

Local Control and Accountability Plan (LCAP) Every Student Succeeds Act (ESSA) Federal Addendum Template

LEA name:

Lancaster School District

CDS code:

19 64667 0000000

Link to the LCAP:

(optional)

[Provide link.]

For which ESSA programs will your LEA apply?

Choose from:

TITLE I, PART A

Improving Basic Programs Operated by State and Local Educational Agencies

TITLE I, PART D

Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners and Immigrant Students

TITLE IV, PART A

Student Support and Academic Enrichment Grants

(NOTE: This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)

Lancaster School District plans to receive funds for the following programs:

Title I, Part A – Improving Basic Programs Operated by State and Local Educational Agencies

Title II, Part A – Supporting Effective Instruction

Title III, Part A – Language Instruction for English Learners and Immigrant Students

Title IV, Part A – Student Support and Academic Enrichment Grants

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed, unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the

LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

Lancaster School District has identified a strategy to enhance and supplement the local priorities/initiatives seen to be reflected in the 2018-19 Local Control and Accountability Plan. It should be noted that the major priority areas that have been addressed in goal 1 of Lancaster School Districts 2019-20 LCAP Effective Tier 1 Instruction, Professional Learning Communities, and Positive Behaviors Interventions and Supports, as well as building up leadership teams to sustain accountability at the site level for SPSA actions. All of which is encompassed by a Multi-tiered Systems of Supports (MTSS) in order to best meet the needs of all students.

In goal 2 of the Lancaster School District LCAP, the major initiatives being planned for are the implementation of a ELL monitoring system, as well as a formative assessment system for the district language learners; The continued implementation of specific training pertaining to the district Long Term English Learners; A training focus on Accountable Talk; Language development training in order to assist teachers in intentionally planning for integrated instruction.

In goal 3 of the Lancaster School District LCAP, the major initiatives being planned for are: Technology coaches in order consistently integrate technology into our instructional program; Counselors at all sites within the Lancaster School District in order to meet the social emotional needs of all students within the district, and to have a specific focus on the districts growing foster and homeless populations, Positive Behaviors and Incentives and Supports throughout the district; a district wide climate system in order to enhance the positive climate throughout the district; MTSS is also a focus on the district behavioral systems as we move forward, and is seen as a significant focus in the 2019-20 LCAP.

In goal 4 of the Lancaster School District LCAP, the major initiatives being planned for, include: an increased digital footprint in order to engage families in their understanding and knowledge of events taking place within the Lancaster School District, as well as assistance in helping their children both academically and socially in the home; Professional development for staff to increase family engagement throughout the district; Parent training facilitated by an outside parenting organization in order to assist children in academic achievement as

well as to provide families with strategies in family nutrition, and their children's social emotional development; Family Liaisons at each site in order to close the communication gap between the site and the family; ESL classes for parents who are in need of expanding their knowledge of the English Language.

In order to provide supplemental academic support for the districts low achieving students, and to mitigate the need for academic intervention the following actions have are provided and are supported by Title I: MTSS implementation district wide that is tailored towards work with our district foster and homeless populations. Enrichment provided for students beyond the school day; Coordinator of English Language Learners Attendance monitoring, and Family Ambassadors in order to increase family engagement and knowledge of both the school and district.

Beyond what is accounted for with LCAP funds, the district will be utilizing Title II funds to supplement the training/induction program for our teachers with 2 or less years of experience in order to orient them to the teaching profession as well as maintain a strict focus on their development in all programs, both core and supplemental related to Lancaster School District.

Lancaster School District leverages our Title III funds in the use of bilingual para-educators in order to increase the ability for students to acquire the English Language. Furthermore, Title III funds are used for implementation of our Family Literacy courses. ESL classes for parents.

The determination to use federal funds to support key priority areas is come about through various stakeholder engagement opportunities and meetings, via the sites use of their School Site Councils, and English Language Advisory Committees, the Superintendents Advisory Council, District Budget Advisory Committee, and the District English Language Advisory Committee. At the District, the District Site Leadership Team recommends viable actions for consideration, and final approval of plans, and plans of action are provided by the District Governing Board.

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

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

Within that vision for the Lancaster School District, the mission is to provide a relevant, high quality education within an inclusive and culturally respectful environment, preparing all students for personal and professional success.

Both the district vision and mission are communicated to all relevant stakeholders via various print and electronic means, as well as through the many advisory committees, and public forums that are held throughout the district during the school year.

In order to maintain and ensure a function that both state and federal funds are used in a coherent manner in accordance and in line with the district vision and mission for students, Lancaster School District conducts meetings and public forums throughout the year. Committees that are at work to monitor funding within the district are School Site Councils, who monitor funding, as well as school plans, and assist with the development

of school plans. The Superintendents Advisory Council, the District Budget Advisory Committee, and the LCAP Advisory Committee. The Governing Board has final approval as well as provides input and final decision making throughout the process of development of district and site plans.

Student data is reported and communicated to all stakeholders throughout the year at LCAP forums, held in conjunction with board meetings in order to gain the greatest audience, as well as at Parent LCAP information nights, School Site Councils, English Language Advisory Committee meetings, District English Language Advisory Committee meetings, and at the Superintendent Advisory Committee meetings. The Governing board also provides review of student data to guide decision making in terms of funding and utilization of funding sources. The district utilizes the District Site Leadership Team to analyze data and transfer that data into an interpretable format for all stakeholder groups. Both the District Budget Advisory Committee, and the Superintendents Cabinet, in conjunction with the districts business department ensure that federal funds are used to supplement the core academic programs. Information regarding district priorities, and services provided by the district is communicated to school sites through LEAD meetings where all district administrators are provided with updates, and understanding as to where the priorities of the district, and status of those priorities. In order to make decisions pertaining to federal funds such as Title II and Title III, the Curriculum, Instruction and Assessment department, and the Department of Special Programs are in constant communication with the Business Department in order to ensure proper and effective use of funds made available. In order to maintain alignment with the District plan of action, School Plans (SPSA's) are reviewed by various entities within the District office, including both the Department of Special Programs, and the Budgeting and Accounting Department. School Site Councils are also trained at the onset and throughout the school year in order to have a knowledge of the priorities of the district as a whole.

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 (<i>as applicable</i>)

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 (<i>as applicable</i>)

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 (<i>as applicable</i>)

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 (<i>as applicable</i>)

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 (<i>as applicable</i>)

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

THIS ESSA PROVISION IS ADDRESSED BELOW

Lancaster School District monitors the the assignment of teachers on an ongoing basis, as hiring occurs throughout the district at each district site. The Human Resources department collaborates with the Department of Information Technology to have an ongoing knowledge of both CalPads and Dataquest.

Inexperienced Teaching Low-Income Students

Currently it can be observed that the district as a whole has an overall percentage of 86.3% Low-Income students who are served as a district by, on average 9% of teachers who can be considered inexperienced teachers. We do note that schools that fall above this average for having a higher Low-Income count, with a corresponding higher percentage of teachers who are considered inexperienced are Jack Northrop Elementary (11% inexperienced; 85% Low Income); Joshua (28% inexperienced; 91.9% Low-Income); Lincoln (20% Inexperienced; 91.6% Low-Income); Linda Verde (21% Inexperienced; 90.3% Low-Income); Piute (10% Inexperienced; 93.4% Low-Income); and Sierra (18% Inexperienced and 90.7% Low-Income).

Inexperienced Teaching Minority Students

Lancaster School District has an overall percentage of 86.76% minority student population who is serviced by an overall percentage of 9% of teachers who are considered inexperienced. Schools that fall above the average for having both a high percentage of minority students and a high percentage of inexperienced teachers are: Jack Northrop (91% Minority Students; 11% Inexperienced Teachers); Joshua (91% Minority Students; 28% Inexperienced Teachers); Lincoln (95% Minority Students; 20% Inexperienced Teachers); Linda Verde (93% Minority Students; 21% Inexperienced Teachers); and Piute (94% Minority Students; 10% Inexperienced Teachers).

Ineffective/Misassigned Teachers

Based on a review of records there were no misassigned teachers within Lancaster School District based on the definition granted by the California Department of Education.

Out of Field Teachers

Based on a review of Human Resource hiring data from our Human Resource Technician, it was observed that there were two teachers within Lancaster School District who were out-of-field teachers. At Endeavour Middle School and West Wind Elementary school. Neither school has an above average minority student population, or Low-Income student population.

As Lancaster has been successful in properly assigning teachers, based on existing credentials. The District has not had a disproportionate number of teachers without appropriate credentials teaching in high poverty schools, however if this were found, it would be rectified first through the voluntary transfer process, then finally through the teacher assignment process.

However should the Lancaster School District identify that there were an issue pertaining to appropriate student placement, the Lancaster School District Human Resource assignment monitoring process the Lancaster School District, as required under education code, would notify parents of their right to know teacher qualifications and if their child is taught four or more consecutive weeks by a teacher who has not met state certification or licensure requirements at the grade level and subject matter in which they are assigned. The “right to know” is communicated with parents throughout the year, and the Human Resource department of Lancaster School District responds to any inquiries as they arise.

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Superintendents Advisory Council, along with the District English Learner Advisory Council are responsible for developing and evaluating the district Title I parent engagement policy, while the various School Site Councils, and English Language Advisory Councils are responsible for developing and evaluating the school-level Title I parent engagement policies. Families are brought into the process of developing and evaluating policies via these family advisory groups, the Superintendent's Advisory Council at the district level, and the SSC and DELAC at the site level. These meetings take place on at least a quarterly basis, and provide for the district to align our LCAP planning processes. In order to foster positive two way communication the Lancaster School District supports sites with the training School Site Councils, and further holds many family and parent meetings at the sites in order to directly collaborate with the sites specifically.

The LEA has provided for sites to be trained with a Parent organization in order to create a trainer of trainers model in which parents are provided with specific modules in which to help in training their parents and families in ways in which to best and most actively train other parents and families in how to effectively facilitate and allow for children to experience positive academic achievement. This provides for capacity building in terms of parents training parents.

The District also works to build parent and family capacity through the many meetings that are held. All sites hold Annual Title I meetings, and offer these meetings at various times throughout the year in order to provide

knowledge of the state of the school. School Site Councils (that are made up of both parents and school staff) are responsible for building the School Plan. In order to do this effectively, parents from the sites are trained via the district office at various trainings. These trainings include providing families with a procedural knowledge of the school plan, as well as understanding of outcomes. In order to assist parents who do not speak English, the district provide for ESL Classes, as well as translators at each parent event in the languages that are most prevalent in the district.

Lancaster School District integrates ensures that parents are offered information regarding meetings through PeachJar, and online flyer distribution tool, as well as sending out various texts, phone calls, and emails to inform parents of meetings occurring throughout the district.

Schools that have been identified for CSI/ATSI also are in the process of bringing in parents from their SSC's to provide for guidance as they complete the work of planning out improvement of the six sites identified.

Parents are made aware of student progress at parent teacher conferences, and throughout the year. Families are also provided with strategies to assist their students individualized by teachers.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

All 21 schools in Lancaster School District are currently Schoolwide programs. Lancaster School District does not currently have any Targeted Support Programs, nor do we have any Programs for Neglected/Delinquent Children.

All 21 schools within Lancaster School District are Schoolwide Title I schools. Services offered to students in the upcoming school year will be an online diagnostics and benchmark system, a MTSS system, academic

training and provision for teachers and administrators, free lunch for all students, parent engagement programs, such as but not limited to parenting partners, parent universities, school site councils to oversee SPSA, as well as English Language Advisory Councils, and African American Advisory Committees. We currently use Title I funds to focus on our at-risk youth located throughout the school district. In order to close achievement gaps, the AVID program will be provided to reach our at-risk youth.

The School Site Council and other advisory committees such as the African American Advisory Councils, and English Language Advisory Councils all take part in the decision making process at the sites in order to create school plans utilizing Title I funds. SSC's, ELAC's and AAAC's work in conjunction with school leadership teams to build SPSA's, via agenda meetings that cover relevant data at the time of meeting. When completing the SPSA the SSC and other advisory groups provide for a comprehensive needs analysis to include a review of the data, a review of site climate survey's, and review of district climate surveys, as well as a review of CAASPP, and iReady scores at the site level.

Types of services that are provided based on that needs analysis, are site coaches, supplemental instruction in the form of targeted tutoring at the site level, and the purchase and requisition of chrome books, and technology for student use at the site.

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

Tax and bus vouchers, school supplies, hygiene kits, diapers, clothing, shoes, counseling services, mental health support, medical and dental services.

Via the bilingual community liaison for Special Programs:

Supporting Enrollment -

- We request records, immunization, transcripts, all the information that we need to get the student in school.
- We do immediate enrollment
- Upon parent request, we get child in school same day.
- Eliminate all barriers by providing;
 - School supplies
 - Backpacks,
 - Transportation,
 - Hygiene kits
 - Outside referrals for immunization, doctors appts etc.
 - Taxi Vouchers
 - TAP cards (daily bus passes, Jordan Take this out)

Supporting Attendance

- Bus transportation form - get student to be picked up directly from home.
- We monitor use of bus passes
- Discuss with the Principal,
- Put students on attendance contracts
- Constant follow up with the students
- Referral to LAVA, Summer School, Home Education, Independent Study.
- BCL will meet parent at school to discuss difficulties the student is having.

Supporting Success of Student:

- Provide mental health referrals
- Request IEP records to provide student the services they required
- Send the student to psychologist
- Refer to pre-school office
- Referral to CARES (After School)
- Reach out to schools, advocacy within the community to provide services and resources for students.
- Support a food pantry
- Provide a food calendar to provide families where to get resources (food, hair cuts, etc.)
- MOU with Barts Alta Dona - to provide for immunizations, any emergency health issues.
- They have a slot specifically for Lancaster Homeless students
- Immunization clinics at each site (6/year at each site, free)
- We have an MOU through Valley Oasis - for housing/Family Housing Solution to house families. Follow up with caseworker - check with caseworker to make sure the kid is in schools
- We are always working with the parent to maintain student success.
- Homeless students are given preferential enrollment in ECE program.

Student Transitions

ESSA SECTIONS 1112(b)(8) and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- (A) through coordination with institutions of higher education, employers, and other local partners; and
- (B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Lancaster School District holds an annual transition fair with a local relationship with the Welcome and Wellness Center run through the Antelope Valley Partners for Health. The intent is to provide resources for

families and students through the transition period from early childhood education to elementary school programs.

In order to facilitate the transition from middle school to high school, the district, and sites have relationship with both the Antelope Valley High School District, and the applicable schools respectively. The LEA is able to work with the middle schools to effectively transition students from Lancaster School District to the local high school district through site visitation, and onsite (at their middle school campus) preferences for classes. Registration must take place at the high school site, however the district maintains consistent contact with the High School district in order to ensure that we are effectively transitioning students to their local high school schools.

We partner with the Antelope Valley High School District and Antelope Valley College to develop a Computer Science Path Pathway for our students. Computer Science and other electives are available to students all middle school campuses. We had a high school counselor presented information to our parents on A-G requirements during a Community Forum. In addition, we are in the process of changing the Algebra course name to match the HS to ensure that our students get credit for taking the class in middle school. Our 8th M/S SDC students have transition meetings with the HS in early/mid spring where the HS representative provides parent a reassurance, an understanding of the HS program, and an opportunity to ask questions. Many of the middle schools are working closely with the high school(s) to give their 8th graders opportunity to learn about the programs that are being offered. For example, Amargosa Creek has a linked crew that comes four times a year to hang out/work with the 8th grade during assembly day schedule. In addition, students are given the opportunity to visit LnHS. They also do a roadshow to their school. Mrs. Pulos communicates often with the LnHS's administrator to share various data to ensure that students are receiving appropriate targeted intervention/enrichment when they move to the high school.

On an ongoing basis we provide data to the Antelope Valley High School District.

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

we provide all students a universal screener in the 4th grade, fall. Gate chairs are identified at the site, and designated Gate services are being planned for in order to provide all GATE students access to project based learning based on learning style, and interests.

Online resources that provide access 24/7. Maker spaces, after school hours, workshops for students and parents.

We will be adopting a Digital Citizenship curriculum for TK-8 that includes digital literacy that is added to the YAGG.

Lancaster School District will also provide ongoing development and access to curriculum to parents to assist parents in providing for understanding of Common Core standards, and their role in assisting their students in the home.

TITLE I, PART D

Description of Program

ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Formal Agreements

ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the

(A) LEA; and

(B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Comparable Education Program

ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Successful Transitions

ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Educational Needs

ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Social, Health, and Other Services

ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Postsecondary and Workforce Partnerships

ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Parent and Family Involvement

ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Program Coordination

ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Probation Officer Coordination

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Individualized Education Program Awareness

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Alternative Placements

ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

We participate in the state Induction program to support new teachers and teachers new to Lancaster. The Induction team consists of two TOSAs and a secretary under the supervision of the Director of CIA. School Leaders participate in ongoing professional development through SAIL PD, monthly Assistant Principal meetings with the Deputy Supt. of Human Resources, and JOINT Principal and Instructional Coach meetings throughout the year. Site instructional coaches meet weekly with the Director of CIA to participate in training and planning focused on supporting teachers and administrators in reaching district student learning goals. There are monthly administrative LEAD meetings to support and inform administrators in timely information and team building.

School Leaders participate in ongoing professional development through SAIL PD, monthly Assistant Principal meetings with the Deputy Supt. of Human Resources, and JOINT Principal and Instructional Coach meetings throughout the year. Site instructional coaches meet weekly with the Director of CIA to participate in training and planning focused on supporting teachers and administrators in reaching district student learning goals. Teachers participate in weekly PD and PLC meetings on minimum day Tuesdays focused on their site goals according to the SPSA. Each site SPSA is aligned to the district LCAP goals so that growth and improvement can be continuously monitored. District PD for teachers and administrators is based on LCAP goals and targeted to improve specific areas that need the most attention.

Site and District Instructional Coaches are a primary source of supporting teachers as they implement new learning and quality instructional practices. Coaches are trained as school leaders. Principals participate in SAIL meetings focused on increasing their abilities as leaders.

Title II is used as the primary fund to support the Induction program and training of new teachers.

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

THIS ESSA PROVISION IS ADDRESSED BELOW:

Lancaster School District utilizes the District Site Leadership Team to analyze all student data pertaining to achievement throughout the year. Other decision making arms that provide for an allocation of funding and decisions pertaining to budgetary decisions for training and dissemination of Title II funds are District Budget Advisory Committee, District planning committee (oversees planning function of the district, and development, and monitoring of plans throughout the year).

The needs of each school are considered through the District Site Leadership Team in order to best meet the needs of students at specific sites. All decisions pertaining to funding are made with a central focus on equity.

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Data is considered the primary driving force in the implementation of professional development activities. Data is considered, and utilized within the District Site Leadership Team in order to address the needs of students throughout the district. Individual school sites are considered when making decisions pertaining to funding and professional development activities. Once trained training is and implementation effectiveness is determined based on criteria that is applicable to the training (i.e if training was specific to specific English Language Arts strategies, than we district utilizes student performance data, as well as teacher feedback to judge the efficacy of the training in place).

The data collected and analyzed, again is subject to the actual training in place, however overall we analyze student performance data from the California Assessment for Student Progress and Proficiency (CAASPP), as well as local formative assessments (the district will be using iReady for both Math and ELA in the 2019-20 school year).

The LEA surveys teachers and staff and other stakeholders throughout the year regarding the needs and effectiveness of professional development and how to improve training. Furthermore district and site leadership conduct walkthroughs on an ongoing basis in order to ensure fidelity to training. Finally, data is analyzed as an outcome. Data analyzed, as seen above are CAASPP results, results of local formative assessments, and data applicable to the outcomes expected in trainings.

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Enhanced Instructional Opportunities are offered in several forms such as but not limited to site based professional development on instructional strategies and scaffold for supporting English Language Learners; integrated and designated English Language Development instruction and

implementation; release meetings to provide professional development on ELPAC strategies in the classroom.

Principals are provided with professional development for English Language Development via the districts administrative training system, SAIL, where Administrators are pulled off site for a day in order to be provided professional development consistent with district priorities and in line with the Local Control and Accountability Plan.

English Learner chairs, and a teacher leader position held by site teacher leaders, are provided training on an ongoing basis (monthly), with the explicit expectation that this training, and strategy base is provided back to all teachers at the site.

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Scaffolds and instructional practices for English Learners will be incorporated through our Multi-Tier Systems of Support-MTSS model. Core content instruction will utilize the Universal Design for Learning to ensure an increase in language proficiency. An additional language assessment is utilized throughout the year to inform instruction. Additionally, middle schools will incorporate program 5 curriculum to support language instruction during their Designated ELD blocks. At the elementary level, teachers are provided with curriculum that is in-line with program 5 requirements, and is differentiated based on the core instruction. In this way, EL students are ensured access to core content. It is assumed in Lancaster School District that ELD is not a place but a service, so all teachers are trained to use portions of the curriculum in order to best meet the needs of their English Learning population.

Title III Programs and Activities

ESSA SECTION 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Middle schools will incorporate program 5 curriculum to support language instruction during their Designated ELD blocks. At the elementary level, teachers are provided with curriculum that is in-line with program 5 requirements, and is differentiated based on the core instruction. In this way EL

students are ensured access to core content. It is assumed in Lancaster School District that ELD is not a place but a service, so all teachers are trained to use portions of the curriculum in order to best meet the needs of their English Learning population.

English Proficiency and Academic Achievement

ESSA SECTION 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- (A) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
- (B) meeting the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Lancaster School District will continue to host ELPAC academies for all grade spans grades K-8. The ELPAC Academy is a Saturday and after school academy across the district that is designed to meet the distinctive needs of each population with emphasis on the LTEL, and a focus on each of the 4 domains assessed via the ELPAC. The program is split into a domain a week for each of the core domains, Reading, Writing, Speaking and Listening. Curriculum will continue to be adapted from the districts adopted curriculum, and other sources vetted via the the Coordinator of English Language Learners.

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;

- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

There are no plans to initiate partnerships with outside institutions of higher learning at this time. We are currently focusing on internal capacity building, upon reaching a point as to where we can no longer continue we will seek to partner with outside organizations.

A comprehensive needs analysis was conducted utilizing interview data, as well as quantitative measures to provide and in depth understanding of the students which Lancaster School District Serves. It was determined that key factors to student under achievement in the district were a need to focus on school safety, and the need to provide for the diverse academic needs of the students of Lancaster School District.

Grant objectives are seen as such: 1. Establish a correlation between effectively implementing SEL, Culturally Responsive PBIS, and relationship building to improve academic outcomes. 2) Establish metrics and indicators to measure and monitor strong program implementation, and 3) Identify a systems approach to educating and empowering parents allowing them to be meaningfully engaged with the school and impactful in supporting their child's academic success.

The strategies being employed by Lancaster School District with which to secure academic achievement of the whole child revolve around Lancaster educating the Whole Child. We will be targeting three primary actions to increase opportunities for substantive family engagement, and education at all of our schools. 1) Parent training to increase family engagement. 2) Training Counselors in Culturally Responsive practices. 3) Train all teachers to implement the district adopted Second Step program, 4) Use Visual and Performing Arts/Media Arts to enhance SEL teaching and learning. 5) College and Career Counseling.

40% of funds provided will be used to support students in achieving a well rounded education through the use of a program entitled StoryMaker from Wonder Media, and through training of our counselors in the Advancement Via Individual Determination program. Furthermore we will be bringing guest speakers throughout the year to provide training to staff in culturally responsive practices.

45% of funds will be used in supporting safe, and healthy students. Activities included under Title IV are: Increased capacity and training in Second Step social emotional curriculum for students. Increased implementation of the Positive Behavior Interventions and Supports program. Increased capacity and training in the Capturing Kids Hearts program from the Flippen Group, as well as Second Step, a social emotional learning program. We will also be providing for increased Family Engagement via Parenting Partners. Training for staff; and Training for Family Ambassadors.

We are utilizing a total of 4.2% of our funding through Title IV to provide for technology access to parents. This includes the purchase of hardware to provide our families access to computers in our newly identified Family Resource Center.

We will be evaluating effectiveness of this goal periodically through the use of a qualitative survey, entitled Youth Truth. this will assist us in monitoring all aspects of the educational program for students, to include supporting safe and healthy students, and creating a well rounded education. Furthermore, we will utilize quantitative data measures such as disproportionality, suspension, and expulsions and academic growth via our systems iReady Math and ELA assessments.