



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Lancaster School District

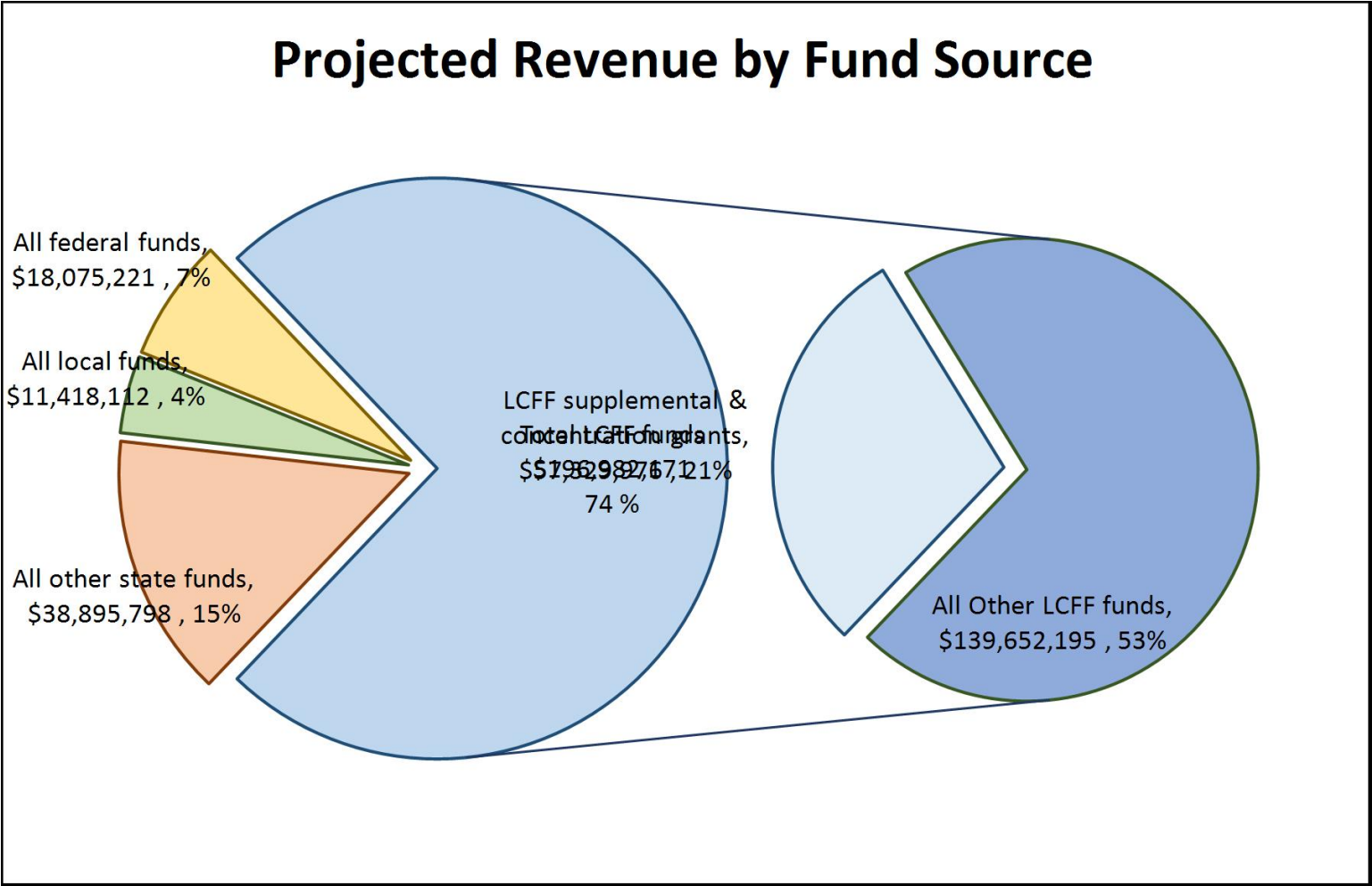
CDS Code: 19-64667

School Year: 2023-24

LEA contact information:

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

Budget Overview for the 2023-24 School Year

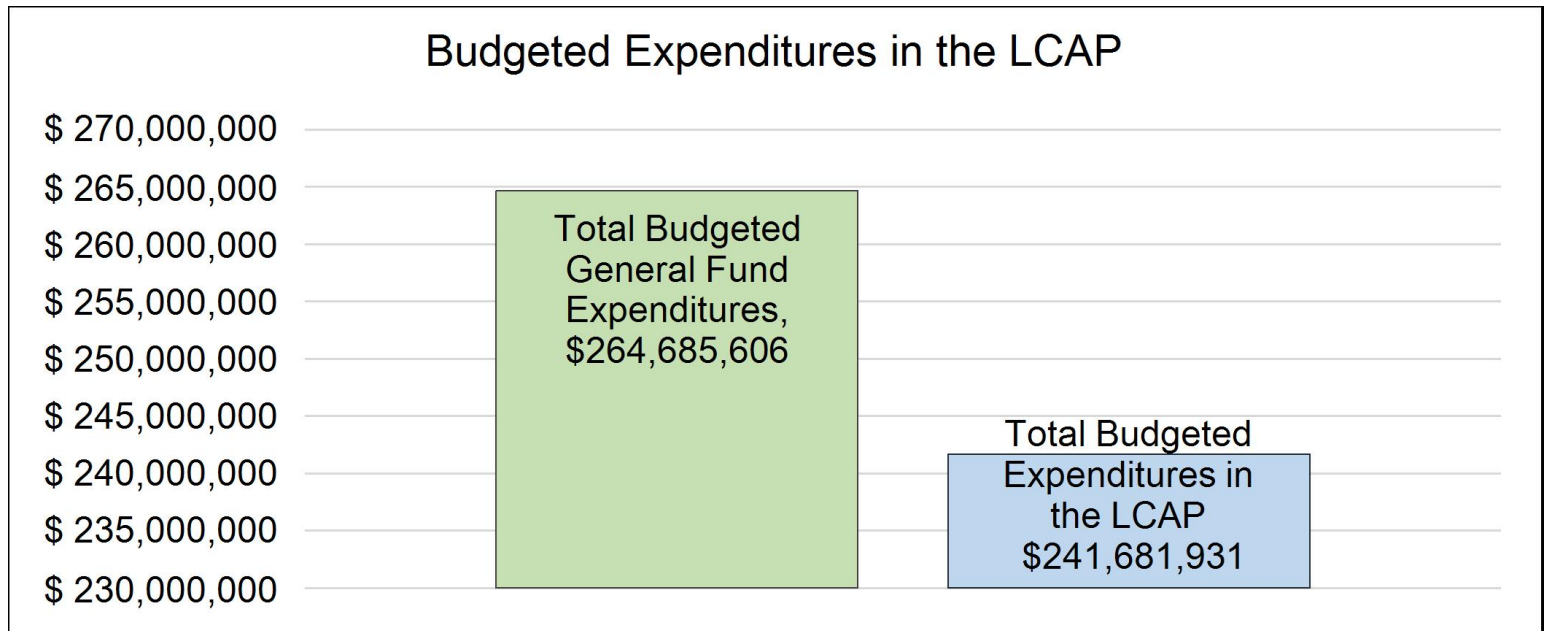


This chart shows the total general purpose revenue Lancaster School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Lancaster School District is \$265,371,302, of which \$196,982,171 is Local Control Funding Formula (LCFF), \$38,895,798 is other state funds, \$11,418,112 is local funds, and \$18,075,221 is federal funds. Of the \$196,982,171 in LCFF Funds, \$57,329,976 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Lancaster School District plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Lancaster School District plans to spend \$264,685,606 for the 2023-24 school year. Of that amount, \$241,681,931 is tied to actions/services in the LCAP and \$23,003,675 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

We have budgeted 12,705,981 we have budgeted administrative costs, some extra duties, and some certificated salaries. We have paid for extra duties not affiliated iwth LCAP goals and actions, as well as some human resource positions. There are also some supplies that were purchased out of this 12 million, as well as some transportation costs.

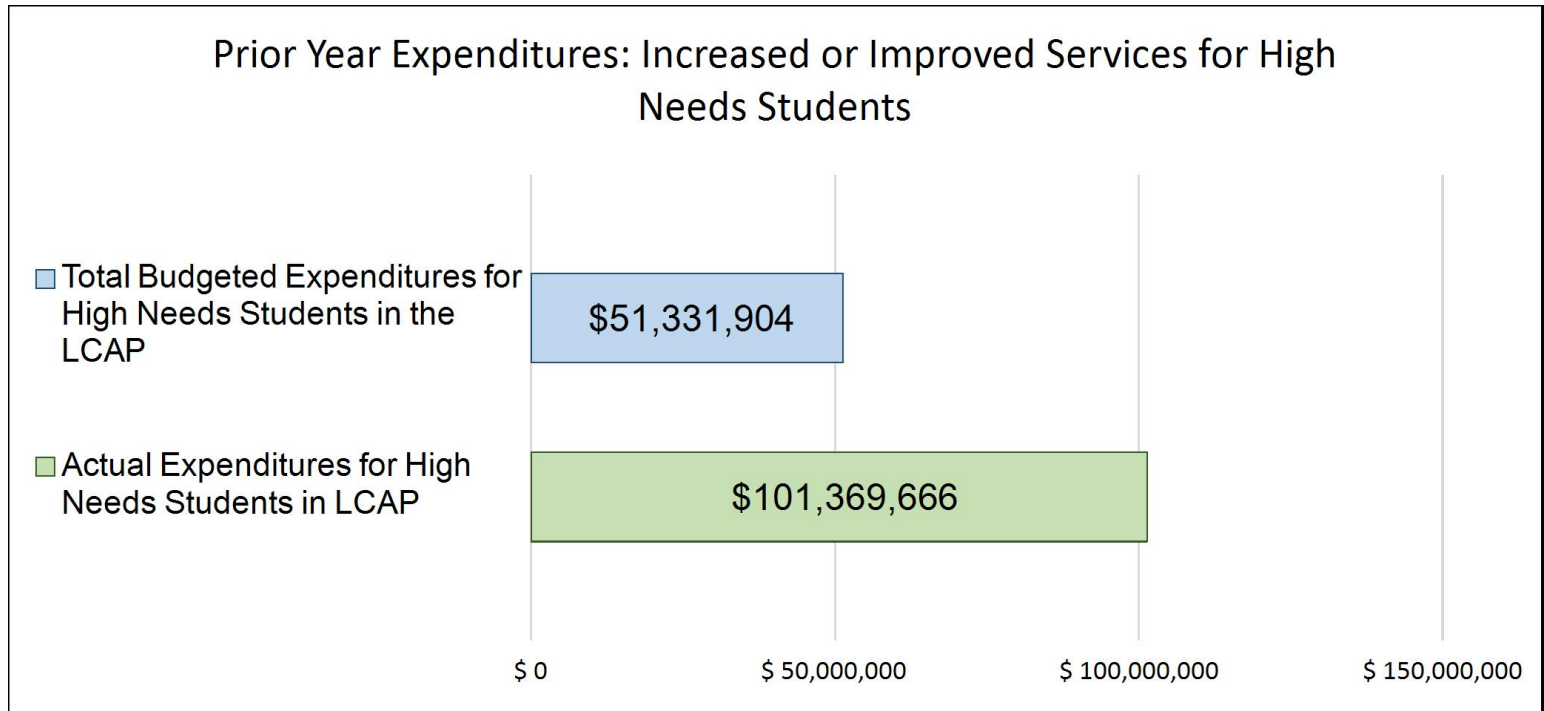
Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Lancaster School District is projecting it will receive \$57,329,976 based on the enrollment of foster youth, English learner, and low-income students. Lancaster School District must describe how it intends to increase or improve services for high needs students in the LCAP. Lancaster School District plans to spend \$52,349,899 towards meeting this requirement, as described in the LCAP.

We have budgeted for the use of our remaining one-time funds in the 23-24 school year.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2022-23



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

The text description of the above chart is as follows: In 2022-23, Lancaster School District's LCAP budgeted \$51,331,904 for planned actions to increase or improve services for high needs students. Lancaster School District actually spent \$101,369,666 for actions to increase or improve services for high needs students in 2022-23.

The difference between the budgeted and actual expenditures of \$50,037,762 had the following impact on Lancaster School District's ability to increase or improve services for high needs students:

Not Applicable.



LANCASTER
SCHOOL DISTRICT

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Lancaster School District	Dr. Jordan Goines Director of Continuous Improvement, Compliance & Accountability	goinesj@lancsd.org 6619484661

Plan Summary [2023-24]

General Information

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

The Lancaster Elementary School District's vision is to create options and excellence in education, empowering all students to reach their full potential. Our mission is to provide relevant, high-quality education within an inclusive and culturally respectful environment, preparing all students for personal and professional success.

We believe...

High expectations, support, and positive relationships result in higher achievement.

In treating everyone with respect.

That every person has unique strengths.

Public education is a vital part of our democratic society.

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

In personal responsibility and accountability.

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

That all children can and will learn.

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

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

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

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

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

School District Context:

Lancaster School District is a network of twenty-two (23) school sites committed to educational excellence for the students whom we serve by empowering our community's youth to reach their full potential. We strive to work alongside the community in order to create an atmosphere and environment that will prepare our students for the 21st-century workforce.

Lancaster School District is comprised of grades ranging from Early Childhood Education and Universal Transitional Kindergarten through grade eight. The district is located in the northernmost portions of Los Angeles County in the Antelope Valley. We serve a population of 14,959 students. We have a total of 12,122 (81.03%) students who are identified as socio-economically disadvantaged, 1,986 (13.3%) English Language Learner students, 496 (3.3%) foster students, and 1,039 (6.9%) homeless students. Our district demographics are reflective of the greater Lancaster community and are comprised of 8,760 (58.6%) Hispanic students, 4014 (26.8%) African American students, 1,118 (7.4%) White students, 655 (4.3%) students who claim two or more races, 146 (.97%) Filipino students, 299 (2.0%) Asian students, 79 (.53%) American Indian/Alaskan Native students, and 24 (.16%) Pacific Islander students.

Lancaster School District provides a host of services to our students within the confines of our Local Education Agency. The District has a partnership with the Antelope Valley Partners for Health that allows us to work with, and provide community resources and enrollment services to our foster and homeless students through the Lancaster School Districts Welcome and Wellness Center. We also have been able to provide various family engagement opportunities through our Welcome and Wellness Center partnership. We partner with various community organizations such as Lancaster Rotary in order to provide educational incentives and opportunities to our students, we continue to partner with the California Association for African American School Administrators, to provide access to COVID-19 testing and vaccines. Additionally, we work closely with other local organizations to continually alert our community members of the various opportunities, strategic efforts, and a multitude of resources that are available. An example of the organizations above is Café Con Leche, the local Spanish Speaking radio program. We have relationships with local Universities (California State University Bakersfield, Brandman University, Grand

Canyon University, Antelope Valley College, and the University of the Antelope Valley) to provide us with qualified candidates for the teaching, and instructional professions in the Antelope Valley.

We serve students with many programs. AVID Secondary is currently implemented at three (3) of our five (5) middle schools, and AVID Elementary is implemented at nine (9) of our schools (K-5 and K-6 schools). We have implemented Positive Behaviors, Interventions, and Supports (PBIS) in all of our schools in order to assist our students in reaching the district's behavior expectations. We have instituted Science, Technology, Engineering, and Mathematics (STEM) at four (4) of our five (5) middle schools through electives. We have one (1) Science, Technology, Engineering, Arts, and Mathematics Academy (STEAM), three (3) schools focusing on visual and performing arts (VAPA), one (1) Dual Language Immersion/media arts (DLI) Academy that will be a full K-8 school by the fall of 2021. Lancaster has two (2) Coding Magnet Schools and Gifted and Talented Education programs instituted at all comprehensive sites. We have implemented and integrated arts into our students' educational experience, and have implemented iReady reading and math diagnostics, Read 180, and Systems 44 for students struggling in acquiring literacy skills. We continue to seek out opportunities to increase the desire for students to come to school through our innovative elective options in middle schools. In order to address the early literacy needs of our Transitional Kindergarten - Third-grade students, we have successfully navigated, secured, and continued to implement the Early Literacy Student Block (ELSB) Grant, being implemented at Joshua Elementary School for its second year, and are working with our partner, Los Angeles County Office of Education to implement the Comprehensive Student Literacy Development Grant (CSLD) in order to build our student's literacy skills by the Third grade. Finally, to further support the effective development and utilization of 21st-century learning skills, we have committed to a focus on effective technology integration districtwide. To actively engage families in the educational experiences of our students, the Welcome and Wellness Center and school sites offer training and support for adults to enhance our families' capacity to work with their children in the home., We have also contracted with Family Leadership Inc. to provide services and support for families through a program called Parenting Partners, and we are pleased to work collaboratively with The Princeton Reviews, Tutor.com program to provide a 24/7 online and/or telephone helpline for families/students that may need academic or technology assistance. We have received multiple grants throughout the years that assist in our endeavors to meet the needs of our community, such as the Student Success and Academic Enrichment grant, a grant helping us scale up the social-emotional learning, and family engagement throughout the district; the MTSS Sums grant, a grant assisting in the implementation of our multi-tiered systems and supports; we have been actively seeking to expand our art program through a partnership with the Los Angeles County Office of Education, with the acquisition of both AB 181/185 and Proposition 28.

As we prepare for the 2023-2024 school year, we will continue to work with families to increase their literacy skills as well as those literacy skills of our students. We have provided computer classes, to allow parents to access the parent portal and to assist in monitoring the academic achievement of their students, and have worked with families to learn basic skills utilizing Google Apps for Education, as well as providing families email access to keep in constant contact with their teachers. In order to more fully engage families, our Family Ambassadors help to facilitate the two-way communication needed to provide for a successful learning environment for students and promote relationships among the community and the school sites. All sites have implemented English Language Advisory Committees (ELACs) as well as School Site Councils (SSCs). At the district level, we host family and community opportunities to advise the district via our District English Language Advisory Committee (DELAC), African American Advisory Council (AAAC), Superintendent's Advisory Council (SAC), District Budget Advisory Committee (DBAC), and via participation in our Lancaster's Listening forum on educational opportunities hosted at various family nights and Local Control and Accountability Plan advisory sessions.

Lancaster School District continues the implementation of the 2021-24 Local Control and Accountability Plan, moving into the 23-24 school year with a significant amount of promise and hope. In addition to improving learning experiences and outcomes for all students, Lancaster has a focus on strengthening the implementation of Positive Behavioral Intervention and Support through social-emotional teaching and learning, and effective Tier I instruction while working to differentiate and scaffold for students as needed by utilizing standards-based instructional strategies aligned with our grading policies, and intentionally creating positive, supportive learning environments that promote safe and healthy relationships with adults and that easily facilitate the opportunity for students to seek additional assistance should they need to do so. We are working to enhance the capacity of our teachers to better meet the needs of ALL students through the implementation of Professional Learning Communities via collaborative teaming at the sites while modeling this same work at the district level through our District Site Leadership Teams and through the work with our families. The effective use of data will inform and guide our conversations and decision-making. We have further aligned this work and have extended the implementation of these initiatives through Leadership teams at each site in Lancaster School District. We look forward to serving the community and creating true OPTIONS AND EXCELLENCE for our students, families, and the community.

Reflections: Successes

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

LCAP Summary Reflections of Success

Current data has been provided from the California Dashboard System. The following data is reflective of the successes observed in the 2022 Dashboard released in the Fall of 2022-23 school year.

Academic:

We have identified the following areas as strengths based on the data received from the California Dashboard released in December of 2022.

Student group(s) that scored in the HIGH area pertaining to ELA

*Filipino

Student group(s) that scored in the MEDIUM area pertaining to ELA

*Asian

Suspension

Student group(s) who scored in LOW for their SUSPENSION rate were:

* Asian and Filipino

Student groups who MAINTAINED for suspension rate were:

*English Learners

*Hispanic

In the current year, the Lancaster School District utilized the iReady diagnostic in both Math and Reading in order to identify student needs and to provide for understanding regarding instruction, moving from one diagnostic to the next. Our final diagnostic data is not available as of the time of our planning, however we do have access to our Mid-Year iReady diagnostic data collected between November and December of 2022-23.

In terms of READING OVERALL, we observed the following:

25% of our student population was at a Tier I level.

11% of our student population was observed to be mid to above grade Level

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

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

18% of African American students were at or above grade level

27% of white students were at or above grade level

08% of our special education students were at or above grade level

24% of low-income students were at or above grade level

11% of English learners were at or above grade level

25% of migrant students were at or above grade level

17% of homeless youth were at or above grade level

17% of foster youth were at or above grade level

In terms of MATHEMATICS OVERALL, we observed the following:

13% of our student population was observed to be at a Tier I level.

04% of our student population was observed to be mid to above grade level

09% of our student population was observed to be Early On Grade Level

13% of Hispanic/Latinx students were at or above grade level

07% of African American students were at or above grade level

15% of white students were at or above grade level

05% of our special education students were at or above grade level

12% of low-income students were at or above grade level

05% of English learners were at or above grade level

10% of Migrant students were at or above grade level
07% of homeless youth were at or above grade level
08% of foster youth were at or above grade level

The following actions supported students who achieved in the 2022-23 school year.

Goal 1 Academics

In Goal 1: Academics, Options, and Excellence, we experienced many successes throughout the 2022-23 school year. Professional development was targeted during the school year and focused on social-emotional learning, teacher collaboration, and equitable academic strategies. We were able to contract with an outside provider to provide teachers with time for collaboration, allowing for growth in Professional Learning Communities within the Lancaster system. The district will continue to build on these successes by continuing to assess our students using the iReady diagnostic system and continuing to train and focus teachers on the use of standards-based instruction. The district will continue to monitor sites closely through our Instructional Leadership Team (ILT) walkthroughs with an emphasis on identifying that great first instruction is taking place.

We continued to solidify our instructional leadership team process. By the end of the year, we had developed systems that allowed us to better assess the needs of our own schools utilizing data from both formative and summative assessments in reading and math. We also included implementation data through walkthroughs, and qualitative data through our Youth Truth survey, as well as focus groups with various stakeholders ranging from counselors to administrators, and from teachers to families and students. We also trained our principals in the effective use of their instructional leadership teams through our SAIL Leadership Development series.

We were able to bridge the gap between special education and general education with regard to instruction within the classroom. We have taken the stance that all truly does mean all, this can be seen in the fact that every student is a general education student and that Special Education is seen as a service and not a place in the Lancaster School District. An example of this was the movement towards a co-teaching model and inclusion. We have developed a plan for reentry in order to provide co-teaching support for both students and teachers. Moving into this year's LCAP, we are going to continue to see a stronger presence of the learning center model as many of our schools will be using this model to grapple with lost learning opportunities.

We have expanded our work with early literacy, with a strong focus on foundational skills through the support of both the ELSB and CLSD grants from the state and our county office respectively. In the 22-23 school year the district also worked to implement an MTSS para program to provide social emotional and behavioral support to all K-2 students. There was also a concerted effort to the implementation of standards-based learning, including standards-based instruction, grading, and reporting. In order to increase efforts toward professional development, the district also instituted the learning program Alludo to provide for asynchronous professional development for all teachers.

Goal 2 Equitable Practices

In Goal 2: Culture, the district focused on our English language learner (EL) student group. With regards to English language development, significant support was the implementation of the English learner master plan that has been put into place by the district EL Design Team. Through that plan, we were able to define professional development around language learning and were able to work with the team to bring about increased awareness of ELD. We began to work closely with Ellevations, a program used to monitor EL students and were able to expand training of this system to all relevant parties throughout the district, i.e. administrators, and EL chairs. In 22-23, we worked to provide training to all teachers in the district on Ellevations, and the tools that this program provides them in order to better monitor their EL students. The EL team provided for the development of an EL website, as well as creating a strong virtual presence. We worked with our bilingual Paraeducators to provide outreach to our EL families, providing resources to them and also working with EL students to increase their acquisition of the academic language.

As we move into the 23-24 school year, our goal is to better address the needs of our EL students through our integrated and designated ELD programs. We plan to look intently at our school sites for the development of these programs, however, want to work alongside them to determine a consistent approach to language acquisition, for our English learners.

Goal 3 Safe and Equitable Learning Environments

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

We have seen many successes over the past three years. We implemented a district dashboard called the Lancaster Interactive Dashboard or LID, to help with monitoring student attendance. This was extremely helpful in monitoring students who were not attending lessons during the pandemic at both the district, and school sites and was also used to corroborate data during instructional leadership team meetings. We look to train staff on this dashboard in the Fall of 2023 and into the 23-24 school year.

Counselors have continued to work closely with students experiencing trauma, specifically our foster and homeless student groups, and have built a website of resources for families.

We were able to implement training that promoted equitable classrooms while addressing the social-emotional health of our students. In this, we were able to align our second-step social-emotional learning program to the needs that were identified throughout the year.

In terms of safety and attendance, we successfully implemented the CatapultEMS system, as 85% of all staff in the district were trained to submit incident reports and respond to alerts in this system. All site safety teams have received additional training to utilize the tools available within the system. Silent drills in which staff practice accounting for themselves and students have been conducted in all schools and at the district office and will be an ongoing activity for the district office to retain readiness. We have successfully set up a 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, and homeless resources, among others. The website also addresses equity issues and current events with a page dedicated to race and equity and another all about heritage, culture, and awareness. There are also direct links to the counselors' site counseling websites. Each counselor has created a counseling website for their school site.

Resources that are available include information about lunchtime social groups, social-emotional learning tools, mindfulness activities, a digital referral to be seen by a counselor that can be completed by staff, families, or students, staff resources, family resources, and more. School sites have implemented the Second Step Social-Emotional Learning program for all grade levels. This work has been led by both the Principal and Counselors at each school site. Other social-emotional resources that have been provided include Kelso's Choice conflict resolution, bullying prevention lessons, transitioning to middle school/high school, growth mindset, and digital citizenship.

The counselors offered daily lunch bunch groups during distance learning and continued into the 22-23 school year. The lunch bunch groups allow students an opportunity to engage in informal activities and discussions that are led by the school counselor. Counselors maintained a newsletter that was distributed to families to address how they can support students with the effects of possible anxiety associated with the school. Counselors also continued with our Circle of Friends (having non-disabled students coming together for a weekly social group)

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

Goal 4 Family and Community Engagement

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

In terms of offering training to parents, we continued to utilize our Parenting Partner program to build the capacity of families to work with their students at home, and successfully provided both Parenting Partners training at 21 of 23 sites, and had our counseling department offer over 25 different caregiver training sessions. Caregiver training was offered in English and Spanish, recorded, and uploaded to the district counseling website for on-demand access for our families. As we moved to technology platforms, we provided training to families on how to access the platforms, and how to monitor student progress.

We continued and enhanced work with our Welcome and Wellness Center to provide opportunities for access to resources to our foster, and homeless families while providing access to mental health resources and agencies through school-based mental health. Finally, throughout the pandemic, we continued to offer a food program to our students in order to ensure that they had the ability to maintain school-based nutrition. Our Welcome and Wellness Center was instrumental in supporting students in getting resources to help them. Clothing, shoes, and medical assistance were provided to support Lancaster's most at-risk student groups.

Reflections: Identified Need

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

Plan Summary: Reflections - Identified Need

Academic:

In terms of English Language Arts, it was observed the ALL STUDENT GROUP scored LOW overall on the CAASPP. We have identified the following areas of challenge based on the data received from the California Dashboard released in December 2022.

Student group(s) that scored in the VERY LOW pertaining to ELA

*African American; Foster Youth; American Indian; English Learners; Homeless; Socio-Economically Disadvantaged; Students with Disabilities

Student group(s) who scored in the LOW pertaining to ELA:

Hispanic; Two or More Races; and the White Student groups

In terms of Mathematics, it was observed that the ALL STUDENT GROUP scored VERY LOW overall in CAASPP. It was observed that the majority of student groups scored at the same level as the ALL STUDENT GROUP.

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

*American Indian; Foster Youth; African American; English Learners; Hispanic; Homeless; Two or More Races; Socio-Economically Disadvantaged; Students with Disabilities

Student group(s) that scored in the LOW domain pertaining to MATH:

*Asian; Filipino; and White

We will be researching the implementation of Math intervention at the elementary level, as well as focusing on enhanced training in mathematics at the middle level in order to address issues pertaining to math achievement.

Chronic Absenteeism:

Pertaining to the ALL STUDENT group, the 22-23 level of achievement regarding Chronic Absenteeism was VERY HIGH

Student group(s) who were seen to be in the VERY HIGH category pertaining to CHRONIC ABSENTEEISM:

*American Indian; African American; Students with disabilities; Homeless; Foster Youth; Asian; English Learners; Hispanic; Two or More Races; Pacific Islander; Socio-Economically Disadvantaged; and White

Student group(s) who were seen to be in the LOW category pertaining to CHRONIC ABSENTEEISM:

*Filipino

In order to address the issue of chronic absenteeism, the Lancaster School District will be providing support to families through the use of Family Ambassadors, monitoring of absentee data via our Lancaster Interactive Dashboard, and providing support through our Attendance Teams identified by our Pupil Safety and Attendance department.

Suspension

Pertaining to the ALL STUDENT group, the 22-23 level of achievement regarding Suspension was HIGH.

Student group(s) who were seen to be in the VERY LOW category pertaining to SUSPENSION:

*African American; American Indian; Foster Youth; Pacific Islander; Students with Disabilities

Student group(s) who were seen to be in the LOW category pertaining to SUSPENSION:

*Homeless; Two or More Races; Socioeconomically Disadvantaged; White

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

In terms of READING OVERALL, we observed the following:

39% of our student population was at a Tier III level.

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

37% of Hispanic/Latinx students were two or more years below grade level

47% of African American students were two or more years below grade level

38% of white students were two or more years below grade level

70% of our special education students were two or more years below grade level

41% of low-income students were two or more years below grade level

54% of English learners were two or more years below grade level

30% of Migrant students were three or more years below grade level

47% of Homeless youth were three or more years below grade level

50% of Foster youth were three or more years below grade level

In terms of MATHEMATICS OVERALL, we observed the following:

40% of our student population was observed to be at a Tier III level.

22% of all students were three or more years below grade level

20% of Hispanic/Latinx students were three or more years below grade level
52% of African American students were three or more years below grade level
36% of white students were three or more years below grade level
67% of our special education students were three or more years below grade level
42% of low-income students were three or more years below grade level
48% of English learners were three or more years below grade level
27% of Migrant students were three or more years below grade level
50% of Homeless youth were three or more years below grade level
55% of Foster youth were three or more years below grade level

Local Chronic Absenteeism data was retrieved on May 22-23. At the current data extraction, we found the following:

39% of our students are currently considered chronically absent, with 12% being considered nearly chronically absent.

46% of our Special Education students are currently chronically absent.
44% of our African American students are currently chronically absent.
42% of our Low-Income students are currently chronically absent.
37% of our Hispanic/Latinx students are currently chronically absent.
34% of our White students are currently chronically absent.
35% of our English learner students are currently chronically absent.
31% of our Foster students are currently chronically absent.
55% of our Homeless youth are currently chronically absent

Given the learning loss seen over the past years, Lancaster has instituted a significant focus on early literacy in order to combat issues around all areas of education. Further, we have provided for constant access to tutoring, and have attempted to increase tutoring at each site.

We have identified that our Homeless student group has experienced a significant decline in attendance, with a 55% chronic absentee rate. The 23-24 LCAP addresses this issue regarding our Homeless student group in the upcoming iteration of the plan.

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

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

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

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

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

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

For Homeless Students, we identified the need to address absenteeism first. In this, we are looking to support access to transportation and focused work with our attendance teams and family ambassadors.

Due to the need to provide access to our Homeless Student Group, we have provided for a goal pertaining to our Homeless population. As a staff, we worked closely with our District Site Leadership Team in order to provide a more targeted effort toward increasing student engagement. In the 23-24 school year we will be providing our Homeless student group with more targeted access in terms of social-emotional learning, as well as transportation. This has been provided in our recent Goal 6.

LCAP Highlights

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

LCAP Highlights

Lancaster School District LCAP provides evidence of a multi-disciplinary, proactive approach to education. It provides for the use of a Multi-Tiered System of Support (MTSS) to make in-depth training for teachers and administrators in the area of universal design for learning

(UDL). UDL is a methodology of education that anticipates where students may experience hardships and provides for educators to proactively teach students in a way that they will be able to receive instruction. The Lancaster LCAP approaches education from the standpoint that the whole child must be instructed in order for a student to experience success. In so doing equity is at the core of everything we do, from viewing data to creating actions to address the needs of all students. There is an overt focus on equity in academics and social-emotional learning, along with a focus on engaging the family.

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

Academics -

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

We are focusing our systems around foundational literacy, and building an early literacy framework. This is being supported by the LCAP and School Plans through personnel that will support learning labs, as well as personal learning time. We will continue to work towards the creation of a standards-based framework to include teaching, assessing, and reporting.

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

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

Social-Emotional Learning -

Social-Emotional Learning is also addressed in this LCAP. Data continues to suggest that there is a need to better equip our students in the arena of mental health, and social-emotional learning. The LSD system has identified that we will continue to focus a significant amount of our resources on social-emotional learning in order to better meet the needs of the whole child. Lancaster has hired counselors at every school site, as well as other support staff to assist both families and students in working through and coping with the significant social

changes that are taking place as a result of the pandemic. The district will continue with our positive behavior, interventions, and support, and layer in social-emotional equity-based programs that will allow our students to have positive relationships with adults within our schools.

Family and Community Engagement -

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

Comprehensive Support and Improvement

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

Schools Identified

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

Schools in the Lancaster School District that were identified for Comprehensive Support and Improvement (CSI) on the 2023 dashboard were: The Leadership Academy, The Promise Academy, Joshua Elementary, Linda Verde Elementary, Sierra Elementary, RISE, and Piute Middle School. These schools were identified in the fall 2022 dashboard.

Support for Identified Schools

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

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

educational technology was not equitably distributed among all sites. Among each site, the resource inequities that were observed were the following:

RISE - Need for targeted work in terms of Social Emotional Learning

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

The Promise Academy - Targeted work with Social Emotional Learning

Joshua - Targeted work towards climate with both families and staff as a result of chronic absenteeism

Linda Verde Elementary - Targeted work toward climate

Sierra Elementary - Targeted work toward climate

Piute - Targeted work on climate

Lancaster School District has supported the schools in their identification of evidence-based practices and resources through the abovementioned comprehensive needs assessment, and engagement of educational partners. Upon completing the needs assessment, the district, utilizing our third-party contractor, brought the results of the needs assessment to the sites. While the site provided the information to their School Site Councils, we worked with the site leadership teams to develop and identify evidence-based practices to support each site in the needs that were identified. Evidenced-based practices were determined based on specific needs and root cause analysis. The LEA further provided support by providing technical assistance to the sites as they were building the School Plans. CSI Plans were incorporated into their school plans in order to ensure that the sites had continuous systems of support that aligned with the goals of both the schools and the Local Control and Accountability Plan. Each school's SPSA will be approved by the local governing board prior to the first day of the 23-24 school year and further explicated specific steps will be taken and finances provided to be tied to each action. As we continue throughout the year, we are continuing to support sites and their Instructional Leadership Teams in the implementation of said practices, and are providing sites with both monitoring and time in which we are in virtual classes, and are meeting with their Instructional Leadership Teams with a very specific goal of working towards a strong implementation of their chosen evidenced-based practices. We continue to do ongoing needs assessments with site leadership teams through the district's work with Instructional Leadership Teams.

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

RISE - Increase collaborative teams, enhancing PLCs with a focus on social-emotional data

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

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

Joshua - increase time in PLCs to focus on family engagement, and securing student attendance

Linda Verde Elementary - increase time in PLCs to focus on family engagement, and securing student attendance

Sierra Elementary - increase time in PLCs to focus on family engagement, and securing student attendance

Piute - increase time in PLCs to focus on family engagement, and securing student attendance

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

The Lancaster School District provided for all of the above in terms of needs assessments and required that each of the sites create, maintain, and locally monitor their CSI plans within their School Plan for Student Achievement. School plans were developed in May - and June of 2023 and will be approved at the end of July. At the time, school plans are being actively monitored by both the district offices' school improvement team, our previously stated 3rd party contractor, as well as the sites' instructional leadership team. The process which the LEA has developed for monitoring and improving outcomes for students at these sites was centered around a model of continuous improvement that was developed based on research from the Carnegie Foundation. A plan, do, study, act model has been applied to each of the sites, in which there is a core improvement team from the district level, to including our 3rd party contractor, who is to contact and work with the schools every other month in order to ensure continuous monitoring of data for improvement, and allowing for sites' ILT reflection in order to change course when necessary.

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

Monitoring and Evaluating Effectiveness

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

Lancaster School District will continue to provide a Comprehensive Support and Improvement Team from the district office to address the needs of the sites identified. In that team, the LEA is providing for increased monitoring pertaining to the academic (both math and language arts), and social-emotional, with concerted efforts towards enhancing equitable environments for students who attend these schools.

Meetings will include a walk-through with site leadership. District Leadership will be providing increased monitoring of initiatives on these sites, as well as monitoring of an effective implementation around a multi-tiered system of supports.

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

In the 22-23 school year we were able to dismantle resource inequities by providing more time and resources for the implementation of Professional Learning Communities focused on Comprehensive Support and Improvement schools. We did not hire personnel with this funding, however, were able to enhance the effectiveness of our staff, specifically leadership in bringing resources to light.

Engaging Educational Partners

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

Lancaster School District has a rigorous educational partners engagement process in terms of the development of the Local Control and Accountability Plan. In the 2023-24 school year, all educational partners in the Lancaster School District were provided with multiple opportunities to participate, be trained in data analysis, dialog around core instruction, and participate in the plan development and analysis.

All Educational Partners (i.e. the Board of Education, community members, families, pupils, and both certificated, and classified bargaining unit members) have taken part in, developing the goals, objectives, actions, and services seen in this plan. They have assisted in identifying needs and reviewing budget expenditures, regarding the LCAP, along with the Lancaster School District Cycle of Continuous Improvement. The Lancaster School District team completed a needs assessment in order to identify successes and challenges by conducting data reviews regarding academics, behaviors, attendance, and discipline throughout the academic year through our comprehensive District Site Leadership Team. Based on the needs assessments, observations, quarterly data digs, professional dialogues, reviews of various data dashboards, academic outcomes, and conditions for learning that address and affect culture, climate, and engagement we were able to revise our 2021-2024 LCAP to reflect the areas of need for our 2023-24 Local Control and Accountability Plan. This is reflected in the actions and services provided in the Goals/Actions section of this LCAP. As the LCAP was developed, LSD educational partners were provided with information as to how, when, and where they could ask questions, and that the superintendent would respond to their inquiries in writing. We publicized this information during our work with the radio stations and on our social media. However, a bulk of the information was provided through our parent meetings. A form was provided to our public to send in questions. LSD has established several district advisory committees and family engagement forums including the following:

District English Language Advisory Council (DELAC) serves as the English Learner Parent Advisory Committee - This team meets 5 times throughout the school year in the evenings and is representative of our English Language Learner community. The designee was available for discussion and feedback pertaining to any concerns in this meeting and provided both an overview of the LCAP and the LCAP process prior to the adoption of the LCAP by the district's Board of Trustees. Although the LCAP was provided in theory on various occasions in terms of obtaining input, the most significant meetings that were most targeted to the LCAP took place on February 21, 2023, and April 18, 2023. The input was received from DELAC on February 21, and the plan was presented to DELAC on April 18, 2023. No comments were received upon presentation of the LCAP. The final version of the LCAP was presented to the DELAC on May 16th along with the our SAC.

Superintendents' Advisory Committee (SAC) serves as the district's Parent Advisory Committee (PAC) - This team meets 3 times throughout the school year in the afternoons and is representative of parents district-wide with a special focus given to Foster and Low-Income students. Questions were responded to, by the Superintendent in writing throughout the engagement process. The final meeting that was held in order to gather input for the LCAP was on February 15, 2023. Final information was provided to our Parent Advisory group on May 16th. This is the date that the LCAP was provided to our SAC. No comments were received by the SAC upon presentation of the LCAP at the time.

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

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

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

The bargaining unit was allotted time in order to review actions and services put into the LCAP, and provided with the ability to provide input. Dates for the meetings and opportunities provided for feedback were the following: February 2, February 3, March 1, April 12, and March 12.

LCAP Family Nights/Committee Meetings (Lancaster's Listening) - In order to allow families to provide input and feedback on the 21-24 LCAP, Lancaster School District provided multiple LCAP family nights in order to allow families throughout the district to provide input. Input from families was obtained on the following dates: January 25, January 31, May 3, May 4, and May 8. Family Ambassadors hosted meetings at their sites to provide input on the LCAP.

District Site Leadership Team - The DSLT for Lancaster School District is made up of Teachers, Administrators, and Bargaining Unit Members from both our teacher's association, as well as our classified association, and also met on three separate occasions throughout the year. DSLT met on October 11, 2022; February 15, 2023, April 20, 2023, and finally on May 31, 2023

SELPA - This educational partner group provides feedback specific to our Special Education population, and ensures the needs of Special Education Students at the forefront of the LCAP. The district's area SELPA was consulted in its finality on May 9, 2023.

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

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

Students also participated in focus groups. Targeted grade spans were 3-5 and 6-8. We met with students on January 27th, 2023, February 2, 2023, February 3, 2023, February 6, 2023, May 5, 2023, and May 17, 2023.

Throughout the process, members of the public were consistently informed that any questions that they had could be submitted by form survey to the Superintendent's office and that they would receive feedback in writing pertaining to questions. The form was made available

on the LCAP website for Lancaster School District. The final reminder of this was provided on June 6, 2023, at the LSD public hearing. Further, members of the public were prompted at meetings to provide questions pertaining to the LCAP.

LCAP Board Forum - The Lancaster School District held a board forum where the district invited both bargaining units, as well as the board to provide feedback on the LCAP and district planning. LCAP forums focused on Standards Based Grading, and Perceptions, and Trends within LSD from Educational Partners. The annual update on the LCAP was provided on May 16th, 2023, and finally, the LCAP will be presented to the board in its totality on June 6 and scheduled for approval on June 20, 2023.

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

***The Lancaster School District notified members of the public of the opportunity to submit written comments regarding specific actions during educational partner engagement meetings and at the Public Hearing held on June 6th, 2023. The LCAP was adopted at the following board meeting on June 20th, 2023.

***The annual update was provided to the board on May 16, 2023. The finalized LCAP was then presented to the board in a public hearing prior to the Lancaster School District Budget on June 6th, 2023. Both the LCAP, and the budget were subsequently adopted by the board on June 20th, 2023.

A summary of the feedback provided by specific educational partners.

The District English Language Advisory Council (DELAC) provided an emphasis, and desire towards an increased reclassification rate for Lancaster School District English learners. Tutoring was also a significant factor for these educational partners. This continued to provide the district with an emphasis and opportunity to maintain our district online tutoring program while supporting the sites in the creation of tutoring opportunities. The district will also begin to incorporate the high dosage tutoring as a result of the feedback from our English learner parent group.

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

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

LCAP Family Nights/Committee Meetings LCAP Board Forum - During these meetings, the significant data received provided that families were concerned with safety measures. Family groups also were pleased that we were able to enhance our transitional kindergarten experience through our universal transitional kindergarten program that occurred during the 2022-23 school year

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

Students provided feedback via focus groups. We identified a high need as being attendance. During this time we asked why students had a high rate of absence for non-covid-related issues. We learned that students in Lancaster, specifically at the middle level were adamant and excited to learn, but that they continue to not always feel welcome at school. As a result of this feedback, we will be going further in-depth with our work with social-emotional learning, restorative practices, and Capturing Kids Hearts in the 23-24 school year.

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

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

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

7. Equity in all aspects of a student's instruction and education.

8. Options - building a student's access to school and allowing students the ability to explore interests throughout the school day. The Lancaster School District will continue to provide school-wide foci in order to increase student engagement.

9. After consultation with our SELPA, we will be maintaining a focus on inclusion, and the use of the Learning Center Model.

10. The impact of this year's partner engagement has led to the creation and inclusion of various modes of training of staff in terms of working with English language learners (ELL) students and the expansion of our ability to train teachers in working with parents. Based on the above feedback we have applied many enhancements to our current engagement goal in which we are providing for dual capacity training of staff and families in order to best effect enhanced academic achievement for our students in the Lancaster school district. This came about due to the impact of various family meetings, as well as our Equity Design Team.

13. As a result of information received from our DELAC, we have identified specific language programs and methods that we will be training teachers on during the upcoming 23-24- school year. Further, we will be providing an emphasis on access to MTSS for our language learners.

14. Early literacy will also be a focus of the K-3 student learning experience in order to better prepare students for access to higher levels of academic rigor.

15. Continued implementation of our K-2, MTSS para program to assist students in the early academic acquisition of positive behavior and a focus on reading.

16. Increased support for students before and after school

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

Although CAASPP was not administered in either the 19-20 or 20-21 school years, the scores that Lancaster has received prior to the pandemic in terms of English language Arts, Mathematics, and English language development have been consistent for the preceding years. We have increased in our formative assessments scores to 26% meeting or exceeding standards in mathematics, and 39% meeting or exceeding standards in English Language Arts. However our CAASPP Scores were down from the previous year. Subsequently, our English language learners are currently in the yellow tier for mathematics, and orange tier for English language arts, this is also reflected in our formative assessments in both math and reading. Low-income students are yellow in both ELA and Math, and Foster students are red in both ELA and math. Lancaster School District is 86.7% low income, and due to the achievement of targeted student groups it has been determined by various educational partners that Lancaster school district will provide increased and improved services for targeted students groups, that will benefit all student groups, with increased access to culturally relevant teaching pedagogy, a focus on equity for all student groups, and a significant increase in the capacity of school sites to effectively implement a multi-tiered system of support, allowing for access to both enrichment, and intervention where needed.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
ELA CAASPP - Overall Student Group	-44.9/Orange	Will be provided upon receiving scores from the 2022 administration of the ELA CAASPP.	-65.6 - Low		-35.9/Yellow
ELA CAASPP - English Learners Student Group	-53.9/Orange	Will be provided upon receiving scores from the 2022 administration of the ELA CAASPP.	<ul style="list-style-type: none"> 84.5 - Very Low 		-38.9/Yellow

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
ELA CAASPP - Foster Youth Student Group	-74.7/Red	Will be provided upon receiving scores from the 2022 administration of the ELA CAASPP.	-99.3 - Very Low		-59.7/Yellow
ELA CAASPP - Homeless Student Group	-66.2/Yellow	Will be provided upon receiving scores from the 2022 administration of the ELA CAASPP.	-106.3 - Very Low		-51.2/Yellow
ELA CAASPP - Low Income Student Group	-49.8/Yellow	Will be provided upon receiving scores from the 2022 administration of the ELA CAASPP.	-70.9 - Very Low		-33.3/Yellow
ELA CAASPP - Students with Disabilities Student Group	-128/Orange	Will be provided upon receiving scores from the 2022 administration of the ELA CAASPP.	-138.7 - Very Low		-107/Orange
ELA CAASPP - African American Student Group	-73.7/Red	Will be provided upon receiving scores from the 2022 administration of the ELA CAASPP.	-99.1 - Very Low		-52.7/Yellow
ELA CAASPP - American Indian/Alaskan Native Student Group	-47.7/Yellow	Will be provided upon receiving scores from the 2022 administration of the ELA CAASPP.	-100 - Very Low		-38.7/Yellow
ELA CAASPP - Asian Student Group	.1/Yellow	Will be provided upon receiving scores from the 2022	5.8 - Medium		9.1/Green

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		administration of the ELA CAASPP.			
ELA CAASPP - Filipino Student Group	36.5/Green	Will be provided upon receiving scores from the 2022 administration of the ELA CAASPP.	11.6 - High		45.5/Blue
ELA CAASPP - Hispanic Student Group	-39.4/Orange	Will be provided upon receiving scores from the 2022 administration of the ELA CAASPP.	-58.3 - Low		-30.4/Yellow
ELA CAASPP - Native Hawaiian/Pacific Islander Student Group	-31.5/No Current Color	Will be provided upon receiving scores from the 2022 administration of the ELA CAASPP.	-62.7 - No Status (not enough students in this demographic district wide)		-22.5/Yellow
ELA CAASPP - White Student Group	-18.3/Orange	Will be provided upon receiving scores from the 2022 administration of the ELA CAASPP.	-33.1 - Low		-9.3/Yellow
ELA CAASPP - Two or More Races Student Group	-48.3/Orange	Will be provided upon receiving scores from the 2022 administration of the ELA CAASPP.	-59.9 - Low		-33.3/Yellow
Math CAASPP - Overall student group	-84.6/Yellow	Will be provided upon receiving scores from the 2022 administration of the Math CAASPP.	-108.5 - Very Low		-75.6/Yellow

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Math CAASPP - English Learner Student Group	-91.2/Yellow	Will be provided upon receiving scores from the 2022 administration of the Math CAASPP.	-122.7 - Very Low		-76.2/Yellow
Math CAASPP - Foster Youth Student Group	-107.8/Red	Will be provided upon receiving scores from the 2022 administration of the Math CAASPP.	-126.1 - Very Low		-86.8/Yellow
Math CAASPP - Homeless Student Group	-103.5/Orange	Will be provided upon receiving scores from the 2022 administration of the Math CAASPP.	-140 - Very Low		-82.5/Yellow
Math CAASPP - Low Income Student Group	-89.6/Yellow	Will be provided upon receiving scores from the 2022 administration of the Math CAASPP.	-113.5 - Very Low		-74.6/Yellow
Math CAASPP - Students with Disabilities Student Group	-165.2/Orange	Will be provided upon receiving scores from the 2022 administration of the Math CAASPP.	-168.7 - Very Low		-135.5/Orange
Math CAASPP - African American Student Group	-117.4/Orange	Will be provided upon receiving scores from the 2022 administration of the Math CAASPP.	-142.6 - Very Low		-93.4/Yellow
Math CAASPP - American	-100.2/Red	Will be provided upon receiving scores from the 2022	-139.1 - Very Low		-78.2/Yellow

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Indian/Alaskan Native Student Group		administration of the Math CAASPP.			
Math CAASPP - Asian Student Group	-20.2/Yellow	Will be provided upon receiving scores from the 2022 administration of the Math CAASPP.	-35 - Low		-11.2/Green
Math CAASPP - Filipino Student Group	0/Green	Will be provided upon receiving scores from the 2022 administration of the Math CAASPP.	-36.2 - Low		9/Green
Math CAASPP - Hispanic Student Group	-78.4/Yellow	Will be provided upon receiving scores from the 2022 administration of the Math CAASPP.	-101.7 - Very Low		-69.4/Yellow
Math CAASPP - Native Hawaiian/Pacific Islander Student Group	-70.2/No Current Color	Will be provided upon receiving scores from the 2022 administration of the Math CAASPP.	-112.9 - No Status (not enough students in this demographic district wide)		-61.2/Yellow
Math CAASPP - White Student Group	-54.2/Orange	Will be provided upon receiving scores from the 2022 administration of the Math CAASPP.	-73.4- - Low		-45.2/Yellow
Math CAASPP - Two or More Races Student Group	-84.4/Orange	Will be provided upon receiving scores from the 2022 administration of the Math CAASPP.	-95.1 - Very Low		-75.4/Yellow

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
iReady - Reading Overall student group	34% At or Above Grade Level	37% At or Above Grade Level	39% At or Above Grade Level		49% At or Above Grade Level
iReady - Reading English learners student group	23% At or Above Grade Level	34% At or Above Grade Level	28% At or Above Grade Level		44% At or Above Grade Level
iReady -Reading Low Income Student Group	33% At or Above Grade Level	35% At or Above Grade Level	37% At or Above Grade Level		48% At or Above Grade Level
iReady - Reading Students with Disabilities Student Group	12% At or Above Grade Level	15% At or Above Grade Level	15% At or Above Grade Level		42% At or Above Grade Level
iReady - Reading African American Student Group	24% At or Above Grade Level	28% At or Above Grade Level	29% At or Above Grade Level		45% At or Above Grade Level
iReady - Reading American Indian/Alaskan Native Student Group	32% At or Above Grade Level	41% At or Above Grade Level	43% At or Above Grade Level		47% At or Above Grade Level
iReady - Reading Asian Student Group	57% At or Above Grade Level	51% At or Above Grade Level	50% At or Above Grade Level		72% At or Above Grade Level
iReady - Reading Hispanic Student Group	37% At or Above Grade Level	39% At or Above Grade Level	41% At or Above Grade Level		52% At or Above Grade Level
iReady - Reading White Student Group	37% At or Above Grade Level	39% At or Above Grade Level	42% At or Above Grade Level		52% At or Above Grade Level
iReady - Math Overall Student Group	20% At or Above Grade Level	26% At or Above Grade Level	26% At or Above Grade Level		35% At or Above Grade Level
iReady - Math English Learners Student Group	13% At or Above Grade Level	22% At or Above Grade Level	19% At or Above Grade Level		31% At or Above Grade Level

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
iReady - Math Low Income Student Group	18% At or Above Grade Level	25% At or Above Grade Level	26% At or Above Grade Level		33% At or Above Grade Level
iReady - Math Students with Disabilities	8% At or Above Grade Level	11% At or Above Grade Level	12% At or Above Grade Level		27% At or Above Grade Level
iReady - Math African American Student Group	14% At or Above Grade Level	16% At or Above Grade Level	18% At or Above Grade Level		32% At or Above Grade Level
iReady - Math American Indian/Alaskan Native Student Group	20% At or Above Grade Level	23% At or Above Grade Level	27% At or Above Grade Level		35% At or Above Grade Level
iReady - Math Asian Student Group	41% At or Above Grade Level	32% At or Above Grade Level	41% At or Above Grade Level		56% At or Above Grade Level
iReady - Math Hispanic Student Group	21% At or Above Grade Level	29% At or Above Grade Level	30% At or Above Grade Level		36% At or Above Grade Level
iReady - Math White Student Group	22% At or Above Grade Level	30% At or Above Grade Level	30% At or Above Grade Level		37% At or Above Grade Level
CAST	14.25% Meeting or exceeding state standards	Not administered in 2022	13.93%		23.25% Meeting or exceeding state standards
Local Indicator - Implementation of Academic Standards	Standard Met	Standard Met	Standard Met		Standard Met
Local Indicator - Access to Broad Course of Study as measured regularly by student schedules	Standard Met	Standard Met	Standard Met		Standard Met

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Indicator - Basics: Teacher as measured by Williams Report/SARC presence of certification of teachers & Completion of the report out to the community.	Standard Met	Standard Met	Standard Met		Standard Met
Local Indicator - Basics: Instructional Materials as measured by our presence of adopted curricular materials to all students on our Williams Report & the completion of the report out to the community	Standard Met	Standard Met	Standard Met		Standard Met
Middle School Drop Out Rate	0%	0%	0%		0%
Youth Truth Student Academic Challenge: Describes the degree to which students feel they are challenged by their coursework and teachers	Elementary School - 2.62 (1-3) Middle School - 3.88 (1-5)	Elementary School - 2.52 (1-3) Middle School - 3.68 (1-5)	Elementary School - 2.46 (1-3) Middle School - 3.52 (1-5)		Elementary School - 2.75 Middle School - 3.9

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Youth Truth Student Engagement:</p> <p>Describes the degree to which students perceive themselves as engaged with their school and their education</p>	<p>Elementary School - 2.83 (1-3)</p> <p>Middle School - 3.51 (1-5)</p>	<p>Elementary School - 2.79 (1-3)</p> <p>Middle School - 3.35 (1-5)</p>	<p>Elementary School - 2.76 (1-3)</p> <p>Middle School - 3.22 (1-5)</p>		<p>Elementary School - 2.9</p> <p>Middle School - 4.0</p>
<p>Youth Truth Staff Professional Development:</p> <p>Describes the degree staff receive meaningful feedback, have opportunities to grow professionally and feel supported in their work</p>	<p>Elementary School - 4.14 (1-5)</p> <p>Middle School - 3.97 (1-5)</p>	<p>Elementary School - 4.01 (1-5)</p> <p>Middle School - 3.74 (1-5)</p>	<p>Elementary School - 3.86 (1-5)</p> <p>Middle School - 3.64 (1-5)</p>		<p>Elementary School - 4.2</p> <p>Middle School - 4.0</p>
<p>Youth Truth Student Instructional Methods:</p> <p>This summary measure describes the strategies and approaches students report their teachers using in class</p>	<p>Elementary School - 2.68 (1-3)</p>	<p>Elementary School - 2.58 (1-3)</p>	<p>Elementary School - 2.56 (1-3)</p>		<p>Elementary School - 2.75</p>

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Teacher Credentialing	The Human Resources department will provide all students access to teachers who are qualified and appropriately assigned and equitably distributed among Lancaster School District Schools.	\$88,723,915.00	No
1.2	Implementation of Common State Standards	The Educational Services Department will ensure all students have access to rigorous standards-aligned instructional materials, to support standards-based instruction and learning. This will include materials identified to provide for technology-based educational programs to support the core curriculum in the classroom.	\$15,622,507.00	No
1.3	Inclusive Practices	The Educational Services Department will provide training and support for all staff implementing inclusive practices and interventions that support and Low Income, Foster, and English language learners in achieving academic expectations, and language development proficiency.	\$1,924,987.00	Yes
1.4	Culturally Relevant Professional Development	The Educational Services Department will provide teachers, staff, and administrators, access to high-quality, targeted, and ongoing professional development, coaching, and feedback related to the implementation of high-priority standards (to include the California ELD standards) using a variety of culturally relevant delivery methods in order to engage English learners, and low-income student groups (to include but not be limited to our low-income African American student group.)	\$201,957.00	Yes
1.5	Intervention and enrichment	The district will provide sites with classified Para educators, and certificated support staff to support a multi-tiered system of support for low-income, foster, and English learner student groups. Administrative support will monitor and provide feedback to ensure high-quality, rigorous instruction, and intervention, are implemented in core content areas to include reading, mathematics, and language instruction.	\$67,020,633.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.6	Professional Learning Communities	The Educational Services Department in conjunction with the Innovation and Technology Department will provide opportunities and structures for teachers and staff to collaborate using data, both formative and summative, to inform instructional decisions related to closing the achievement gap for low-income, foster, and English learners student groups.	\$37,324.00	Yes
1.7	Alternative instructional settings	Teachers will provide alternative methods of delivery to meet the increased needs of low-income, and foster students who need increased access to social-emotional development. This will include optional educational settings in order to address social-emotional needs of students where necessary.	\$0.00	Yes
1.8	Early Literacy - Reading Foundations	Teachers, administrators, and para educators will be trained in the evidence based science of reading practices and implement consistent foundational reading instructional routines and assessments to ensure low income students are reading by 3rd grade.	\$0.00	Yes
1.9	Leadership Support	Site administrators will be provided with differentiated support to build their capacity to lead diverse schools, with a majority low socio-economic, English learners, and Foster student groups from an equity (all means all) based lens in order to improve student outcomes. Equitable support will be provided to all site leaders, allowing for growth in capacity related to goals and objectives outlined in each site's school plan.	\$0.00	Yes

Goal Analysis [2022-23]

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

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

Differences in planned actions and implementation was noted below:

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

In the 22-23 school year, Lancaster School District struggled significantly in staffing teaching, counseling, and other positions related to classified staff. As we had to rely on a substitute teaching force, we found that we compete with districts throughout the valley for substitute teachers. This has caused us to reframe our actions moving forward with regard to staffing in the future. Please note that the metric provided with regards to Basic Services: Teachers refers to our reporting out of this information to our educational partners, it is not a reflection of our being staffed to capacity.

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

This action was facilitated and as identified in the 22-23 school year. This was evidenced through our recent Williams review. We will continue this action into the 23-24 plan

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

We utilized a professional learning program in the 22-23 school year that although successful in providing service pertaining to professional development, we were not able to reach as many teachers as we would have deemed necessary to provide a significant amount of change in this area. We will continue to identify better ways in which to institute professional development in terms of inclusive practices in the 23-24 school year.

****1.4 Culturally Relevant Professional Development** - The Educational Services Department will provide teachers, staff, and administrators, access to high-quality, targeted, and ongoing professional development, coaching, and feedback related to the implementation of high-priority standards (to include the California ELD standards) using a variety of culturally relevant delivery methods in order to engage English learners, and low-income student groups (to include but not be limited to our low-income African American student group.)

We utilized a professional learning program in the 22-23 school year that although successful in providing service pertaining to professional development, we were not able to reach as many teachers as we would have deemed necessary to provide a significant amount of change in our efforts at providing for culturally relevant professional development. We were able to facilitate training in this area for administrators, and throughout the year, which has been a benefit. We will continue to identify better ways in which to institute professional development in terms of inclusive practices in the 23-24 school year.

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

MTSS paraeducators were supported by the district office's curriculum and instruction department throughout the year. This was facilitated by the district's Coordinator of Curriculum and instruction. This has been seen to be a significant support to our sites. The district will continue this action into the 23-24 school year.

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

The district did successfully implement this strategy and has contacted and worked with a third-party provider to train administrators in methods of implementing Professional Learning Communities. The next steps with regard to this action are working with teachers directly to identify specific targets in terms of PLCs. We will continue this action into the 23-24 school year.

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

We continue to offer alternative educational settings to provide students with options for accessing social-emotional learning, and in getting SEL needs met. In this setting, we identified that there was a significant struggle in staffing due to absences, and teachers leaving the program. Further, we had the turnover of a Principal in this program that caused challenges. We continue to seek out methods for consistent staffing in this area. We will continue the action and have identified what we believe to be a stable staff to provide services in this program.

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

This action was implemented as planned. We will continue to focus on early literacy skills for all students in K-3rd grade and will look to extend this work into Universal Transitional Kindergarten.

****1.9 Leadership Support** - Site administrators will be provided with differentiated support to build their capacity to lead diverse schools, with a majority low socio-economic, English learners, and Foster student groups from an equity (all means all) based lens in order to improve student outcomes. Equitable support will be provided to all site leaders, allowing for growth in a capacity related to the goals and objectives outlined in each site's school plan.

We were able to identify methods in which to better support site leaders this year. We will continue this action into the 23-24 school year, as we will be providing for PDSA cycles of continuous improvement during our Leadership Meetings.

Overall LSD was able to fully implement four of the nine actions and will continue those actions in full into the 23-24 school year. LSD was able to partially implement five actions, as a result of staffing of substitute teachers to support professional development during the school day.

We did experience success in beginning our leadership support, as we were able to reframe our approach to supporting administrators. We also experienced success in our MTSS Para program, as well as our Early Literacy Foundations.

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

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

In the 22-23 school year, there was an error in the data entry in terms of the funding allocation to this goal. The most significant discrepancy in terms of this goal and action was resultant of the data error identified. There was an initial calculation that did not pull out personnel funds allocated to resources outside of LCFF and goal 1.1. Therefore goal 1.1. had our allocation of personnel funds, in addition to personnel funds to other goals throughout the LCAP that incorporated personnel resulting in an overestimation of costs in budgeting pertaining to goal 1.1. Furthermore, there were many positions that went unfilled throughout the school year resulting in more funding being allocated to this action than previously thought. Also, due to the fact that we did not have the projected staffing that we had previously identified as a need, we were forced to provide combo classes within the district.

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

We expanded our contracts throughout the year to provide for more targeted professional development, resulting in our increased spending in terms of PD for teachers in terms of common core implementation, around standards-based learning. This year we focused on the implementation of a standards-based report card which will be allocable for all sites.

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

We actively worked to provide higher degrees of training and professional development for our teachers in order to implement inclusive practices. The district also used funds from this action to support our low-income population within the general education classroom with tier 3 intervention where needed and appropriate through the integration of learning labs at various sites. This incorporated an intervention teacher at our elementary sites.

****1.4 Culturally Relevant Professional Development** - The Educational Services Department will provide teachers, staff, and administrators, access to high-quality, targeted, and ongoing professional development, coaching, and feedback related to the implementation of high-

priority standards (to include the California ELD standards) using a variety of culturally relevant delivery methods in order to engage English learners, and low-income student groups (to include but not be limited to our low-income African American student group.) We provided more contracts with after-school training, and training during breaks in instruction (intercession, summer, etc.) that allowed us to increase access to culturally relevant professional development.

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

More funding was incurred in this area due to a concerted effort towards multi-tiered systems of support. This funding is mainly being incurred in the summer of 22-23.

****1.6 Professional Learning Communities** - The Educational Services Department in conjunction with the Innovation and Technology Department will provide opportunities and structures for teachers and staff to collaborate using data, both formative and summative, to inform instructional decisions related to closing the achievement gap for low-income, foster, and English learners student groups. There were no differences in funding allocation vs. funding expended pertaining to this action.

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

There were no differences in funding allocation vs. funding expended pertaining to this action.

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

There were no differences in funding allocation vs. funding expended pertaining to this action.

****1.9 Leadership Support** - Site administrators will be provided with differentiated support to build their capacity to lead diverse schools, with a majority low socio-economic, English learners, and Foster student groups from an equity (all means all) based lens in order to improve student outcomes. Equitable support will be provided to all site leaders, allowing for growth in a capacity related to the goals and objectives outlined in each site's school plan.

There were no differences in funding allocation vs. funding expended pertaining to this action.

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

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

As previously stated, we found that staffing was a struggle this year, thus appropriately, and equitably staffing was even more of a struggle. Where we did see MORE equitable staffing, we saw greater gains in student achievement. This was measured by our Williams and School Accountability Report Cards.

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

This action was implemented as planned. We do find that we need to focus more on our Math Common Core curriculum, and will be doing so in the 23-24 school year. This was evidenced based upon our Academic Achievement data in both ELA and Math, and our iReady scores.

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

We were able to support inclusive practices in some of our sites, however, training was lacking here. We look to continue this action, expanding this work in the 23-24 school year. This action was measured by the presence of training, but also ultimately on our iReady and Dashboard scores.

****1.4 Culturally Relevant Professional Development** - The Educational Services Department will provide teachers, staff, and administrators, access to high-quality, targeted, and ongoing professional development, coaching, and feedback related to the implementation of high-priority standards (to include the California ELD standards) using a variety of culturally relevant delivery methods in order to engage English learners, and low-income student groups (to include but not be limited to our low-income African American student group.)

Professional development was a significant challenge, however, our coaching program was effectively utilized in most sites to allow for an ongoing set of training and coaching cycles. We continue to work towards the implementation of solid instruction pertaining to English language development. This was measured by our Youth Truth Staff Development Measure.

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

This action was implemented with fidelity with ongoing training and feedback. Teachers participating in this program have opted back into this program, and we have seen significant success when implemented based on feedback cycles. This was measured by our master schedules at the sites, as well as the Dashboard and iReady scores in both math and ELA.

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

In this area, we need to continue to coach school sites with regard to the implementation of professional learning communities. As this is a district focus, we want to ensure the accurate implementation with teachers, and instructional classified staff. This was measured by scores on the Dashboard in both Math and ELA. Specifically to our low-income, Foster, EL student groups.

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

This action was not as effective as it could have been due to staffing. However, there continues to be a need to implement this action in totality. This was measured by our Dashboard and iReady Scores for our low-income, and foster student groups.

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

We have seen significant gains in early literacy as a result of iReady scores pertaining to early literacy. We will continue to implement and enhance this action as the years move forward. This will be measured by our ELA iReady scores.

****1.9 Leadership Support** - Site administrators will be provided with differentiated support to build their capacity to lead diverse schools, with a majority low socio-economic, English learners, and Foster student groups from an equity (all means all) based lens in order to improve student outcomes. Equitable support will be provided to all site leaders, allowing for growth in a capacity related to the goals and objectives outlined in each site's school plan.

The 22-23 school year was interesting in that there was a significant amount of demand on-site administrators. This action was not implemented in totality as of yet, however, we continue to work on enhancing this work. Based on site admin feedback, we will be providing for more focused work in terms of continuous improvement work. This was ultimately measured by leadership surveys that promoted efficacy of leadership strengths.

Overall we see that we are securing positive feedback in terms of our work with academics, however, our scores in 21-22 as reported on the dashboard were reflective of that feedback. iReady scores in the 22-23 show that there is positive growth in terms of the implementation of these goals and actions on our academic achievement. We are expecting to see gains on the upcoming Winter of 23 dashboard.

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

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

There will be no changes in terms of this action.

****1.2 Implementation of Common Core State Standards** - The Educational Services Department will ensure all students have access to rigorous standards-aligned instructional materials, to support standards-based instruction and learning. This will include materials identified to provide for technology-based educational programs to support the core curriculum in the classroom. There will be no changes pertaining to this action. However, there will be a more targeted focus on mathematics.

****1.3 Inclusive Practices** - The Educational Services Department will provide training and support for all staff implementing inclusive practices and interventions that support and Low Income, Foster, and English language learners in achieving academic expectations, and language development proficiency. We will be providing more targeted support during our shortened Tuesday schedule. This should allow for a more widespread, targeted focus on inclusive practices, allowing for more instances of our Walk-to-Learn program.

****1.4 Culturally Relevant Professional Development** - The Educational Services Department will provide teachers, staff, and administrators, access to high-quality, targeted, and ongoing professional development, coaching, and feedback related to the implementation of high-priority standards (to include the California ELD standards) using a variety of culturally relevant delivery methods in order to engage English learners, and low-income student groups (to include but not be limited to our low-income African American student group.) We will be providing more targeted support during our shortened Tuesday schedule. This should allow for a more widespread, targeted focus on culturally relevant professional development, allowing for more instances of our Walk-to-Learn program.

****1.5 Intervention and Enrichment** - The district will provide sites with classified Para educators, and certificated support staff to support a multi-tiered system of support for low-income, foster, and English learner student groups. Administrative support will monitor and provide feedback to ensure high-quality, rigorous instruction, and intervention, are implemented in core content areas including reading, mathematics, and language instruction. No changes with regard to this action will be noted during the 23-24 school year.

****1.6 Professional Learning Communities** - The Educational Services Department in conjunction with the Innovation and Technology Department will provide opportunities and structures for teachers and staff to collaborate using data, both formative and summative, to inform instructional decisions related to closing the achievement gap for low-income, foster, and English learners student groups. We will be providing a more targeted focus on training teachers in terms of professional learning communities. This will be tied to the work that was completed with our third-party entity. Further, this will be modeled during Leadership Meetings with our PDSA continuous improvement cycles.

****1.7 Alternative Educational Settings** - Teachers will provide alternative methods of delivery to meet the increased needs of low-income, and foster students who need increased access to social-emotional development. This will include optional educational settings in order to address the social-emotional needs of students where necessary. We have more appropriately staffed this program, we hope to see more significant gains coming from this program.

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

No changes will be provided for this action in the 23-24 school year.

****1.9 Leadership Support** - Site administrators will be provided with differentiated support to build their capacity to lead diverse schools, with a majority low socio-economic, English learners, and Foster student groups from an equity (all means all) based lens in order to improve student outcomes. Equitable support will be provided to all site leaders, allowing for growth in a capacity related to the goals and objectives outlined in each site's school plan.

We will see a significant change in this action as we will be focusing more clearly on the continuous improvement cycles.

We are changing this metric with regards to Youth Truth to provide more clarity as to what is being measured pertaining to Youth Truth.

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

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Acquiring the English language can be a barrier in the educational setting. There are approximately 1,600 English Language Learners who attend Lancaster School District schools. Of those 1,600 students, approximately 11.1% of those students are observed to be "At-Risk" of becoming Long Term English Learners and 11.6% of those students are Long Term English Learners as defined by California State criteria. There are also approximately 1,000 Reclassified English Language Proficient students (RFEPs) within the Lancaster School District. After reviewing the California Dashboard, as well as community forums focused on Ever English Learners, we have determined the maintenance of goal 2, as well as the following modifications of actions pertaining to goal 2.

It was also observed that African American students make up 37% of the students who are in Special Education, making them disproportionate by 5% in terms of representation, and requiring that the district address climate concerns in order to better meet the needs of a diverse population.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Suspension - Overall	5% (Yellow) of students suspended at least one time	7.6% Local Data was used in lieu of Dashboard Data	5.3% High		.2% (Blue) of students suspended at least one time

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		*Dashboard was unavailable at the time of reporting. Upon receiving dashboard information, this section will be updated.			
Suspension - Low Income Student Group	5.3% (Yellow) of students suspended at least one time	6.6% Local Data was used in lieu of Dashboard Data *Dashboard was unavailable at the time of reporting. Upon receiving dashboard information, this section will be updated.	5.6% High		4.4% (Yellow) of students suspended at least one time
Suspension - Foster Youth Student Group	7.6% (Orange) of students suspended at least one time	.53% Local Data was used in lieu of Dashboard Data *Dashboard was unavailable at the time of reporting. Upon receiving dashboard information, this	8.4% Very High		4.6% (Yellow) of students suspended at least one time

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		section will be updated.			
Suspension - Homeless Student Group	6.2% (Red) of students suspended at least one time	.5% Local Data was used in lieu of Dashboard Data *Dashboard was unavailable at the time of reporting. Upon receiving dashboard information, this section will be updated.	5.6% High		3.2% (Yellow) of students suspended at least one time
Suspension - English Learners Student Group	2.4% (Yellow) of students suspended at least one time	.42% Local Data was used in lieu of Dashboard Data *Dashboard was unavailable at the time of reporting. Upon receiving dashboard information, this section will be updated.	2.9% Medium		1.5% (Green) of students suspended at least one time
Suspension - African American Student Group	10.4% (Orange) of students suspended at least one time	4.5%	10.8% Very High		7.4% (Yellow) of students suspended at least one time

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>Local Data was used in lieu of Dashboard Data</p> <p>*Dashboard was unavailable at the time of reporting. Upon receiving dashboard information, this section will be updated.</p>			
Suspension - Hispanic Student Group	2.4% (Green) of students suspended at least one time	<p>2.1%</p> <p>Local Data was used in lieu of Dashboard Data</p> <p>*Dashboard was unavailable at the time of reporting. Upon receiving dashboard information, this section will be updated.</p>	3% Medium		1.5% (Green) of students suspended at least one time
Suspension - Two or More Races Student Group	6.2% (Orange) of students suspended at least one time	<p>.26%</p> <p>Local Data was used in lieu of Dashboard Data</p>	4.3% High		3.2% (Yellow) of students suspended at least one time

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		*Dashboard was unavailable at the time of reporting. Upon receiving dashboard information, this section will be updated.			
Suspension - Students with Disabilities Student Group	8.9% (Orange) of students suspended at least one time	1.8% Local Data was used in lieu of Dashboard Data *Dashboard was unavailable at the time of reporting. Upon receiving dashboard information, this section will be updated.	8% Very High		5.9% (Yellow) of students suspended at least one time
Suspension - American Indian Student Group	3.8% (Yellow) of students suspended at least one time	.05% Local Data was used in lieu of Dashboard Data *Dashboard was unavailable at the time of reporting. Upon receiving dashboard information, this	6.9% Very High		2.9% (Green) of students suspended at least one time

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		section will be updated.			
Suspension - Asian Student Group	0% (Blue) of students suspended at least one time	0% Local Data was used in lieu of Dashboard Data *Dashboard was unavailable at the time of reporting. Upon receiving dashboard information, this section will be updated.	.8% Low		0% (Blue) of students suspended at least one time
Suspension - Pacific Islander Student Group	3.2% (Yellow) of students suspended at least one time	0% Local Data was used in lieu of Dashboard Data *Dashboard was unavailable at the time of reporting. Upon receiving dashboard information, this section will be updated.	8.6% Very High		2.3% (Green) of students suspended at least one time
Suspension - Filipino Student Group	.5% (Blue) of students suspended at least one time	0%	.6% Low		0% (Blue) of students suspended at least one time

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>Local Data was used in lieu of Dashboard Data</p> <p>*Dashboard was unavailable at the time of reporting. Upon receiving dashboard information, this section will be updated.</p>			
Suspension - White Student Group	2.9% (Green) of students suspended at least one time	<p>.61%</p> <p>Local Data was used in lieu of Dashboard Data</p> <p>*Dashboard was unavailable at the time of reporting. Upon receiving dashboard information, this section will be updated.</p>	5.4% High		2% (Green) of students suspended at least one time
Expulsion rate - Overall	.04% (6 expulsions) - Data cannot be disaggregated as the number of students expelled is under the reportable number.	<p>0% (no expulsion reported in 21-22)</p> <p>Local Data was used in lieu of Dashboard Data</p>	0%		.01%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		*Dashboard was unavailable at the time of reporting. Upon receiving dashboard information, this section will be updated.			
English Language Progress Indicator (percent of students making growth towards language proficiency)	47.2% Making progress in English language Development	Not available at this time (awaiting release of the 2022 CA school Dashboard)	39.3% Making progress in English Language Development		55% Making progress in English language development
English Learner Reclassification	4.1% Reclassification rate	6% Reclassification rate	10% Reclassification rate		13.8% Reclassification Rate
English Language Proficiency Assessment	16.4% Well Developed (4)	13.98% Well Developed (4) 33.66% Moderately Developed (3) 32.57% Somewhat Developed (2) 19.79% Minimally Developed (1)	7.99% Well Developed (4) 31.55% Moderately Developed (3) 38.54% Somewhat Developed (2) 21.92% Minimally Developed (1)		25% Well Developed (Level 4)
Youth Truth Relationship Measure Staff - Measures the degree to which staff feels a sense of relationship between leadership and families	Elementary - 4.22 (1-5) Middle - 4.08 (1-5)	Elementary - 4.15 Middle - 3.82	Elementary - 3.93 (1-5) Middle - 3.78 (1-5)		Elementary - 4.3 (1-5) Middle - 4.1 (1-5)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Youth Truth Culture Measure Staff - Measures the degree to which staff feel they have a voice in the decisions of the school	Elementary - 4.06 (1-5) Middle - 3.90 (1-5)	Elementary - 3.94 Middle - 3.5	Elementary - 3.57 (1-5) Middle - 3.34 (1-5)		Elementary - 4.1 (1-5) Middle - 4.0 (1-5)
Youth Truth Relationship Measure Student - Measures the degree to which students have a relationship with each other and/or staff	Elementary 2.81 (1-3) Middle 3.87 (1-5)	Elementary - 2.7 Middle - 3.37	Elementary - 2.68 (1-3) Middle - 3.26 (1-5)		Elementary - 2.85 (1-3) Middle - 4.0 (1-5)
Youth Truth Culture Measure Student - Measures the degree to which students feel they have a voice in the school community	Elementary - 2.51 (1-3) Middle - 3.71 (1-5)	Elementary - 2.16 Middle - 3.18	Elementary - 2.13 (1-3) Middle - 3.06 (1-5)		Elementary - 2.6 (1-3) Middle - 4.0 (1-5)
Youth Truth Belonging Measure Student - Measures the degree to which students feel safe, and have a sense of belonging at the school	Elementary - 2.58 (1-3) Middle - 3.37 (1-5)	Elementary - 2.41 Middle - 3.30	Elementary - 2.27 (1-3) Middle - 3.15 (1-5)		Elementary - 2.68 (1-3) Middle - 4.0 (1-5)
Youth Truth Resources Measure Families - Measures the degree to which	Elementary - 3.85 (1-5) Middle - 3.88 (1-5)	Elementary - 3.81 Middle - 3.67	Elementary - 3.78 (1-5) Middle - 3.66 (1-5)		Elementary - 4.0 (1-5) Middle - 4.0 (1-5)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
staff feel they have access to resources					

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Counseling services	Counselors will provide small group and individual support targeted towards foster and low-income students to ensure their social/emotional and behavioral needs are addressed through social-emotional programs (such as but not limited to Second Step) based on their needs.	\$4,862,721.00	Yes
2.2	Culturally responsive PBIS	<p>Pupil Safety and Attendance will work with sites to develop, monitor, and implement a culturally responsive Positive Behavior Interventions and Support plan at each school site. Sites will be supported by a district counselor on special assignment (COSA) as well as a Teacher on Special Assignment (TOSA) in order to implement a culturally responsive Positive Behavior Interventions and Supports program.</p> <p>Programs such as but not limited to Capturing Kids Hearts, and Second Step, will support students and schools in implementing a culturally responsive Positive Behaviors and Supports program.</p>	\$30,000.00	No
2.3	Multi-Tiered Systems of Support	The Department of Equity, Access, and Student Outcomes will provide a tiered system of support for academics, social/emotional, and behavior through the implementation of a Multi-Tiered System of Support that targets low-income students' need for individualized, small group, and personalized, equitable learning environments.	\$1,539,910.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.4	Culturally responsive training	The Department of Equity, Access, and Student Outcomes will provide professional development, coaching support, and monitoring for staff in order to address disproportionality in programs and practices that will support low-income, foster, and English learners to ensure that these student groups have access to rigorous content standards. An equity audit will support the district in identifying necessary areas of integration of culturally responsive training.	\$564,323.00	Yes
2.5	Expanded Learning Opportunities	The Division of Innovation and Technology, under the District's Department of Expanded Learning, will provide programs that give low income students opportunities to expand on classroom learning through interest-based intercession, summer, and before/after school programs.	\$11,017,157.00	Yes
2.6	Increased language development services through Multi-Tiered Systems of Supports	The Educational Services Department will provide a multi-tiered system of support in both the designated ELD classroom and during integrated ELD to meet the needs of English learners in order to increase language development. Language development will be monitored for EL students utilizing a technology-based monitoring system such as Ellevations.	\$559,396.00	Yes

Goal Analysis [2022-23]

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

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

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

Positions inside the counseling ranks went unfilled throughout the year. This caused us to have to re-establish services in other areas throughout the district with fewer people to manage the large need in terms of social-emotional learning and counseling in general.

****2.2 - Culturally responsive PBIS - Pupil Safety and Attendance** will work with sites to develop, monitor, and implement a culturally responsive Positive Behavior Interventions and Support plan at each school site. Sites will be supported by a district counselor on special assignment (COSA) as well as a Teacher on Special Assignment (TOSA) in order to implement a culturally responsive Positive Behavior Interventions and Support program.

Programs such as but not limited to Capturing Kids Hearts, and Second Step, will support students and schools in implementing a culturally responsive Positive Behaviors and Supports program

We were able to implement this activity as stated within the 21-22 Local Control and Accountability Plan.

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

There were no differences within the implementation of this action within the 21-22 Local Control and Accountability Plan

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

The Department of Equity, Access, and Student Outcomes was able to provide professional development, coaching support, and monitoring for staff in order to address disproportionality in programs, however, as the services for teachers were voluntary we did not have the numbers of teachers attending as was originally planned for. This caused us to be in a position where we did not have the intended impact that was expected. We were able to support an equity audit.

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

The Division of Innovation and Technology, under the District's Department of Expanded Learning, was able to provide programs that gave low-income students opportunities to expand on classroom learning through various interest-based intercession, summer, and before/after school programs to include robotics, STEAM, art, music, and activities around cooking throughout the 22-23 school year.

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

The Educational Services Department provided a multi-tiered system of support in both the designated ELD classroom and through our integrated language development in order to address the needs of English learners. This was monitored by the district's EL monitoring system, Ellevations. A program that allows the district to easily monitor students at the classroom level for language proficiency.

Overall LSD was able to fully implement four of the six actions and will continue those actions in full into the 23-24 school year. LSD was able to partially implement two actions, as a result of staffing of substitute teachers to support professional development during the school day. We did experience success in beginning our Work with culturally responsive PBIS, as we were able to hire a TOSA to support this work at the end of the 21-22 school year. This will support our efforts moving forward, as we move this TOSA under our Department of Equity, Access and Student Outcomes. We also were able to provide for MTSS training, and MTSS Leadership Teams at all school sites that were trained in June of 2023 to support the MTSS implementation at all school sites beginning in 23-24.

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

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

We were unable to fill all counseling positions throughout the 22-23 school year. Given the circumstances with our one-time funds, we were also able to utilize those one-time funds to support counselors in terms to the amount of \$1,116,106.

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

Budgeted expenditures were not paid out of available funds at the time of the writing of this plan. The district was able to pay this action out of other funds provided.

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

There was no substantial difference in the budgeted expenditure and estimated actuals as of the time of this writing of this plan.

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

Teachers did not attend training at the rate that we expected teachers to attend. Conferences were limited in terms of attendance.

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

There was no difference in terms of budgeted expenditures or implementation with regard to the plan.

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

There was no difference in terms of budgeted expenditures or implementation with regard to this strategy

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

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

Where counselors were able to provide the planned work, this strategy was more effective. It must be noted that we did see a significant amount of social-emotional issues pertaining to our students. We may look at the quality of support provided to students through counselors in the future. This was measured by our suspension percentage with a focus on the suspension of our foster and low-income student groups.

****2.2 - Culturally responsive PBIS - Pupil Safety and Attendance will work with sites to develop, monitor, and implement a culturally responsive Positive Behavior Interventions and Support plan at each school site. Sites will be supported by a district counselor on special assignment (COSA) as well as a Teacher on Special Assignment (TOSA) in order to implement a culturally responsive Positive Behavior Interventions and Support program.**

Programs such as but not limited to Capturing Kids Hearts, and Second Step, will support students and schools in implementing a culturally responsive Positive Behaviors and Supports program

PBIS was utilized district-wide, with the support of a new COSA, and TOSA, we need to secure more training for these positions and allow for more streamlined, targeted work of these positions to implement the program with further fidelity. This was action was measured by our suspension percentage, as well as our chronic absenteeism.

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

We did not see the full effect of this strategy in the 22-23 school year. We look forward to continued work with MTSS in the Summer of 23 in order to work with full teams at all school sites throughout the district. This will be measured by our Youth Truth Culture, Belonging, and provision of resources measures.

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

We did observe that there Lancaster is no longer disproportionate. We look forward to continuing this program moving into 23-24. This was measured by our suspension rates, both locally and through the state.

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

We were successful in implementing these programs, we look forward to continuing this action into 23-24. We did not see a significant population of students attending, and we will be working towards recruitment of students to the afterschool program. This action was measured by our attendance and chronic absenteeism rates.

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

We have set the structure for this action in most schools and classrooms. Our work with regard to this strategy will be on the accountability portion of the strategy moving forward. This was measured by our English Language Progress Indicator, as well as our reclassification rates of English Language Learners.

Overall we saw declines in behavior across the board warranting a need for further work in terms of social-emotional learning. We suspect that we are going to need to do some work with equity within our district, and this was evidenced through our Federal Addendum. We will work through that process to provide needed equitable actions in the upcoming school year associated with the current LCAP.

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

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

We will be providing more targeted support, with enhanced training of counselors.

****2.2 - Culturally responsive PBIS** - Pupil Safety and Attendance will work with sites to develop, monitor, and implement a culturally responsive Positive Behavior Interventions and Support plan at each school site. Sites will be supported by a district counselor on special

assignment (COSA) as well as a Teacher on Special Assignment (TOSA) in order to implement a culturally responsive Positive Behavior Interventions and Support program.

We will be focusing on enhanced training of our TOSA and COSA pertaining to this action. This will support schools in their work on PBIS, and in the involvement of a more culturally responsive nature to behavior management.

****2.3 - Multi-Tiered Systems of Support** - The Department of Equity, Access, and Student Outcomes will provide a tiered system of support for academics, social/emotional, and behavior through the implementation of a Multi-Tiered System of Support that targets low-income students' needs for an individualized, small group, and personalized, equitable learning environments. We will be training on this strategy with ILT's in the Summer of 23. We look forward to seeing the full effect of this strategy moving into 23-24.

****2.4 - Culturally responsive training** - The Department of Equity, Access, and Student Outcomes will provide professional development, coaching support, and monitoring for staff in order to address disproportionality in programs and practices that will support low-income, foster, and English learners to ensure that these student groups have access to rigorous content standards. An equity audit will support the district in identifying necessary areas of integration of culturally responsive training. We will be continuing this action. No changes to this strategy will be observed in the 23-24 school year.

****2.5 - The Division of Innovation and Technology**, under the District's Department of Expanded Learning, will provide programs that give low-income students opportunities to expand on classroom learning through interest-based intercession, summer, and before/after school programs. No changes will be observed to this strategy moving into the 23-24 school year.

****2.6 - Increased language development services through Multi-Tiered Systems of Support** - The Educational Services Department will provide a multi-tiered system of support in both the designated ELD classroom and during integrated ELD to meet the needs of English learners in order to increase language development. Language development will be monitored for EL students utilizing a technology-based monitoring system such as Ellevations. We will maintain this strategy moving into the 23-24 school year.

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

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

As related to Goal 3 - safe and supportive learning environments, in the 2021-24 Local Control and Accountability Plan, a review of the relevant data for Lancaster School District was conducted to determine the focused needs and metrics. In order for our students to have the highest potential for success, we understand that student attendance plays a significant role in whether a student will be successful in the school system. Attendance in Lancaster School District can be best affected by our ability to ensure that students are being provided the opportunity to be a part of a safe and supportive learning community that is conducive to their learning styles.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Chronic Absenteeism - Overall	17.6% Chronically Absent (Orange)	47% based on local data	48.3% Very High		8.6% Chronically Absent (Blue)
Chronic Absenteeism - English Learners	11.6% Chronically Absent (Orange)	41% based on local data	41.7% Very High		2.6% Chronically Absent (Blue)
Chronic Absenteeism - Foster	20.1% Chronically Absent (Red)	40% based on local data	41.6% Very High		5.10% Chronically Absent (Green)
Chronic Absenteeism - Homeless	33.2% Chronically Absent (Red)	60% based on local data	67% Very High		18.2% Chronically Absent (Yellow)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Chronic Absenteeism - Students with Disabilities	24.2% Chronically Absent (Red)	54% based on local data	56.1% Very High		9.20% Chronically Absent (Green)
Chronic Absenteeism - Low Income	18.4% Chronically Absent (Orange)	48% based on local data	50.1% Very High		6.4% Chronically Absent (Green)
Chronic Absenteeism - African American	26% Chronically Absent (Red)	52% based on local data	55.2% Very High		11.10% Chronically Absent (Yellow)
Chronic Absenteeism - American Indian/Alaskan Native	24% Chronically Absent (Red)	52% based on local data	46.5% Very High		9% Chronically Absent (Yellow)
Chronic Absenteeism - Asian	9.0% Chronically Absent (Orange)	26% based on local data	26.9% Very High		1% Chronically Absent (Blue)
Chronic Absenteeism - Pacific Islander	16.1% Chronically Absent (Yellow)	50% based on local data	48.5% Very High		7.1% Chronically Absent (Green)
Chronic Absenteeism - Hispanic	14.5% Chronically Absent (Orange)	45% based on local data	46.8% Very High		5.5% Chronically Absent (Green)
Chronic Absenteeism - Two or More Races	17.8% Chronically Absent (Orange)	47% based on local data	50.4% Very High		5.8% Chronically Absent (Green)
Chronic Absenteeism -White	12.7% Chronically Absent (Orange)	41% based on local data	43% Very High		3.7% Chronically Absent (Blue)
Chronic Absenteeism - Filipino	3.7% Chronically Absent (Yellow)	14% based on local data	13.1% High		1% Chronically Absent (Blue)
Attendance rates	94.74%	88.04%	89.87% (90.29% over the last 30 days)		96%
Youth Truth Staff Safety Measure	Elementary - 4.15 (1-5) Middle - 3.91 (1-5)	Elementary - 4.11 Middle - 3.37	Elementary - 3.71 (1-5) Middle - 3.18 (1-5)		Elementary - 4.25 (1-5) Middle - 4.0 (1-5)
Youth Truth Family Safety Measure	Elementary - 3.91 (1-5)	Elementary - 3.64 Middle - 3.8	Elementary - 3.55 (1-5)		Elementary - 4.0 (1-5) Middle - 4.0 (1-5)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Middle - 3.8 (1-5)		Middle - 3.21 (1-5)		
Local Indicator - Basics: Facilities, as measured by the FIT Tool, and report out of status to the community	Standard Met	Standard Met	Standard Met		Standard Met

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Facilities	The School District will ensure that all facilities are clean safe and up to date and are conducive to learning	\$15,270,795.00	No
3.2	Technology Systems	<p>The Innovation and Technology Department in conjunction with Pupil Safety and Attendance will develop and implement a system for tracking students who are chronically absent to ensure rapid response and intervention are deployed to students.</p> <p>Technology Systems will also be provided to protect student and staff data in order to maintain a safe online teaching and learning environment.</p>	\$7,200.00	No
3.3	Support Personnel - Safe Schools	The school district will provide additional classified support to sites in order to increase safety measures, and provide extended support to low-income student groups within the school setting.	\$9,398,701.00	Yes
3.4	Safe Schools	The district will provide additional certificated, and administrative support, to ensure and increase safety at all schools and facilities with	\$11,688,167.00	Yes

Action #	Title	Description	Total Funds	Contributing
		increased monitoring as we implement various campus safety programs for our low-income student group (i.e. Playworks).		
3.5	Alternative Educational Programs	School sites will provide alternative schools/programs to offer placement for low-income and foster students as an alternative to suspension and expulsion, while increasing low-income student access to mental health services, and social-emotional learning.	\$0.00	Yes
3.6	Safety Professional Development	Pupil Safety and Attendance will provide training for staff on the identification and response to safety concerns posed by the increased instance of safety concerns in low-income communities.	\$32,725.00	Yes
3.7	District Communication Systems	The district will provide for district communication systems to staff, and community to effectively respond to situations that pose safety concerns in low income communities.	\$0.00	Yes
3.8	Equitable Access to Technology	Technology systems will also be provided to support students when they are unable to attend in-person instruction. Systems will include, but not be limited to devices to provide a strong internet connection at all sites, equitable technology access in all classrooms, and access to technology in the home.	\$0.00	No
3.9				

Goal Analysis [2022-23]

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

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

3.1 - Facilities - The School District will ensure that all facilities are clean safe and up-to-date and are conducive to learning. No substantive differences were observed regarding this strategy as stated in the original plan.

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

We were able to implement the Lancaster Interactive Dashboard further this year with school leaders. We continue to provide more targeted work with regard to support personnel at the school sites.

3.3 - Support Personnel - Safe Schools - The school district will provide additional classified support to sites in order to increase safety measures and provide extended support to low-income student groups within the school setting. Positions were open for classified support personnel to support sites. However, hiring was difficult throughout the year. We will maintain the positions and will be working with our Human Resources department to secure classified personnel to support this area.

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

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

We have continued to implement the CUBS program at our elementary school sites to support students at Promise. We will continue this action into the 23-24 school year.

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

The Lancaster School District PSA department provided training during our short Tuesdays regarding safety concerns in the communities surrounding our schools and district. We will continue this action in order to continuously improve safety throughout our school community.

3.7 - District Communication Systems - The district will provide district communication systems to staff, and the community to effectively respond to situations that pose safety concerns in low-income communities.

This action is ongoing in nature in terms of our work with our Catapult warning system, and our check-in system as well.

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

There were no differences observed with regard to this action.

Overall LSD was able to fully implement seven of the eight actions and will continue those actions in full into the 23-24 school year. LSD was able to partially implement one action, as a result of staffing of substitute teachers to support professional development during the school day.

We did experience success in beginning our work with ensuring equitable access to technology, as well as supporting our technology systems. We also hired Assistant Principals at all school sites that supported low-income students.

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

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

We overspent significantly on this goal and action due to the necessity to provide clean and safe environments within our school sites and to promote attendance from students.

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

We were able to utilize other one-time funds in order to support this action in the 22-23 school year.

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

Due to the nature of trauma, and issues within the community, we provided more classified support in order to ensure the safety of students and staff at the school sites.

3.4 - Safe Schools - The district will provide additional certificated, and administrative support, to ensure and increase safety at all schools and facilities with increased monitoring as we implement various campus safety programs for our low-income student group (i.e. Playworks). We brought on Assistant Principals at each site and also provided for additional administrative staffing in order to support our safe school's initiatives throughout the 22-23 school year.

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

We did not spend as expected on this goal and action, as in the 21-22 school year we had a significant amount of resources put into this place to support this program. There was no need to expend to any further degree pertaining to this program, and funds were taken from other sources in order to support it.

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

We experienced no material difference between the planned expenditures and the estimated actuals pertaining to this goal and action.

3.7 - District Communication Systems - The district will provide district communication systems to staff, and the community to effectively respond to situations that pose safety concerns in low-income communities.

We experienced no material difference between the planned expenditures and the estimated actuals pertaining to this goal and action.

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

We experienced no material difference between the planned expenditures and the estimated actuals pertaining to this goal and action.

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

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

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

The physical location of Lancaster School District was effectively supported through our facilities department, allowing for support of the goal of maintaining operationally efficient locations within the district.

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

Our Lancaster Interactive Dashboard has effectively provided us with support in ensuring student attendance at school this has supported the goal of ensuring efficient environments in terms of learning and allowing us to maintain the safety of Lancaster students.

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

We have struggled throughout the year in staffing, however where staffed, we have seen significant relationships emerge between adults in students, creating an emotionally safe environment for students. This has contributed to the physical safety of students, as is evidenced through YouthTruth.

3.4 - Safe Schools - The district will provide additional certificated, and administrative support, to ensure and increase safety at all schools and facilities with increased monitoring as we implement various campus safety programs for our low-income student group (i.e. Playworks). The Lancaster School District implemented the Playworks program at 7 elementary sites throughout the district. we will continue to add sites to this implementation. Certificated administrative support provided guidance at the school site for this program, and was effective in providing for structured play throughout the implementing sites. We observed fewer suspensions in these schools as a result of this implementation, and the personnel added.

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

Our alternative Educational Programs, allowed us to maintain students in the school setting in order to provide for more intensive social-emotional support. We were also able to provide counselors to support this program, giving a more in-depth relationship to staff with students.

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

Safety professional development, allowed our schools to have a more concerted response to safety issues arising in the community. This was evidenced by our safety discussions within the community.

3.7 - District Communication Systems - The district will provide district communication systems to staff, and the community to effectively respond to situations that pose safety concerns in low-income communities.

District communication systems were successful in allowing district staff to respond to instances where there were issues at the school sites.

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

As we were able to come to a conclusion with the pandemic, technology systems still play a role in helping students stay current on school work when out due to illness. This is evidenced by completed work in classes when students are out due to illness in general.

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

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

No changes will be made to this action. The action will continue into the 23-24 school year.

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

No changes will be made to this action. The action will continue into the 23-24 school year.

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

No changes will be made to this action. The action will continue into the 23-24 school year.

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

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

No changes will be made to this action. The action will continue into the 23-24 school year.

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

No changes will be made to this action. The action will continue into the 23-24 school year.

3.7 - District Communication Systems - The district will provide district communication systems to staff, and the community to effectively respond to situations that pose safety concerns in low-income communities.

No changes will be made to this action. The action will continue into the 23-24 school year.

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

No changes will be made to this action. The action will continue into the 23-24 school year.

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

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Youth Truth Staff Engagement Measure	Elementary - 4.27 (1-5) Middle - 4.11 (1-5)	Elementary - 4.17 Middle - 3.94	Elementary - 4.01 (1-5) Middle - 3.82 (1-5)		Elementary - 4.37 (1-5) Middle - 4.21 (1-5)
Youth Truth Family Engagement Measure; this includes questions related to families' role in decision-making at the school and district levels. As well as how engaged families are with regards to participation in the school	Elementary - 3.66 (1-5) Middle - 3.53 (1-5)	Elementary - 3.53 Middle - 3.31	Elementary - 3.58 (1-5) Middle - 3.36 (1-5)		Elementary - 4.0 (1-5) Middle - 4.0 (1-5)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Youth Truth Family Relationship Measure - Measures the degree to which families feel free to access their students teachers	Elementary - 4.14 (1-5) Middle - 3.98 (1-5)	Elementary - 4.11 Middle - 3.77	Elementary - 4.07 (1-5) Middle - 3.80 (1-5)		Elementary - 4.24 (1-5) Middle - 4.1 (1-5)
Youth Truth Family Culture Measure - Measures the degree to which families feel they have a voice in the activities of the school	Elementary - 3.94 (1-5) Middle - 3.83 (1-5)	Elementary - 3.87 Middle - 3.53	Elementary - 3.83 (1-5) Middle - 3.57(1-5)		Elementary - 4.1 (1-5) Middle - 4.0 (1-5)
Youth Truth Family Communication and Feedback Measure - Measures the degree to which families feel they get regular feedback and communication from their students teachers	Elementary - 3.98 (1-5) Middle - 3.8 (1-5)	Elementary - 3.95 Middle - 3.64	Elementary - 3.96 (1-5) Middle - 3.67 (1-5)		Elementary - 4.1 (1-5) Middle - 4.0 (1-5)

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Increased Family Engagement	School sites and the district will implement programs and supports for families to increase their engagement, and sites will be offered specific feedback on their increased capacity towards family engagement throughout the school year.	\$10,044,011.00	No

Action #	Title	Description	Total Funds	Contributing
4.2	Family Resources - Welcome and Wellness	The Welcome and Wellness Center will be a centralized location in order for low-income families to enroll, secure access to resources, services, and programs to increase family engagement.	\$1,280,696.00	Yes
4.3	Parent Training	<p>The district will assist sites in implementing parent support and training programs and opportunities for both virtual and face-to-face environments that increase parent capacity to assist students in academic achievement and the social development of low-income students.</p> <p>Subsequently, staff will also be trained in a dual capacity framework in order to provide for expectations at the site level for family engagement, and how family engagement will be developed to support academics for students.</p>	\$56,716.00	Yes
4.4	Family Translation Services	School Sites will be supported by the district in providing translation services for parents and community members whose first language is not English.	\$1,009,412.00	Yes
4.5	Family Ambassadors	The district will provide each school with a family ambassador who will serve as a liaison between the school and low-income families, provide resources for parents, recruit volunteers, and both coordinate and assist in the communication of parent workshops.	\$106,257.00	Yes
4.6	School Sponsored Family Events	Schools will provide a variety of events that promote information focused on the engagement of families in programs to provide increased and improved services to our low-income, and English learner student groups. Family events will target information for low-income, and English learner student groups, and families.	\$8,320.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.7	Community Partnerships & Schools	The Lancaster School District will facilitate community partnerships in order to create community schools throughout the district in order to support low-income families. Services for families and the community will include but will not be limited to telemedical health services, immunization clinics.	\$344,101.00	Yes

Goal Analysis [2022-23]

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

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

4.1 - Increased Family Engagement - School sites and the district will implement programs and supports for families to increase their engagement, and sites will be offered specific feedback on their increased capacity towards family engagement throughout the school year. The Lancaster School District utilized family ambassadors at the sites in order to provide site-based family support. District office personnel have provided targeted feedback toward family engagement at sites throughout the year, and the district did move from using out blackboard connect systems to parent square.

4.2 - Family Resources - Welcome and Wellness Center -The Welcome and Wellness Center will be a centralized location in order for low-income families to enroll, and secure access to resources, services, and programs to increase family engagement. There were no substantive differences in the implementation of this strategy in the 22-23 school year.

4.3 - Parent Training - The district will assist sites in implementing parent support and training programs and opportunities for both virtual and face-to-face environments that increase parent capacity to assist students in academic achievement and the social development of low-income students. Subsequently, staff will also be trained in a dual capacity framework in order to provide for expectations at the site level for family engagement, and how family engagement will be developed to support academics for students. We were only able to work with administrators pertaining to training on a dual capacity framework, we will continue this action into the 23-24 school year.

4.4 - Family Translation Services - School Sites will be supported by the district in providing translation services for parents and community members whose first language is not English. There were no substantive differences in the implementation of this strategy in the 22-23 school year.

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

There were no substantive differences in the implementation of this strategy in the 22-23 school year.

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

There were no substantive differences in the implementation of this strategy in the 22-23 school year.

***the most significant difference in terms of implementation of this strategy was the frequency and attendance expected on the part of the parents and community. We will provide further feedback strategies in the future.

Overall LSD was able to fully implement four of the six actions and will continue those actions in full into the 23-24 school year. LSD was able to partially implement two actions, as a result of family attendance at school-sponsored events, and parent capacity-building activities. We did experience success in beginning with maintaining and increasing the capacity of our Family Ambassador program.

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

4.1 - Increased Family Engagement - School sites and the district will implement programs and supports for families to increase their engagement, and sites will be offered specific feedback on their increased capacity towards family engagement throughout the school year. There was no material difference in our budgeted expenditures vs our estimated actuals in the 22-23 school year. We will continue this goal and action into the 23-24 school year.

4.2 - Family Resources - Welcome and Wellness Center -The Welcome and Wellness Center will be a centralized location in order for low-income families to enroll, and secure access to resources, services, and programs to increase family engagement. There was no substantive material difference in our budgeted expenditures vs our estimated actuals in the 22-23 school year. We will continue this goal and action into the 23-24 school year and will focus efforts on our Homeless population who is low income to support goal 6 in the 23-24 LCAP.

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

Staff was unavailable to support this goal as expected in the 22-23 school year. We will continue to train staff (teachers) in order to support families as is stated with this action in the 23-24 school year.

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

There was no material difference in our budgeted expenditures vs our estimated actuals in the 22-23 school year. We will continue this goal and action into the 23-24 school year.

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

There was no material difference in our budgeted expenditures vs our estimated actuals in the 22-23 school year. We will continue this goal and action into the 23-24 school year.

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

Staff was unavailable to support this action as expected in the 22-23 school year. We had expected to see more access to school sites with regards to family participation based on qualitative data received in the 21-22 school year. We will continue to train staff (teachers) in order to support families as is stated with this action in the 23-24 school year.

***the most significant difference in terms of implementation of this strategy was the frequency and attendance expected on the part of the parents and community. We will provide further feedback strategies in the future.

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

4.1 - Increased Family Engagement - School sites and the district will implement programs and supports for families to increase their engagement, and sites will be offered specific feedback on their increased capacity towards family engagement throughout the school year. Parenting Partners was provided for families throughout the school year as a capacity-building training for families and the community in order to gain support from families in decision-making portions of the school. There is work to be done with regard to this strategy, as we were not able to fill all courses with families. This action was measured by our Youth Truth Engagement Measure for Families.

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

This action is a direct support to the community, specifically for our Foster and Low-Income families. We find that this is a staple of resources provided to our city, and community. This action was measured by our Youth Truth Resource Measure for Families.

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

Hosting this from the district is difficult in terms of coordinating services. This causes this to be less likely to be successful based on the staff available at the district level. This action was measured by our Youth Truth Communication and Feedback Measure for Families, as well as our Relationship Measure for Families, and Resource Measure for Families.

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

This position continues to be one of the more valuable positions in the district, allowing for direct support to the community. We will continue the use of this position as is currently in the plan, as it continues to be of sincere value to the community and district. This was measured by our Youth Truth Culture and Relationship Measure for families

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

This strategy, when completed well provides a significant amount of support to schools and students. However this upcoming school year we will need to work to ensure that we are bringing in the families that we need to reach. This was measured at the site, and district by the Youth Truth Engagement Measure for Families and Staff.

Overall we saw a decline in the perception of families, we will continue to work to engage families to a higher degree through training on a dual capacity framework. We are also bringing on a Lead Family Ambassador to support Family Ambassador more consistently in training on aspects of our Parenting Partners program.

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

4.1 - Increased Family Engagement - School sites and the district will implement programs and supports for families to increase their engagement, and sites will be offered specific feedback on their increased capacity towards family engagement throughout the school year. In future years, we will work to ask families how and when they would like to do this training in order to gain more participation. Further, we will look to open this out to more families, and possibly provide for district-wide Parenting Partner events. While using the actual implementation and times of these meetings to support decision-making bodies such as ELAC and SSCs for the school.

4.2 - Family Resources - Welcome and Wellness Center -The Welcome and Wellness Center will be a centralized location in order for low-income families to enroll, and secure access to resources, services, and programs to increase family engagement. There will be no changes to this action moving forward.

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

In future years we will coordinate these services through the school sites, in order to allow for more efficiency in getting translation services provided.

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

There will be no changes with regard to this strategy moving into the 23-24 school year.

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

Advertisement and branding with regards to this strategy will benefit sites in getting more people out to family events. We will work in the Summer to train sites in methods of getting their message out to the community in order to garner more participation.

As a result of the work being done with Community Schools in Lancaster School District. Lancaster Elementary School District will provide for community partnerships via the below goal.

4.7 Community Partnerships & Schools - The Lancaster School District will facilitate community partnerships in order to create community schools throughout the district. Services for families and the community will include but will not be limited to telemedical health services, and immunization clinics.

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

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Presence of appropriate facilities to house transitional kindergarten students	Currently Determining the need for facilities.	N/A	22/23 - 19 Classrooms 23/24 - 22 Classrooms		20 classes prepared for Universal Transitional Kindergarten
Number of community forums held per year	Two community meetings	N/A	0 Community Forums		Two parent meetings/forums per year.
Desired Results Developmental Profile (DRDP)	Growth determined yearly based on Fall to Spring diagnostic. 2022-23 is year 1 of implementation of	N/A	Fall DRDP Completed first 90 Days Spring DRDP Completed by 6 months		To be determined in the 22-23 school year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Universal Transitional Kindergarten. Baseline will be determined in year 1.				
Trainings for Families	Two parent forums per year.	N/A	Weekly Wednesdays 9-10		Two parent forums per year.
Training for administrators	Baseline will be determined in the Fall of 22-23 via efficacy survey	N/A	Summer Boot Camp for UTK Teams/Admin		100% efficacy in the implementation and knowledge of UTK and support of the UTK program.
Targeted training for staff aligned to PLF	To be determined in the 22-23 school year by survey data (year 1 of implementation)	N/A	Training on PLF/PCF in August boot camp		To be determined in the 22-23 school year by survey data(year 1 of implementation)
Attendance in Universal Transitional Kindergarten	To be determined in the 22-23 school year (year 1 of implementation)	N/A	97.2%		98%
Chronic absenteeism in Universal Transitional Kindergarten	To be determined in the 22-23 school year (year 1 of implementation)	N/A	9%		8%

Actions

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

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

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

Goal Analysis [2022-23]

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

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

5.1 - Universal Transitional Kindergarten Classroom and Facilities - Appropriate facilities will be provided to meet the needs of the universal Transitional Kindergarten student. Appropriate facilities include the presence of restrooms, and materials and supplies to promote a play-based environment. The facilities master plan will be updated to a full Universal Transitional Kindergarten (UTK) implementation plan. The Master plan will consider new construction with developmentally appropriate outdoor play space that has access to the proximity of the classroom and restroom facilities.

There are no substantive differences with regard to this action as written in the 22-23 LCAP.

5.2 - Universal Transitional Kindergarten Community Engagement and Partnerships - The Lancaster School District will engage in input-gathering platforms to incorporate community voices in the Universal Transitional Kindergarten vision in the district including community forums, Desired Results Developmental Profile (DRDP) parent survey, District Site Leadership Team, etc.

The program partners with the Expanded Learning department to support an extended school day. Training will be provided to families to appropriately support their Universal Transitional Kindergarten student in the home.

Feedback from families came in informal forums throughout the year. Whereas we were going to secure a community voice, this did not happen in a formal setting. We will work towards ensuring this happens in the future. The DRDP and DSLT did provide feedback, however, extended learning did support providing an extended school day for all students who requested.

5.3 - Workforce Recruitment and Professional Learning - The Lancaster School District will partner with our California State Preschool Provider (CSPP), to train staff in the implementation of a play-based learning environment allowing for a focus on social-emotional learning. The Lancaster school district will continue working with staff in order to ensure appropriate credentialing for this program.

There were no substantive differences in the implementation of this strategy.

5.4 - Universal Transitional Kindergarten Curriculum, Instruction, and Assessment - Universal Transitional Kindergarten (UTK) teachers will be provided with quality professional development around a play-based learning environment developmentally appropriate practice, the environment, observation and assessment, and social-emotional learning.

There were no substantive differences with regard to this action as written in the 22-23 LCAP.

5.5 - Capacity building for leadership around Universal Transitional Kindergarten - Site administrators will be provided with ongoing, and targeted training to support Universal Transitional Kindergarten in their educational settings. There were no substantive differences with regard to this action as written in the 22-23 LCAP.

Four of the five actions were implemented fully within this goal. One action, pertaining to community forums was not implemented this year, however, is in the plans for the upcoming school year. We observed a significant amount of success with regard to UTK as we have built in a play-based model throughout all schools, and hired appropriately. There have been some staffing challenges, as is true throughout the rest of our educational programs, however, we have been fortunate to establish this program effectively and will be expecting continued success. As we have established this program, this goal will be moved into action through the LCAP in order to better integrate UTK into our educational model.

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

Funds for all of the below actions were provided through the UTK grant fund, thus not provided for or applied to LCAP.

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

5.1 - Universal Transitional Kindergarten Classroom and Facilities - Appropriate facilities will be provided to meet the needs of the universal Transitional Kindergarten student. Appropriate facilities include the presence of restrooms, and materials and supplies to promote a play-based environment. The facilities master plan will be updated to a full Universal Transitional Kindergarten (UTK) implementation plan. The Master plan will consider new construction with developmentally appropriate outdoor play space that has access to the proximity of the classroom and restroom facilities.

At the beginning of the 22-23 school year, the district experienced some difficulty with regard to facilities, however throughout the school year, the issue was relieved as we were able to add classrooms to our UTK program. The facilities master plan is not essentially providing for the extension of UTK through the years. The effectiveness of this action was seen in the need for additional classrooms as suggested in the metric above "Presence of appropriate facilities to house transitional kindergarten."

5.2 - Universal Transitional Kindergarten Community Engagement and Partnerships - The Lancaster School District will engage in input-gathering platforms to incorporate community voices in the Universal Transitional Kindergarten vision in the district including community forums, Desired Results Developmental Profile (DRDP) parent survey, District Site Leadership Team, etc. The program partners with the Expanded Learning department to support an extended school day. Training will be provided to families to appropriately support their Universal Transitional Kindergarten student in the home.

The training was provided to families to allow students to have access to an understanding of play-based learning throughout the year. This came through an understanding of expectations, and how to support students. Based on surveys conducted and the DRDP, students were successful based on this strategy. The program effectively incorporated family engagement into the system, however, did not hold the two

formal forums that were provided in the metrics of this action. Parents were well informed of the program based on informal survey's homes (the DRDP, and Training for parents) however there were no community forums.

5.3 - Workforce Recruitment and Professional Learning - The Lancaster School District will partner with our California State Preschool Provider (CSPP), to train staff in the implementation of a play-based learning environment allowing for a focus on social-emotional learning. The Lancaster school district will continue working with staff in order to ensure appropriate credentialing for this program. We continue to struggle with hiring and keeping employees in all facets of the Lancaster School District. We are working with our CSPP to train staff, and we effectively did so throughout the school year. This did result in increased access to SEL for students. This is evidenced by our training of both administration and staff during our Spring and Summer Bootcamps.

5.4 - Universal Transitional Kindergarten Curriculum, Instruction, and Assessment - Universal Transitional Kindergarten (UTK) teachers will be provided with quality professional development around a play-based learning environment developmentally appropriate practice, the environment, observation and assessment, and social-emotional learning. Quality play-based learning strategies were provided to teachers, which allowed students to effectively meet the expectation of the UTK classroom, as evidenced by the DRDP. This was evidenced by our presence of training of administration and staff during our Spring and Summer Bootcamps.

5.5 - Capacity building for leadership around Universal Transitional Kindergarten - Site administrators will be provided with ongoing, and targeted training to support Universal Transitional Kindergarten in their educational settings. All site admins were trained at the beginning of the year in order to understand the requirements of the UTK classroom. This did allow for Site Admin to adequately support UTK at the school sites. This was evidenced by the presence of our Summer Bootcamp for Site Administration.

Overall the actions in goal 5 effectively met the needs of our UTK student group as referenced by DRDP, chronic absenteeism rate, and attendance.

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

5.1 - Universal Transitional Kindergarten Classroom and Facilities - Appropriate facilities will be provided to meet the needs of the universal Transitional Kindergarten student. Appropriate facilities include the presence of restrooms, and materials and supplies to promote a play-based environment. The facilities master plan will be updated to a full Universal Transitional Kindergarten (UTK) implementation plan. The Master plan will consider new construction with developmentally appropriate outdoor play space that has access to the proximity of the classroom and restroom facilities. This action will be moved to goal 2 of the LCAP to allow for sustainability. There will be no change in the action.

5.2 - Universal Transitional Kindergarten Community Engagement and Partnerships - The Lancaster School District will engage in input-gathering platforms to incorporate community voices in the Universal Transitional Kindergarten vision in the district including community

forums, Desired Results Developmental Profile (DRDP) parent survey, District Site Leadership Team, etc. The program partners with the Expanded Learning department to support an extended school day. Training will be provided to families to appropriately support their Universal Transitional Kindergarten student in the home.

This action will move to goal 4 of the 23-24 LCAP to allow for sustainability. There will be no change in the action.

5.3 - Workforce Recruitment and Professional Learning - The Lancaster School District will partner with our California State Preschool Provider (CSPP), to train staff in the implementation of a play-based learning environment allowing for a focus on social-emotional learning. The Lancaster school district will continue working with staff in order to ensure appropriate credentialing for this program.

This action will move to goal 1 of the 23-24 LCAP to allow for sustainability. There will be no change in the action.

5.4 - Universal Transitional Kindergarten Curriculum, Instruction, and Assessment - Universal Transitional Kindergarten (UTK) teachers will be provided with quality professional development around a play-based learning environment developmentally appropriate practice, the environment, observation and assessment, and social-emotional learning.

This action will move to goal 1 of the 23-24 LCAP to allow for sustainability. There will be no change in the action.

5.5 - Capacity building for leadership around Universal Transitional Kindergarten - Site administrators will be provided with ongoing, and targeted training to support Universal Transitional Kindergarten in their educational settings.

This action will move to goal 4 of the 23-24 LCAP to allow for sustainability. There will be no change in the action.

This goal will shift to being more succinct regarding our Homeless student group due to the pervasive nature and condition of Lancaster School Districts Homeless students we will provide for targeted support through a cohesive goal. Metrics and Actions will be provided that allow for the growth of that student group in terms of attendance, and academics.

In terms of metrics we did add the presence of both attendance and chronic absenteeism into our plan to track engagement of our UTK student group.

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

Goals and Actions

Goal

Goal #	Description
6	Homeless students will demonstrate progress in increasing attendance and in the area of connectedness as a result of social emotional support and services provided through various departments within the Lancaster School District.

An explanation of why the LEA has developed this goal.

Lancaster School District has developed our a required goal 6 to meet the needs of our Homeless student group as a result of our lack of homeless student engagement (attendance, and chronic absenteeism). This goal was devised in order to allow students to receive access to core instruction with an emphasis on securing that our Homeless student groups are present at school. We have identified that we have a majority of the resources needed for our Homeless students, however with such a high degree of chronic absenteeism, we are unable to realize the goal as stated above. The Lancaster School District has a 7% Homeless student group that has an increased chronic absenteeism rate. After meeting with our various educational partners, it was determined that attendance is a consistent barrier for this student group. We have identified that feelings of student connection, as well as transportation are consistent issues that are manifested through high chronic absenteeism, and low academic achievement. Based on our analysis, and educational partner engagement in this area, we have determined that increased frequency of contact and focus of our various personnel in working with our Homeless population will result in increased connection, subsequently resulting in increased attendance and decreased chronic absenteeism. It is our theory of action that should we successfully engage our homeless student group and families, we will see increased academic achievement. It should be noted that LSD has continued the actions in goals 1-4 pertaining to our Homeless student group, and has pulled them out to provide insight as to the action in goal 6. Please note expenditures are noted in goal 3 of the Local Control and Accountability Plan.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Chronic Absenteeism - Homeless	67%- Very High	N/A	N/A		62% (Orange/Low)
Attendance - Homeless Students	85.91%	N/A	N/A		96%
Dashboard - ELA (Homeless Student Group)	-106.3 - Very Low	N/A	N/A		-91.3 (Orange/Low)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Dashboard - Math (Homeless Student Group)	-140 - Very Low	N/A	N/A		-125 (Orange/Low)
iReady - Reading (Homeless Student Group)	29% Met/Exceeded	N/A	N/A		39% Met/Exceeded
iReady - Math (Homeless Student Group)	19% Met/Exceeded	N/A	N/A		28% Met/Exceeded
Emotional and Mental Health Measure (YouthTruth)- Homeless Students	Elementary School - 2.36 (1-3) Middle School - 3.46 (1-5)	N/A	N/A		Elementary School - 2.56 Middle School - 3.66
Connectedness Measure (YouthTruth)- Homeless Student	Elementary School - 2.27 (1-3) Middle School - 3.16 (1-5)	N/A	N/A		Elementary School - 2.47 Middle School - 3.36
Academic Challenge (YouthTruth) - Homeless Student	Elementary School - 2.46 (1-3) Middle School - 3.53 (1-5)	N/A	N/A		Elementary School - 2.66 Middle School - 3.73
Resource Measure (YouthTruth) - Homeless Families	Elementary School - 3.78 (1-5) Middle School - 3.66 (1-5)	N/A	N/A		Elementary School - 3.98 Middle School - 3.86
Engagement (YouthTruth) - Homeless Student	Elementary School - 2.76 (1-3)	N/A	N/A		Elementary School - 2.96 Middle School - 3.46

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Middle School - 3.26 (1-5)				

Actions

Action #	Title	Description	Total Funds	Contributing
6.1	Family Ambassador Attendance support for Homeless students	The Lancaster School District will facilitate attendance support for all homeless students through the sites Family Ambassadors, providing for focused access to transportation, and concentrated outreach to support families in enhancing attendance for students experiencing homelessness.	\$200,000.00	Yes
6.2	Trauma informed practices	The Lancaster School District will provide targeted efforts through district counselors and social workers and other resources to provide trauma support for students experiencing homelessness.	\$400,132.00	Yes
6.3	Community Partnerships	The Lancaster School District will work with various community organizations in order to provide for partnerships to enhance opportunities for connection to resources for students and families experiencing homelessness to increase student connectedness to the school site, and access to resources to the family	\$500,145.00	Yes
6.4	Family Engagement to support homeless families	Lancaster School District will work through our Family Ambassadors and the Welcome and Wellness Center to provide targeted resources and support to families experiencing homelessness to increase access to resources.	\$771,455.00	Yes

Action #	Title	Description	Total Funds	Contributing
6.5	Leadership Accountability for student achievement	The site and District Leadership will closely monitor and intervene using tools such as, but not limited to our Lancaster Interactive Dashboard in order to monitor or student achievement with regards to low-income students experiencing homelessness.	\$0.00	Yes

Goal Analysis [2022-23]

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

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

This is a new goal as a result of Homeless student achievement within the Lancaster School District

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

This is a new goal as a result of Homeless student achievement within the Lancaster School District

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

This is a new goal as a result of Homeless student achievement within the Lancaster School District

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

This is a new goal as a result of Homeless student achievement within the Lancaster School District

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
57,329,976	4,848,863

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
41.88%	0.00%	\$0.00	41.88%

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

Required Descriptions

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

<p>Goal 1 Action 3, 5, 9; Goal 2 Action 3</p> <p>After assessing the needs, conditions, and circumstances of our foster youth, low-income, and English language learners, we learned that these student groups have historically scored below the district average on the CAASPP in English language arts, and Mathematics. In ELA, Foster Youth scored -99.3, Low-income students scored -70.9 and English learners scored -84.5, while the district scored -65.6. In Mathematics, the district scored -84.6, while Foster youth scored -126.1; Low-income scored -113.5, and English learners scored -122. In order to address this condition of our foster youth, low-income and English learner student groups, we will provide training to teachers on inclusive practices to address the fact that these students are often excluded from the educational program while bringing about training for universal design for learning. We will also be providing sites with access to and training on multi-tiered systems of support while providing increased access for the target populations to Paraeducators to support both academic and social-emotional development. Extra time will be allowed for certificated staff to provide for the increase in monitoring of the MTSS program as we implement it. Goal 1, Actions 3 and 5, and Goal 2 Action 3 provide the additional time and support for the district-wide implementation of both Universal Design for Learning/Inclusive practices and the Multi-Tiered Systems of support. Whereas Goal 1 Action 9 provides support for Site Principals and district leadership in supporting inclusive practices, and multi-tiered systems of support, as well as increased access to support from outside agencies in working</p>

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

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

After assessing the needs, conditions, and circumstances of our foster youth, low income, and English language learners, we learned that these student groups are extremely diverse groups of students, on top of those who fall into being either English learners, foster youth, or low-income. Furthermore, they have historically scored below the district average on the CAASPP in English language arts and Mathematics. In ELA Foster Youth scored -99.3, Low-income students scored -70.9 and English learners scored -84.5, while the district scored -65.6. In Mathematics, the district scored -108.5, while Foster youth scored -126.1; Low-income scored -113.5, and English learners scored -122. In order to address this condition of our foster youth, low-income, and English learner student groups, we are going to provide a focused academic curriculum that incorporates culturally relevant teaching strategies such as project-based learning, to help our students access knowledge at their differentiated level. We will provide increased monitoring of these students via grade-level collaborative teams, and a focus on foster youth, EL, and low-income student achievement. This will allow us to address instances where these student groups are disproportionately excluded from the academic program due to systemic barriers such as schedules (i.e. receiving the only intervention, or being excluded from intervention due to one's language status). Goal 1 Actions 4, 6, and 9, along with Goal 2 Action 4 will provide for increased training pertaining to culturally relevant teaching and leading strategies on high-priority standards, provide for extra time for teachers and administrators to provide for PLCs and allow for increased coaching support of teachers, and site administrators as well as monitoring of academic progress for our foster youth, low income, and English learners. These actions are being provided on a district-wide level, and we expect that all students will benefit from these practices. As we have witnessed lower achievement among these groups, we expected to see a higher amount of academic achievement, and these student groups will increase on the CA dashboard in the coming years and administration of the CAASPP. We also expect to see a higher degree of achievement on our formative assessments for both math and reading, along with language development specifically for our EL student group.

Goal 1 Action 8; Goal 2 Action 6

The Lancaster School District assessed the needs, conditions, and circumstances of both our low-income student group and our English learner student group, we learned that these student groups, disproportionately are unable to read at grade level by third grade. This is evidenced by our iReady Scores in reading showing 41% of our 3rd-grade students reading on grade level. Through focus group analysis, and needs assessments conducted by our Curriculum and Instruction Department, along with our Continuous Improvement Department, we determined that much of this is due to gaps in early reading, and having an early reading program to provide sufficient access to vocabulary,

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

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

The Lancaster School District assessed the needs, conditions, and circumstances of our low-income and foster groups, we learned that these student groups experience increased instances of trauma, and are in need of extended assistance as these groups are both experiencing learning gaps as referenced by Lancaster School District formative assessments, and state summative assessments. They have historically scored below the district average on the CAASPP in English language arts and Mathematics. In ELA Foster Youth scored -99.3, Low-income students scored -70.9 and English learners scored -84.5, while the district scored -65.6. In Mathematics, the district scored -108.5, while Foster youth scored -126.1; Low-income scored -113.5, and English learners scored -122. They have also been observed to have a higher instance of chronic absenteeism as a result of their circumstances. Foster youth had a 41.6% chronic absenteeism rate, and our SED student group had a 50.1% rate in 21-22 in regards to chronic absenteeism. In order to address this condition of our low-income and foster youth in this area, we have proposed an option for students in terms of attendance should they not be able to attend school physically. At the middle level, we adopt virtual academies that allow students to still be a part of the learning environment, however, be able to attend class from home. We have also provided extended learning opportunities in order to allow students to engage with the academic curriculum on the weekends and during intercession. Finally, in reference to these student groups, we have provided classes that will allow students to receive extensive social-emotional learning and mental health assistance via our counselors. Goal 1 Action 7 provides for A hybrid learning setting with alternative methods to allow students to be able to access learning at home. Goal 2 Action 5 provides extended access to academic curriculum and enrichment to help to reduce learning gaps, and allow for students to get extra help outside of the normal school day, and outside of the normal classroom, and Goal 3 Action 5 provides for increased student access to programs that allow for trauma intervention. Allowing students to get the increased mental health that they may need from home circumstances. These actions are being provided on an LEA-wide basis and the expectation is that we will see these student groups secure higher achievement, as a result of lower chronic absenteeism rates.

Goal 2 Action 1

The Lancaster School District assessed the needs, conditions, and circumstances of our foster groups, we learned that our foster students experienced an increased rate of suspension, i.e. 8.4% versus the district rate of 5.3%. After conducting a focus group, we determined that much of the time this is due to past trauma. In order to address this condition of our foster students, we have provided a social-emotional program that is targeted toward these students, and we will utilize counselors to deliver small group instruction pertaining to this program as a Tier II intervention. Goal 2 Action 1 provides access to both the counselors and the program to be provided to students. We fully expect that all students will experience success as a result of having a counselor on-site and that being provided with a social-emotional program will also be of great benefit. However, we believe that we will see a significant positive outcome in terms of behavior from our foster students

as a result of the small group work that they will be doing with counselors. Based on qualitative data from Youth Truth Surveys, and our feedback from staff the counselor's work has been successful, and we have seen positive gains with this population as a result. In the 2022-23 school year, we saw a decline in suspension for Foster youth by 1.6%. Therefore, suggesting that this action is having a positive impact on our schools.

Goal 3 Action 4

In the 21-22 and the 22-23 school years, we saw increased amounts of safety concerns in the neighborhoods where our schools exist. Furthermore, we saw increased amounts of inappropriate play, much of it coming from our low-income student group who experienced a 5.6% suspension rate. In order to assist in maintaining safety for our low-income students, and to work with them to teach appropriate play, we will develop and implement a program related to teaching students appropriate outside behavior. Goal 3 Action 4 will provide the personnel to ensure the increased safety of this program within the school while providing increased monitoring for both positive and maladaptive student behaviors. This action is being provided on an LEA-wide basis, however, will benefit all students as they will all have access to the program. However, because of the increased suspension rate on the part of low-income students, we expect that low-income students will experience significant decreases in suspension.

Goal 3 Actions 6, 7

We assessed the needs, and conditions of our school sites pertaining to low-income areas in which the district operates. The neighborhoods around many of our Lancaster Schools are low-income. Due to the security in the neighborhoods surrounding our schools, we have seen increased criminal activity around the school areas. Subsequently, as our students come from some of these low-income areas, they experience trauma as a result. At the end of the 2019-20 school year, we saw that parents and students did not see their campuses as safe as a result of activity that had taken place, this was further observed in the 21-22 and 22-23 school years (information gathered from our Youth Truth survey; disaggregated for SED). Goal 3 Actions 6 and 7 provide for increased training of staff on how to deal with circumstances that arise and provide a district-wide communication system that will allow all faculty and families to be made aware of dangers in the area, allowing for quicker response time on the part of the district. As this is an LEA Wide action, we fully expect to see 100% of our students reap the benefits of safety, however, we expect our low-income students to specifically have an increased disposition regarding safety, reducing both anxiety and trauma while in the school setting. We expect to see increased scores on our school safety measure, as well as increased attendance as a result of these actions.

Goal 4 Action 1, 2, 3, 5, 7

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

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

Goal 3 Action 3

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

Goal 4 Action 6, 4

After assessing the needs of our low-income and EL students and families, we learned that many of our families lack understanding of the programs that are provided within the school, and when knowing about the programs, do not know the specifics about the program being provided. This was evidenced in the 19-20 and again in the 22-23 school year as we saw decreased scores in our Youth Truth survey pertaining to communication. We realize that when families do not know of the existence of programs within the school setting, they often do not get their students involved in the opportunities that could benefit them. Specific to our low-income and EL families, and students we saw decreased participation in various programs of choice. In order to address the condition of this need for both EL and low-income students and families, we will provide increased opportunities for teachers to provide information to families outside of the school day in order to secure more parent knowledge and more student involvement in programs of choice. Goal 4 Action 6, provides extra time for teachers district-wide to conduct these information sessions, in the language of the family. Whereas all students will benefit, we expect to see higher involvement of both our low-income and EL families in various programs of choice throughout the district. This will be a targeted action in the 23-24 school year, and will likely take place both virtually and in person.

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

The planned actions in the 2023-24 LCAP would increase/improve services by at least the percentage calculated as compared to the services provided for all students, resulting in the required proportional increase or improvement in services for UDP of 41.5%. The descriptions below explain how services for English learners, low-income students, and foster youth are being increased or improved by the required 41.5%.

Foster Youth -

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

Goal 1.5; 1.3; 1.9

Goal 2.1; 2.4

Goal 6.2

Socioeconomically Disadvantaged Students -

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

Finally, extended learning opportunities will be provided to allow for extra tutoring and other opportunities of interest for students in order to mitigate and compensate for learning loss.

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

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

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

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

Goal 2.1; 2.3; 2.4; 2.5

Goal 3.3; 3.4; 3.5; 3.6; 3.7

Goal 4.2; 4.3; 4.5; 4.6

Goal 6.1; 6.2; 6.3; 6.4; 6.5

English Learners -

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

Goal 1.3; 1.4; 1.5; 1.9

Goal 2.4; 2.6;

Goal 4.4; 4.6

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

In the 23-24 school year, we will utilize the increased grant funding provided by the state for schools over 55% low income to increase staffing with increased access to Assistant Principals on all sites (Goal 3.4 - Safe Schools), and ensure that we are reducing the student-to-adult ratio on campus. We will utilize funds to ensure that we are maintaining low staffing ratios while we continue to see lower enrollment and average daily attendance. We are utilizing funds to ensure a lower student-to-adult ratio, and have targeted this toward our low-income student population (Goal 3, Action 3). The staff ratios will be provided for all schools, criteria that were used to determine to staff for the classroom were the current classroom teacher staffing numbers while maintaining their classes, and allowing for a lower classroom-to-teacher ratio. Staff being provided will be responsible for providing direct services to foster youth, English learners, and low-income students as applicable, and the staff increase will take place at all schools. All schools within Lancaster School District received additional support staff.

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

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

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$144,474,777.00	\$41,265,796.00	\$40,969,165.00	\$16,843,925.00	\$243,553,663.00	\$209,693,943.00	\$33,859,720.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Teacher Credentialing	All	\$59,090,080.00	\$13,773,039.00	\$14,626,805.00	\$1,233,991.00	\$88,723,915.00
1	1.2	Implementation of Common State Standards	All	\$9,306,817.00	\$1,497,966.00	\$1,498,719.00	\$3,319,005.00	\$15,622,507.00
1	1.3	Inclusive Practices	English Learners Foster Youth Low Income	\$641,086.00	\$12,498.00	\$12,498.00	\$1,258,905.00	\$1,924,987.00
1	1.4	Culturally Relevant Professional Development	English Learners Low Income	\$126,957.00	\$0.00	\$0.00	\$75,000.00	\$201,957.00
1	1.5	Intervention and enrichment	English Learners Foster Youth Low Income	\$30,714,664.00	\$18,292,227.00	\$11,412,105.00	\$6,601,637.00	\$67,020,633.00
1	1.6	Professional Learning Communities	English Learners Foster Youth Low Income	\$7,324.00	\$30,000.00	\$0.00	\$0.00	\$37,324.00
1	1.7	Alternative instructional settings	Foster Youth Low Income	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1	1.8	Early Literacy - Reading Foundations	Low Income	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1	1.9	Leadership Support	English Learners Foster Youth Low Income	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2	2.1	Counseling services	Foster Youth Low Income	\$4,644,047.00	\$0.00	\$0.00	\$218,674.00	\$4,862,721.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.2	Culturally responsive PBIS	All	\$30,000.00	\$0.00	\$0.00	\$0.00	\$30,000.00
2	2.3	Multi-Tiered Systems of Support	Low Income	\$1,024,801.00	\$36,112.00	\$36,112.00	\$442,885.00	\$1,539,910.00
2	2.4	Culturally responsive training	English Learners Foster Youth Low Income	\$499,923.00	\$0.00	\$0.00	\$64,400.00	\$564,323.00
2	2.5	Expanded Learning Opportunities	Low Income	\$56,823.00	\$1,608,603.00	\$9,202,199.00	\$149,532.00	\$11,017,157.00
2	2.6	Increased language development services through Multi-Tiered Systems of Supports	English Learners	\$531,433.00	\$0.00	\$0.00	\$27,963.00	\$559,396.00
3	3.1	Facilities	All	\$12,539,684.00	\$1,159,922.00	\$1,159,922.00	\$411,267.00	\$15,270,795.00
3	3.2	Technology Systems	All	\$7,200.00	\$0.00	\$0.00	\$0.00	\$7,200.00
3	3.3	Support Personnel - Safe Schools	Low Income	\$3,903,096.00	\$2,948,489.00	\$2,547,116.00	\$0.00	\$9,398,701.00
3	3.4	Safe Schools	Low Income	\$8,254,876.00	\$795,775.00	\$0.00	\$2,637,516.00	\$11,688,167.00
3	3.5	Alternative Educational Programs	Foster Youth Low Income	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3	3.6	Safety Professional Development	Low Income	\$0.00	\$0.00	\$0.00	\$32,725.00	\$32,725.00
3	3.7	District Communication Systems	Low Income	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3	3.8	Equitable Access to Technology	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3	3.9							
4	4.1	Increased Family Engagement	All	\$8,949,365.00	\$543,926.00	\$473,689.00	\$77,031.00	\$10,044,011.00
4	4.2	Family Resources - Welcome and Wellness	Low Income	\$827,301.00	\$164,001.00	\$0.00	\$289,394.00	\$1,280,696.00
4	4.3	Parent Training	Low Income	\$56,716.00	\$0.00	\$0.00	\$0.00	\$56,716.00
4	4.4	Family Translation Services	English Learners	\$844,228.00	\$165,184.00	\$0.00	\$0.00	\$1,009,412.00
4	4.5	Family Ambassadors	Low Income	\$106,257.00	\$0.00	\$0.00	\$0.00	\$106,257.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
4	4.6	School Sponsored Family Events	English Learners Low Income	\$8,320.00	\$0.00	\$0.00	\$0.00	\$8,320.00
4	4.7	Community Partnerships & Schools	Low Income	\$102,047.00	\$238,054.00	\$0.00	\$4,000.00	\$344,101.00
5	5.1	Universal Transitional Kindergarten Classroom and Facilities	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5	5.2	Universal Transitional Kindergarten Community Engagement and Partnerships	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5	5.3	Workforce Recruitment and Professional Learning	All	\$330,000.00	\$0.00	\$0.00	\$0.00	\$330,000.00
5	5.4	Universal Transitional Kindergarten Curriculum, Instruction, and Assessment	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5	5.5	Capacity building for leadership around Universal Transitional Kindergarten	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
6	6.1	Family Ambassador Attendance support for Homeless students	Low Income	\$200,000.00	\$0.00	\$0.00	\$0.00	\$200,000.00
6	6.2	Trauma informed practices	Low Income	\$400,132.00	\$0.00	\$0.00	\$0.00	\$400,132.00
6	6.3	Community Partnerships	Low Income	\$500,145.00	\$0.00	\$0.00	\$0.00	\$500,145.00
6	6.4	Family Engagement to support homeless families	Low Income	\$771,455.00	\$0.00	\$0.00	\$0.00	\$771,455.00
6	6.5	Leadership Accountability for student achievement	Low Income	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

2023-24 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
136,889,976	57,329,976	41.88%	0.00%	41.88%	\$54,221,631.00	9.00%	48.61 %	Total:	\$54,221,631.00
								LEA-wide Total:	\$50,974,238.00
								Limited Total:	\$3,247,393.00
								Schoolwide Total:	\$8,320.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.3	Inclusive Practices	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$641,086.00	0
1	1.4	Culturally Relevant Professional Development	Yes	LEA-wide	English Learners Low Income	All Schools	\$126,957.00	0
1	1.5	Intervention and enrichment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$30,714,664.00	0
1	1.6	Professional Learning Communities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$7,324.00	0
1	1.7	Alternative instructional settings	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$0.00	0
1	1.8	Early Literacy - Reading Foundations	Yes	LEA-wide	Low Income	All Schools	\$0.00	0
1	1.9	Leadership Support	Yes	LEA-wide	English Learners Foster Youth	All Schools	\$0.00	0

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
2	2.1	Counseling services	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$4,644,047.00	0
2	2.3	Multi-Tiered Systems of Support	Yes	LEA-wide	Low Income	All Schools	\$1,024,801.00	0
2	2.4	Culturally responsive training	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$499,923.00	0
2	2.5	Expanded Learning Opportunities	Yes	LEA-wide	Low Income	All Schools	\$56,823.00	0
2	2.6	Increased language development services through Multi-Tiered Systems of Supports	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$531,433.00	0
3	3.3	Support Personnel - Safe Schools	Yes	LEA-wide	Low Income	All Schools	\$3,903,096.00	0
3	3.4	Safe Schools	Yes	LEA-wide	Low Income	All Schools	\$8,254,876.00	0
3	3.5	Alternative Educational Programs	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$0.00	0
3	3.6	Safety Professional Development	Yes	LEA-wide	Low Income	All Schools	\$0.00	0
3	3.7	District Communication Systems	Yes	LEA-wide	Low Income	All Schools	\$0.00	0
4	4.2	Family Resources - Welcome and Wellness	Yes	LEA-wide	Low Income	All Schools	\$827,301.00	0
4	4.3	Parent Training	Yes	LEA-wide	Low Income	All Schools	\$56,716.00	0
4	4.4	Family Translation Services	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$844,228.00	0
4	4.5	Family Ambassadors	Yes	LEA-wide	Low Income	All Schools	\$106,257.00	0
4	4.6	School Sponsored Family Events	Yes	LEA-wide Schoolwide	English Learners Low Income	All Schools	\$8,320.00	0

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
4	4.7	Community Partnerships & Schools	Yes	LEA-wide	Low Income	All Schools	\$102,047.00	0
6	6.1	Family Ambassador Attendance support for Homeless students	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools	\$200,000.00	0
6	6.2	Trauma informed practices	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools	\$400,132.00	0
6	6.3	Community Partnerships	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools	\$500,145.00	0
6	6.4	Family Engagement to support homeless families	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools	\$771,455.00	0
6	6.5	Leadership Accountability for student achievement	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools	\$0.00	0

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$218,561,913.00	\$180,079,807.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Teacher Credentialing	No	\$128,588,291.00	\$75,368,968.00
1	1.2	Implementation of Common State Standards	No	\$14,929,305.00	\$10,105,737.00
1	1.3	Inclusive Practices	Yes	\$1,825,136.00	\$529,477.00
1	1.4	Culturally Relevant Professional Development	Yes	\$109,496.00	\$34,308.00
1	1.5	Intervention and enrichment	Yes	\$33,788,279.00	\$38,788,605.00
1	1.6	Professional Learning Communities	Yes	\$0.00	\$0.00
1	1.7	Alternative instructional settings	Yes	\$0.00	\$0.00
1	1.8	Early Literacy - Reading Foundations	Yes	\$0.00	\$0.00
1	1.9	Leadership Support	Yes	\$0.00	\$0.00
2	2.1	Counseling services	Yes	\$3,538,790.00	\$4,999,119.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.2	Culturally responsive PBIS	No	\$197,732.00	\$0.00
2	2.3	Multi-Tiered Systems of Support	Yes	\$484,143.00	\$1,196,517.00
2	2.4	Culturally responsive training	Yes	\$445,610.00	\$36,440.00
2	2.5	Expanded learning opportunities	Yes	\$50,814.00	\$595,412.00
2	2.6	Increased language development services through Multi-Tiered Systems of Supports	Yes	\$268,539.00	\$358,745.00
3	3.1	Facilities	No	\$12,282,458.00	\$19,212,477.00
3	3.2	Technology Systems	No	\$81,964.00	\$0.00
3	3.3	Support Personnel - Safe Schools	Yes	\$3,689,637.00	\$6,310,306.00
3	3.4	Safe Schools	Yes	\$5,573,649.00	\$11,362,650.00
3	3.5	Alternative Educational Programs	Yes	\$10,991.00	\$0.00
3	3.6	Safety Professional Development	Yes	\$0.00	\$0.00
3	3.7	District Communication Systems	Yes	\$0.00	\$0.00
3	3.8	Equitable Access to Technology	No	\$0.00	\$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	4.1	Increased Family Engagement	No	\$10,820,259.00	\$9,375,179.00
4	4.2	Family Resources - Welcome and Wellness	Yes	\$590,661.00	\$601,494.00
4	4.3	Parent Training	Yes	\$101,792.00	\$4,371.00
4	4.4	Family Translation Services	Yes	\$819,516.00	\$901,159.00
4	4.5	Family Ambassadors	Yes	\$2,548.00	\$3,301.00
4	4.6	School Sponsored Family Events	Yes	\$32,303.00	\$6,542.00
5	5.1	Universal Transitional Kindergarten Classroom and Facilities	No	\$0.00	\$0.00
5	5.2	Universal Transitional Kindergarten Community Engagement and Partnerships	No	\$0.00	\$0.00
5	5.3	Workforce Recruitment and Professional Learning	No	\$330,000.00	\$289,000.00
5	5.4	Universal Transitional Kindergarten Curriculum, Instruction, and Assessment	No	\$0.00	\$0.00
5	5.5	Capacity building for leadership around Universal Transitional Kindergarten	No	\$0.00	\$0.00

2022-23 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
53,261,972	\$51,331,904.00	\$101,369,666.00	(\$50,037,762.00)	34.92%	34.92%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.3	Inclusive Practices	Yes	\$1,825,136.00	\$3,773,881.00	2.07%	2.00%
1	1.4	Culturally Relevant Professional Development	Yes	\$109,496.00	\$884,977.00	8.08%	8.00%
1	1.5	Intervention and enrichment	Yes	\$33,788,279.00	\$71,531,269.00	2.11%	2.00%
1	1.6	Professional Learning Communities	Yes	\$0.00	\$0.00	0.00%	0.00%
1	1.7	Alternative instructional settings	Yes	\$0.00	\$0.00	0.00%	0.00%
1	1.8	Early Literacy - Reading Foundations	Yes	\$0.00	\$0.00	0.00%	0.00%
1	1.9	Leadership Support	Yes	\$0.00	\$0.00	0.00%	0.00%
2	2.1	Counseling services	Yes	\$3,538,790.00	\$4,999,119.00	1.41%	1.37%
2	2.3	Multi-Tiered Systems of Support	Yes	\$484,143.00	\$0.00	.5%	.5%
2	2.4	Culturally responsive training	Yes	\$445,610.00	\$36,440.00	.08%	0.08%
2	2.5	Expanded learning opportunities	Yes	\$50,814.00	\$595,412.00	11.72%	11.72%
2	2.6	Increased language development services through	Yes	\$268,539.00	\$358,745.00	1.34%	1.34%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
		Multi-Tiered Systems of Supports					
3	3.3	Support Personnel - Safe Schools	Yes	\$3,689,637.00	\$6,310,306.00	1.71%	1.71%
3	3.4	Safe Schools	Yes	\$5,573,649.00	\$11,362,650.00	2.04%	2.04%
3	3.5	Alternative Educational Programs	Yes	\$10,991.00	\$0.00	.2%	.5%
3	3.6	Safety Professional Development	Yes	\$0.00	\$0.00	0.00%	0.00
3	3.7	District Communication Systems	Yes	\$0.00	\$0.00	0.00%	0.00
4	4.2	Family Resources - Welcome and Wellness	Yes	\$590,661.00	\$601,494.00	1.02%	1.02%
4	4.3	Parent Training	Yes	\$101,792.00	\$4,371.00	.04%	.04%
4	4.4	Family Translation Services	Yes	\$819,516.00	\$901,159.00	1.10%	1.10%
4	4.5	Family Ambassadors	Yes	\$2,548.00	\$3,301.00	1.30%	1.30%
4	4.6	School Sponsored Family Events	Yes	\$32,303.00	\$6,542.00	.20%	.20%

2022-23 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
121,320,000	53,261,972	0.00%	43.90%	\$101,369,666.00	34.92%	118.48%	\$0.00	0.00%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

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

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

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

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

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

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

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

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

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

Data Entry Table

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

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

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

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

California Department of Education
January 2022