student-to-adult ratio on campus. We will utilize funds to ensure that we are maintaining low staffing ratios while we continue to see lower enrollment and average daily attendance. We are utilizing funds to ensure a lower student-to-adult ratio, and have targeted this toward our low-income student population (Goal 3, Action 3). The staff ratios will be provided for all schools, criteria that were used to determine to staff for the classroom were the current classroom teacher staffing numbers while maintaining their classes, and allowing for a lower classroom-to-teacher ratio. Staff being provided will be responsible for providing direct services to foster youth, English learners, and low-income students as applicable, and the staff increase will take place at all schools. All schools within Lancaster School District received additional support staff.

We were able to hire assistant Principals in school sites with high Unduplicated Pupil Populations, in action 3.4, it is worth noting that some school sites already had APs, and we were able to provide all school sites with an AP utilizing the additional grant funds. Also, we were able to bring on intervention teachers to support our tier 2 interventions in targeted school sites based on literacy scores (Goal 3.3) and were able to increase staffing throughout to support early literacy.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	0	1:26
Staff-to-student ratio of certificated staff providing direct services to students	0	1:21

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$151,783,108.00	\$13,239,959.00	\$23,560,922.00	\$29,977,924.00	\$218,561,913.00	\$159,530,825.00	\$59,031,088.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Teacher Credentialing	All	\$71,451,667.00	\$9,714,633.00	\$21,220,040.00	\$26,201,951.00	\$128,588,291.00
1	1.2	Implementation of Common State Standards	All	\$11,482,777.00	\$390,000.00	\$1,188,195.00	\$1,868,333.00	\$14,929,305.00
1	1.3	Inclusive Practices	English Learners Foster Youth Low Income	\$1,825,136.00	\$0.00	\$0.00	\$0.00	\$1,825,136.00
1	1.4	Culturally Relevant Professional Development	English Learners Low Income	\$109,496.00	\$0.00	\$0.00	\$0.00	\$109,496.00
1	1.5	Intervention and enrichment	English Learners Foster Youth Low Income	\$33,788,279.00	\$0.00	\$0.00	\$0.00	\$33,788,279.00
1	1.6	Professional Learning Communities	English Learners Foster Youth Low Income	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1	1.7	Alternative instructional settings	Low Income	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1	1.8	Early Literacy - Reading Foundations	Low Income	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1	1.9	Leadership Support	English Learners Foster Youth Low Income	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2	2.1	Counseling services	Foster Youth Low Income	\$3,538,790.00	\$0.00	\$0.00	\$0.00	\$3,538,790.00
2	2.2	Culturally responsive PBIS	All	\$104,761.00	\$0.00	\$0.00	\$92,971.00	\$197,732.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.3	Multi-Tiered Systems of Support	Low Income	\$484,143.00	\$0.00	\$0.00	\$0.00	\$484,143.00
2	2.4	Culturally responsive training	English Learners Foster Youth Low Income	\$445,610.00	\$0.00	\$0.00	\$0.00	\$445,610.00
2	2.5	Expanded learning opportunities	Low Income	\$50,814.00	\$0.00	\$0.00	\$0.00	\$50,814.00
2	2.6	Increased language development services through Multi-Tiered Systems of Supports	English Learners	\$268,539.00	\$0.00	\$0.00	\$0.00	\$268,539.00
3	3.1	Facilities	All	\$9,802,319.00	\$0.00	\$1,152,687.00	\$1,327,452.00	\$12,282,458.00
3	3.2	Technology Systems	All	\$81,964.00	\$0.00	\$0.00	\$0.00	\$81,964.00
3	3.3	Support Personnel - Safe Schools	Low Income	\$3,689,637.00	\$0.00	\$0.00	\$0.00	\$3,689,637.00
3	3.4	Safe Schools	Low Income	\$5,573,649.00	\$0.00	\$0.00	\$0.00	\$5,573,649.00
3	3.5	Alternative Educational Programs	Low Income	\$10,991.00	\$0.00	\$0.00	\$0.00	\$10,991.00
3	3.6	Safety Professional Development	Low Income	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3	3.7	District Communication Systems	Low Income	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3	3.8	Equitable Access to Technology	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4	4.1	Increased Family Engagement	All	\$7,197,716.00	\$3,135,326.00	\$0.00	\$487,217.00	\$10,820,259.00
4	4.2	Family Resources - Welcome and Wellness	Low Income	\$590,661.00	\$0.00	\$0.00	\$0.00	\$590,661.00
4	4.3	Parent Training	Low Income	\$101,792.00	\$0.00	\$0.00	\$0.00	\$101,792.00
4	4.4	Family Translation Services	English Learners	\$819,516.00	\$0.00	\$0.00	\$0.00	\$819,516.00
4	4.5	Family Ambassadors	Low Income	\$2,548.00	\$0.00	\$0.00	\$0.00	\$2,548.00
4	4.6	School Sponsored Family Events	English Learners Low Income	\$32,303.00	\$0.00	\$0.00	\$0.00	\$32,303.00
5	5.1	Universal Transitional Kindergarten	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
		Classroom and Facilities						
5	5.2	Universal Transitional Kindergarten Community Engagement and Partnerships	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5	5.3	Workforce Recruitment and Professional Learning	All	\$330,000.00	\$0.00	\$0.00	\$0.00	\$330,000.00
5	5.4	Universal Transitional Kindergarten Curriculum, Instruction, and Assessment	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5	5.5	Capacity building for leadership around Universal Transitional Kindergarten	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
119,677,789	48,168,515	40.25%	0.00%	40.25%	\$51,331,904.00	0.00%	42.89 %	Total:	\$51,331,904.00
								LEA-wide Total:	\$50,243,849.00
								Limited Total:	\$1,088,055.00
								Schoolwide Total:	\$32,303.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.3	Inclusive Practices	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,825,136.00	0
1	1.4	Culturally Relevant Professional Development	Yes	LEA-wide	English Learners Low Income	All Schools	\$109,496.00	0
1	1.5	Intervention and enrichment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$33,788,279.00	0
1	1.6	Professional Learning Communities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$0.00	0
1	1.7	Alternative instructional settings	Yes	LEA-wide	Low Income	All Schools	\$0.00	0
1	1.8	Early Literacy - Reading Foundations	Yes	LEA-wide	Low Income	All Schools	\$0.00	0
1	1.9	Leadership Support	Yes	LEA-wide	English Learners Foster Youth	All Schools	\$0.00	0

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
2	2.1	Counseling services	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$3,538,790.00	0
2	2.3	Multi-Tiered Systems of Support	Yes	LEA-wide	Low Income	All Schools	\$484,143.00	0
2	2.4	Culturally responsive training	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$445,610.00	0
2	2.5	Expanded learning opportunities	Yes	LEA-wide	Low Income	All Schools	\$50,814.00	0
2	2.6	Increased language development services through Multi-Tiered Systems of Supports	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$268,539.00	0
3	3.3	Support Personnel - Safe Schools	Yes	LEA-wide	Low Income	All Schools	\$3,689,637.00	0
3	3.4	Safe Schools	Yes	LEA-wide	Low Income	All Schools	\$5,573,649.00	0
3	3.5	Alternative Educational Programs	Yes	LEA-wide	Low Income	All Schools	\$10,991.00	0
3	3.6	Safety Professional Development	Yes	LEA-wide	Low Income	All Schools	\$0.00	0
3	3.7	District Communication Systems	Yes	LEA-wide	Low Income	All Schools	\$0.00	0
4	4.2	Family Resources - Welcome and Wellness	Yes	LEA-wide	Low Income	All Schools	\$590,661.00	0
4	4.3	Parent Training	Yes	LEA-wide	Low Income	All Schools	\$101,792.00	0
4	4.4	Family Translation Services	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$819,516.00	0
4	4.5	Family Ambassadors	Yes	LEA-wide	Low Income	All Schools	\$2,548.00	0
4	4.6	School Sponsored Family Events	Yes	LEA-wide Schoolwide	English Learners Low Income	All Schools	\$32,303.00	0

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$168,858,312.00	\$205,491,689.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Teacher Credentialing	No	\$69,905,899.00	\$78,929,944
1	1.2	Implementation of Common State Standards	No	\$9,715,603.00	\$12,527,485
1	1.3	Inclusive Practices	Yes	\$1,287,986.00	\$2,384,661
1	1.4	Culturally Relevant Professional Development	Yes	\$139,377.00	\$44,059
1	1.5	Intervention and enrichment	Yes	\$40,912,588.00	\$53,934,144
1	1.6	Professional Learning Communities	Yes	\$200.00	\$1,368,413
1	1.7	Alternative instructional settings	Yes	\$15,351.00	\$0
2	2.1	Counseling services	Yes	\$3,404,430.00	\$4,053,425
2	2.2	Culturally responsive PBIS	No	\$239,540.00	\$299,355
2	2.3	Multi-Tiered Systems of Support	Yes	\$560,175.00	\$834,022

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.4	Culturally responsive training	Yes	\$46,807.00	\$218,667
2	2.5	Extended learning opportunities	Yes	\$508,083.00	\$2,786,422
2	2.6	Increased language development services through MTSS	Yes	\$620,998.00	\$521,268
3	3.1	Facilities	No	\$16,681,296.00	\$20,519,588
3	3.2	Technology Systems	No	\$60,214.00	\$28,314
3	3.3	Support Personnel - Safe Schools	Yes	\$6,966,520.00	6,124,719
3	3.4	Safe Schools	Yes	\$8,558,502.00	\$10,211,000
3	3.5	Alternative Educational Programs	Yes	\$85,740.00	\$130,102
3	3.6	Safety Professional Development	Yes	\$0.00	\$0
3	3.7	District Communication Systems	Yes	\$0.00	\$0
4	4.1	Increased Family Engagement	No	\$7,599,866.00	\$8,663,477
4	4.2	Family Resources - Welcome and Wellness	Yes	\$953,125.00	\$804,147
4	4.3	Parent Training	Yes	\$51,953.00	\$46,404

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	4.4	Family Translation Services	Yes	\$427,579.00	\$1,005,523
4	4.5	Family Ambassadors	Yes	\$67,165.00	\$9,938
4	4.6	School Sponsored Family Events	Yes	\$49,315.00	\$46,612

2021-22 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$46,747,864	\$40,360,500.00	\$49,429,517.66	(\$9,069,017.66)	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.3	Inclusive Practices	Yes	\$354,466.00	1,565,819.01	0	0
1	1.4	Culturally Relevant Professional Development	Yes	\$57,070.00	3,693.68	0	0
1	1.5	Intervention and enrichment	Yes	\$23,386,039.00	27,801,345.92	0	0
1	1.6	Professional Learning Communities	Yes	0	0	0	0
1	1.7	Alternative instructional settings	Yes	\$2,500.00	0	0	0
2	2.1	Counseling services	Yes	\$3,127,968.00	4,497,874.96	0	0
2	2.3	Multi-Tiered Systems of Support	Yes	\$326,443.00	716,222.14	0	0
2	2.4	Culturally responsive training	Yes	\$32,649.00	183,851.13	0	0
2	2.5	Extended learning opportunities	Yes	\$163,288.00	45,365.22	0	0
2	2.6	Increased language development services through MTSS	Yes	\$413,378.00	417,520.97	0	0
3	3.3	Support Personnel - Safe Schools	Yes	\$4,804,898.00	4,510,063.09	0	0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.4	Safe Schools	Yes	\$6,363,687.00	7,421,079.49	0	0
3	3.5	Alternative Educational Programs	Yes	\$7,040.00	25,995.26	0	0
3	3.6	Safety Professional Development	Yes	0	0	0	0
3	3.7	District Communication Systems	Yes	0	0	0	0
4	4.2	Family Resources - Welcome and Wellness	Yes	\$858,030.00	905,437.44	0	0
4	4.3	Parent Training	Yes	\$45,502.00	53,144.69	0	0
4	4.4	Family Translation Services	Yes	\$362,960.00	1,203,997.94	0	0
4	4.5	Family Ambassadors	Yes	\$5,267.00	12,349.79	0	0
4	4.6	School Sponsored Family Events	Yes	\$49,315.00	65,756.93	0	0

2021-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
116,001,101	\$46,747,864	0.00	40.30%	\$49,429,517.66	0.00%	42.61%	\$0.00	0.00%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, input from educational partners, and any 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 specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) 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 areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

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.
- **Support for Identified Schools:** Describe how the LEA has or will support 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.
- **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.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.

Prompt 2: “A summary of the feedback provided by specific educational partners.”

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g., high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 or when adding a new metric.

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (**Note:** for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in EC Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year: Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55 percent: For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40 percent or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in EC Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
 - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
 - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
 - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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