

Annual Update for the 2019-20 Local Control and Accountability Plan Year

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|-------------------------------------|---|--|
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Annual Update

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan(LCAP).

Goal 1

1.0 Academics- Academic Options and Excellence

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

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 2. Implementation of State Standards; 4. Pupil achievement; 5. Pupil engagement; 7. Course access; 8. Other pupil outcomes

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

Annual Measurable Outcomes

Expected

Actual

Credentialing and Teacher Support

2019-20

Maintain 100% appropriately assigned credentialed teachers.

100% of pre-intern, short term permit, intern and preliminary credentialed teachers will be enrolled in their appropriate credential program and supported through Lancaster School Districts teacher support and induction program.

The Lancaster School District will review staffing practices in order to insure appropriate and equitable placement of staff throughout the district (i.e. insuring that bilingual teachers are placed in schools that have high concentrations of English Language Learners.)

Throughout the 19-20 school year, Lancaster School District maintained 100% appropriately assigned and credentialed teachers.

100% of the pre-intern, short-term permit, intern, and preliminary credentialed teachers were/are enrolled in their appropriate credential program and were/are supported through the Lancaster School Districts' teacher support and induction program.

The Lancaster School District continued to review staffing practices in order to ensure appropriate and equitable placement of staff throughout the district (i.e. insuring that bilingual teachers are placed in schools that have high concentrations of English Language Learners.)

Appropriately assigned materials 2019-20

100% of students will be provided with state adopted textbooks consistent with cycles of current curriculum frameworks for Common Core state standards in compliance with the Williams Act Settlement. In 2019-20 we will be piloting a new Next Generation Science Standards (NGSS) curriculum, consistent with state recommendations.

In 19-20, 100% of students will be provided with state-adopted textbooks consistent with cycles of current curriculum frameworks for Common Core state standards in compliance with the Williams Act Settlement. This was observed and furthermore confirmed by our annual Williams audit in the Fall of 2019.

In the 19-20 school year the Lancaster School District was able to begin the pilot process to determine appropriateness for NGSS materials for our School District students. In 19-20, we were able to adopt Twig for our TK-5 students. The pilot for grades 6-8 was cut short due to the COVID pandemic, therefore in 19-20, there was no determination made. However, in 20-21, we were able to complete the pilot and adoption process and were able to adopt Amplify.

Instruction and learning: ELA

2019-20

By the end of 2019-20, Lancaster School District will increase the percentage of K-2 students meeting grade level proficiency on the district determined reading foundational skills assessment by 5%.

By the end of 2019-20, Lancaster school district will identify and appropriate writing formative assessment for which to assess writing progress for students.

By the end of 2019-20, 50% of all third-eighth grade students will score in the adequate or thorough performance band as provided by iReady assessment.

By the end of 2019-20, Lancaster school district will identify and provide 100% of students, who have not met their grade level reading proficiency target, with reading intervention.

By the end of 2019-20, Lancaster school district will identify an appropriate 4-8 writing assessment for which to assess writing progress.

Please note that end-of-year diagnostic data was not available during the 19-20 school year due to school closures from the Covid-19 pandemic. Mid-year data was analyzed pertaining to K-2 reading foundational skills. this was the last diagnostic that students took prior to school closures. The following was observed.

Kindergarten scores decreased by 9%, there was a decrease of 1% in first grade and no change in second grade as it pertains to reading foundational skills.

Please note that students in K-2 have only taken iReady for 2 years, whereas other grades have been taking the iReady exam for 3+ years.

After a review and implementation of the iReady assessment, it was determined that the growth model would be identified through the iReady diagnostic assessment would be unique to the cohort. The following is a review of the growth model. The analysis was completed during the district instructional leadership team review process.

In the 19-20 school year grades 4-8 proficiency rates based on our current diagnostic in the following manner:

- Grade 4: +4%
- Grade 5: +3%
- Grade 6: +4%
- Grade 7: +4%
- Grade 8: +5%

Lancaster School District determined that it would be appropriate to focus on the utilization of iReady diagnostic results, as the iReady diagnostic provides a thorough understanding of students' abilities in terms of reading. 100% of students who have not met their grade-level reading proficiency were provided targeted tier 2 and 3 intervention.

In the 19-20 school year the school district began using the My Access Writing program as an interim formative writing assessment.

In the 19-20 school year, the Lancaster School District began to review the process of the current writing proficiency benchmark. This review has not been completed. However, based on interim data, it was determined that grades 4-8 saw an average increase of 3%-5% on the current local assessment for writing, in the 19-20 school year.

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

The All student group will increase their average scale score from -46 below standard to -42 below standard. Increasing their average scale score by 4 pts.

The EL student group will increase their average scale score from 54.2 below standard to 48.2 below standard. Increasing their average scale score by pts.

The Foster student group will increase their average scale score from 70.2 below standard to 58.2 below standard. Increasing their average scale score by 12 pts.

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

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

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

The African American student group

Due to school closures, the Lancaster School District had to shut down in-person instruction at all schools sites. Subsequently, CAASPP was not administered during the 2019-20 school year. Therefore, there are no scores to report for the 2019-20 school year in terms of CAASPP: English Language Arts.

The following is from the most recent administration of the CAASPP assessment:

32.13% of Lancaster School District students met or exceeded standards on the English Language Arts CAASPP. The following is reporting by student group based on the California State Dashboard.

All Student Group: -44.9/Orange

English Learners Student Group: -53.9/Orange

Foster Youth Student Group: -74.7/Red

Homeless Youth Student Group: -66.2/Yellow

Socio-economically Disadvantaged Student Group: -49.8/Yellow

Students with Disabilities Student Group: -128/Orange

African American Student Group: -73.7/Red

American Indian Student Group: -47.7/Yellow

Asian Student Group: +.1/Yellow

Filipino Student Group: +36.5/Green

Hispanic Student Group: -39.4/Orange

Pacific Islander Student Group: -31.5/No Color

Two or More Races Student Group: -48.3/Orange

White Student Group: -18.3/Orange

will increase their average scale score from 76 below standard to 64 below standard. Increasing their average scale score by 12 pts.

The American Indian student group will increase their average scale score from 54.3 below standard to 46.3 below standard. Increasing their average scale score by 8 pts.

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

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

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

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

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

The White student group will increase

their average scale score from 17.7 below standard to 14.7 below standard. Increasing their average scale score by 3 pts.

**Instruction and learning:
Mathematics**

2019-20

45% of students will score in the adequate or advanced performance band on the math iReady Assessment.

18% of the student population scored at the tier one level (mid or above grade level/early on grade level).

2019-20

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

The All student group will increase their average scale score from 88.8 below standard to 85.8 below standard. Increasing their average scale by 3 pts.

The EL student group will increase their average scale score from 95.9 below standard to 90.9 below standard. Increasing their average scale score by 5 pts.

The Foster student group will increase their scale score from 105.4 average below standard to 94 below standard. Increasing their average scale score by 11 pts.

The Homeless student group will increase their average scale score from 106.6 below standard to 94.6 below standard. Increasing their average scale score by 12 pts.

The SED student group will increase their average scale score from 97 below standard to 92 below standard. Increasing their average scale score by 5 pts.

The Students with Disabilities student group will increase their average scale score from 173.7 below standard to 161.3 below standard. Increasing their average scale score by 12 pts.

Due to school closures, the Lancaster School District had to shut down in-person instruction at all school sites. Subsequently, CAASPP was not administered during the 2019-20 school year. Therefore, there are no scores to report for the 2019-20 school year in terms of CAASPP: Mathematics

The following is from the most recent administration of the CAASPP assessment:

18.03% of Lancaster School District students met or exceeded standards on the Mathematics CAASPP. The following is reporting by student group based on the California State Dashboard.

All Student Group: -84.6/Yellow

English Learners Student Group: -91.2/Yellow

Foster Youth Student Group: -107.8/Red

Homeless Youth Student Group: -103.5/Orange

Socio-economically Disadvantaged Student Group: -89.6/Yellow

Students with Disabilities Student Group: -165.2/Orange

African American Student Group: -117.4/Orange

American Indian Student Group: -100.1/Red

Asian Student Group: -20.2/Yellow

Filipino Student Group: 0/Green

Hispanic Student Group: -78.4/Yellow

Pacific Islander Student Group: -70.2/No Color

Two or More Races Student Group: -84.4/Orange

White Student Group: -54.2/Orange

The African American student group will increase their average scale score from 121.6 below standard to 109.6 below standard. Increasing their average scale score by 12 pts.

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

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

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

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

The Pacific Islander student group will increase their average scale score from 72 below standard to 67 below standard. Increasing their average scale score by 5 pts.

The Two or More Races student group will increase their average scale score from 82.6 below standard to 77.6 below standard. Increasing their average scale score

by 5 pts.

The White student group will increase their average scale score from 55.5 below standard to 50.5 below standard. Increasing their average scale score by 5 pts.

Intervention and Enrichment 2019-20

Learning gaps for identified student groups, EI, Homeless, Foster Youth, low income, African American, and special education will decrease by 10% annually as indicated on local and state assessment data.

100% of students will have access to a multi-tiered system of supports to support their individualized learning needs.

Learning gaps were determined using the iReady diagnostic assessment in ELA and Math in the 19-20 school year as we did not have access to CAASPP. Based on the data retrieved we observed the following:

Pertaining to Reading:

- A decrease of 9% for English Learners (indicating a closure of the reading gap)
- An increase of 15% with our low income student group
- A decrease of 4% for our African American student group
- A decrease of 5% for our Special Education student group

Pertaining to Mathematics:

- An increase in the gap by 3% for English Learners
- A decrease of 2% for the Low Income student group
- A decrease of 2% for the African American student group
- A decrease of 2% for our Special Education student group

Actions / Services

Action 1

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|--|--|---|
| <p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>1.1 Credentialing</p> <p>Lancaster School District will assure that all administrators, teachers, and certificated staff members in transitional-kindergarten through eighth grade are appropriately assigned and credentialed for their assignments in core, intervention and enrichment programs.</p> <p>The District will provide a California State Accredited Induction program for all new teachers and administrators in order to provide a pathway to clear their credential.</p> <p>The District will review recruitment and staffing practices in order to assure appropriate and equitable placement of staff throughout the district (including but not limited to insuring that bilingual teachers are placed in schools that have high concentrations of English Language Learners, and that schools are balanced based on years of teaching experience).</p> <p>The Human Resource department will continue training on a multi-tiered systems of support and their roll in continuing to provide for an equitable environment.</p> <p>Special Education induction mentors will support teachers in the use of state standards (and approved alternative standards for students with severe disabilities), including development of standards-based IEPs.</p> | <p>\$34,856,008 - LCFF - 1000-1999 Certificated Salaries \$298,101 - LCFF - 2000-2999 Classified Salaries \$14,897,529 - LCFF - 3000-3999 Employee Benefits \$483,411 - Federal Revenues - Title II - 1000-1999 Certificated Salaries \$47,108 - Federal Revenues - Title II - 2000-2999 Classified Salaries \$151,600 - Federal Revenues - Title II - 5000-5999 Services and Other Operating Expenses \$8,818,476 - Other State Revenues - 1000-1999 Certificated Salaries \$3,465,308 - Other State Revenues - 3000-3999 Employee Benefits \$81,250 - Other State Revenues - 4000-4999 Books and Supplies \$112,202 - Other State Revenues - 5000-5999 Services and Other Operating Expenses \$153,837 - Federal Revenues - Title II - 3000-3999 Employee Benefits \$34,200 - Federal Revenues - Title II - 4000-4999 Books and Supplies \$10,000 - LCFF - 5000-5999 Services and Other Operating Expenses \$215,988 - Other State Revenues - 2000-2999 Classified Salaries</p> | <p>\$38,150,672 - LCFF - 1000-1999 Certificated Salaries \$289,838 - LCFF - 2000-2999 Classified Salaries \$15,171,892 - LCFF - 3000-3999 Employee Benefits \$283,066 - Federal Revenues - Title II - 1000-1999 Certificated Salaries \$47,983 - Federal Revenues - Title II - 2000-2999 Classified Salaries \$0 - Federal Revenues - Title II - 5000-5999 Services and Other Operating Expenses \$8,817,444 - Other State Revenues - 1000-1999 Certificated Salaries \$3,513,842 - Other State Revenues - 3000-3999 Employee Benefits \$79,110 - Other State Revenues - 4000-4999 Books and Supplies \$272,445 - Other State Revenues - 5000-5999 Services and Other Operating Expenses</p> |

Action 2

Planned
Actions/Services

Budgeted
Expenditures

Actual
Expenditures

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

Students to be Served: All

Location: All Schools

1.2 - Common Core State Standards Implementation

Leadership Teams

The Educational Services Team will support the expansion and capacity enhancement of Leadership Teams at all school sites.

Leadership teams will help establish a collaborative culture at their site and monitor the implementation and achievement of their Single Plan for Student Achievement (SPSA) goals and actions.

Accountability

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

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

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

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

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

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

\$3,377,279 - LCFF - 1000-1999
Certificated Salaries
\$441,631 - LCFF - 2000-2999 Classified
Salaries
\$1,375,575 - LCFF - 3000-3999
Employee Benefits
\$2,167,120 - LCFF - 4000-4999 Books
and Supplies
\$402,174 - LCFF - 5000-5999 Services
and Other Operating Expenses
\$117,576 - Other State Revenues -
1000-1999 Certificated Salaries
\$556,418 - Other State Revenues -
2000-2999 Classified Salaries
\$256,351 - Other State Revenues -
3000-3999 Employee Benefits
\$1,937,126 - Other State Revenues -
4000-4999 Books and Supplies
\$22,650 - Other State Revenues -
5000-5999 Services and Other Operating
Expenses
\$954,261 - Federal Revenues - Title I -
1000-1999 Certificated Salaries
\$366,105 - Federal Revenues - Title I -
3000-3999 Employee Benefits
\$0 - Federal Revenues - Title II -
4000-4999 Books and Supplies
\$0 - Federal Revenues - Title II -
5000-5999 Services and Other Operating
Expenses

\$3,496,291 - LCFF - 1000-1999
Certificated Salaries
\$503,665 - LCFF - 2000-2999 Classified
Salaries
\$1,421,322 - LCFF - 3000-3999
Employee Benefits
\$838,516 - LCFF - 4000-4999 Books and
Supplies
\$263,874 - LCFF - 5000-5999 Services
and Other Operating Expenses
\$136,228 - Other State Revenues -
1000-1999 Certificated Salaries
\$274,277 - Other State Revenues -
2000-2999 Classified Salaries
\$158,908 - Other State Revenues -
3000-3999 Employee Benefits
\$1,543,444 - Other State Revenues -
4000-4999 Books and Supplies
\$15,860 - Other State Revenues -
5000-5999 Services and Other Operating
Expenses

Instructional Coaches

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

Professional Development

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

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

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

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

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

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

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

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

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

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

Basic

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

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

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

Special Education

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

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

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

Ensuring training for Special Education Staff

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

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

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

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

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

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

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

Provide Rigorous Academic Instruction for Special Education Students

New teachers, Mod/severe, and services providers (such as speech pathologists and psychologists) will be trained by the Department of Special Education in writing Standards Based IEPs

The Director of Special Education will begin researching the possibility of adding additional support for at-risk students

The Department of Special Education will provide PD on Universal Design for Learning for Special Education Teachers.

The Department of Special Education will monitor IEPs to ensure that they are standards based goals and student IEPs are reasonably calculated to provide educational benefit.

The Department of Special Education will plan the implementation of a Summer 2020 language enriched program for targeted K-1 students selected based on a universal screening.

Equity and Data Driven Decision Making

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

The Director of Assessment and Educational Technology will

support Professional Learning Communities (PLCs) driven by data at all sites. (2018-19 and on-going).

The Educational Services Team will develop a schedule of PD/PLCs for site Leadership Teams for the 2019-20 school year in order to assure the full cycle of inquiry as well as both site and district based monitoring.

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

Action 3

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|--|--|---|
| <p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>1.3 - English Language Arts</p> <p>The District will offer targeted professional development to all teachers (Pre-school - 8th grade) that is designed to support student growth in Language Arts.</p> <p>The District will offer professional development to all staff that is designed to optimize the implementation of the Language Arts curriculum and to directly support students in Language Arts.</p> <p>Technology integration coaches will support teachers in the use of technology based components from the English Language Arts adoption.</p> <p>Teachers, coaches, and administrators will use the results of the universal screener (in periods of time aligned to the district adopted assessment calendar) to support, and monitor the progress of unduplicated students in technology based interventions such as Read 180, System 44, iREAD, and Imagine Learning.</p> <p>The District will monitor the implementation of technology based</p> | <p>\$438,568 - LCFF - 5000-5999 Services and Other Operating Expenses \$3,500 - Other State Revenues - 1000-1999 Certificated Salaries \$795 - Other State Revenues - 3000-3999 Employee Benefits \$0 - Other State Revenues - 4000-4999 Books and Supplies \$132,514 - Federal Revenues - Title I - 1000-1999 Certificated Salaries \$28,986 - Federal Revenues - Title I - 3000-3999 Employee Benefits \$197,000 - Federal Revenues - Title I - 4000-4999 Books and Supplies \$461,929 - LCFF - 2000-2999 Classified Salaries \$330,846 - LCFF - 3000-3999 Employee Benefits \$392,470 - LCFF - 4000-4999 Books and Supplies \$98,563 - Federal Revenues - Title I - 5000-5999 Services and Other Operating Expenses \$291,408 - LCFF - 1000-1999 Certificated Salaries \$71,200 - Federal Revenues - Title I - 6000-6999 Capital Outlay \$72,852 - Other Federal Funds - 1000-1999 Certificated Salaries</p> | <p>\$347,927 - LCFF - 5000-5999 Services and Other Operating Expenses \$5,876 - Other State Revenues - 1000-1999 Certificated Salaries \$912 - Other State Revenues - 3000-3999 Employee Benefits \$0 - Other State Revenues - 4000-4999 Books and Supplies \$16,713 - Federal Revenues - Title I - 1000-1999 Certificated Salaries \$3,195 - Federal Revenues - Title I - 3000-3999 Employee Benefits \$404,024 - Federal Revenues - Title I - 4000-4999 Books and Supplies \$291,379 - LCFF - 2000-2999 Classified Salaries \$110,121 - LCFF - 3000-3999 Employee Benefits \$431,891 - LCFF - 4000-4999 Books and Supplies</p> |

interventions both during and outside of the school day.

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

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

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

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

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

\$30,601 - Other Federal Funds - 3000-3999 Employee Benefits
 \$2,500 - LCFF - 6000-6999 Capital Outlay

Action 4

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|--|---|--|
| <p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>1.4 Instruction and Learning - Math</p> <p>The Department of Educational Services and the Director of Assessment and Educational Technology will define, and provide professional learning on, grade level mathematics targets for Pre-School - 8th Grade.</p> <p>Teachers, coaches, and administrators will use the results of the universal screener (in periods of time aligned to the district adopted assessment calendar) to support, and monitor the progress of unduplicated students math.</p> | <p>\$117,800 - Federal Revenues - Title I - 4000-4999 Books and Supplies \$313,169 - LCFF - 5000-5999 Services and Other Operating Expenses \$92,200 - LCFF - 4000-4999 Books and Supplies \$215,060 - Federal Revenues - Title I - 1000-1999 Certificated Salaries \$47,040 - Federal Revenues - Title I - 3000-3999 Employee Benefits \$42,900 - Federal Revenues - Title I - 5000-5999 Services and Other Operating Expenses \$60,000 - Federal Revenues - Title I - 6000-6999 Capital Outlay \$96,827 - LCFF - 1000-1999 Certificated Salaries</p> | <p>\$209,422 - Federal Revenues - Title I - 4000-4999 Books and Supplies \$333,418 - LCFF - 5000-5999 Services and Other Operating Expenses \$106,130 - LCFF - 4000-4999 Books and Supplies \$42,792 - LCFF - 1000-1999 Certificated Salaries \$6,910 - LCFF - 3000-3999 Employee Benefits</p> |

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

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

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

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

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

A designated math consultant will train instructional coaches to become Trainers of Trainers in math concepts for grades K-2 in order to strengthen early conceptual knowledge of mathematical practices for K-2 teachers.

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

School sites will allow for extra tutoring at the site level in order to provide more intense services to unduplicated pupils.

\$21,973 - LCFF - 3000-3999 Employee Benefits
 \$2,500 - LCFF - 6000-6999 Capital Outlay

Action 5

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|--|---|--|
| <p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> | <p>\$12,119,169 - LCFF - 1000-1999 Certificated Salaries \$1,886,059 - LCFF - 2000-2999 Classified Salaries \$4,631,510 - LCFF - 3000-3999 Employee Benefits \$2,564,333 - LCFF - 4000-4999 Books and Supplies</p> | <p>\$9,290,216 - LCFF - 1000-1999 Certificated Salaries \$1,682,350 - LCFF - 2000-2999 Classified Salaries \$4,384,184 - LCFF - 3000-3999 Employee Benefits \$1,677,476 - LCFF - 4000-4999 Books and Supplies</p> |

Location: All Schools

1.5 Intervention/Enrichment

Multi-Tiered Systems of Support (MTSS)

The District will maintain a MTSS Design Team to improve efficacy in the following:

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

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

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

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

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

Intervention

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

SST Chairs will provide guidance for Student Study Teams and support the use of SST Online at each site based on work with the Director of Curriculum and Instruction in order to support the needs of all learners.

The Department of Innovation and Technology will provide

\$2,273,728 - LCFF - 5000-5999
Services and Other Operating Expenses
\$2,020,307 - Other Federal Funds -
2000-2999 Classified Salaries
\$979,957 - Other Federal Funds -
3000-3999 Employee Benefits
\$3,145,649 - Other State Revenues -
1000-1999 Certificated Salaries
\$2,490,920 - Other State Revenues -
2000-2999 Classified Salaries
\$2,212,123 - Other State Revenues -
3000-3999 Employee Benefits
\$77,745 - Other State Revenues -
4000-4999 Books and Supplies
\$184,750 - Other State Revenues -
5000-5999 Services and Other Operating
Expenses
\$1,280,000 - Other State Revenues -
7000-7499 Other
\$477,534 - Federal Revenues - Title I -
1000-1999 Certificated Salaries
\$109,036 - Federal Revenues - Title I -
3000-3999 Employee Benefits
\$1,252,461 - Federal Revenues - Title I -
4000-4999 Books and Supplies
\$272,981 - Federal Revenues - Title I -
5000-5999 Services and Other Operating
Expenses
\$0 - Federal Revenues - Title III -
1000-1999 Certificated Salaries
\$0 - Federal Revenues - Title III -
3000-3999 Employee Benefits
\$0 - Other Federal Funds - 4000-4999
Books and Supplies
\$0 - Federal Revenues - Title I -
5000-5999 Services and Other Operating
Expenses
\$0 - Federal Revenues - Title I -
2000-2999 Classified Salaries
\$251,000 - Federal Revenues - Title I -
6000-6999 Capital Outlay
\$19,695 - Federal Revenues - Title II -
1000-1999 Certificated Salaries
\$4,470 - Federal Revenues - Title II -
3000-3999 Employee Benefits
\$199,918 - Federal Revenues - Title IV -

\$1,822,540 - LCFF - 5000-5999
Services and Other Operating Expenses
\$1,845,893 - Other Federal Funds -
2000-2999 Classified Salaries
\$800,407 - Other Federal Funds -
3000-3999 Employee Benefits
\$2,903,459 - Other State Revenues -
1000-1999 Certificated Salaries
\$1,398,616 - Other State Revenues -
2000-2999 Classified Salaries
\$1,606,545 - Other State Revenues -
3000-3999 Employee Benefits

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

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

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

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

Bridge students will receive social emotional learning curriculum.

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

Leadership Academy students will be taught utilizing interactive strategies, to include but not be limited to AVID strategies.

Focus of instruction for the Leadership Academy will be leadership and character development.

Leadership Academy students will experience a small class sizes (capped at 25).

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

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

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

The Crossroads Bridge and Leadership Academy will focus around

4000-4999 Books and Supplies
 \$163,575 - Federal Revenues - Title IV -
 5000-5999 Services and Other Operating
 Expenses
 \$133,450 - LCFF - 6000-6999 Capital
 Outlay
 \$24,000 - Other Federal Funds -
 5000-5999 Services and Other Operating
 Expenses

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

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

Enrichment

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

The District will offer and implement a culturally relevant, broad course of study for all students that includes middle school electives such as fine arts, foreign language, and music in order to provide enrichment and engagement, as well as to develop critical thinking skills targeted towards the needs of our foster population in order to receive enrichment inside the school day.

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

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

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

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

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

The District will hire a minimum of one elementary music teacher to provide music instruction for a minimum of five to increase the

capacity for elementary schools to incorporate music into their instructional programs.

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

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

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

Educational Technology

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

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

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

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

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

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

Next Generation Science Standards

The Department of Curriculum and Instruction will provide teachers

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

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

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

The Department of Curriculum and Instruction will provide or arrange for training for NGSS curriculum development teachers in grades 3-5 utilizing the SCALE process beginning in the summer of 2018 and to be continued throughout the 2019-20 school year.

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

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

Arts Integration

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

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

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

Extended Learning Opportunities

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

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

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

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

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

Comprehensive Support and Improvement

Lancaster School District will bring in an outside consultant to complete a needs analysis for the school identified for comprehensive support and improvement.

School sites who have been identified for CSI will provide the findings of the needs assessment provided in their School Site Plans, and will utilize those findings to provide for increasing capacity of the site leadership team.

CSI sites will attend training specific for needs identified in the comprehensive needs analysis.

Monitoring site implementations will come by way of district office CSI team.

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Lancaster school district budgeted 12.5% more than what was spent during the 19-20 school year pertaining to Goal 1: Academics. This was due to the influx of federal funding from the federal government. Unused funds were provided for use in the 20-21 school year.

Goal 1 of the Lancaster School District Local Control and Accountability Plan is heavily dependent on the use of funds to provide training for students in the area of academics. Funding is used in this action to support training teachers, and classified personnel in services that are both increased and improved in order to support, English learners, foster youth, and low-income student groups. Due to the pandemic, various services were not rendered or completed by outside support providers due to the fact that during the pandemic the Lancaster School District ceased all training outside of the district in order to focus all efforts on engaging and supporting students.

Support to our EL population was addressed in multiple ways. The Lancaster School District increased access to our district-wide bilingual Para-educators, while students were provided opportunities to review and practice English language development (ELD) in and after the school day. We also provided English language development through our remote learning website and work packets that included ELD assignments to help EL students maintain the previous year's growth in language development. The grade-specific work, based on the English Language Development Standards, was modified by our teachers and bilingual Para-educators.

Based on input from families and staff, we identified the primary barrier facing our low-income and foster populations as being access to high-quality tutoring assistance for both students and families. Lancaster School District was able to develop a partnership with UCLA's Pritzker Center, where we were able to work with UCLA students to provide families help in assisting their child(ren) in their coursework.

The district also provided for a design team to structure a Multi-Tiered System of Support to respond to systems within the district. The purpose of the team has been to break down barriers within the district and has also overseen the implementation of the three main district priorities of Standards-Based Instruction, Positive Behavior Interventions and Supports, and Professional Learning Communities. After school closures, the MTSS Design Team focused efforts around structuring systems to address the possibility of learning loss/loss of instruction during the end of the 19-20 school year. Moving forward, this team was responsible for the continuous use of data to drive district-wide improvement. Funding was allotted to this team in order to provide time for teachers, and district coaches to provide input, on top of their day-to-day work.

During our initial needs assessments, we determined that foster, homeless and low-income students often lack supplies in the home. Based on that need we provided our students with materials and supplies such as crayons, glue sticks, pencils, erasers, sharpeners, scissors, and paper. These items were provided to students in order to promote student participation in asynchronous packet work. Teachers were provided with soft phones to communicate with families and to connect with students to ensure their well-being. Technology was purchased for all students to ensure 1:1 access in the fall.

Unexpended funds were utilized in the purchase of technology early on during the pandemic and in order to secure materials and supplies for unduplicated pupils for the 20-21 school year. The school district also utilized unexpended funds to provide funding for extra time for teachers to plan for distance learning and the response to the COVID 19 pandemic for the following school year. Sites utilized funds in a similar fashion in order to provide for a plan to implement safety measures as we prepared for the 20-21 school year. Unexpended funds benefited low-income, foster youth, and English learners as they provided re-purposed access to support personnel, i.e. extra hours, for contact, etc.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The following successes and challenges were derived from the District English Language Advisory Council, the Superintendent's Advisory Council, community meetings, District-Site Leadership Team (DSLTL), and through various contacts with families to include focus groups and district surveys:

The following challenges were observed in implementing the actions and services to achieve this goal in 19-20 :

1. School closures were observed to be a challenge during the 2019-20 school year. This was listed as the biggest challenge by all stakeholder groups via survey and focus groups.
2. School closures created a problem in terms of locating and engaging students. As was evidenced by our initial attendance data.
3. We generally send teachers to Summer training, in the 19-20 school year, this was not able to happen due to closures. As was evidenced by our district contracts with programs such as AVID. The effect of this was that some teachers were not prepared for the essential special programs that exist at some of the sites.

4. Loss of in-person instruction has been a challenge for many of our students, and lack of contact with students has also negatively impacted our teachers. As has been evidenced by our attendance data.

The following successes were observed in implementing these goals actions and services in the 19-20 school year:

1. Whereas school closures were a definite challenge, our system quickly adapted as we shifted our professional development from in-person PD to virtual.
2. We were able to extend our PD offerings moving into the 20-21 school year, as all PD has become virtual. As was evidenced by our PD logs.
3. The LSD system became extremely adept at providing multiple opportunities for students to engage, as well as providing multiple pathways for which students were able to engage and gain attendance. As a district, we have systematized engagement as we have shifted job classifications such as our Para-educators, to contacting, calling, and when necessary conducting visits with students along with administrators. Data for this was seen as increased scores in our "instructional rigor" feedback on our annual Youth Truth survey.
4. We were able to leverage 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, as was evidenced with our 20-21 contracts with vendors.
5. We were able to shift to virtual teaching and learning, which provided our students with options for their educational experiences. Family surveys listed our performance with this as a strength.
6. Whereas we have observed learning loss, we have also seen that we have students who have thrived in this online environment, and due to that we are looking to modify practice and provide for an increased set of options for students who feel more confident conducting school at home.
7. We were able to expand our Virtual Learning Academy (LAVA) as we have seen encouraging gains in students taking this offering, and succeeding.
8. The DSLT stated that the work with Principals throughout the year focused on enhancing our instructional leadership teams to support instruction, was successful in working towards a site culture of accountability around instruction.
9. We had a Speech-Language Pathologist assigned to General education Transitional Kindergarten/Kindergarten classes at two of our sites to provide early intervention language co-teaching supports. This was seen to mitigate referrals to speech in 1st and Kinder.
10. We began the process of offering virtual IEP's. Evidenced by the IEP logs at sites.
11. Our Special Education team was able to offer in-person assessments, while students were still in distance learning.
12. We provided inclusion opportunities for Students with Disabilities through a learning center model. This was seen as a strength through administrative surveys, along with special education family surveys.
13. We worked towards the creation of and implementation of High Priority Standards in all subjects. This was seen as a strength from teacher surveys.
14. We were able to create the ELA handbook. As was evidenced by the existence of the new handbook along with training provided for teachers on the handbook.
15. We were able to provide numerous resources for teachers, which was observed as a strength from our teachers during early surveys.

Goal 2

2.0 Culture - Supportive and Inclusive Learning Environment

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

State and/or Local Priorities Addressed by this goal:

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

Annual Measurable Outcomes

Expected

% of EL's who make progress towards proficiency, measured by the ELPAC **2019-20**
28.3% of English Learners scored at the Upper Bridging band on the ELPAC in 2018-19.

35% of English Language Learners will score at the Upper Bridging band on the ELPAC assessment.

Actual

ELPAC scores from the 19-20 school year were as follows:

- Level 4 - 85 Students (11%)
- Level 3 - 285 Students (37%)
- Level 2 - 301 Students (39%)
- Level 1 - 102 Students (13%)

***47% of students made progress of at least one ELPI level.

Formative Assessment: English Language Development

2019-20
The identified goals by grade level are listed below pertaining to language development achievement on a locally determined language development assessment. Each percentage provides for percentage of students reaching achievement levels.

- First Grade - 10%**
- Second Grade -15%**
- Third Grade - 30%**
- Fourth Grade - 20%**
- Fifth Grade - 30%**
- Sixth Grade - 10%**
- Seventh Grade - 30%**
- Eighth Grade - 40%**

The identified goal provides grade level proficiency on the formative EL Assessment:

- First - 2.53% proficient
- Second - 10.38% proficient
- Third - 15.68% proficient
- Fourth - 8.94% proficient
- Fifth - 18.67% proficient
- Sixth - 3.13% proficient
- Seventh - 20.29% proficient
- Eighth - 44.68% proficient

***It must be noted that we did have to modify the assessment being provided to students in terms of language development.

Long Term English Learner Progress

2019-20
By the end of 2019-2020, we will increase the number of EL students identified as EL for five years or more (LTEL) who are making progress towards language development proficiency by 11.6% to 7.6% as indicated by the English Learner Progress and Proficiency Report

In the 19-20 school year, Lancaster School District was able to reduce the number of Long Term English Learners within our system by 10% from 23% in 18-19 to 13% in 19-20. Long Term English Learners are defined as students who have been English Language Learners for 6 or more years.

At-Risk Long Term English Learners

2019-20
By the end of 2019-2020, we will increase the number of EL students identified as EL for less than five years (At Risk LTEL) who are making progress towards language development proficiency by 11.1% - 6% as indicated by the English Learner Progress and Proficiency Report

In the 19-20 school year, Lancaster School District was able to reduce the number of At-Risk of being a Long Term English Learner by 5% from 19% in 18-19 to 14% in 19-20. At-Risk of Long Term English Learners are defined as students who have been English learners for 4-5 years.

| | | |
|---|---|---|
| <p>Reclassification</p> | <p>2019-20</p> <p>Reclassification rates for EL students will increase by 5% from 21% to 26% as measured by current state and district specific criteria.</p> | <p>In the 19-20 school year Lancaster School District was able to reclassify 7% of English Learners. Lancaster School District will continue to seek out ways in which to provide English learners with the support needed to reclassify prior to leaving the Lancaster School District system.</p> |
| <p>Disproportionality</p> | <p>2019-20</p> <p>The disproportionality in the number of African American* students who are made eligible by the district for Special Education services compared to all students will decrease by 3% annually.</p> | <p>Based on current data retrieved, Lancaster School District has reduced African American disproportionality by 10%, from 41% to 31%.</p> |
| <p>English Language Learner Academics: ELA</p> | <p>2019-20</p> <p>Increase proficiency on SBAC English Language Arts for our English Language Learners by 10% as measured by CAASPP.</p> | <p>In the 2019-20 school year the LEA did not provide the CAASPP to students due to school closures in response to the COVID-19 Pandemic.</p> <p>During the 18-19 administration of CAASPP it was observed that 10.99% of English learners were seen to meet or exceed on the ELA CAASPP. This is an increase of 3.97% from the 17-18 administration of CAASSP ELA.</p> |

Actions / Services

Action 1

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|--|--|---|
| <p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>2.1 English Language Learner Differentiated Instruction</p> <p>Teachers will provide evidence based integrated language development instruction (English Language Development) (ELD) to all English Learners throughout the day appropriate to the needs of the student.</p> <p>The District will assure that English Language Learners are assessed via a digital assessments system which provides relevant feedback, and teachers will make data based decisions based on individual student needs.</p> <p>Four middle schools will continue to provide college preparatory courses based in English Language Development (i.e AVID Excel) in order to expand student access to A-G required classes in high school, and to facilitate a college going culture among both at-risk English Learners, and long term English Learners (LTELs).</p> <p>The District will offer access to English Language Development digital programs appropriate for student age and level of access to those designated as Newcomers to the United States.</p> <p>Contract with an outside consultant to deliver instruction to our bilingual paraeducators and EL chairs to provide training on integrated lesson design.</p> | <p>\$0 - LCFF - 4000-4999 Books and Supplies</p> <p>\$0 - LCFF - 5000-5999 Services and Other Operating Expenses</p> <p>\$20,000 - Federal Revenues - Title I - 2000-2999 Classified Salaries</p> <p>\$4,000 - Federal Revenues - Title I - 4000-4999 Books and Supplies</p> <p>\$33,061 - Federal Revenues - Title I - 5000-5999 Services and Other Operating Expenses</p> <p>\$3,100 - Federal Revenues - Title III - 4000-4999 Books and Supplies</p> <p>\$60,000 - LCFF - 1000-1999 Certificated Salaries</p> <p>\$26,000 - LCFF - 2000-2999 Classified Salaries</p> <p>\$5,860 - LCFF - 3000-3999 Employee Benefits</p> <p>\$6,000 - LCFF - 3000-3999 Employee Benefits</p> | <p>\$1,335 - LCFF - 4000-4999 Books and Supplies</p> <p>\$0 - LCFF - 5000-5999 Services and Other Operating Expenses</p> <p>\$11,025 - LCFF - 1000-1999 Certificated Salaries</p> <p>\$5,912 - LCFF - 2000-2999 Classified Salaries</p> <p>\$3,743 - LCFF - 3000-3999 Employee Benefits</p> |

Action 2

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|---|---|---|
| <p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>2.2 ELD Professional Development</p> <p>All school sites will develop, or partner with District Office staff to develop site based, three-year plans for Designated ELD instruction that will focus on the ELD standards in order for students to make annual progress toward language development proficiency.</p> <p>The Coordinator of English Language Learners will provide ongoing professional development to bilingual para-educators on how to administer both summative and formative assessments for English Learners.</p> <p>The District will provide professional development to teachers and administrators on how to provide targeted ELD instruction during elementary school Personal Learning Time (PLT) or a middle school designated support period that is differentiated by language development level.</p> <p>All administrators will participate in English Language Development training in order to understand and lead school efforts in the implementation of effective instructional practices that accelerate language acquisition.</p> <p>The District will train EL chairs, site coaches, and bilingual para-educators in specific support strategies consistent with the CA ELD Framework, such as, but not limited to, accountable talk strategies in order to provide integrated instruction for English Learners.</p> <p>The Coordinator of English Language Learners will continue to train and support school site EL Chairs in the specific duties of their position, to include utilizing the ELD standards, and strategies to disseminate this information, in order to support teachers and para-educators at their sites.</p> <p>The District will provide for training for teachers in order to expand students academic language.</p> | <p>\$0 - Other State Revenues - 5000-5999 Services and Other Operating Expenses (repeated expenditure)</p> <p>\$0 - LCFF - 2000-2999 Classified Salaries (repeated expenditure)</p> <p>\$0 - LCFF - 3000-3999 Employee Benefits (repeated expenditure)</p> <p>\$9,290 - Federal Revenues - Title I - 5000-5999 Services and Other Operating Expenses</p> <p>\$500 - LCFF - 4000-4999 Books and Supplies</p> | <p>\$0 - LCFF - 5000-5999 Services and Other Operating Expenses</p> <p>\$0 - LCFF - 2000-2999 Classified Salaries</p> <p>\$0 - LCFF - 3000-3999 Employee Benefits</p> |

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

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

Action 3

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|--|---|---|
| <p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>2.3 ELL Reclassification</p> <p>The District will provide a digital platform for monitoring English Learners and Reclassified students at both the site and district level.</p> <p>The District will train all teachers to utilize a digital platform in order to monitor English Learners.</p> <p>The Coordinator of English Language Learners will support school sites, and the EL Site Chairs will monitor the progress of EL students and reclassified students, via a technology based monitoring system.</p> <p>English Learners will reach language proficiency as defined by the reclassification criteria, and once reclassified, students will sustain their language proficiency as monitored and proven by a technology based EL monitoring system.</p> <p>Classroom teachers, EL site chairs, and the Coordinator of English Language Learners will monitor the grades of reclassified students quarterly.</p> | <p>\$166,404 - LCFF - 1000-1999 Certificated Salaries \$151,727 - LCFF - 2000-2999 Classified Salaries \$131,762 - LCFF - 3000-3999 Employee Benefits \$26,951 - Other State Revenues - 2000-2999 Classified Salaries \$8,829 - Other State Revenues - 3000-3999 Employee Benefits \$214,238 - Federal Revenues - Title III - 2000-2999 Classified Salaries \$34,743 - Federal Revenues - Title III - 3000-3999 Employee Benefits \$68,003 - LCFF - 4000-4999 Books and Supplies \$35,746 - LCFF - 5000-5999 Services and Other Operating Expenses \$1,500 - Federal Revenues - Title I - 5000-5999 Services and Other Operating Expenses \$9,000 - Federal Revenues - Title I - 1000-1999 Certificated Salaries \$1,710 - Federal Revenues - Title I - 3000-3999 Employee Benefits \$1,500 - Federal Revenues - Title I - 4000-4999 Books and Supplies</p> | <p>\$142,920 - LCFF - 1000-1999 Certificated Salaries \$52,215 - LCFF - 2000-2999 Classified Salaries \$71,970 - LCFF - 3000-3999 Employee Benefits \$26,959 - Other State Revenues - 2000-2999 Classified Salaries \$12,460 - Other State Revenues - 3000-3999 Employee Benefits \$212,925 - Federal Revenues - Title III - 2000-2999 Classified Salaries \$40,540 - Federal Revenues - Title III - 3000-3999 Employee Benefits \$0 - LCFF - 4000-4999 Books and Supplies \$100,026 - LCFF - 5000-5999 Services and Other Operating Expenses \$1,529 - Federal Revenues - Title I - 5000-5999 Services and Other Operating Expenses</p> |

EL Site Chairs, with the support of the EL Coordinator, will begin the process of developing and monitor an individualized language learning plan for each EL student.

Action 4

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|--|--|--|
| <p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Specific Student Group(s): African American Students</p> <p>Location: All Schools</p> <p>2.4 Culturally Relevant Instructional Materials</p> <p>All schools will continue to research, purchase, and utilize instructional materials that are culturally and linguistically relevant for all unduplicated students to be used across the curriculum.</p> <p>The Coordinator of Student Equity, Access, and Outcomes will assure that school and district library and media materials, and district classroom curriculum, are analyzed for culturally and linguistically relevant content applicable to all unduplicated students, and additional or replacement materials purchased as needed.</p> <p>The Coordinator of Student Equity and Access, and Outcomes will evaluate the implementation of strategies and inform equitable decision making processes.</p> | <p>\$40,200 - Other Federal Funds - 1000-1999 Certificated Salaries \$48,197 - Other Federal Funds - 2000-2999 Classified Salaries \$38,878 - Other Federal Funds - 3000-3999 Employee Benefits \$0 - Federal Revenues - Title III - 4000-4999 Books and Supplies \$0 - Other Federal Funds - 4000-4999 Books and Supplies \$0 - Other Federal Funds - 5000-5999 Services and Other Operating Expenses \$1,000 - Federal Revenues - Title I - 4000-4999 Books and Supplies</p> | <p>\$8,838 - Other Federal Funds - 1000-1999 Certificated Salaries \$1,157 - Other Federal Funds - 2000-2999 Classified Salaries \$2,132 - Other Federal Funds - 3000-3999 Employee Benefits \$0 - Federal Revenues - Title III - 4000-4999 Books and Supplies \$1,270 - Other Federal Funds - 4000-4999 Books and Supplies \$0 - Other Federal Funds - 5000-5999 Services and Other Operating Expenses</p> |

Action 5

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|--|---|--|
| <p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> | <p>\$0 - Federal Revenues - Title I - 5000-5999 Services and Other Operating Expenses</p> | <p>\$15,498 - Federal Revenues - Title I - 2000-2999 Classified Salaries \$3,007 - Federal Revenues - Title I - 3000-3999 Employee Benefits</p> |

2.5 Cultural Proficiency

All school sites will implement and annually refine their three-year plan for professional development which addresses cultural proficiency, inclusive practices, positive campus climate, and implicit bias, with the end result being a narrowing of the achievement gap for underserved student groups. The plan will be developed at the site and included in the sites Single Plan for Student Achievement.

The Coordinator of Student Equity, Access, and Outcomes will provide data to school sites to support the implementation of their professional development plan which addresses cultural proficiency, inclusive practices, positive campus climate, and implicit bias.

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

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

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

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

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

In goal 2, we spend 59.3% of what we budgeted. A significant portion of this was that the district utilized funds from goal 1 and goal 3 to meet the needs of the students who were being targeted in Goal 2 in terms of both social-emotional and academic needs. Also, it must be stated that funds were not used due to the influx of federal funding received from the federal government. Unused funds were provided for use in the 20-21 school year.

In the process of meeting the needs of students, and as a result of school closures, funding allotted to actions and services that were not completed were moved to support teachers and staff in implementing existing core EL programs, i.e. Ellevations, Wonders, and Study Sync. In our budget, we had planned on the purchase of a formative assessment system. However, the district created, and tested a formative assessment internally in order to monitor student progress, in the areas of listening, speaking, reading, and writing. We also utilized extra funds to provide for classified salaries in reaching out to families and students to re-engage them and re-orient them to the online learning environment. Furthermore, we were able to work with Ellevations to provide training to sites, and EL chairs in order to enhance the access of ELD content to our EL students. The above actions were targeted towards English learners and English language learner achievement.

Another aspect that we provided for within this goal was the EL Design Team. This team was designed to provide focused work with the current EL curriculum adoption, and the development of formative assessments for EL students. Another focus of this team was to provide for focused professional development, that would revolve around building academic vocabulary, accountable talk, and the use of close reading strategies. The team spent a great deal of time in the 19-20 school year working to solidify implementation of our Ellevations program, and a more succinct and focused EL program for the Lancaster School District. A great deal of work was done around the development of a new revised EL Master Plan. Time was provided for teachers on the team to work and meet after school hours, and on weekends in order to complete the work listed above.

The district also continued work with the Equity Design Team. This team came about with the expressed understanding and need to address issues of equity, specifically as it relates to our Special Education student group, our Foster Youth, Low-Income, and our African American student groups. This team is led by the Coordinator of Student Equity, Access, and Outcomes, and in the 2019-20 school year began the process of focusing on low-income student group attendance and chronic absenteeism. Prior to school closures, the team began to work on the problem of practice related to chronic absenteeism. The team later shifted to begin work on identifying and working towards solutions regarding students not showing up for synchronous instruction. The team also continues to work on policy analysis, securing student voice in efforts for continuous improvement, specifically around attendance, as well as future oversight of the district equity plan, and incorporation of equity within all-district, and site plans.

Another team that was focused on parents as it pertains to culture was the African American Advisory Council. This team works in conjunction with the equity design team in addressing issues of absenteeism, and attendance and works within the community to grow opportunities for students to better attend school.

In the 2019-20 school year, counselors worked with foster students, and the district focused on increasing the capacity of counselors to better attend to the needs of our foster student population. We connected with various community organizations and worked through a partnership with PIVOT and FosterEd to secure Foster Liaisons within the middle schools.

Finally, the Special Education department worked to provide for inclusion and began the process of moving towards a more inclusive model of instruction for our students receiving special education services. This work was done with our Special Education Leadership Team to provide for standards-based individualized education plans, and built on the previous year's work of ensuring that special education is a service, not a place.

Unspent funds in the goal went to providing technology directly to adults who were working with our EL student group as well as time for teacher preparation and training pertaining to services for EL students in the upcoming school year. Unspent funds also went to provide for extra personnel to support our low-income, EL, and foster youth student groups with social-emotional needs during the pandemic.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The following successes and challenges pertaining to goal 2 were determined by the District English Language Advisory Council, the Superintendent's Advisory Council, during community meetings, the District-Site Leadership Team, and through various contacts with families to include focus groups, and district surveys:

The following challenges were observed in implementing the actions and services to achieve this goal in 19-20:

1. All stakeholder surveys stated that school closures were a challenge with regards to providing services to students in terms of English language development. This was highly evident with our DELAC committee that we utilized as a EL parent advisory group during the creation of the LCAP, and the Annual Update.
2. Teacher/ Principal, and classified staff surveys stated that engaging our students in asynchronous learning was a challenge. This comes directly from issues with actually securing ongoing internet access.
3. Surveys retrieved from our Pupil Safety and Attendance department stated that scheduling towards the end of the year was a challenge due to the need to provide

support to our at-risk youth in their academics

4. Counselor focus groups stated that although the state provided the district with a hold harmless policy in terms of attendance, we still struggled to contact all students throughout the district.

5. Focus group discussion revealed that having to provide paper packets to all students throughout the district, and provide differentiated work to EL learners in terms of language development was a challenge.

6. We had to discontinue our Black Knowledge Bowl and our Latino Knowledge Bowl. We focused on working with this vendor to continue this project into the 20-21 school year. We were able to secure a Black Knowledge Bowl, however have postponed the Latino Knowledge Bowl into the 21-22 school year.

The following successes were observed in implementing these goals actions and services in the 19-20 school year:

1. Teaching staff surveys stated that building the EL Design Team was a success.

2. We were able to create and provide training for English learners, and this was evidenced by a 99% satisfaction rate on our September PD staff feedback survey.

3. Teachers created an equitable online environment for students, as was seen by the engagement indicator on middle and elementary school Youth Truth surveys.

4. We were successful in providing bilingual Para-educators with access to families by securing extra hours, and devices for them to maintain contact, as was evidenced by contact logs from Para-educators.

5. We expanded the EL Design Team in order to complete and revise the EL Master Plan to be more comprehensive of the needs of the district. While doing this we were in constant contact with our DELAC, and ELAC's throughout the district.

6. We Trained staff in deeper methods of both integrated and designated supports for English learners, and transferred that to the online platforms. Staff provided positive feedback on staff surveys of our September PD.

7. Trained staff in Ellevations, and began to pilot "Strategies," under the direction of the EL Design Team. As was evidenced by PD sign-in logs.

8. We Created an in-house comprehensive EL Formative Assessment system for language development. As the previous formative assessment was seen to be complicated in implementation for teachers, we received positive feedback from staff regarding the formative assessment created by our teaching personnel and our EL Design Team.

9. We expanded on the work of the Equity design team and worked to address the needs of low-income, at-risk youth in the Lancaster School District. This was referenced as a success by our District Site Leadership Team (DSLTL).

10. Although the packet work was a challenge, the district did pivot and worked alongside both the unions and communities, to ensure that students who needed to receive support in a primary language other than English were receiving that support. Furthermore, the district worked to ensure that EL students were provided with differentiated work in order to secure the language development instruction. Satisfaction surveys listed this as a strength from our classified stakeholder survey.

Goal 3

3.0 Climate- Personal Integrity and Responsibility

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

State and/or Local Priorities Addressed by this goal:

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

Annual Measurable Outcomes

| | Expected | Actual |
|----------------------------|---|---|
| Safe schools | 2019-20 100% of schools will be safe, secure and operationally efficient as per the Facilities master plan and School Site Safety Plan's annual review. | In the 2019-20 school year 100% of schools were safe, secure and operationally efficient per the facilities master plan and the school site safety plan's annual review. The district also utilizes a modified FIT assessment tool that provides for us to report that 100% of schools were seen to be operationally efficient. |
| Attendance rates | 2019-20 Attendance rates for all sites will increase by .2% annually based on average daily attendance taken at the school sites. | The attendance rate in Lancaster School District rose to 94.78% increasing average daily attendance by .78%. This exceeds our expected growth. |
| Truancy Rates | 2019-20 Truancy rates district-wide and for all subgroups including foster students will decrease by 6% annually. | Truancy rates have been discounted in order for the Lancaster School District to monitor chronic absenteeism. |
| Chronic absenteeism | 2019-20 Chronic Absenteeism rates district-wide and for all subgroups including foster students will decrease 5% annually. | The chronic absenteeism rate in Lancaster School District is 18.74% (use CA dashboard). As of March of 2021, chronic absenteeism has dropped 7.26% since Baseline. Foster student chronic absenteeism is currently 21.37% |

Suspensions Rates

2019-20

The All Student group will decrease their suspension rate by 1.7% annually.

The EL Student group will decrease their suspension rate from by .5% annually.

Foster youth student group will decrease their suspension rate by 3% annually.

Homeless Students will decrease their suspension rate by 1.5% annually.

Socioeconomically disadvantaged students will decrease their suspension rate 2.4% annually.

The African American student group will decrease their suspension rate by 3% annually.

Asian students will decrease their suspension rate by .5% annually.

Filipino students will decrease their suspension rate by .5% annually.

Hispanic students will decrease their suspension rate by 1.9% annually.

Pacific Islander students will decrease their suspension rate by 3% annually.

Students of Two or More Races will decrease their suspension rate by 2.2% annually.

White students will decrease their suspension rate by 1.2% annually.

In 2019-20 Lancaster School District experienced school closures as a result of the COVID-19 Pandemic. Due to the closures our suspension rates do not accurately depict a full years worth of operation. However, in 2019-20, we observed that the district suspension rate was 4.9%.

English Learners: 2.4%

Foster Youth: 7.6%

Homeless: 6.2%

Socio-economically disadvantaged: 5.3%

African American: 10.4%

Asian: 0%

Filipino: .5%

Hispanic: 2.4%

Pacific Islander: 3.2

Students with Two or More Races: 6.2%

Students with disabilities: 8.9%

White: 2.9%

Disproportionality

2019-20

The disproportionality in the number of African-American students who are suspended at least one time as compared to all students will decrease by 3% annually.

In the previous, we observed that the current number of suspensions for African American students is currently 10.4%, whereas the baseline for African American suspension was 48%. Currently, African American Students make up 27% of the Lancaster School District student population.

Expulsion Rates

2019-20

The expulsion rate for all students will be maintained at .04%

Expulsion rates for African American students will decline by .03% to .04%.

The expulsion rate for all students was .04% in Lancaster School District.

The expulsion rate for African American students is .09%

Actions / Services

Action 1

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|---|---|--|
| <p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>3.1 - Safe Schools</p> <p>The District will review and/or revise annually the Facilities Master Plan and Site Safety plans to prioritize and meet site and program needs.</p> <p>The District will review the following systems for adequacy in order to maintain safe and operationally efficient schools per Williams inspection, and via physical inspection by facilities team: PA system, video systems, alarm refurbishing, and locks.</p> <p>The District will monitor all sites to ensure that they have the materials, supplies and technological infrastructure to meet the operational, health, and safety standards set forth in the Facilities Master Plan and/or Site Safety plans.</p> <p>The Coordinator of Climate, School Safety, and Emergency Management will create, communicate, assure strong implementation, and monitor District and school safety and emergency preparedness measures, and provide professional development to staff on creating a safe school environment.</p> <p>School nurses will conduct vision and hearing screenings, as directed by the state, at various grade levels at all schools annually. They will inform parents/guardians in a timely manner of inconclusive screening results. School nurses will be provided with updated technology and appropriate software programs to ensure efficient communication and processes.</p> | <p>\$408,045 - LCFF - 1000-1999 Certificated Salaries \$4,761,558 - LCFF - 2000-2999 Classified Salaries \$2,951,928 - LCFF - 3000-3999 Employee Benefits \$718,405 - LCFF - 4000-4999 Books and Supplies \$301,935 - LCFF - 5000-5999 Services and Other Operating Expenses \$69,337 - Other Federal Funds - 1000-1999 Certificated Salaries \$20,886 - Other Federal Funds - 2000-2999 Classified Salaries \$34,082 - Other Federal Funds - 3000-3999 Employee Benefits \$38,000 - Other Federal Funds - 5000-5999 Services and Other Operating Expenses \$2,056,737 - Other Local Revenues - 2000-2999 Classified Salaries \$1,216,108 - Other Local Revenues - 3000-3999 Employee Benefits \$1,073,000 - Other Local Revenues - 4000-4999 Books and Supplies \$340,000 - Other Local Revenues - 5000-5999 Services and Other Operating Expenses \$0 - Other Local Revenues - 6000-6999 Capital Outlay \$114,306 - Other State Revenues - 1000-1999 Certificated Salaries \$600,450 - Other State Revenues - 2000-2999 Classified Salaries \$335,715 - Other State Revenues - 3000-3999 Employee Benefits \$21,000 - Other State Revenues - 5000-5999 Services and Other Operating</p> | <p>\$412,980 - LCFF - 1000-1999 Certificated Salaries \$4,689,924 - LCFF - 2000-2999 Classified Salaries \$2,790,802 - LCFF - 3000-3999 Employee Benefits \$635,068 - LCFF - 4000-4999 Books and Supplies \$223,903 - LCFF - 5000-5999 Services and Other Operating Expenses \$108,870 - Other Federal Funds - 1000-1999 Certificated Salaries \$40,888 - Other Federal Funds - 2000-2999 Classified Salaries \$60,686 - Other Federal Funds - 3000-3999 Employee Benefits \$30,992 - Other Federal Funds - 5000-5999 Services and Other Operating Expenses \$455,660 - Other State Revenues - 2000-2999 Classified Salaries</p> |

Expenses
\$0 - LCFF - 6000-6999 Capital Outlay

Action 2

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|---|---|--|
| <p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>3.2 - Technology Plan</p> <p>The Department of Innovation and Technology Services will review the District technology plan by November each year to inform progress on classroom minimum standards, e-rate funded projects, technology initiatives, and technology updates such as VoIP and professional development for staff. District and site inventories will be reviewed to ensure proper use of technology.</p> <p>The District will maintain a minimum of three Technology Integration Coach positions to provide enhanced support and professional development to all staff on technology.</p> <p>The District will hire personnel to meet the additional demands of technological infrastructure, maintenance, and safety, so that all sites will be secure and operationally efficient.</p> | <p>\$50 - LCFF - 4000-4999 Books and Supplies \$20,000 - LCFF - 5000-5999 Services and Other Operating Expenses</p> | <p>\$0 - LCFF - 4000-4999 Books and Supplies \$20,998 - LCFF - 5000-5999 Services and Other Operating Expenses</p> |

Action 3

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|---|---|--|
| <p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools, Specific Schools: Monte Vista, New Vista, Piute, Amargosa Creek, Endeavour</p> | <p>\$457,977 - LCFF - 2000-2999 Classified Salaries \$1,512,756 - LCFF - 3000-3999 Employee Benefits \$119,700 - LCFF - 4000-4999 Books and Supplies \$177,456 - LCFF - 5000-5999 Services and Other Operating Expenses</p> | <p>\$315,908 - LCFF - 2000-2999 Classified Salaries \$1,524,876 - LCFF - 3000-3999 Employee Benefits \$42,555 - LCFF - 4000-4999 Books and Supplies \$492,508 - LCFF - 5000-5999 Services and Other Operating Expenses</p> |

3.3 - Additional Personnel

The District will add a minimum of 7 additional counselor positions and all positions will be staffed in order to assure the presence of counselors at all sites

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

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

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

\$3,170,565 - LCFF - 1000-1999
 Certificated Salaries
 \$59,215 - Other State Revenues -
 4000-4999 Books and Supplies
 \$20,210 - Other State Revenues -
 5000-5999 Services and Other Operating
 Expenses
 \$1,372,172 - Other State Revenues -
 1000-1999 Certificated Salaries
 \$499,462 - Other State Revenues -
 3000-3999 Employee Benefits
 \$30,000 - Federal Revenues - Title IV -
 4000-4999 Books and Supplies

\$3,384,415 - LCFF - 1000-1999
 Certificated Salaries
 \$67,924 - Other State Revenues -
 4000-4999 Books and Supplies
 \$75,717 - Other State Revenues -
 5000-5999 Services and Other Operating
 Expenses
 \$1,474,129 - Other State Revenues -
 1000-1999 Certificated Salaries
 \$517,629 - Other State Revenues -
 3000-3999 Employee Benefits
 \$6,708 - Other State Revenues -
 2000-2999 Classified Salaries

Action 4

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|---|--|--|
| <p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>3.4 - Social Emotional Learning</p> <p>All teachers will implement a culturally relevant social emotional learning curriculum (such as Second Step), and District professional development and ongoing monitoring will be provided to ensure effective implementation, at all school sites to include our alternative setting.</p> | <p>\$94,305 - LCFF - 4000-4999 Books and Supplies \$211,125 - LCFF - 5000-5999 Services and Other Operating Expenses \$0 - Other State Revenues - 4000-4999 Books and Supplies \$2,027,293 - LCFF - 1000-1999 Certificated Salaries \$1,777,504 - LCFF - 2000-2999 Classified Salaries \$1,403,142 - LCFF - 3000-3999 Employee Benefits \$1,130,944 - Other State Revenues - 2000-2999 Classified Salaries \$148,548 - Other State Revenues - 3000-3999 Employee Benefits</p> | <p>\$64,455 - LCFF - 4000-4999 Books and Supplies \$240,456 - LCFF - 5000-5999 Services and Other Operating Expenses \$2,574,344 - LCFF - 1000-1999 Certificated Salaries \$854,898 - LCFF - 2000-2999 Classified Salaries \$1,330,498 - LCFF - 3000-3999 Employee Benefits \$6,960 - Other State Revenues - 2000-2999 Classified Salaries \$650 - Other State Revenues - 3000-3999 Employee Benefits \$0 - LCFF - 6000-6999 Capital Outlay \$41,529 - Other State Revenues -</p> |

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

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

The Department of Special Education will facilitate specialized PBIS training for selected SDC teachers in order to assist in further mitigating behaviors within the special education classroom.

The Department of Special Education will create a behavior team to provide district wide support to students with the most intensive behavioral needs.

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

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

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

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

\$7,000 - LCFF - 6000-6999 Capital Outlay
\$0 - Other State Revenues - 5000-5999 Services and Other Operating Expenses
\$500 - Federal Revenues - Title I - 4000-4999 Books and Supplies
\$900 - Federal Revenues - Title IV - 2000-2999 Classified Salaries
\$165 - Federal Revenues - Title IV - 3000-3999 Employee Benefits
\$17,000 - Federal Revenues - Title IV - 5000-5999 Services and Other Operating Expenses

5000-5999 Services and Other Operating Expenses

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

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

MTSS - Behavioral

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

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

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

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

Star classes for students in the middle grades will address "at-risk" behavior and build student skills to increase increase academic, and behavioral success as well as social-emotional learning. Classes will have increased access to the school counselor, as well as an intentional focus on social emotional learning. The classes will be targeted towards foster, homeless, and low-income students who exhibit at-risk behavior.

Action 5

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|--|---|---|
| <p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>3.5 - Monitoring Attendance, Chronic Absenteeism and Truancy</p> <p>District will hire additional counselors to provide services at every site.</p> <p>School site and district administrators, counselors, and other personnel will effectively utilize Attention to Attendance (A2A) or other attendance monitoring systems to monitor chronic absenteeism and truancy.</p> <p>The District and sites will provide incentives for positive growth in attendance in order to increase student attendance throughout the district.</p> <p>Teachers and administrators at sites will increase positive communication with families in order to directly and positively impact student attendance.</p> <p>The District will hire a Counselor on Special Assignment who will work directly with site and district personnel, counselors, and families to provide intentional focus on identifying resources to assist in the positive attendance of students, improving attendance tracking and outcomes districtwide.</p> <p>Sites will use the blackboard notification system to notify and clear unverified absences.</p> | <p>\$0 - LCFF - 5000-5999 Services and Other Operating Expenses \$0 - Federal Revenues - Title I - 4000-4999 Books and Supplies \$7,825 - LCFF - 4000-4999 Books and Supplies \$76,125 - LCFF - 2000-2999 Classified Salaries \$12,340 - LCFF - 3000-3999 Employee Benefits</p> | <p>\$70,400 - LCFF - 5000-5999 Services and Other Operating Expenses \$558 - Federal Revenues - Title I - 4000-4999 Books and Supplies \$3,520 - LCFF - 4000-4999 Books and Supplies \$280 - Federal Revenues - Title I - 1000-1999 Certificated Salaries \$63 - Federal Revenues - Title I - 3000-3999 Employee Benefits</p> |

Action 6

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|--|---|---|
| <p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Foster Youth</p> <p>Scope of Service: LEA-wide</p> | <p>\$0 - Federal Revenues - Title I - 3000-3999 Employee Benefits - No Cost associated with action (repeated expenditure) \$0 - Federal Revenues - Title I - 2000-2999 Classified Salaries (repeated</p> | <p>\$0 - Federal Revenues - Title I - 3000-3999 Employee Benefits \$0 - Federal Revenues - Title I - 2000-2999 Classified Salaries</p> |

Location: All Schools

expenditure)
\$51,872 - LCFF - 5000-5999 Services
and Other Operating Expenses

3.6 - Foster/Homeless Youth

The Department of Pupil Safety and Attendance in partnership with the Welcome and Wellness Center will disseminate data to all site principals, counselors and staff on a regular basis regarding academic, behavioral, and social-emotional progress of foster/homeless youth at each school in order to provide necessary supports and resources.

Educational Liaisons (provided by PIVOT Learning) will provide support to foster youth throughout the district in both academics and behavior.

The Coordinator of Culture, Climate, and Counselors will build and communicate a systemic structure to address foster and homeless mobility issues to include but not be limited to transportation, monitoring, and socio-emotional supports.

The Homeless liaison will meet with families to determine individual family needs. Services provided may include: temporary housing vouchers, transportation vouchers, food, clothing, diapers, medical and dental services, school supplies and connection to mental health services.

The Homeless liaison will work with outside agencies and other districts to establish good communications and working relationships to support families.

The Homeless liaison will serve as an advocate for homeless students, as needed, during disciplinary hearings and discussions on appropriate educational settings.

The Homeless liaison will communicate regularly with school personnel about the needs of students.

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

In Goal 3 Climate, the district spent 98.3% of the budgeted amount for Goal 3: Climate in the 19-20 school year. The following was observed as the reasoning behind the unspent funds.

After a review of budgeted expenditures versus the actual expenditures in this goal, we observed that funding that was budgeted for actions and services that were not implemented were utilized to provide and maintain extended counseling services to students and families within the district who were affected by the COVID-19 pandemic. Extended counseling and social-emotional support were targeted towards supporting foster youth, low-income, and English learners, their families, as

well as the teachers and staff who serve them. We continued to use the social-emotional learning program, Second Step, throughout the Spring of 2020 in order to ensure that low-income and foster youth students were getting access to lessons that would address the current issues that they were experiencing during school closures. Lancaster School District continued to employ our campus supervisors, and noon duty leaders, however, utilized them to make contact with families, assist in helping with home visits, and providing meal distribution as necessary for low-income students. The district also maintained the previous positions in anticipation of the possibility of reopening (however reopening in the 2019-20 school year never occurred). In order to prepare for the Fall and into the Winter and Spring of 2020, we did utilize these positions to prepare campuses for reopening.

Counselors continued to work with the district's foster youth student group, as well as low income, as we experienced an increased instance of students experiencing trauma related to the pandemic and school closures. They continued to contact both families, and students on a continuous basis. Counselors created a web page that gave students and families access to help, counseling, and support for those who would self-identify, and worked with outside agencies to connect students and families in need of resources. For students who did not self-identify, we did multiple checks of wellness in order to ensure the wellbeing of students.

The MTSS team, as developed and seen in Goal 1, also worked to support low-income students with academic achievement and social-emotional development. Whereas actions may not have been carried out in the manner expected, throughout the year, the MTSS team did set up structures that allowed for the district to support schools in supporting both families and students. This proved to be productive as we moved into the pandemic and school closures in March.

The district started the process of planning for and purchasing technology and hotspots for low-income, English learners and foster youth students. This was in response to the pandemic, but also in preparation for distance learning in the Fall. This allowed us to be prepared to allow access, and distribute devices early to students to ensure a smooth transition to distance learning in the Fall of 2020.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The following successes and challenges in goal 3 were derived by the District English Language Advisory Council, the Superintendent's Advisory Council, through community meetings, the District-Site Leadership Team, and through various contacts with families to include focus groups, and district surveys:

The following challenges were observed in implementing the actions and services to achieve goal 2 in the 2019-20 school year:

1. Access to hotspots, and securing internet for our student population. Lancaster is not a remote location, however does experience gaps in Wi-Fi service in some areas. This was identified through the work of our IT department as they continuously monitor coverage maps and locations.
2. Securing enough hotspots with adequate time to disseminate. Family survey data exhibited frustration with this.
3. Technology distribution, and quality of student Chromebooks, and securing the Chromebooks was a challenge due to the supply chain being depleted. Family and survey data showed frustration with this.

The following successes were observed in implementing goal 2 actions and services in the 2019-20 school year:

1. We brought in a program 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. As was evidenced by our continued access to data, and satisfaction from site leadership through surveys.
2. Counselors identified and addressed trauma and were successful in providing assistance to families and students suffering from issues related to the pandemic and school closures. This was evidenced through increased scores from students and families on our annual Youth Truth survey.
3. The District was successful in developing a multi-tiered attendance intervention system that we were able to carry into the 20-21 school year, as was evidenced in staff and instructional leadership team (ILT) focus groups.
4. We were able to identify training that was carried into the 20-21 school year, that promoted equitable classrooms. As was evidenced as a strength through our teacher professional development surveys and participation of teachers in training.
5. We effectively worked with the adults in the system in order to provide students with access to social-emotional supports. This was seen as a success by families in its implementation based on surveys and staff in the actual training of social-emotional supports.
6. Initial implementation of CatapultEMS: 85% of all staff in the district have been trained to submit incident reports and respond to alerts in CatapultEMS. 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 the district office and will be an ongoing activity for the district office to retain readiness. Beginning in May 2021,

all schools will conduct all drills within the CatapultEMS system. 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. This was observed as a success by our district site leadership team.

7. 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.

8. We have 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. This was listed as a strength by families within our qualitative surveys.

9. Each counselor has created a counseling website for their school site. Resources 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. This was listed as a strength by families within our qualitative surveys.

10. Every week throughout the school year, the counselors created unique videos focused on Social-Emotional Learning (SEL) for each grade level. The videos cover all the Second Step SEL curriculum in addition to topics such as Kelso's Choice conflict resolution, bullying prevention lessons, transitioning to middle school/high school, growth mindset, and digital citizenship. The counselors include a video link in a lesson plan for the teachers to use with their classes. Discussion questions and supplementary resources on the topic are included in the lesson plans. This was seen as a success from our school staff surveys.

11. The counselors offered daily lunch bunch groups during distance learning and continuing into hybrid learning. The lunch bunch groups allowed students to engage in informal activities and discussions that were 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. This was seen as a success from student feedback and surveys.

12. 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. This was evidenced by surveys received from families.

13. School counselors continued with Circle of Friends (a program in which non-disabled students come together with our students with severe handicaps for a weekly social group), as evidenced by our Special Education, and Pupil Services department surveys.

14. District Nurses worked to develop the first District School Nurses Website. The Website contains information including school immunization information, health, and wellness - such as healthy eating and exercise, as well as COVID safety and updates. In addition, there is information provided on each of our school Nurses as well as information on common childhood illnesses and current health-related topics. The School Nurses also provided instructional videos that help to explain COVID safety protocols such as proper mask-wearing and hand washing that are available on the Nurses Website. The site also includes a monthly Health and Wellness Newsletter that is a combined effort of all school Nurses and contains information regarding topics of interest such as ongoing information regarding the efficacy of each vaccine available to combat COVID-19. This is evidenced by the school nurses website, and as a strength listed through our District Site Leadership Team.

15. LSD School Nurses continue to be in direct contact with the families of our students with health concerns. They participated in IEP meetings for students with health concerns and have developed Individual Health Plans for students that require a variety of supports and accommodations in order to participate fully in Distance Learning and then in our hybrid program this spring. They also continued to follow up with families of students who are not up to date on required immunizations and are an integral part of the school attendance teams at each of their sites. This was listed as a strength through work with families and surveys from our Pupil Services Department

16. COVID Reopening Plan: This plan outlined the comprehensive measures the school district takes to return students and staff to in-person learning. It also outlines the expectations that students and families need to follow to prevent COVID transmission in the classroom and school.

Los Angeles County Department of Public Health (LACDPH) Liaison: Worked with schools and LACDPH to ensure schools had all required protocols and procedures in place, reported positive COVID cases as required, and worked with LACDPH to complete outbreak investigations as necessary. Data for this was seen to be the existence of the COVID Reopening plan at all sites.

17. Positive Behaviors, Intervention and Supports (PBIS) coaches received extensive training from the Los Angeles County Office of Education on social-emotional learning (SEL) and trauma-informed practices training. PBIS coaches will work with school PBIS teams in the 2021-2022 school year to plan for integrating SEL concepts into academic content areas throughout the school day. Success in this was observed through our training logs.

Goal 4

4.0 Engagement- Family and Community Partnerships

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

State and/or Local Priorities Addressed by this goal:

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

Annual Measurable Outcomes

Expected

Actual

Utilizing a norm referenced scale, Lancaster School District will raise their Connection/Relationship indicator from 4.09 to 4.23 for Elementary School families on a scale from 1-5 where 1 is minimal connection/relationship and 5 is strong connection/relationship.

Utilizing a norm referenced scale, Lancaster School District will raise their Connection/Relationship indicator from 3.81 to 3.98 for Middle School families on a scale from 1-5 where 1 is minimal connection/relationship and 5 is strong connection/relationship.

Utilizing a norm referenced scale, Lancaster School District will raise Elementary School Student Connection/Relationship indicator from 2.75 to 2.78 on a scale from 1-5 where 1 is minimal connection/relationship and 5 is strong connection/relationship.

Utilizing a norm referenced scale, Lancaster School District will raise Middle School Student Connection/Relationship indicator from 3.29 to 3.44 on a scale from 1-5 where 1 is minimal connection/relationship and 5 is strong connection/relationship.

Lancaster School District uses the Youth Truth Survey to gauge family, staff, and student perspectives:

Youth Truth Family Relationship Measure for Elementary Schools - 4.14 (range between 1-5)

Youth Truth Family Connection/Relationship Measure for Middle Schools - 3.98 (range between 1-5)

Youth Truth Student Relationship Measure for Elementary Schools - 2.81 (range between 1-3)

Youth Truth Student Relationship Measure for Middle Schools - 3.87 (range between 1-5)

Parent and community partnerships will be continued to be strengthened through the Welcome and Wellness Center as indicated on parent and community surveys.

Utilizing a norm referenced scale, Lancaster School District will raise Elementary School Student Resources indicator from 3.86 to 3.94 on a scale from 1-5 where 1 is minimal belief that their school deploys the necessary resources to support students and 5 is a strong belief that their schools deploy the necessary resources to support students.

Utilizing a norm referenced scale, Lancaster School District will raise Middle School Student Resources indicator from 3.64 to 3.82 on a scale from 1-5 where 1 is minimal belief that their school deploys the necessary resources to support students and 5 is a strong belief that their schools deploy the necessary resources to support students.

Lancaster School District continued to partner with the Welcome and Wellness Center in order to provide and secure resources for Lancaster families. We also utilized Family Ambassadors to assist in this work in order to ensure that communication pertaining to resources was available to families.

Lancaster School District uses the Youth Truth Survey to gauge family, staff, and student perspective (in the previous the measure was meant to be measured by LSD families not students):

Youth Truth Family Resources Measure for Middle School families - 3.88 (range between 1-5)

Youth Truth Family Resources Measure for Elementary Schools - 3.85 (range between 1-5)

Community Connection

2019-20

Parent and community partnerships will be continually strengthened through the Lancaster Education Foundation.

Utilizing the a norm referenced scale, Lancaster School District will raise their engagement indicator for Elementary School families from 3.83 to 3.96 on a scale from 1-5 where 1 is minimal communication and 5 is strong communication.

Utilizing the a norm referenced scale, Lancaster School District will raise their engagement indicator for Middle School families from 3.52 to 3.71 on a scale from 1-5 where 1 is minimal communication and 5 is strong communication.

Parent and community partnerships were strengthened through the Lancaster Education Foundation

Youth Truth Family Engagement Measure for Middle Schools - 3.53 (range from 1-5)

Youth Truth Family Engagement Measure for Elementary Schools - 3.66 (range between 1-5)

Families as Partners

2019-20

Parents and community consultation on district and site plan goals, actions and services will increase 5% as indicated on sign-in sheets and meeting minutes from site and district meetings

Utilizing the a norm referenced scale, Lancaster School District will raise their Communication and Feedback indicator for Elementary School families from 4.08 to 4.15 on a scale from 1-5 where 1 is minimal communication and feedback and 5 is strong communication and feedback.

Utilizing the a norm referenced scale, Lancaster School District will raise their engagement indicator for Middle School families from 3.62 to 3.80 on a scale from 1-5 where 1 is minimal communication and feedback and 5 is strong communication and feedback.

Parent and community consultation on district and site plans, actions, and services increased by 3% this year based on meeting minutes from site and district meetings.

Elementary School Families Youth Truth Communication and Feedback:
Average rating from 1-5 = 3.98 (range from 1-5)

Middle School Families Youth Truth Communication and Feedback:
Average rating from 1-5 = 3.80 (range from 1-5)

Keeping Families Informed

2019-20

Currently 81% of elementary school families and 77% of middle school families feel that they are informed about the schools policies.

78% of elementary families and 70% of middle school families say they receive feedback about their child's progress.

70% of elementary families and 55% of middle school families say they have received information about what their child should learn.

80% of elementary families and 75% of middle school families say that teachers clearly communicate expectations for their children's progress.

In 2019-2020:

90% of families will remark that they feel informed about their school's policies.

85% of families will say they receive feedback about their children's progress

80% of families will say they have received information regarding what their child should learn.

90% of families will say that teachers clearly communicate expectations for their children's progress.

66% of elementary school families said they feel informed about their school's policies.

64% of middle school families said they feel informed about their school's policies.

78% of elementary school families said they feel informed about their child's progress.

73% of middle school families said they receive feedback about their child's progress.

78% of elementary school families said they have received information regarding what their child should learn.

66% of middle school families said they have received information regarding what their child should learn.

77% of elementary school families said teachers clearly communicate expectations for their children's progress.

72% of middle school families said teachers clearly communicate expectations for their children's progress.

Actions / Services

Action 1

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|--|---|--|
| <p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p><i>4.1 Keeping Families Informed</i></p> <p>The District will assure an increase in home to school communication using multiple communication platforms/forums and technology including a cell phone application to strengthen partnerships with families, parents and guardians of all applicable language groups within Lancaster school district; to increase awareness and explanation of opportunities to build positive relationships; and to increase engagement with parents, guardians and the community.</p> <p>Lancaster school district will increase the districts digital presence on the district website in order to communicate information to parents, and to market district offerings for families.</p> <ul style="list-style-type: none"> • Have a strong digital footprint - with the cohesiveness of the district initiatives. Showing common purpose in the work that we do. • The Department of Special Programs will create a Family Engagement Web space for the district. <p>The Department of Special Programs will create and manage a Family Engagement Calendar in order to keep families informed.</p> <p>Both the district and sites will share family event calendars with the community at the beginning of each year, and frequently throughout the year in order to make families aware of engagement opportunities.</p> <p>The District will provide access to academic programs and</p> | <p>\$4,095,050 - LCFF - 2000-2999 Classified Salaries \$2,593,136 - LCFF - 3000-3999 Employee Benefits \$16,225 - LCFF - 4000-4999 Books and Supplies \$115 - LCFF - 5000-5999 Services and Other Operating Expenses \$281,517 - Other State Revenues - 2000-2999 Classified Salaries \$163,529 - Other State Revenues - 3000-3999 Employee Benefits \$7,500 - Other State Revenues - 5000-5999 Services and Other Operating Expenses \$52,208 - Federal Revenues - Title I - 2000-2999 Classified Salaries \$28,849 - Federal Revenues - Title I - 3000-3999 Employee Benefits \$52,345 - Federal Revenues - Title I - 4000-4999 Books and Supplies \$0 - Federal Revenues - Title I - 5000-5999 Services and Other Operating Expenses</p> | <p>\$3,843,490 - LCFF - 2000-2999 Classified Salaries \$2,390,317 - LCFF - 3000-3999 Employee Benefits \$8,197 - LCFF - 4000-4999 Books and Supplies \$0 - LCFF - 5000-5999 Services and Other Operating Expenses \$287,717 - Other State Revenues - 2000-2999 Classified Salaries \$163,323 - Other State Revenues - 3000-3999 Employee Benefits \$5,891 - Other State Revenues - 5000-5999 Services and Other Operating Expenses \$76,878 - Federal Revenues - Title I - 2000-2999 Classified Salaries \$32,702 - Federal Revenues - Title I - 3000-3999 Employee Benefits \$43,802 - Federal Revenues - Title I - 4000-4999 Books and Supplies</p> |

student support systems for parents at home using a home/district interface platform or educational program as feasible.

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

The District will provide informational meetings to families regarding the current testing systems to include ELPAC, and CAASPP. The intended outcome of this strategy is to provide parents with information to assist students in excelling in these assessments.

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

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

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

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

District level parent advisory committees will provide information regarding climate and culture to district representatives in order to improve the feedback loop, allowing the district to gather authentic information and implement suggestions into the instructional program.

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

The District will host various family nights centered around, but not limited to the following: GATE, AAAC, and DELAC. The intent of these family nights is to provide families with information and access regarding these groups. The intended outcome will be increased participation in these groups.

Action 2

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|--|---|---|
| <p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p><i>4.2 Services for Families</i></p> <p>The Welcome and Wellness Center will continue to provide centralized enrollment, streamlined application process for educational services, and access to additional community social services for all students including homeless and foster youth.</p> <p>The Coordinator of Student Equity, Access, and Outcomes will work closely with representatives of the Welcome and Wellness Center in order to provide targeted services to families.</p> <p>The District will provide child care for activities taking place after school.</p> <p>The District will continue to provide an activity bus to Endeavour Middle School to support after school activities.</p> <p>The District will develop outreach strategies and create processes to engage the community and local businesses to build connections and provide resources to schools and families.</p> <p>The District will expand collaboration with the Antelope Valley Union High School District to provide a continuum of support for families beyond Grade 8.</p> <p>The Department of Child Nutrition Services will continue the Lancaster Summer Feeding program and expand the program as needs are identified.</p> <p>The District and school sites will invite and include institutes of higher learning and local businesses in district and site family events to increase exposure and enthusiasm for college and career opportunities.</p> | <p>\$26,000 - LCFF - 1000-1999 Certificated Salaries \$322,808 - LCFF - 2000-2999 Classified Salaries \$180,281 - LCFF - 3000-3999 Employee Benefits \$45,300 - LCFF - 4000-4999 Books and Supplies \$51,550 - LCFF - 5000-5999 Services and Other Operating Expenses \$47,197 - Federal Revenues - Title I - 2000-2999 Classified Salaries \$27,660 - Federal Revenues - Title I - 3000-3999 Employee Benefits \$9,395 - Federal Revenues - Title I - 4000-4999 Books and Supplies \$0 - LCFF - 6000-6999 Capital Outlay \$5,500 - Federal Revenues - Title I - 5000-5999 Services and Other Operating Expenses</p> | <p>\$16,088 - LCFF - 1000-1999 Certificated Salaries \$307,760 - LCFF - 2000-2999 Classified Salaries \$165,533 - LCFF - 3000-3999 Employee Benefits \$49,634 - LCFF - 4000-4999 Books and Supplies \$34,035 - LCFF - 5000-5999 Services and Other Operating Expenses \$24,797 - Federal Revenues - Title I - 2000-2999 Classified Salaries \$12,136 - Federal Revenues - Title I - 3000-3999 Employee Benefits \$8,701 - Federal Revenues - Title I - 4000-4999 Books and Supplies \$0 - LCFF - 6000-6999 Capital Outlay</p> |

Action 3

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|--|--|---|
| <p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>4.3 Community Connection</p> <p>The Coordinator of Student Equity, Access, and Outcomes will train school and district staff in strategies for communicating and working with families in the schools community to include: allocating time; creating norms of communication.</p> <p>Sites will provide clear expectations to staff regarding contacting families.</p> <ul style="list-style-type: none"> • Facilitating communication between the school site and families • Facilitating communication between the families and teachers • Train staff to have consistent and positive communication with families <ul style="list-style-type: none"> ◦ Making sure that we provide calendars in advance to parents - Common plan books etc. • Create norms for parent and family meetings <p>The Coordinator of Culture, Climate and Counselors will continue to inform counselors and administrators of students with identified needs.</p> <p>The Coordinator of Culture, Climate and Counselors will work with site administrators and counselors in order to provide support for training of staff in the area of trauma-informed practice.</p> <p>The District will develop processes and provide training to collaboratively, authentically, and directly consult with families, students and community members on District and Site Plan goals, actions, services and expenditures.</p> <p>The District will provide site staff and families with training on</p> | <p>\$10,700 - Federal Revenues - Title I - 4000-4999 Books and Supplies \$0 - LCFF - 4000-4999 Books and Supplies</p> <p>\$0 - Federal Revenues - Title III - 5000-5999 Services and Other Operating Expenses \$10,000 - Federal Revenues - Title I - 1000-1999 Certificated Salaries \$1,300 - Federal Revenues - Title I - 3000-3999 Employee Benefits \$24,678 - Federal Revenues - Title I - 5000-5999 Services and Other Operating Expenses \$41,780 - Federal Revenues - Title IV - 5000-5999 Services and Other Operating Expenses</p> | <p>\$0 - Federal Revenues - Title I - 4000-4999 Books and Supplies \$0 - LCFF - 4000-4999 Books and Supplies</p> <p>\$0 - Federal Revenues - Title III - 5000-5999 Services and Other Operating Expenses \$1,155 - LCFF - 1000-1999 Certificated Salaries \$205 - LCFF - 2000-2999 Classified Salaries \$268 - LCFF - 3000-3999 Employee Benefits</p> |

implementation of effective School Site Councils in order to make informed decisions that increase student achievement, access to services, and opportunities that lead to positive outcomes in high school, and college and career success for all students including homeless and foster youth.

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

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

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

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

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

The District will work with an independent 3rd party contractor in order to receive survey data from families and staff to include topics such as but not limited to: culture and communication, relationships, engagement and empowerment, and professional development and support.

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

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

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

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

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

Action 4

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|---|--|---|
| <p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p><i>4.4 Families as Partners</i></p> <p>Family ambassadors will be brought on to assist sites in increasing family engagement, and in coordinating site efforts towards family engagement.</p> <p>The Department of Special Programs will train Family Ambassadors in how to effectively engage parents and families at the site level, and regarding acceptable practice at the sites prior to them arriving on sites.</p> <p>Coordinator of Equity, Access and Student Outcomes will work with the Antelope Valley Partners for Health to secure various dates for Family Nutrition Workshops</p> <p>The Department of Special Programs will work within the district to begin to offer Family Technology courses in order to better inform parents and families regarding technology being used by students in the schools, as well as how to navigate a general Google Suite.</p> <p>The Department of Special Programs will work with a parent engagement consultant/provider to assist in training a group of parents regarding effective and collaborative partnerships with schools; Academic help for students in the home; and use of technology in the home (Google, Powerschool, etc)</p> <p>The Coordinator of Equity, Access, and Outcomes will train parents in strategies to foster positive and effective parenting practices in the home.</p> | <p>\$13,200 - LCFF - 4000-4999 Books and Supplies</p> <p>\$154,700 - LCFF - 5000-5999 Services and Other Operating Expenses</p> <p>\$205,263 - LCFF - 2000-2999 Classified Salaries</p> <p>\$24,015 - LCFF - 3000-3999 Employee Benefits</p> <p>\$2,836 - Federal Revenues - Title I - 4000-4999 Books and Supplies</p> <p>\$22,760 - LCFF - 1000-1999 Certificated Salaries</p> <p>\$5,000 - Federal Revenues - Title I - 5000-5999 Services and Other Operating Expenses</p> <p>\$12,000 - LCFF - 6000-6999 Capital Outlay</p> <p>\$5,000 - Federal Revenues - Title IV - 1000-1999 Certificated Salaries</p> <p>\$700 - Federal Revenues - Title IV - 3000-3999 Employee Benefits</p> <p>\$103,000 - Federal Revenues - Title IV - 4000-4999 Books and Supplies</p> <p>\$26,000 - Federal Revenues - Title IV - 5000-5999 Services and Other Operating Expenses</p> | <p>\$19,963 - LCFF - 4000-4999 Books and Supplies</p> <p>\$122,682 - LCFF - 5000-5999 Services and Other Operating Expenses</p> <p>\$130,568 - LCFF - 2000-2999 Classified Salaries</p> <p>\$19,804 - LCFF - 3000-3999 Employee Benefits</p> <p>\$3,081 - Federal Revenues - Title I - 4000-4999 Books and Supplies</p> <p>\$3,557 - LCFF - 1000-1999 Certificated Salaries</p> <p>\$0 - Federal Revenues - Title I - 5000-5999 Services and Other Operating Expenses</p> <p>\$2,425 - Federal Revenues - Title I - 1000-1999 Certificated Salaries</p> <p>\$3,846 - Federal Revenues - Title I - 2000-2999 Classified Salaries</p> <p>\$1,573 - Federal Revenues - Title I - 3000-3999 Employee Benefits</p> |

The Department of Special Programs will provide English as a second language classes for parents/families who do not speak English.

The Department of Special Programs will provide for family activities to increase family literacy.

The Department of Special Education will provide families of special education students with training on organization, study skills, and planning focus (executive functions).

The District will continue to foster collaborative relationships with caregivers and families to ensure understanding of MTSS, and will provide online and in-person training on how to reinforce activities at home.

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

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Lancaster school district budgeted 17.8% more than what was spent during the 19-20 school year pertaining to Goal 4: Family and Community Engagement. This was due to the influx of federal funding coming in from the federal government. Unused funds were provided for use in the 20-21 school year.

Funds for budgeted actions and services that were not implemented were used to support families and students of Foster youth, and low-income students through the provision of extra time for Family Ambassadors to connect with families and students. We also used bilingual Para-educators to communicate with our bilingual families, as well as working with translation services in other areas in order to focus our work with families of English language learners. We were scheduled to conduct more parent training throughout the year, and whereas the focus of those training was to be around academics, we shifted the focus to be around technology. We also used time and effort to create websites, and communication tools for families, as well as working with outside organizations to secure resources for families and students in need.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The following successes and challenges pertaining to goal 4 were determined by the District English Language Advisory Council, the Superintendent's Advisory Council, during community meetings, the District-Site Leadership Team, and through various contacts with families to include focus groups, and district surveys:

The following challenges were observed in implementing the actions and services to achieve this goal in 19-20:

1. Getting families in the "Zoom Room" was a challenge as was witnessed and attributed to sign-in sheets.
2. Getting families to connect and provide input on district initiatives was difficult early on. However, we experienced more success as we moved through the school year, as was observed through sign in sheets.
3. Continuing our African American Advisory Council (AAAC) was a challenge as was evident through logs from AAAC meetings at the site level.

4. Continuing work with our District English Language Advisory Council (DELAC) was a challenge and was observed through Zoom logs from DELAC Meetings.

5. Sites had initial issues getting School Site Council's and English Language Advisory Councils to meet. This was confirmed through survey responses provided by school site leadership.

The following successes were observed in implementing these goals actions and services in the 19-20 school year:

1. A Monthly Superintendent's newsletter was initiated, and was considered a success from distribution data retrieved from Smore.

2. A solidified media presence with the use of local media outlets which was observed by our listenership data through Cafe Con Leche radio.

3. We continued and enhanced work with our Welcome and Wellness Center to provide opportunities for access to resources to our foster and homeless families. Families provided increased satisfaction pertaining to resources being made available for them.

4. Department Newsletters were created to update the community, i.e. our Counselor's Corner, our EL Newsletter, and were seen to be successful through the distribution data received from Smore.

5. We connected with the community monthly, in terms of getting feedback via focus groups, and surveys. This was observed as a strength from families in our focus group discussions.

6. Our Family Ambassador program continued to connect with families to provide resources. This was seen as a strength from our Family Ambassador focus groups.

7. We continued to utilize our Parenting Partner program to build the capacity of families to work with their students at home. We continued to run our Parenting Partner program via Zoom. Families provided positive feedback based on feedback surveys from families, as well as sign-in logs.

8. We were ultimately, very successful in providing various avenues for community district interactions. As was evidenced by the district calendar.

9. Providing access to resources for families through our Welcome and Wellness Center was seen as a success as evidenced by our annual Youth Truth Survey.

10. Food distribution to our families was successful. As was evidenced by survey results and an increase pertaining to our "Resources" indicator.

11. Training families on various technology platforms was successful as evidenced by our technology training logs for parents.

10. The Counseling Department has offered over 25 different caregiver training that has occurred throughout the school year. The training was offered in English and Spanish and recorded and uploaded to the district counseling website for on-demand access for our families. These were seen as a success via continued participation via our zoom logs for these training.

11. We were able to connect families to mental health agencies through school-based mental health. This was evidenced by feedback from our focus groups.

12. Upon school closures, we made concerted efforts to connect with families when we lost communication. This was seen as a success from our site leadership focus groups.

13. We were able to provide consistency in terms of securing information through our yearly Youth Truth survey from staff, families, and students. Participation was noted as stable in terms of feedback received, meaning that we secured a similar amount of surveys that we had received when in person.

Expenditure Summary

| Expenditures by Budget Category | | |
|---|-----------------------------|---------------------------------------|
| Budget Category | 2019 Annual Update Budgeted | 2019 Annual Update Actual Expenditure |
| All Budget Categories | \$157,221,794 | \$136,058,413 |
| 1000-1999 Certificated Salaries | 72,682,301 | 71,283,783 |
| 2000-2999 Classified Salaries | 24,792,698 | 17,694,874 |
| 3000-3999 Employee Benefits | 40,273,540 | 36,322,950 |
| 4000-4999 Books and Supplies | 11,547,727 | 6,240,076 |
| 5000-5999 Services and Other Operating Expenses | 6,105,878 | 4,516,730 |
| 6000-6999 Capital Outlay | 539,650 | 0 |
| 7000-7499 Other | 1,280,000 | 0 |

| Expenditures by Funding Source | | |
|--|-----------------------------|---------------------------------------|
| Funding Source | 2019 Annual Update Budgeted | 2019 Annual Update Actual Expenditure |
| All Funding Sources | \$157,221,794 | \$136,058,413 |
| Federal Revenues - Title I | 5,053,670 | 864,230 |
| Federal Revenues - Title II | 894,321 | 331,049 |
| Federal Revenues - Title III | 252,081 | 253,465 |
| Federal Revenues - Title IV | 588,038 | 0 |
| Other Federal Funds | 3,417,297 | 2,901,133 |
| Other State Revenues | 29,769,175 | 23,870,222 |
| Other Local Revenues | 4,685,845 | 0 |
| LCFF Base/Not Contributing to Increased or Improved Services | 74,314,823 | 75,716,547 |
| LCFF S & C/Contributing to Increased or Improved Services | 38,246,544 | 32,121,767 |

| Expenditures by Budget Category and Funding Source | | | |
|--|--|-----------------------------|---------------------------------------|
| Budget Category | Funding Source | 2019 Annual Update Budgeted | 2019 Annual Update Actual Expenditure |
| All Budget Categories | All Funding Sources | \$157,221,794 | \$136,058,413 |
| 1000-1999 Certificated Salaries | Federal Revenues - Title I | 1,798,369 | 19,418 |
| 1000-1999 Certificated Salaries | Federal Revenues - Title II | 503,106 | 283,066 |
| 1000-1999 Certificated Salaries | Federal Revenues - Title III | 0 | 0 |
| 1000-1999 Certificated Salaries | Federal Revenues - Title IV | 5,000 | 0 |
| 1000-1999 Certificated Salaries | Other Federal Funds | 182,389 | 117,708 |
| 1000-1999 Certificated Salaries | Other State Revenues | 13,571,679 | 13,337,136 |
| 1000-1999 Certificated Salaries | LCFF Base/Not Contributing to Increased or Improved Services | 38,738,159 | 42,103,890 |
| 1000-1999 Certificated Salaries | LCFF S & C/Contributing to Increased or Improved Services | 17,883,599 | 15,422,565 |
| 2000-2999 Classified Salaries | Federal Revenues - Title I | 119,405 | 121,019 |
| 2000-2999 Classified Salaries | Federal Revenues - Title II | 47,108 | 47,983 |
| 2000-2999 Classified Salaries | Federal Revenues - Title III | 214,238 | 212,925 |
| 2000-2999 Classified Salaries | Federal Revenues - Title IV | 900 | 0 |
| 2000-2999 Classified Salaries | Other Federal Funds | 2,089,390 | 1,887,938 |
| 2000-2999 Classified Salaries | Other State Revenues | 5,303,188 | 2,456,897 |
| 2000-2999 Classified Salaries | Other Local Revenues | 2,056,737 | 0 |
| 2000-2999 Classified Salaries | LCFF Base/Not Contributing to Increased or Improved Services | 9,672,465 | 9,327,122 |
| 2000-2999 Classified Salaries | LCFF S & C/Contributing to Increased or Improved Services | 5,289,267 | 3,640,990 |
| 3000-3999 Employee Benefits | Federal Revenues - Title I | 610,686 | 52,676 |
| 3000-3999 Employee Benefits | Federal Revenues - Title II | 158,307 | 0 |
| 3000-3999 Employee Benefits | Federal Revenues - Title III | 34,743 | 40,540 |
| 3000-3999 Employee Benefits | Federal Revenues - Title IV | 865 | 0 |
| 3000-3999 Employee Benefits | Other Federal Funds | 1,083,518 | 863,225 |

| | | | |
|---|--|------------|------------|
| 3000-3999 Employee Benefits | Other State Revenues | 7,090,660 | 5,974,269 |
| 3000-3999 Employee Benefits | Other Local Revenues | 1,216,108 | 0 |
| 3000-3999 Employee Benefits | LCFF Base/Not Contributing to Increased or Improved Services | 21,852,481 | 21,781,511 |
| 3000-3999 Employee Benefits | LCFF S & C/Contributing to Increased or Improved Services | 8,226,172 | 7,610,729 |
| 4000-4999 Books and Supplies | Federal Revenues - Title I | 1,649,537 | 669,588 |
| 4000-4999 Books and Supplies | Federal Revenues - Title II | 34,200 | 0 |
| 4000-4999 Books and Supplies | Federal Revenues - Title III | 3,100 | 0 |
| 4000-4999 Books and Supplies | Federal Revenues - Title IV | 332,918 | 0 |
| 4000-4999 Books and Supplies | Other Federal Funds | 0 | 1,270 |
| 4000-4999 Books and Supplies | Other State Revenues | 2,155,336 | 1,690,478 |
| 4000-4999 Books and Supplies | Other Local Revenues | 1,073,000 | 0 |
| 4000-4999 Books and Supplies | LCFF Base/Not Contributing to Increased or Improved Services | 3,001,825 | 1,591,431 |
| 4000-4999 Books and Supplies | LCFF S & C/Contributing to Increased or Improved Services | 3,297,811 | 2,287,309 |
| 5000-5999 Services and Other Operating Expenses | Federal Revenues - Title I | 493,473 | 1,529 |
| 5000-5999 Services and Other Operating Expenses | Federal Revenues - Title II | 151,600 | 0 |
| 5000-5999 Services and Other Operating Expenses | Federal Revenues - Title III | 0 | 0 |
| 5000-5999 Services and Other Operating Expenses | Federal Revenues - Title IV | 248,355 | 0 |
| 5000-5999 Services and Other Operating Expenses | Other Federal Funds | 62,000 | 30,992 |
| 5000-5999 Services and Other Operating Expenses | Other State Revenues | 368,312 | 411,442 |
| 5000-5999 Services and Other Operating Expenses | Other Local Revenues | 340,000 | 0 |
| 5000-5999 Services and Other Operating Expenses | LCFF Base/Not Contributing to Increased or Improved Services | 1,047,393 | 912,593 |
| 5000-5999 Services and Other Operating Expenses | LCFF S & C/Contributing to Increased or Improved Services | 3,394,745 | 3,160,174 |

| | | | |
|--------------------------|--|-----------|---|
| 6000-6999 Capital Outlay | Federal Revenues - Title I | 382,200 | 0 |
| 6000-6999 Capital Outlay | Other Local Revenues | 0 | 0 |
| 6000-6999 Capital Outlay | LCFF Base/Not Contributing to Increased or Improved Services | 2,500 | 0 |
| 6000-6999 Capital Outlay | LCFF S & C/Contributing to Increased or Improved Services | 154,950 | 0 |
| 7000-7499 Other | Other State Revenues | 1,280,000 | 0 |

| Annual Update Expenditures by Goal and Funding Source | | |
|---|-----------------------------|---------------------------------------|
| Funding Source | 2019 Annual Update Budgeted | 2019 Annual Update Actual Expenditure |

Goal 1:

1.0 Academics- Academic Options and Excellence

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

| | | |
|--|---------------|---------------|
| All Funding Sources | \$117,936,855 | \$105,001,073 |
| Federal Revenues - Title I | 4,694,441 | 633,354 |
| Federal Revenues - Title II | 894,321 | 331,049 |
| Federal Revenues - Title III | 0 | 0 |
| Federal Revenues - Title IV | 363,493 | 0 |
| Other Federal Funds | 3,127,717 | 2,646,300 |
| Other State Revenues | 24,978,827 | 20,726,966 |
| LCFF Base/Not Contributing to Increased or Improved Services | 58,352,086 | 60,625,320 |
| LCFF S & C/Contributing to Increased or Improved Services | 25,525,970 | 20,038,084 |

Goal 2:

2.0 Culture - Supportive and Inclusive Learning Environment

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

| | | |
|---------------------|-------------|-----------|
| All Funding Sources | \$1,148,199 | \$715,461 |
|---------------------|-------------|-----------|

| | | |
|---|---------|---------|
| Federal Revenues - Title I | 81,061 | 20,034 |
| Federal Revenues - Title III | 252,081 | 253,465 |
| Other Federal Funds | 127,275 | 13,397 |
| Other State Revenues | 35,780 | 39,419 |
| LCFF S & C/Contributing to Increased or Improved Services | 652,002 | 389,146 |

Goal 3:

3.0 Climate- Personal Integrity and Responsibility

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

| | | |
|--|--------------|--------------|
| All Funding Sources | \$29,467,643 | \$22,561,751 |
| Federal Revenues - Title I | 500 | 901 |
| Federal Revenues - Title IV | 48,065 | 0 |
| Other Federal Funds | 162,305 | 241,436 |
| Other State Revenues | 4,302,022 | 2,646,906 |
| Other Local Revenues | 4,685,845 | 0 |
| LCFF Base/Not Contributing to Increased or Improved Services | 9,258,211 | 8,847,595 |
| LCFF S & C/Contributing to Increased or Improved Services | 11,010,695 | 10,824,913 |

Goal 4:

4.0 Engagement- Family and Community Partnerships

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

| | | |
|--|-------------|-------------|
| All Funding Sources | \$8,669,097 | \$7,780,128 |
| Federal Revenues - Title I | 277,668 | 209,941 |
| Federal Revenues - Title III | 0 | 0 |
| Federal Revenues - Title IV | 176,480 | 0 |
| Other State Revenues | 452,546 | 456,931 |
| LCFF Base/Not Contributing to Increased or Improved Services | 6,704,526 | 6,243,632 |
| LCFF S & C/Contributing to Increased or Improved Services | 1,057,877 | 869,624 |

