



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
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Plan Summary [2024-25]

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.

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 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 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 14,827 students. We have a total of 13,418 (90.5%) students who are identified as socio-economically disadvantaged, 2,105 (14.2%) English Language Learner students, 518 (3.5%) foster students, and 986 (6.7%) homeless students. Our district demographics are reflective of the greater Lancaster community and are comprised of 8,760 (58.6%) Hispanic students, 4,014 (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 District's Welcome and Wellness Center. We partner with various community organizations such as Lancaster Rotary 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, and other resources such as clothing, glasses and groceries. Additionally, we work closely with other local organizations to continually alert our community members of the various opportunities, strategic efforts, and a multitude of available resources. An example of the organization 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 UMASS Global 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 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. We have implemented and integrated arts into our students' educational experience, and have implemented iReady reading and math diagnostics. We continue to seek out opportunities to increase the desire for students to come to school through our innovative elective options in middle schools. Lancaster School District is well known up and down the state for our efforts and success in supporting early literacy through the Science of Reading. We have successfully navigated, secured, and continued to implement the Early Literacy Student Block (ELSB) Grant, being implemented at Joshua Elementary School for its final year, and are working with our partner, the Los Angeles County Office of Education to implement the Comprehensive Student Literacy Development Grant (CSLD) 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 2024-25 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. To more fully engage families, our Family Ambassadors help to facilitate the two-way communication needed to provide 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) and 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.

In the 23-24 school year the district was identified as having eleven (11) schools that were to receive equity multiplier funding from the state. Equity multiplier funding is dollars allocated directly to schools, to be spent at schools. Schools are identified to receive equity multiplier funding when they have a non-stability rate above 25% in a previous year and prior year socioeconomically disadvantaged pupil rates greater than 70%. Funds are then provided to the school site based on the number of unduplicated pupils that attend that school. That funding is then intended to meet the needs of the lowest performing student groups (student groups that scored red on the California Dashboard, in one of the following areas: ELA, ELPI, Mathematics, Chronic Absenteeism, or Suspension.) Schools in Lancaster that were identified for these dollars in 23-24 to be included in the LCAP for 24-25 are: Sierra Elementary, Sunnydale Elementary, The Leadership Academy, RISE,

Desert View Elementary, El Dorado Elementary, The Promise Academy, Joshua Elementary, Piute Middle School, Lancaster Alternative and Virtual Academies and New Vista Middle school

Lancaster School District begins the 2024-2027 Local Control and Accountability Plan, moving into the 24-25 school year with 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 our teachers' capacity to better meet ALL students' needs through implementing Professional Learning Communities, and collaborative teaming at sites while modeling this same work at the district level through our Strategic Leadership Teams and 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 the Lancaster School District. Lancaster School District is where our student's futures truly take flight!

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

The California dashboard system has provided current data. The following data is reflective of the success observed in the 2023 dashboard released in the winter of 2023.

Academic:

We have identified the following areas as strengths on the data received from the California dashboard released in December of 2023.

Student groups that scored in the high area in ELA:

*Filipino

Student groups that scored in the high area in mathematics:

*Filipino

Student groups that scored in the medium area in ELA:

*Asian

student groups that scored in the medium area in mathematics:

*Asian

We also identified that we scored in the high (green) with the English Learner Progress Indicator.

We experienced growth with our Filipino student group in the area of English language arts. This group increased scores by 4.7 points to 16.4 points above the standard.

In terms of mathematics, although the following groups scored in the low (orange) performance category, we did see our American Indian student group grow 13.6 pts; our English Learners grow 4.5 pts; our Homeless student group grow 7.5 pts; and our Students with Disabilities grew 4.8 pts.

Our Asian student group, which was in the medium category grew 25.7 pts, and our Filipino student group, which was in the high (green) category, grew 18.8 pts.

Chronic Absenteeism

We have identified the following strengths in terms of academic engagement:

The following groups scored in the medium level in terms of chronic absenteeism on the 2023 dashboard:

- *African American
- *Asian
- *English learners
- *Filipino
- *Foster youth
- *Hispanic
- *Homeless
- *Two or more races
- *Socioeconomically disadvantaged,
- *Students with disabilities
- *White.

Our Pacific islander student group, who scored in the high range (orange) for chronic absenteeism declined by 3.3%. Where the following groups in the medium category (yellow) declined as provided:

African American (6.3%)
Asian (19.5%)
English Learners (6.9%)
Filipino (2.5%)
Foster Youth (5.2%)
Hispanic (7%)
Homeless(8.9%)
Two or More Races (3.5%)
Socioeconomically Disadvantaged (6.6)

Students with Disabilities (8.8%)
White (6.9%)

Conditions and Climate

We have identified the following strengths in terms of conditions and learning:

The following groups scored in the very low (blue) level in terms of suspension on the 2023 dashboard:

- *Filipino
- *Pacific Islander

The following groups scored in the high (green) level in terms of suspension on the 2023 dashboard:

- *English Learners (Declined by .3%)

The following groups scored in the medium (yellow) level in terms of suspension on the 2023 dashboard:

- *Asian (Declined by .6%)
- *Pacific Islander (Declined by 8.6%)

With the California Dashboard, whereas the district is not scoring where we want to at this point, we did see growth in areas in terms of individual student groups.

The Lancaster School District continued to use the iReady diagnostic in both Math and Reading to identify student needs and to provide 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 2023-24.

In terms of READING OVERALL, we observed the following:

38% of our student population was at a Tier I level. An increase of 4% from 2022-23 scores simultaneously.

- 38% of Hispanic/Latinx students were at or above grade level
- 29% of African American students were at or above grade level
- 41% of white students were at or above grade level
- 17% of our special education students were at or above grade level
- 37% of low-income students were at or above grade level
- 27% of English learners were at or above grade level
- 31% of migrant students were at or above grade level
- 32% of foster youth were at or above grade level
- 27% of students experiencing homelessness were at or above grade level

In terms of MATHEMATICS OVERALL, we observed the following:

27% of our student population was observed to be at a Tier I level. This is an increase of 3% from 2022-23.

27% of Hispanic/Latinx students were at or above grade level

17% of African American students were at or above grade level

31% of white students were at or above grade level

13% of our special education students were at or above grade level

25% of low-income students were at or above grade level

21% of English learners were at or above grade level

14% 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

23% of foster youth were at above grade level

17% of students experiencing homelessness were at or above grade level

Annual Reflection on Dashboard: Areas of Challenge

Given the above accomplishments and successes in the 22-23 and 23-24 school years, there are areas of concern or challenge that we will be addressing in the 24-27 LCAP.

We have identified the following areas of challenge based on the December 2023 California school dashboard.

District indicators and areas of challenge based on CA Dashboard:

The district scored in the red on the following indicators:

Suspension; English Language Arts; and Mathematics overall, contributing to our identification for technical assistance, and differentiated status,

Individual student groups were identified as low performing (scoring in the red) in each of the following indicators:

*Chronic Absenteeism: American Indian

*Suspension: African American, American Indian, Foster Youth, Homeless, Two or More Races, Socioeconomically Disadvantaged, and Students with Disabilities.

* English Language Arts: African American, American Indian, English Learners, Foster Youth, Homeless, Socioeconomically Disadvantaged, Students with Disabilities.

*Mathematics: African American, Foster Youth, Hispanic, Two or More Races, Socioeconomically Disadvantaged

Schools identified areas of challenge based on CA Dashboard:

In terms of schools, the following schools were low-performing in the following indicators

English Learner Progress Indicator (ELPI): Nancy Cory, Jack Northrop, Sunnydale, and Monte Vista. To support these schools the district is implementing the following actions Early literacy (Action 1.11); Access to Language Development (1.14); and Support for Long Term English Learners (1.15)

English Language Arts: Monte Vista, Desert View, New Vista, Piute, El Dorado, Endeavour Middle, Linda Verde, Sierra, Joshua. To support these schools, the district is implementing the following actions: Early Literacy (1.11); Professional Learning Communities (1.10); MTSS Para Program (1.9); Professional development for Increased Needs (1.8)

Mathematics: Desert View, Piute, Amargosa Creek, Endeavour, Sierra, Joshua, New Vista Middle. To support these schools, the district is implementing the following actions: Professional Learning Communities (1.10); MTSS Para Program (1.9); Professional Development for Increased Needs (1.8); Leadership Support and PD (1.13)

Suspension: RISE, Desert View, New Vista, Piute, Amargosa Creek, The Leadership Academy: To support these schools, the district is implementing the following actions: Social emotional learning (2.1); Student Mental Health Support (2.2); Trauma Informed Practices (2.3); Culturally Responsive PBIS (2.6)

Chronic Absenteeism: Lancaster Virtual Academy, and RISE. To support these schools, the district is implementing the following actions: Alternative Education (2.5); Alternative Education Classes (2.4)

School(s) student groups identified as low-performing on the CA Dashboard

In the following, Lancaster School District will provide an analysis of each schools low-performing student groups based on the indicators provided in the CA Dashboard. Each school will be identified individually with each of the applicable indicators identified. From there each student group that is identified as low-performing will be identified. As a result of the findings, district and site leadership has worked with Instructional Leadership Teams, and applicable school site councils to provide for a comprehensive needs assessment (CNA). That CNA resulted in the goals and actions provided in the the 24-27 LCAP.

Amargosa Creek Middle: Mathematics, Suspension

English Language Arts: African-american, English Learners

Math: African-American, English Learners, Hispanic, Two or More Races, Socioeconomically Disadvantaged

Chronic Absenteeism: Foster Youth

Suspension: African American, Foster Youth, Homeless, Two or More Races, Socioeconomically Disadvantaged, Students with Disability, White

Targeted Actions to support student groups in both ELA and Math at ACMS are Professional Development for increased needs (1.8) & Professional Learning Communities (1.10)

Targeted Actions to support absenteeism are Culturally Responsive PBIS (2.6) & Trauma Informed Practices (2.3)

For all aspects of the site, we are targeting action Multi-Tiered Systems of Support (2.8)

Desert View Elementary School: English Language Arts, Mathematics, Suspension

English Language Arts: African-American, English Learners, Hispanic, Socioeconomically disadvantaged, Students with Disabilities

Mathematics: African-American, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities

Suspension: African-American, Foster Youth, Socioeconomically Disadvantaged, Students with Disabilities

Targeted Actions to support student groups in both ELA and Math are Professional Development for increased needs (1.8) & Professional Learning Communities (1.10)

Targeted Actions to support absenteeism are Culturally Responsive PBIS (2.6) & Trauma Informed Practices (2.3)

For all aspects of the site, we are targeting action Multi-Tiered Systems of Support (2.8)

Discovery Elementary School: No lowest-performing Indicators for this school site.

ELA: African American, English Learners, and Students with Disabilities

Mathematics: African American, Students with Disabilities

Suspension: African American

Targeted Actions to support student groups in both ELA and Math are Professional Development for increased needs (1.8) & Professional Learning Communities (1.10)

Targeted Actions to support absenteeism are Culturally Responsive PBIS (2.6) & Trauma Informed Practices (2.3)

For all aspects of the site, we are targeting action Multi-Tiered Systems of Support (2.8)

El Dorado Elementary School: English Language Arts

English Language Arts: African-American, English learners, Hispanic, Socioeconomic Disadvantaged, Students with Disabilities

Mathematics: students with disabilities

Chronic Absenteeism: Foster Youth, Two or More Races

Targeted Actions to support student groups in both ELA and Math are Professional Development for increased needs (1.8) & Professional Learning Communities (1.10)

For all aspects of the site, we are targeting action Multi-Tiered Systems of Support (2.8)

Endeavour Middle School: English Language Arts, Mathematics

English Language Arts: African-American, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities

Mathematics: African-American, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities, White

Suspension: Two or More Races

Chronic Absenteeism: English Learners, Homeless

Targeted Actions to support student groups in both ELA and Math are Professional Development for increased needs (1.8) & Professional Learning Communities (1.10)

Targeted Actions to support absenteeism are Culturally Responsive PBIS (2.6) & Trauma Informed Practices (2.3)

For all aspects of the site, we are targeting action Multi-Tiered Systems of Support (2.8)

Jack Northrop Elementary School: English Learner Progress Indicator (ELPI)

Mathematics: African American

ELA: Students with Disabilities

Suspension: African American, White

Targeted Actions to support student groups in both ELA and Math are Professional Development for increased needs (1.8) & Professional Learning Communities (1.10)

Targeted Actions to support absenteeism are Culturally Responsive PBIS (2.6) & Trauma Informed Practices (2.3)

Targeted Actions to support English Learner Progress are: Early literacy (Action 1.11); Access to Language Development (1.14)

For all aspects of the site, we are targeting action Multi-Tiered Systems of Support (2.8)

Joshua Elementary: English Language Arts, Mathematics

English Language Arts: English Learners, Hispanic, Socioeconomic Disadvantage

Mathematics: African American, English Learners, Hispanic, Socioeconomic Disadvantage

Suspension: African American, Two or More Races

Chronic Absenteeism: Homeless

Targeted Actions to support student groups in both ELA and Math are Professional Development for increased needs (1.8) & Professional Learning Communities (1.10)

Targeted Actions to support absenteeism are Culturally Responsive PBIS (2.6) & Trauma Informed Practices (2.3)

Targeted Actions to support suspension are also Culturally Responsive PBIS (2.6) and Trauma Informed Practices (2.3)

For all aspects of the site, we are targeting action Multi-Tiered Systems of Support (2.8)

Lancaster Alternative Virtual Academy: Chronic Absenteeism

Chronic Absenteeism: African-American, English Learners, Hispanic, Homeless, Two or More Races, Socioeconomically Disadvantaged

Targeted Actions to support absenteeism are Culturally Responsive PBIS (2.6) & Trauma Informed Practices (2.3)

Lincoln Elementary School: No lowest-performing indicators for the school site.

Suspension: Students with Disabilities

Chronic Absenteeism: Two or More Races

For all aspects of the site, we are targeting action Multi-Tiered Systems of Support (2.8) along with Capturing Kids Hearts (2.7) and trauma-informed Practices (2.3)

Linda Verde Dual Language Academy: English Language Arts

ELA: English Learner, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities

Mathematics: African American

Targeted Actions to support student groups in both ELA and Math are Professional Development for increased needs (1.8) & Professional Learning Communities (1.10)

Mariposa Computer Magnetic School: No lowest-performing indicators for the school site

Suspension: African-American

Targeted Actions to support suspension are Culturally Responsive PBIS (2.6); Capturing Kids Hearts (2.7) & Trauma Informed Practices (2.3)

Monte Vista Elementary School: English learner progress indicator, English language arts
English language arts: African American, English Learners, Hispanic, Socioeconomically Disadvantaged, Students with Disability
Chronic Absenteeism: African American, Foster Youth, Two or More Races
Targeted Actions to support chronic absenteeism are Culturally Responsive PBIS (2.6); Capturing Kids Hearts (2.7) & Trauma Informed Practices (2.3)

Nancy Cory Elementary School: English Learner Progress
Chronic Absenteeism: Foster Youth, Two or More Races
Targeted Actions to support chronic absenteeism are Culturally Responsive PBIS (2.6) & Capturing Kids Hearts (2.7)

New Vista Middle School: Suspension, English Language Arts, Mathematics
English Language Arts: African-American, English Learners, Hispanic, Socioeconomic Disadvantaged, Students with Disabilities, White
Mathematics: African-American, Hispanic, Socioeconomic Disadvantaged, Students with Disabilities, White
Suspension: African-American, Foster, Homeless, Socioeconomic Disadvantaged, Students with Disabilities, White
Chronic Absenteeism: White
Targeted Actions to support student groups in both ELA and Math are Professional Development for increased needs (1.8) & Professional Learning Communities (1.10)
Targeted Actions to support absenteeism are Culturally Responsive PBIS (2.6) & Trauma Informed Practices (2.3)
Targeted Actions to support suspension are also Culturally Responsive PBIS (2.6) and Trauma Informed Practices (2.3)
For all aspects of the site, we are targeting action Multi-Tiered Systems of Support (2.8)

Piute Middle School: Suspension, English Language Arts, Mathematics
English Language Arts: African-American, English Learners, Hispanic, Socioeconomically Disadvantaged, Students with Disability
Mathematics: African-American, English Learner, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities
Suspension: African-American, Foster Youth, Homeless, Socioeconomically Disadvantaged, Students with Disabilities
Targeted Actions to support student groups in both ELA and Math are Professional Development for increased needs (1.8) & Professional Learning Communities (1.10)
Targeted Actions to support absenteeism are Culturally Responsive PBIS (2.6) & Trauma Informed Practices (2.3)
Targeted Actions to support suspension are also Culturally Responsive PBIS (2.6) and Trauma Informed Practices (2.3)
For all aspects of the site, we are targeting action Multi-Tiered Systems of Support (2.8)

Rise: Chronic Absenteeism, Suspension
Chronic Absenteeism: Socioeconomically Disadvantaged
Suspension: Socioeconomically Disadvantaged
Targeted Actions to support populations on this campus are the following: Multi-Tiered Systems of Support (1.9); PD For increased needs (1.8); Trauma Informed Practices (2.3) and Student Mental Health Support (2.2)

Sierra Elementary School: English Language Arts, Mathematics

English Language Arts: English Learners, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities
Mathematics: Socioeconomically Disadvantaged
Suspension: African-American, Foster Youth, Two or More Races, White
Chronic Absenteeism: White, Foster Youth
Targeted Actions to support student groups in both ELA and Math are Professional Development for increased needs (1.8) & Professional Learning Communities (1.10); Professional Development for Increased Needs (1.8)
Targeted Actions to support absenteeism are Culturally Responsive PBIS (2.6) & Trauma Informed Practices (2.3)
Targeted Actions to support suspension are also Culturally Responsive PBIS (2.6) and Trauma Informed Practices (2.3)
For all aspects of the site, we are targeting action Multi-Tiered Systems of Support (2.8)

Sunnydale: English Learner Progress Indicators
Suspension: African-American
Chronic Absenteeism: Students with Disabilities
Targeted Actions to support chronic absenteeism and suspension are Culturally Responsive PBIS (2.6); Capturing Kids Hearts (2.7) & Trauma informed practices (2.3)

The Leadership Academy: Suspension
Suspension: African American, Socioeconomically Disadvantaged, Students with a Disability
Targeted Actions to support populations on this campus are the following: Multi-Tiered Systems of Support (1.9); PD For increased needs (1.8); Trauma Informed Practices (2.3) and Student Mental Health Support (2.2)

As a result of the work being done to support student groups that are scoring at the lowest performance bands (red) the Lancaster School District has created a master plan with targeted goals that support each student group, and then targets certain student groups to ensure the lack of an equity gap. Many actions within this year's LCAP will be seen to apply to all students, however, we will be able to bring in a deeper level of work as we are beginning to see a more consistent staff, that has been a part of our system. This allows us to begin to take professional development to a deeper level while building teacher collective efficacy.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

A school district is eligible for differentiated assistance if any student group met the criteria for two or more Local Control Funding Formula (LCFF) priorities. Lancaster School District met the criteria.

Below you will find the student groups that were identified based on the LCFF State priorities of Pupil Achievement, and School Climate based on the California Assessment for Student Progress and Proficiency (CAASPP) and Suspension rate respectively:

African American
Foster Youth
Homeless Youth
Socioeconomically Disadvantaged
Students with Disabilities
Two or More Races

Lancaster was also found eligible based on our American Indian student group's performance based on the LCFF State Priority of Pupil Achievement, Pupil Engagement, and School Climate, as evidenced by CAASPP, Chronic Absenteeism, and Suspension Rate.

Lancaster School District currently works with the Los Angeles County Office of Education to receive support in various methods surrounding continuous Improvement with our differentiated status. also employed the work of a third-party vendor to support needs analysis and continuous cause analysis as well as support in terms of focusing on instructional leadership teams and building principal capacity To leave the work of school improvement. It is Lancaster's philosophy that all improvement is local, and therefore those closest to the problem should be the ones focusing on the improvement, and coming up with the solution to those problems, along with the District's support.

To date, we meet with our third-party provider monthly and work through that organization to support Principals in monthly one-on-one coaching sessions. As we move into the 24-25 school year, a significant focus of the plan will be to build the capacity and strength of leadership teams, as well as streamline our processes towards identifying and using resources for our students.

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 Identified:

The schools that have been identified for Comprehensive Support and Improvement, a federal level of accountability for schools accepting Title I funding are the following:

Piute
New Vista
Desert View
RISE
The Leadership Academy

It should be noted that Lancaster was successful in exiting the following schools from CSI based on the Winter 2023 Dashboard:

Sierra Elementary
Linda Verde Elementary
The Promise Academy
Joshua Elementary

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 has continued to employ 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.

To supplement the survey data, the district has begun to work with school site leadership and instructional leadership teams to identify the root causes of the CSI work being addressed in this LCAP. 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, and therefore training in the use of data as a source of information to drive improvement was an overarching theme. We also identified a need to support leaders, as each of the sites mentioned above had an administrative team that had changed either at the Principal or Assistant Principal level coming into the year. Specific site needs are noted below:

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

The Leadership Academy - Collaborative planning time, and implementation of social-emotional learning, a need for wrap-around support at the highest levels to include therapists on site.

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

New Vista Middle - Targeted work toward climate, maintenance of a stable leadership team/staff/

Piute - Targeted work on climate, maintenance of a stable leadership team with knowledge of the community, and targeted efforts towards safety and building 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, the district 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 also

developed as an addendum to the school plan in 23-24. Each school's SPSA will be approved by the local governing board before the first day of the 24- 25 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 provide 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 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, the site must be able to measure students' acquisition of social-emotional learning skills in both pre-enrollment and exit screeners.

Piute Middle School: Increased collaborative teaming, focus on PLCs. The school has opted to attend the AVID conference in June to support the academic needs of students towards engagement and increasing culture and climate.

New Vista Middle School: Increased access to collaborative teaming time, work towards increasing the capacity of the instructional leadership team, and the site has opted to attend the AVID conference to support student learning and development with a focus on climate and culture.

Desert View Elementary: Increased support of the Instructional Leadership Team as well as work through the AVID program to support providing for an academic culture and climate.

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 and school site council. 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 March through May of 2024 and will be approved at the end of June and into August prior to the first day of school. 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.

Monitoring and Evaluating Effectiveness

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

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.

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-promise 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.

We will continue into the 24-25 school year to to dismantle resource inequities by providing more time and resources for the implementation of Professional Learning Communities focused on Comprehensive Support and Improvement schools. At the elementary level we hve provided a more concerted time frame for collaboration, and we will be providing extended CSI resources to provide time on weekends, after school day, and during prep periods for middle school grade levels to collaborate. 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.

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Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Lancaster School District Families	<p>The Lancaster School District used various surveying methods throughout the year to consult with families on the Local Control and Accountability Plan moving into the 2024-25 school year. This included Youth Truth, the use of ongoing and frequent Thought Exchanges, and an overall LCAP needs assessment survey.</p> <p>Families are also engaged in LCAP input evenings hosted by the Director of Continuous Improvement Compliance and Accountability (CICA).</p> <p>The Director of CICA collaborates with other departments such as the Department of Student and Family Services to secure various voices from educational partners. This group comprises community members, families, students, teachers, site administration, and district office administration, and classified personnel.</p> <p>The Director of CICA engages families through the Superintendents Advisory Council, as well as through the District English Learner Advisory Council.</p> <p>There is also regular review of the LCAP, and feedback given at twenty-three school site councils throughout the district.</p>
Lancaster School District Teachers	<p>The Lancaster School District used various surveying methods throughout the year to consult with certificated staff on the Local</p>

	<p>Control and Accountability Plan moving into the 2024-25 school year. This included Youth Truth, the use of ongoing and frequent Thought Exchanges, and an overall LCAP needs assessment survey.</p> <p>Teachers are also engaged in LCAP input evenings hosted by the Director of Continuous Improvement Compliance and Accountability (CICA) focused specifically on the needs of certificated personnel.</p> <p>The Director of CICA collaborates with other departments such as the Department of Student and Family Services to secure various voices from educational partners. This group comprises community members, families, students, teachers, site administration, and district office administration, and classified personnel.</p> <p>Teachers and representatives also sit on all school site councils and English language advisory councils throughout the district and provide feedback and input on the LCAP.</p>
Lancaster School District Personnel (Classified)	<p>The Lancaster School District used various surveying methods throughout the year to consult with classified staff on the Local Control and Accountability Plan moving into the 2024-25 school year. This included Youth Truth, the use of ongoing and frequent Thought Exchanges, and an overall LCAP needs assessment survey.</p> <p>The Director of CICA collaborates with other departments such as the Department of Student and Family Services to secure various voices from educational partners. This group comprises community members, families, students, teachers, site administration, and district office administration, and classified personnel.</p> <p>Classified personnel and representatives also sit on all school site councils and English language advisory councils throughout the district and provide feedback and input on the LCAP.</p> <p>Classified Personnel are also offered the opportunity to meet with the Director of CICA during staff input meetings to provide input</p>
Lancaster School District Bargaining Unit (Teachers Association of Lancaster)	<p>We engaged the Teachers Association of Lancaster utilizing survey methods, such as Thought Exchange, Youth Truth, and Hanover</p>

	Research. We also provided opportunities to meet with our team in several after school meetings. We also have involved TAL in our strategic Leadership Team in order to support building and providing feedback on the LCAP moving forward.
Lancaster School District Bargaining Unit (CSEA)	We engaged the CSEA utilizing survey methods, such as Thought Exchange, Youth Truth, and Hanover Research. We also provided opportunities to meet with our team in several after school meetings. We also have involved CSEA in our strategic Leadership Team in order to support building and providing feedback on the LCAP moving forward.
Lancaster School District Site Administration	We engaged the Site Administration (Principals & Assistant Principals) unit utilizing survey methods, such as Thought Exchange, Youth Truth, and Hanover Research. We also provided opportunities to meet with our team in several after school meetings. We also have involved Principals and Assistant Principals in our strategic Leadership Team in order to support building and providing feedback on the LCAP moving forward.
Lancaster School District Local SELPA	We met with the SELPA Director for our district in order to support building actions into the LCAP.
Lancaster School District Students	We were able to provide opportunities for Lancaster School District students to be engaged through our various surveying methods, i.e Thought Exchange, Hanover, and Youth Truth. Further we ran focus groups at various grade levels and supported received input during our ASB Leadership Symposium. It must be noted that focus groups were targeted toward students who were not in ASB, and focused on those students who are generally seen to be the most marginalized of student populations at the schools we visited based on displays of classroom discipline.
Consultation with families at equity multiplier schools (Desert View, El Dorado, Joshua, Lancaster Alternative Virtual Academies, New Vista Middle, Piute, Promise Academy, RISE, Sierra, Sunnydale, The Leadership Academy)	<p>Families from Equity Multiplier Schools were engaged via survey methods, we were able to disaggregate data from all regular district surveys to identify the needs of the families of the schools receiving equity multiplier funding.</p> <p>After meeting with Principals on the dollars and their intended usage we were also able to secure feedback from families from targeted conversations on Equity Multiplier dollars from school site councils.</p>

Consultation with Teachers at equity multiplier schools (Desert View, El Dorado, Joshua, Lancaster Alternative Virtual Academies, New Vista Middle, Piute, Promise Academy, RISE, Sierra, Sunnysdale, The Leadership Academy)	<p>Teachers from Equity Multiplier Schools were engaged via survey methods. The district supported site administration in securing feedback from their teachers in order to align goals and actions with both school plans and the LCAP utilizing equity multiplier funding. The district and site were able to disaggregate data from all regular district surveys to identify the needs of the teachers of the schools receiving equity multiplier funding.</p> <p>After meeting with Principals on the dollars and their intended usage, we also secured feedback from teachers at their normal staff meetings and through Instructional Leadership Meetings on Equity Multiplier dollars for school site councils.</p>
Consultation with Administration at equity multiplier schools (Desert View, El Dorado, Joshua, Lancaster Alternative Virtual Academies, New Vista Middle, Piute, Promise Academy, RISE, Sierra, Sunnysdale, The Leadership Academy)	After identifying the schools that were receiving equity multiplier dollars, we were able to meet with Principals to discuss the impact, and provide them time for collaboration around needs to be met utilizing equity multiplier funds. At that time we also determined the needs and have included those needs in the LCAP for 24-27.
School Board	The School Board was engaged throughout the development of the LCAP. We have presented various times to the Lancaster Board of Trustees regarding data that has been provided by the state, and have provided the board with the Annual Update to date. We furthermore delivered the LCAP to the Board in it's entirety on June 4th, and have had it approved on June 18th.
Online Questions and Answers	In our presentations, we always take into account questions that might arise regarding the LCAP, we continue to monitor our online form for any question that might arise from parent, staff member, or community member.
District Administration	District administrators were engaged through our Strategic Leadership Team (SLT), cabinet, and through Youth Truth Surveys, Hanover LCAP Surveys, and Thought Exchanges.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

The adopted LCAP was influenced by feedback from educational partners. After several meetings, consultations, and discussions with educational partners, the following themes emerged and have impacted the local control accountability plan moving forward:

Work with our staff on differentiated forms of instruction.

*Teachers recognize the need for basic teaching techniques to include teacher Clarity however, they further realize there is a need to identify how to better engage students with engaging instructional strategies.

*Parents consistently remarked that students did not feel engaged in lessons, warranting the need for more differentiated instructional strategies that allow teachers to meet the needs of students, targeting their individual student needs.

*The bargaining unit (TAL) remarked on the need to support students with more engaging instruction, that should be driven by site determination, and supported by the district office.

Provide resources that allow for increased parental involvement (family engagement).

*Families asked for more access as to how they might be able to support their students in the home. For the sites that we were able to pilot work with Scholastic and care map, this was not an issue, however others are marked on the need to support building a dual capacity framework. this is provided in the 24-27 LCAP within our actions for both academics and social-emotional learning, and behavior (Goals 1, 2, and 3 respectively).

*Staff determined there was a need to support families in acquiring the skills to work in the school however, upon their reflection, they also determined the need to better have an understanding as to how to engage families.

Support teachers with data analysis and preparation for instruction

*Teachers and classified staff remarked on the need to have a better understanding and use of data to drive actions and instruction in the classroom. This has influenced the LCAP in that we will be further working to support the training of ILTs and providing general staff training for this in LLI.

*Administrators also remarked on the need to have a better understanding as to where and how to access data to support their needs for providing structured support to classrooms.

Ensure our students have access to the resources needed to be successful

*Families asked that students be provided with all relevant materials to be successful in the classroom and that they also have access in the home. This is to include our work with the community in providing for support to families in terms of clothing, food, and other basic needs that provide access to basic supports.

*Staff and administrators also remarked on the need to continue to support our students with access to resources to support their well-being.

Continue to engage students through the Arts and Music, and practical courses revolving around trades, financial literacy, and debate.

*Students asked to be provided with instruction that would support and influence their future work. This is consistent with parent, family, and community requests to ensure that students come out of their K-8 year with an ability to communicate effectively and have a basic understanding of life skills.

*Teachers also found it necessary to support engaging instruction in order to increase student attendance and engagement.

*Action supporting electives, arts, debate, and middle school support of career and college-ready skills have been included in the LCAP in Goal 1 Academics.

Working to support special education students more fully.

*We began inclusion in the 23-24 school year, and recognize that there were some barriers to a fully successful implementation. In this, staff has requested training in this area as to how to meet the needs of all students as they enter into their classrooms.

*Families identified a need to have a full understanding of how to support their students this process, and generally speaking, wanted to ensure they are able to frontload their student at home given any sensitive conversations that would need to occur.

Equity Multiplier School Consultation:

As a result of consultation with staff, and the community at equity multiplier schools the following themes emerged:

- 1) A need to support social-emotional learning to a significant degree. Many of the student groups that scored in the RED were identified as such due to the fact that they were out of class through either suspension or chronic absenteeism
- 2) A need for Leadership to have training in creating and maintaining culture at the school site.
- 3) A need for Site Leadership to be provided opportunities to collaborate around building culture.
- 4) Enhanced access to more engaging forms of instruction revolving around differentiation.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Academics - Every student will demonstrate continuous Growth towards mastery of Common Core State Standards	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 3: Parental Involvement (Engagement)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

We have increased our formative assessment scores to 38% meeting or exceeding standards in mathematics on formative iReady assessments in reading from 34% in the previous year, and have increased our Math formative assessment scores to 28% on our iReady assessment. This has yet to translate into results on the actual California Assessment of Student Progress and Proficiency, where we remain in the Red in Math and Language Arts. Subsequently, our English language learners, Foster student group, and Low Income are all Red in achievement in English Language arts on the CAASPP, and our Foster and Low Income are also Red, while our English Learners are Orange. We continue to see a need to support students in academics in all ways, as the population of Lancaster School District has 90.5% of the student population living in poverty and 3.5% of the student population considered systems-involved youth. It has been determined by various educational partners that Lancaster school district will provide increased and improved services for targeted student 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 #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Dashboard Local Indicator LCFF Priority 1 - Percentage of	Standard Met			Standard Met	

	students with standards aligned instructional materials	100% of Students have standards aligned material (23-24 SY)			100% of Students have standards aligned material	
2	Dashboard Local Indicator LCFF Priority 1 - Appropriately Assigned Teachers	Teacher Assignment Monitoring Data 576.3 Teachers 86.3% Clear credentialed teachers (22-23 SY)			Teacher Assignment Monitoring Data Number of Teachers based on enrollment & Contract 90% Clear credentialed teachers	
3	Williams Materials Williams Materials Textbooks Sufficiency Survey	100% Sufficient as measured by Williams (23-24 SY)			100% sufficient	
4	Local Internal Surveys Teacher Efficacy Surveys	Baseline to be determined fall of 2024 (23-24 SY)			To Be Determined in the Fall of '24	
5	Dashboard CAASPP ELA (Overall)	-71 Below Standard (RED) (23 Dashboard)			-66 Below Standard (ORANGE)	
6	Dashboard CAASPP ELA (African American)	-101.4 Below Standard (RED) (23 Dashboard)			-91 Below Standard (ORANGE)	
7	Dashboard CAASPP ELA (American Indian)	-108.9 Below Standard (RED) (23 Dashboard)			-98 Below Standard (ORANGE)	

8	Dashboard CAASPP ELA (Asian)	-1.8 Below Standard (YELLOW) (23 Dashboard)			3 Above Standard (GREEN)	
9	Dashboard CAASPP ELA (English Learner)	-88.8 Below Standard (RED) (23 Dashboard)			-80 Below Standard (ORANGE)	
10	Dashboard CAASPP ELA (Filipino)	16.4 Above Standard (GREEN) (23 Dashboard)			19.4 Above Standard (GREEN)	
11	Dashboard CAASPP ELA (Foster Youth)	-112.3 Below Standard (RED) (23 Dashboard)			-100 Below Standard (ORANGE)	
12	Dashboard CAASPP ELA (Hispanic)	-64.8 Below Standard (ORANGE) (23 Dashboard)			-61 Below Standard (YELLOW)	
13	Dashboard CAASPP ELA (Homeless)	-105.2 Below Standard (RED) (23 Dashboard)			-95 Below Standard (ORANGE)	
14	Dashboard CAASPP ELA (Pacific Islander)	-94 Below Standard (No Performance Color) (23 Dashboard)			-84 Below Standard (ORANGE)	
15	Dashboard CAASPP ELA (Socioeconomically Disadvantaged)	-77.1 Below Standard (RED) (23 Dashboard)			-68 Below Standard (ORANGE)	
16	Dashboard CAASPP ELA (Students with Disabilities)	-138.6 Below Standard (RED) (23 Dashboard)			-127 Below Standard (ORANGE)	
17	Dashboard CAASPP ELA (Two or More Races)	-63.1 Below Standard (ORANGE) (23 Dashboard)			-60 Below Standard (ORANGE)	

18	Dashboard CAASPP ELA (White)	-39.4 Below Standard (ORANGE) (23 Dashboard)			-36 Below Standard (ORANGE)	
19	Dashboard CAASPP Math (Overall)	-107 Below Standard (RED) (23 Dashboard)			-100 Below Standard (ORANGE)	
20	Dashboard CAASPP Math (African American)	-141.5 Below Standard (RED) (23 Dashboard)			-131 Below Standard (ORANGE)	
21	Dashboard CAASPP Math (American Indian)	-125.5 Below Standard (ORANGE) (23 Dashboard)			-115 Below Standard (ORANGE)	
22	Dashboard CAASPP Math (Asian)	-25.7 Below Standard (YELLOW) (23 Dashboard)			-20 Below Standard (GREEN)	
23	Dashboard CAASPP Math (English Learner)	-118.3 Below Standard (ORANGE) (23 Dashboard)			-108 Below Standard (ORANGE)	
24	Dashboard CAASPP Math (Filipino)	-17.4 Below Standard (GREEN) (23 Dashboard)			-14 Below Standard (GREEN)	
25	Dashboard CAASPP Math (Foster Youth)	-137.2 Below Standard (RED) (23 Dashboard)			-127Below Standard (ORANGE)	
26	Dashboard CAASPP Math (Hispanic)	-99.4 Below Standard (RED) (23 Dashboard)			-95 Below Standard (ORANGE)	
27	Dashboard CAASPP Math (Homeless)	-132.6 Below Standard (ORANGE) (23 Dashboard)			-122 Below Standard (ORANGE)	

28	Dashboard CAASPP Math (Pacific Islander)	-134.6 Below Standard (No Performance Color) (23 Dashboard)			-124 Below Standard (ORANGE)	
29	Dashboard CAASPP Math (Socioeconomically Disadvantaged)	-112.5 Below Standard (RED) (23 Dashboard)			-110 Below Standard (ORANGE)	
30	Dashboard CAASPP Math (Students with Disabilities)	-164.8 Below Standard (ORANGE) (23 Dashboard)			-154 Below Standard (ORANGE)	
31	Dashboard CAASPP Math (Two or More Races)	-96.9 Below Standard (RED) (23 Dashboard)			-90 Below Standard (ORANGE)	
32	Dashboard CAASPP Math (White)	-75.6 Below Standard (ORANGE) (23 Dashboard)			-65 Below Standard (ORANGE)	
33	iReady Reading (Overall)	38% At or Above Grade Level (23-24 SY; iReady)			45% At or Above Grade Level	
34	iReady Reading (African American)	29% At or Above Grade Level (23-24 SY; iReady)			36% At or Above Grade Level	
35	iReady Reading (American Indian)	33% At or Above Grade Level (23-24 SY; iReady))			40% At or Above Grade Level	
36	iReady Reading (English Learner)	26% At or Above Grade Level(23-24 SY; iReady)			31% At or Above Grade Level	
37	iReady Reading (Foster Youth)	33% At or Above Grade Level(23-24 SY; iReady)			40% At or Above Grade Level	

38	iReady Reading (Hispanic)	38% At or Above Grade Level(23-24 SY; iReady)			45% At or Above Grade Level	
39	iReady Reading (Low Income)	36% At or Above Grade Level (23-24 SY; iReady)			43% At or Above Grade Level	
40	iReady Reading (Students with Disabilities)	14% At or Above Grade Level (23-24 SY; iReady)			22% At or Above Grade Level	
41	iReady Reading (White)	41% At or Above Grade Level(23-24 SY; iReady)			48% At or Above Grade Level	
42	iReady Math (Overall)	27% At or Above Grade Level(23-24 SY; iReady)			34% At or Above Grade Level	
43	iReady Math (African American)	18% At or Above Grade Level (23-24 SY; iReady)			28% At or Above Grade Level	
44	iReady Math (American Indian)	22% At or Above Grade Level (23-24 SY; iReady)			30% At or Above Grade Level	
45	iReady Math (English Learner)	21% At or Above Grade Level(23-24 SY; iReady)			29% At or Above Grade Level	
46	iReady Math (Foster Youth)	23% At or Above Grade Level(23-24 SY; iReady)			31% At or Above Grade Level	
47	iReady Math (Hispanic)	28% At or Above Grade Level(23-24 SY; iReady)			35% At or Above Grade Level	
48	iReady Math (Low Income)	26% At or Above Grade Level(23-24 SY; iReady)			33% At or Above Grade Level	
49	iReady Math (Students with Disabilities)	13% At or Above Grade Level(23-24 SY; iReady)			21% At or Above Grade Level	

50	iReady Math (White)	31% At or Above Grade Level (23-24 SY; iReady)			36% At or Above Grade Level	
51	Renzulli Learning Usage	To be determined (Coming in 24-25)			Te be determined after identifying baseline	
52	iReady Reading - Above Grade Level	75% At or Above Grade Level (23-24 SY; iReady)			80% At or Above Grade Level	
53	iReady Math - Above Grade Level	75% At or Above Grade Level (23-24 SY; iReady)			80% At or Above Grade Level	
54	Local Indicator Priority 2 - Implementation of State Academic Standards	Standard Met in 23-24; 1,669 observations conducted in digital walkthrough tool of Standards Based Instruction in classrooms(23 Dashboard)			Standard Met 4,600 Observations conducted throughout the district via digital walkthrough tool	
55	Youth Truth Professional Development - Elementary Staff My professional development over the last year has provided me with content support.	75% positive feedback (Youth Truth Dec 2023)			80% positive feedback	
56	Youth Truth Professional Development - Middle Staff	53% Positive Feedback (Youth Truth Dec 2023)			80% Positive Feedback	

	My professional development over the last year has provided me with content support.					
57	iReady Reading (K-2) Overall	K (Overall) - 67% At or Above 1st (Overall) - 38% At or Above 2nd (Overall) - 38% At or Above (23-24 SY; iReady)			K (Overall) - 72% At or Above 1st (Overall) - 43%% At or Above 2nd (Overall) - 43% At or Above	
58	iReady Reading (K-2) - Low Income	K (Low Income) - 65% At or Above 1st (Low Income) - 35% At or Above 2nd (Low Income) - 36% At or Above (23-24 SY; iReady)			K (Low Income) - 71%% At or Above 1st (Low Income) - 41% At or Above 2nd (Low Income) - 42%% At or Above	
59	Teacher PLC Inventory	To Be Determined in Fall (Coming in Fall of 24)			To Be Determined in Fall for 2027	
60	CAASPP Reading (3rd Grade) - Overall	22.43% Met or Exceeded Standard (23-24 SY)			28% Met or Exceeded	
61	CAASPP Reading (3rd Grade) - English Learner	14.82% Met or Exceeded Standard (23-24 SY)			20% Met or Exceeded	

62	CAASPP Reading (3rd Grade) - Foster	15.38% Met or Exceeded Standard (23-24 SY)			21% Met or Exceeded	
63	CAASPP Reading (3rd Grade) - Low Income	20.82% Met or Exceeded Standard (23-24 SY)			27% Met or Exceeded	
64	iReady Reading (3rd Grade) - Overall	43% At or Above (23-24 SY; iReady)			50% At or Above	
65	iReady Reading (3rd Grade) - English Learner	33% At or Above(23-24 SY; iReady)			40% At or Above	
66	iReady Reading (3rd Grade) - Foster	35% At or Above(23-24 SY; iReady)			42% At or Above	
67	iReady Reading (3rd Grade) - Low Income	42% At or Above(23-24 SY; iReady)			49% At or Above	
68	iReady Reading (3rd Grade) - Phonics - Overall	52% At or Above (23-24 SY; iReady)			60% At or Above	
69	iReady Reading (3rd Grade) - Phonics - English Learne	42% At or Above (23-24 SY; iReady)			50% At or Above	
70	iReady Reading (3rd Grade) - Phonics - Foster	45% At or Above(23-24 SY; iReady)			53% At or Above	
71	iReady Reading (3rd Grade) - Phonics - Low Income	50% At or Above(23-24 SY; iReady)			58% At or Above	
72	Leadership Capacity Survey	To Be Determined in the Fall (Coming in Fall of 24)			To Be Determined in the Fall	

73	Youth Truth Elementary Culture - Staff (Elementary) My school runs smoothly.	52% Positive Response ((Youth Truth Dec 2023)			80% Positive Response	
74	Youth Truth Middle Culture - Staff (Middle) My school runs smoothly.	41% Positive Response (Youth Truth Dec 2023)			80% Positive Response	
75	Youth Truth "Culture" - Staff (Elementary) Youth Truth "Culture" - Staff (Middle) "My school's employees are committed to the success of my school."	79% Positive Response 73% Positive Response (Youth Truth Dec 2023)			80% Positive Response 80% Positive Response	
76	English Learner Progress Indicator	46.2% Making Progress (Dashboard 2023)			56.2% Making Progress	
77	English Learner Reclassification Rate	8% Reclassification Rate (23-24 SY; Local Data)			13.8% Reclassification Rate	
78	iReady Reading Long Term English Learners	To Be Determined (not currently identified) (23-24 SY)			To Be Determined (not currently identified)	
79	CAASPP Long Term English Learners	To Be Determined (not currently identified) (TBD Fall of 24)			To Be Determined (not currently identified)	

80	Youth Truth Relationship - Elementary Student "Does your teacher give you extra help if you need it?"	76% Positive Response (Youth Truth Dec 2023)			2.75	
81	Youth Truth Relationship - Middle Student " is at least one adult at school who would be willing to help them with a personal problem"	46% Positive Response (Youth Truth Dec 2023)			80% Positive Response	
82	Youth Truth Engagement - Elementary Family "I feel empowered to play a meaningful role in decision-making at my school."	53% Positive Response (Youth Truth Dec 2023)			80% Positive Response	
83	Youth Truth Engagement - Middle Family "I feel empowered to play a meaningful role in decision-making at my school."	43% Positive Response (Youth Truth Dec 2023)			80% Positive Response	
84	Local Indicator LCFF Priority 2 -	Completion of 1,669 observational			Completion of 4,600	

	Implementation of State Standards	walkthroughs for implementation of standards based instruction (Dec Dashboard 2023)			observational walkthroughs (20 per site/Month)	
85	California Science Test (CAST) Assessment	12.79% Met or Exceeded (CAST Assessment - Dataquest 2023)			21% Met or Exceeded	
86	Local Indicator Priority 3 - Parent and Family Engagement: Building Partnerships for Student Outcomes	Conducted training of 8 schools regarding Dual Capacity Framework (2023 Dashboard)			22 Schools Trained in Dual Capacity Framework	

Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable

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.

Not Applicable

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable

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

Not Applicable

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Teacher Credentialing	The district will support all students with qualified and appropriately assigned teachers.	\$102,424,016.00	No
1.2	Equitable Distribution of Teachers	The District will ensure equitable distribution of teachers to target support towards low-income students and Foster youth. In so doing the district will be provide additional teachers, and certificated support to assist students in small groups. Further, the district will provide differentiated training and support to ensure continuity at the school sites most heavily effected by teacher transiency.	\$13,709,844.00	Yes
1.3	Instructional Coaching Support	The district will support and provide instructional coaches to school sites to increase teacher efficacy. This supports teachers towards supporting Foster Youth, Low Income and English Learners. This action will also supporting schools and student groups that received the lowest performance level for English Language Arts and Mathematics on the Dashboard.	\$40,247.00	Yes
1.4	Basic Instructional Supplies and Services	The district will ensure all students have access to rigorous standards-aligned, culturally relevant instructional materials to support standards-based instruction and learning.	\$822,440.00	No
1.5	Supplemental Materials, Supplies, and Services - Intervention	The district will provide supplemental materials, services and supports to students in need of intervention such as but not limited to reading programs to support literacy, and implementation of learning centers throughout the school district. Software, literature, and licenses for supplemental applications will be provided to support small group to provide targeted support Foster Youth, English learners, and Low-Income student groups.	\$78,492,323.00	Yes

1.6	Supplemental Materials, Services and Supports - Enrichment	The district will provide supplemental materials, services, and support to students in need of enrichment such as but not limited to visual and performing arts programs, elementary and secondary music programs, project-based learning curriculum and teaching, and other enhanced learning experiences during the school day. This action is principally directed toward foster youth and low-income students.	\$209,782.00	Yes
1.7	Professional Development Core Teaching Strategies	The district will provide professional development to support the advancement of topics such as standards-based instruction, curriculum, and grading practices, and where appropriate in the implementation of a play-based curriculum (UTK).	\$0.00	No
1.8	Professional Development for Increased Needs	The district will provide professional development to support the increased needs of our English learners and low income student population to provide for inclusive practices, Strategies towards language development, Universal Design for Learning, Dual Language and Arts Training. This action is supporting schools and student groups that received the lowest performance level for English Language Arts and Mathematics on the Dashboard.	\$250,000.00	Yes
1.9	MTSS Para Program	The district will support school sites with Multi-Tiered Systems of Support para-educators to support early learning in grades K-2. This action is principally supporting low income students, and will also support schools and student groups that received the lowest performance level for English Language Arts on the Dashboard.	\$250,000.00	Yes
1.10	Professional Learning Communities	The district will support schools with time to collaborate, plan, and analyze social emotional, behavioral, and academic data through professional learning communities. This will support our English learners, foster youth, and low income student groups (This work comes as a result of our needs analysis through Differentiated Assistance).	\$100,000.00	Yes

1.11	Early Literacy	Early Literacy & Foundational Reading - The district will provide materials, training, and support to teachers, administrators, and paraeducators for the implementation of structured literacy through the science of reading. This action is supporting our English learners, foster youth, and low-income students. This action will also support schools and student groups that received the lowest performance level for English Language Arts on the Dashboard.	\$150,000.00	Yes
1.12	Special Education & Inclusive Practices	The district will provide special education services for students who are identified as eligible for the district's special education program.	\$0.00	No
1.13	Leadership Support and Professional Development	The district will provide differentiated (MTSS Framework) coaching to site leadership to increase effectiveness and build their capacity to support teachers and improve student outcomes. Support from the district office will directly support the implementation of goals and strategies in the site's school plan. Capacity will continue to be built to support leadership at all grade levels toward appropriate educational settings (This work comes as a result of our needs analysis through Differentiated Assistance). This is action is targeted towards supporting our English learners, foster youth, and low-income students. This action will also support schools and student groups that received the lowest performance level for English Language Arts and Mathematics on the Dashboard.	\$500,000.00	Yes
1.14	Access to Language Development	The district will support English language learners to support the acquisition of the English language. EL students will be provided increased access to language development support via programs developed at school sites such as but not limited to Ellevations strategies, and AVID Emerge. Student progress will be monitored using an EL monitoring system. This action is supporting schools and and specifically English Learners that received the lowest performance level for English Language Arts on the Dashboard.	\$100,000.00	Yes

1.15	Support for Long-Term English Learners	Long-Term English Learners (L-TEs) will be provided increased access to language development support via programs developed at school sites such as but not limited to AVID Excel and extended work in literacy. School sites will provide targeted support to L-TEs as a result of frequent monitoring using our EL monitoring system. This action is supporting schools and specifically Long Term English Learners that received the lowest performance level for English Language Arts on the Dashboard.	\$75,000.00	Yes
1.16	Additional Classified Support	The district will provide additional support for classified personnel to support small group instruction. This action will support our low-income student group, as well as our student groups that received the lowest performance level for English Language Arts and Mathematics on the Dashboard.	\$500,000.00	Yes
1.17	Increased Family Engagement for Academics	The district will support family engagement with programs and support targeting the family's role in the school. This action will support our low-income student group.	\$250,000.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

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 to allow students to receive access to increased social-emotional support by breaking down barriers that exist to support equity. It was also determined that there was a need for scaffolded support to ensure that students have the needed assistance to remain engaged in the school setting. The Lancaster School District has a 90.5% 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 support for students. 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 #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Youth Truth Belonging (Students) - Elementary Do you feel like an important part of your school?*	Youth Truth Dec 2023 - Students 31% Positive Response 35% Positive Response			80% Positive Response 80% Positive Response	

	Youth Truth Belonging and Peer Collaboration "I really feel like a part of my school's community."					
2	Suspensions (Overall)	2023 Dashboard 6.5% (RED)			4% (YELLOW)	
3	Suspensions (African American)	2023 Dashboard 13% (RED)			7% (YELLOW)	
4	Suspensions (American Indian)	2023 Dashboard 8% (RED)			4.6% (YELLOW)	
5	Suspensions (Asian)	2023 Dashboard 1.5% (YELLOW)			.9% (GREEN)	
6	Suspensions (English Learner)	2023 Dashboard 2.7% (GREEN)			1.8% (GREEN)	
7	Suspensions (Filipino)	2023 Dashboard 0% (BLUE)			0% (BLUE)	
8	Suspensions (Foster)	2023 Dashboard 12.5% (RED)			6.5% YELLOW	
9	Suspensions (Hispanic)	2023 Dashboard 3.6% (ORANGE)			2.7% YELLOW	
10	Suspensions (Homeless)	2023 Dashboard 6.3% (RED)			4% YELLOW	
11	Suspensions (Pacific Islander)	2023 Dashboard 0% (BLUE)			0% (BLUE)	

12	Suspensions (Socioeconomically Disadvantaged)	2023 Dashboard 6.8% (RED)			4.2% YELLOW	
13	Suspensions (Students with Disability)	2023 Dashboard 8.9% (RED)			4.6% YELLOW	
14	Suspensions (Two or More Races)	2023 Dashboard 7.3% (RED)			4.7% YELLOW	
15	Suspensions (White)	2023 Dashboard 5.9% (ORANGE)			5.0% YELLOW	
16	Chronic Absenteeism (Overall)	2023 Dashboard 41.9% Chronically Absent (YELLOW)			29.9% Chronically Absent (YELLOW)	
17	Chronic Absenteeism (African American)	2023 Dashboard 48.8% Chronically Absent (YELLOW)			36.8% Chronically Absent (YELLOW)	
18	Chronic Absenteeism (American Indian)	2023 Dashboard 57.7% Chronically Absent (RED)			42.5% Chronically Absent (YELLOW)	
19	Chronic Absenteeism (Asian)	2023 Dashboard 19.5% Chronically Absent (YELLOW)			13.5% Chronically Absent (YELLOW)	
20	Chronic Absenteeism (English Learner)	2023 Dashboard 34.8% Chronically Absent (YELLOW)			22.8% Chronically Absent (YELLOW)	
21	Chronic Absenteeism (Filipino)	2023 Dashboard 10.6% Chronically Absent (YELLOW)			9.1% Chronically Absent (GREEN)	

22	Chronic Absenteeism (Foster)	2023 Dashboard 36.4% Chronically Absent (YELLOW)			24.4% Chronically Absent (YELLOW)	
23	Chronic Absenteeism (Hispanic)	2023 Dashboard 39.7% Chronically Absent (YELLOW)			27.7% Chronically Absent (YELLOW)	
24	Chronic Absenteeism (Homeless)	2023 Dashboard 58.1% Chronically Absent (YELLOW)			43.1% Chronically Absent (YELLOW)	
25	Chronic Absenteeism (Pacific Islander)	2023 Dashboard 45.2% Chronically Absent (ORANGE)			30.2% Chronically Absent (YELLOW)	
26	Chronic Absenteeism (Socioeconomically Disadvantaged)	2023 Dashboard 43.5% Chronically Absent (YELLOW)			28.5% Chronically Absent (YELLOW)	
27	Chronic Absenteeism (Students with Disabilities)	2023 Dashboard 47.3% Chronically Absent (YELLOW)			32.3% Chronically Absent (YELLOW)	
28	Chronic Absenteeism (Two or More Races)	2023 Dashboard 46.9% Chronically Absent (YELLOW)			31.9% Chronically Absent (YELLOW)	
29	Chronic Absenteeism (White)	2023 Dashboard 36.2% Chronically Absent (YELLOW)			24.2% Chronically Absent (YELLOW)	
30	Youth Truth Resource - Elementary Families Youth Truth Resource - Middle Families	Youth Truth Dec 2023 69% Positive Response 63% Positive Response			80% Positive Response Rate 80% Positive Response	

	"My school has the resources necessary to achieve learning goals."					
31	Youth Truth Emotional and Mental Health - Middle Students "When I'm feeling upset, stressed, or having problems, my school has programs or services that can help me."	Youth Truth Dec 2023 38% Positive Response - Middle			80% Positive Response	
32	Youth Truth Emotional and Mental Health - Middle Students "When I'm feeling upset, stressed, or having problems, there is an adult from school who I can talk to about it."	Youth Truth Dec 2023 40% Positive Response - Middle			80% Positive Response	
33	Youth Truth Relationships - Elementary Student "Is your teacher fair to you?" Youth Truth Relationships - Middle Student "Do you think your teacher cares about you?"	Youth Truth Dec 2023 70% Positive Response 51% Positive Response			80% Positive Response 80% Positive Response	
34	Suspensions (RISE ONLY) - CA Dashboard	2023 Dashboard 90.9% (RED)			80.9% (YELLOW)	

35	Youth Truth Engagement - Elementary Students Youth Truth Engagement - Middle Students "Parent/family members are included in planning school activities."	Youth Truth Dec 2023 53% Positive Response 43% Positive Response			80% Positive Response 43% Positive Response	
36	Youth Truth Culture - Elementary Students "Do students behave in class?" Youth Truth Culture - Middle Students "Adults from my school treat students with respect."	Youth Truth Dec 2023 14% Positive Response 50% Positive Response			80% Positive Response 80% Positive Responses	
37	Youth Truth Safety - Elementary Families Youth Truth Safety - Middle Families "My child's learning environment is safe."	Youth Truth Dec 2023 69% Positive Response 55% Positive Response			80% Positive Response 80% Positive Response	
38	Youth Truth Culture - Families Elementary Youth Truth Culture - Middle Families "My school creates a friendly environment."	Youth Truth Dec 2023 76% Positive Response 57% Positive Response			80% Positive Response 65% Positive Response	
39	Youth Truth Relationships - Families Elementary	Youth Truth Dec 2023 88% Positive Response 79% Positive Response			90% Positive Response 90% Positive Response	

	Youth Truth Relationships - Families Middle "I feel comfortable approaching teachers about my child's progress."					
40	Youth Truth Communication and Feedback - Families Elementary Youth Truth Communication and Feedback - Families Middle "Teachers clearly communicate expectations for my child's progress."	Youth Truth Dec 2023 76% Positive Response 64% Positive Response			80% Positive Response 80% Positive Response	
41	Local Indicator Parent and Family Engagement - Building Relationships with Parents	2023 Dashboard 15 Schools with active Parenting Partner Programs			22 Schools with active Parenting Partner Programs	
42	Parent participation as measured by number of parents attending district wide family events	Local Data - School Sites Baseline to be determined in 24-25			To be determined in 24-25	
43	Expulsion Rate - From Local SIS	Local SIS (Currently PowerSchool) 2023-24 SY .01%			.01%	

44	Local Indicator priority 7: Access to Broad course of Study	Site Master Schedules Review of Master Schedules provides that AVID is offered at 3 of 5 middle school sites.			4 Middle schools with access to AVID	
45	Youth Truth Resources - Families of English language learners Youth Truth Resources - Families of English language learners "Resources Measure"	Youth Truth Dec 2023 75% Positive Response (Elementary) 85% Positive Response (Middle)			80% Positive Response 90% Positive Response	

Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable

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.

Not Applicable

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable

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

Not Applicable

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Social Emotional Learning	The district will provide all schools with access to social emotional learning supports to address all students social emotional needs.	\$4,901,574.00	No
2.2	Student Mental Health Supports	The district will provide mental health support, and trauma-informed practices at all school sites to support social-emotional development for unduplicated pupil groups student groups utilizing evidence-based social-emotional and trauma-informed learning strategies. This action will support our foster youth, and low-income student groups as well as our student groups that received the lowest performance level for the chronic absenteeism indicator on the Dashboard.	\$129,031.00	Yes
2.3	Trauma Informed Practices	The Lancaster School District will provide targeted efforts through district counselors, social workers, and other resources to provide trauma support for foster, homeless, and low-income students. his action is supporting the schools and student groups that received the lowest performance level for the suspension indicator on the Dashboard.	\$696,713.00	Yes
2.4	Alternative Education Classes	Students identified with externalized/internalized behaviors will be provided alternative methods of instructional delivery focused on social-emotional learning curriculum at comprehensive school sites. This action will support our low-income student group as well as our schools and student groups that received the lowest performance level for the suspension indicator on the Dashboard.	\$182,403.00	Yes
2.5	Alternative Education	Students identified as most at-risk will be provided alternative methods of instructional delivery focused on social-emotional learning at comprehensive school sites. This action is principally directed towards our low-income student group. This action is also supporting The Leadership Academy and RISE who have both received the lowest performance level with regards to suspension on the Dashboard.	\$13,506,934.00	Yes

2.6	Culturally Responsive Positive Behaviors Interventions and Supports	The district will support sites in refining, implementing, and monitoring a positive behavior and intervention system. This action will support our low-income and foster youth student groups as well as our schools and student groups that received the lowest performance level for the suspension indicator on the Dashboard.	\$565,604.00	Yes
2.7	Capturing Kids Hearts	Under the umbrella of Positive Behaviors, Intervention, and Support, the district will provide low-income and foster students with access to a school culture-building program such as Capturing Kids Hearts to build a positive culture. This action will support our low-income and foster student groups as well as our schools and student groups that received the lowest performance level for the suspension indicator on the Dashboard.	\$250,000.00	Yes
2.8	Multi-Tiered Systems of Support	The district will support sites in developing, implementing, and monitoring multi-tiered systems of support for both academic, behavioral, and social-emotional development and mental health of our low-income students and Foster youth.	\$500,000.00	Yes
2.9	Expanded Learning Opportunities	The district will support sites in developing programs to enhance onsite learning to include before and after school programs, as well as weekend and intercession programs to support low-income, foster, and English language learners.	\$75,000.00	Yes
2.10	Increased Family Engagement for Social-Emotional Development	The district will support families' increased capacity to meet the social-emotional needs of low-income students through programs and supports targeting the family's role in social-emotional development through training, and enhanced opportunities for engagement.	\$100,000.00	Yes
2.11	Dual Capacity Training	The district will support sites in building a dual capacity framework providing training to parents in supporting students in the home, and	\$150,000.00	Yes

		school staff supporting in providing family engagement opportunities that support student growth. This action is principally directed towards our low-income student groups.		
2.12	Family translation Services	The district will improve upon the required translation services for our English learner families, providing translation services, interpretation, and/or translation devices for parents and community members whose first language is not English at all school site events. This action is principally directed towards our English learner student group and their families.	\$100,000.00	Yes
2.13	School Sponsored Family Events	The district will support schools in providing events such as, but not limited to cultural events, and family leadership events, that focus on the families access to programs to increase and improve services to our low-income, foster, and English language learner student groups.	\$100,000.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement) Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

As related to Goal 3 - safe and supportive learning environments, in the 2024-2027 Local Control and Accountability Plan, a review of the relevant data for Lancaster School District was conducted to determine the focused needs and metrics. 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 who are often the 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 #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Local Indicator 1 - Access to Safe Clean Facilities (FIT Tool)	FIT Tool 2023 100% facilities in "good repair"			100% facilities in "good repair"	
2	Chronic Absenteeism (Overall)	2023 Dashboard 41.9% Chronically Absent (YELLOW)			29.9% Chronically Absent (YELLOW)	

3	Chronic Absenteeism (American Indian)	2023 Dashboard 57.7% Chronically Absent (RED)			42.5% Chronically Absent (YELLOW)	
4	Chronic Absenteeism (African American)	2023 Dashboard 48.8% Chronically Absent (YELLOW)			36.8% Chronically Absent (YELLOW)	
5	Chronic Absenteeism (Asian)	2023 Dashboard 19.5% Chronically Absent (YELLOW)			13.5% Chronically Absent (YELLOW)	
6	Chronic Absenteeism (English Learners)	2023 Dashboard 34.8% Chronically Absent (YELLOW)			22.8% Chronically Absent (YELLOW)	
7	Chronic Absenteeism (Filipino)	2023 Dashboard 10.6% Chronically Absent (YELLOW)			9.1% Chronically Absent (GREEN)	
8	Chronic Absenteeism (Foster Youth)	2023 Dashboard 36.4% Chronically Absent (YELLOW)			24.4% Chronically Absent (YELLOW)	
9	Chronic Absenteeism (Hispanic)	2023 Dashboard 39.7% Chronically Absent (YELLOW)			27.7% Chronically Absent (YELLOW)	
10	Chronic Absenteeism (Homeless)	2023 Dashboard 58.1% Chronically Absent (YELLOW)			43.1% Chronically Absent (YELLOW)	
11	Chronic Absenteeism (Socioeconomically Disadvantaged)	2023 Dashboard 43.5% Chronically Absent (YELLOW)			28.5% Chronically Absent (YELLOW)	

12	Chronic Absenteeism (Students with Disabilities)	2023 Dashboard 47.3% Chronically Absent (YELLOW)			32.3% Chronically Absent (YELLOW)	
13	Chronic Absenteeism (Two or More Races)	2023 Dashboard 46.9% Chronically Absent (YELLOW)			31.9% Chronically Absent (YELLOW)	
14	Chronic Absenteeism (White)	2023 Dashboard 36.2% Chronically Absent (YELLOW)			24.2% Chronically Absent (YELLOW)	
15	Attendance Rate (Overall)	2023 - 24 Local SIS - Data Source = PowerSchool 90.81%			94%	
16	Attendance Rate (Socioeconomically Disadvantaged)	2023 - 24 Local SIS Data Source = PowerSchool 90.40%			94%	
17	Attendance Rate (Foster)	2023 - 24 Local SIS Data Source = PowerSchool 91.62%			94%	
18	Attendance Rate (English Learner)	2023 - 24 Local SIS Data Source = PowerSchool 92.21%			95%	
19	Youth Truth Safety - Elementary Families "My child's learning environment is safe."	Youth Truth Dec 2023 69% Positive Response			80% Positive Response	

20	Youth Truth Safety - Middle Families "My child's learning environment is safe."	YouthTruth Dec 2023 55% Positive Response			80% Positive Response	
21	Youth Truth Safety - Elementary Staff "Do you feel safe going to school?"	YouthTruth Dec 2023 63% Positive Response			80% Positive Response	
22	Youth Truth Safety - Middle Staff "I feel safe from harm while at my school."	YouthTruth Dec 2023 46% Positive Response			80% Positive Response	
23	Middle School Drop Out Rate	Local SIS Data Source = PowerSchool 2023-24 0%			0%	
24	Local Indicator Priority 3 - Parents seeking input on decision-making Youth Truth Engagement - Elementary Families "I feel empowered to play a meaningful role in decision-making at my school."	YouthTruth Dec 2023 53% Positive Response			80% Positive Response	
25	Local Indicator Priority 3 - Parents seeking input on decision-making Youth Truth Engagement - Middle Families "I feel empowered to play a meaningful role in	YouthTruth Dec 2023 43% Positive Response			80% Positive Response	

	decision-making at my school."					
26	Youth Truth Resources - Elementary Families "My school has the resources necessary to achieve learning goals."	YouthTruth Dec 2023 69% Positive Response			80% Positive Response	
27	Youth Truth Resources - Middle Families "My school has the resources necessary to achieve learning goals."	YouthTruth Dec 2023 63% Positive Response			80% Positive Response	
28	Local Indicator (Priority 6): Local Climate Survey	2023 Dashboard Administered Youth Truth Survey - 9,350 Survey's complete			Administer Youth Truth Survey - 11,000 survey's complete	

Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable

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.

Not Applicable

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable

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

Not Applicable

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Safe Facilities	The school district will ensure that all facilities are clean, safe, up-to-date, and secure spaces conducive to learning/work for all grade levels, students and teachers.	\$18,504,905.00	No
3.2	Attendance Monitoring	The district is committed to addressing issues surrounding chronic absenteeism and will ensure a rapid response to chronic absenteeism through a monitoring system to support the identification of chronically absent students. Extra hours and identified services for attendance teams will further support students who are found to be chronically absent. This action is principally directed toward our foster youth and low-income student groups.	\$100,000.00	Yes
3.3	Attendance Incentives	The district will work with school sites to determine adequate attendance incentives for students to ensure students are present. This action is principally directed toward our foster youth and low-income student groups.	\$7,915,671.00	Yes
3.4	Additional Classified Support - Safety	The district will provide additional support from trained classified personnel to support behavior while providing extended support for low-income students and will provide subject matter experts to train classified personnel to provide additional support.	\$8,789,344.00	Yes
3.5	Additional Support Staff	The district will support school sites with additional certificated counselors, certificated staff, and administrative support to ensure increased safety in all schools. This action is principally directed toward our low-income student group.	\$200,000.00	Yes

3.6	Alternative Educational Settings	The district will support alternative instructional programs focused on social-emotional learning such as but not limited to social-emotional learning centers, to support the specific needs of our low-income students in need of social-emotional intervention.	\$50,000.00	Yes
3.7	District Safety Communication System	The district will sustain a communication system that supports communication throughout the district to secure responses to emergencies. This action is principally directed toward our English learner, foster youth and low-income student groups.	\$100,000.00	No
3.8	Technology Systems	The district will support students with appropriate educational technology to increase access to learning both at school and in the home.	\$0.00	No
3.9	Increased Family Engagement for Leadership	The district will support family engagement with programs and support targeting the family's role in their student's education. Schools will complete family engagement audits, to identify the site's engagement practices. Using that data, schools will support communication and training to provide more targeted practices for parents to become leaders on their site. This action is principally directed toward our low-income student groups.	\$100,000.00	Yes
3.10	Family and Community Schools	The district will support families in streamlining access to resources through the district's community school program by securing partnerships with various public and private entities. This action is principally directed toward low-income student groups.	\$50,000.00	Yes
3.11	Family Ambassadors	The district will provide family ambassadors to serve as liaisons between the school and low income & families of Foster youth to provide resources and support towards student attendance.	\$25,000.00	Yes

3.12	Community Partnerships and Schools	The district will provide for community partnerships to support community schools at all sites to support low-income families. Services for families and the community will include but not be limited to telemedical health services, and immunization clinics.	\$25,000.00	Yes
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Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Increasing Teacher Effectiveness in Equity Multiplier Schools - Equity Multiplier Schools will increase the stability/effectiveness of participating teaching populations by 3% at each of the identified schools sites by 2027 by enhancing student engagement and achievement through an enhanced climate as measured by teacher and community Youth Truth Culture & Professional Development measures, and suspension rates among the African American student group.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning) Priority 4: Pupil Achievement (Pupil Outcomes)
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An explanation of why the LEA has developed this goal.

With regards to the districts identified Equity Multiplier Schools (Desert View, El Dorado, Joshua, Lancaster Alternative Virtual Academy, New Vista Middle, Piute Middle, Promise Academy, RISE, Sierra, Sunnydale, and The Leadership Academy) it was determined that all schools needed to be supported in sustaining a consistent teaching workforce to ensure and support academic and climate goals in the Local Control and Accountability Plan. As a result of reviews of Teacher Monitoring data, as well as various staff engagement and survey data, it was determined by site leadership, instructional leadership, and school site councils that there would be a focus on building in access to support site leaders in building in accountability measures, and supporting equitable leadership to enhance learning environments.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	TAMO - Desert View	Teacher Assignment Monitoring - 2023 4% Ineffective Teachers			1% Ineffective Teachers	
2	TAMO - El Dorado	Teacher Assignment Monitoring - 2023 0% Ineffective Teachers			0% Ineffective Teachers	

3	TAMO - Joshua	Teacher Assignment Monitoring - 2023 14.3% Ineffective Teachers			10% Ineffective Teachers	
4	TAMO - LAVA	Teacher Assignment Monitoring - 2023 36.5% Ineffective Teachers			20% Ineffective Teachers	
5	TAMO - New Vista	Teacher Assignment Monitoring - 2023 9.5% Ineffective Teachers			6% Ineffective Teachers	
6	TAMO - Piute	Teacher Assignment Monitoring - 2023 6.2% Ineffective Teachers			3% Ineffective Teachers	
7	TAMO - Promise	Teacher Assignment Monitoring - 2023 22.7% Ineffective Teachers			15% Ineffective Teachers	
8	TAMO - RISE	Teacher Assignment Monitoring - 2023 0% Ineffective Teachers			0% Ineffective Teachers	
9	TAMO - Sierra	Teacher Assignment Monitoring - 2023 3.9% Ineffective Teachers			.9% Ineffective Teachers	
10	TAMO - Sunnydale	Teacher Assignment Monitoring - 2023			5% Ineffective Teachers	

		10.7% Ineffective Teachers				
11	TAMO - The Leadership Academy	Teacher Assignment Monitoring - 2023 0% Ineffective Teachers			0% Ineffective Teachers	
12	Youth Truth Youth Truth Staff Culture - DV Youth Truth Staff Culture - ED Youth Truth Staff Culture - JO Youth Truth Staff Culture - LAVA Youth Truth Staff Culture - NVMS Youth Truth Staff Culture - PIMS Youth Truth Staff Culture - TPA Youth Truth Staff Culture - RISE Youth Truth Staff Culture - SI Truth Staff Culture - SU Youth Truth Staff Culture - TLA "My school's employees are committed to the success of my school."	Youth Truth Dec 2023 71% Positive Response 80% Positive Response 74% Positive Response 92% Positive Response 68% Positive Response 63% Positive Response 80% Positive Response Not Enough Students (Community Day) 84% Positive Response 74% Positive Response Not Enough Students (Small School)			Youth Truth 80% Positive Response 85% Positive Responses 80% Positive Response 95% Positive Response 80% Positive Response 80% Positive Response 85% Positive Response No Baseline to Assess 90% Positive Response 80% Positive Response No Baseline to Assess	
13	Youth Truth Youth Truth Student Culture (African American) - DV	Youth Truth Dec 2023 34% Positive Response 44% Positive Response 17% Positive Response 29% Positive Response			Youth Truth 80% Positive Response 80% Positive Response	

	Youth Truth Student Culture (African American) - ED Youth Truth Student Culture (African American) - JO Youth Truth Student Culture (African American) - SI Youth Truth Student Culture (African American) - SU "Do students in your class treat the teacher with respect?"	36% Positive Response			80% Positive Response 80% Positive Response	
14	Youth Truth Youth Truth Student Culture (African American) - NVMS Youth Truth Student Culture (African American) - PIMS Youth Truth Student Culture (African American) - RISE Youth Truth Student Culture (African American) - LAVA Mid "Students from my school treat adults with respect."	Youth Truth Dec 2023 13% Positive Response 20% Positive Response 67% Positive Response 75% Positive Response			Youth Truth 80% Positive response 80% Positive response 80% Positive response 80% Positive response	
15	Dashboard Suspension rates (All) - DV Suspension rates (All) - ED	Dashboard 2023 4.7% (RED) 1.7% (GREEN) 3.9% (ORANGE) 19.3% (RED) 15.7% (RED)			Dashboard 3.2% (YELLOW) .3% (BLUE) 2.4 (YELLOW) 17.3 (YELLOW) 13.7 (YELLOW)	

	Suspension rates (All) - JO Suspension rates (All) - NVMS Suspension rates (All) - PIMS Suspension rates (All) - RISE Suspension rates (All) - SI Suspension rates (All) - SU Suspension rates (All) - TLA	90.9% (RED) 4.2% (ORANGE) 2.7% (ORANGE) 43.2% (RED)			80% (YELLOW) 2.7% (GREEN) 2.1 (YELLOW) 39% (YELLOW)	
16	Dashboard Suspension rates (African American) - DV Suspension rates (African American) - ED Suspension rates (African American) - JO Suspension rates (African American) - PIMS Suspension rates (African American) - NVMS Suspension rates (African American) - RISE Suspension rates (African American) - SI Suspension rates (African American) - SU Suspension rates (African American) - TLA	Dashboard 2023 10.7% (RED) 3.3% (YELLOW) 7% (RED) 27.1% (RED) 31.6% (RED) 90.9% (RED) 6.9% (RED) 4.7% (RED) 49.1% (RED)			Dashboard 7.7% (YELLOW) 2.4 (YELLOW) 4% (YELLOW) 21.7% (YELLOW) 21.6% (YELLOW) 80.9% (YELLOW) 3.9% (YELLOW) 1.7% (YELLOW) 39.1% (YELLOW)	
17	Youth Truth	Youth Truth Dec 2023			Youth Truth	

	<p>Youth Truth Professional Development Measure - Elementary Staff - DV</p> <p>Youth Truth Professional Development Measure - Elementary Staff - ED</p> <p>Youth Truth Professional Development Measure - Elementary Staff - JO</p> <p>Youth Truth Professional Development Measure - Elementary Staff - SI</p> <p>Youth Truth Professional Development Measure - Elementary Staff - SU</p> <p>Youth Truth Professional Development Measure - Elementary Staff - PA</p> <p>Youth Truth Professional Development Measure - Elementary Staff - LAVA ELEM</p> <p>"My professional development over the last year has provided me with content support."</p>	<p>83% Positive Response</p> <p>100 Positive Response</p> <p>91% Positive Response</p> <p>77% Positive Response</p> <p>83% Positive Response</p> <p>55% Positive Response</p> <p>Too few responses</p>			<p>80% Positive Response</p> <p>80% Positive Response</p> <p>80% Positive Response</p> <p>80% Positive Response</p> <p>80% Positive Response</p> <p>80% Positive Response</p> <p>80% Positive Response</p> <p>80% Positive Response</p>	
18	<p>Youth Truth Professional Development Measure - Middle Staff - NVMS</p> <p>Youth Truth Professional Development Measure - Middle Staff - PIMS</p> <p>"My professional development over the last year has provided me with content support."</p>	<p>Youth Truth Dec 2023</p> <p>51% Positive Response</p> <p>33% Positive Response</p>			<p>Youth Truth</p> <p>80% Positive Response</p> <p>80% Positive Response</p>	

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Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable

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.

Not Applicable

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable

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

Not Applicable

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Enhanced Leadership for Culture and Climate	School sites will support Equity Multiplier School site leadership with enhanced support for administrators in order to increase culture and climate for students and teachers.	\$7,879,478.00	No
4.2	Enhance Support for Leadership for Equity	Specific site consultation will be provided to site leadership to enhance the Site Leaders capacity towards leading for equity.	\$1,278,668.00	No
4.3	Enhance Support for Collaboration	School Sites will support Equity Multiplier schools in providing for targeted collaborative teaming based on analysis of site data.	\$111,761.00	No

4.4	Leadership Support for Accountability	Leadership Development and support to increase the instances of monitoring and accountability. Administrators, and teacher leaders will be provided with training to support equitable leadership, with a focus on working with a diverse student population.	\$1,372,868.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Equity Multiplier Schools will support students in increased academic achievement and engagement as measured by chronic absenteeism, suspension, ELA, and mathematics indicators on the CA Dashboard by 2027 by enhancing culturally relevant practice among teachers and staff at identified schools, as well as supporting climate and culture through access to social-emotional learning environments. This goal will be measured by CAASPP ELA for the following student groups: African American, Hispanic, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, and White; Mathematics indicator for the following student groups: African American, Hispanic, Students with Disabilities, English Learners, Socioeconomically Disadvantaged, and White; Chronic Absenteeism indicator for the following student groups: African American, English Learners, Hispanic, Students with Disabilities, Homeless, Two or More Races, and Socioeconomically Disadvantaged; Suspension Indicator for the following student groups: African American, Students with Disabilities, White, Homeless, Socioeconomically Disadvantaged, Two or More Races, and Foster Youth.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

- Priority 3: Parental Involvement (Engagement)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

It was identified that targeted equity multiplier schools (El Dorado, Lancaster Alternative and Virtual Academies, Joshua Elementary, Desert View Elementary, New Vista Middle, Piute Middle, Sierra Elementary The Promise Academy, The Leadership Academy, RISE, and Sunnydale) had significant gaps in terms of their achievement in both math and English language arts. Partners remarked that this provides a need for a substantial amount of services to support differentiated teaching strategies while eliminating barriers to learning. Partners remarked on the fact that students who are consistently being provided with exclusionary discipline are those who are not successful in academic settings. This goal and action provide for a need to support students from a social-emotional perspective, as well as an academic perspective for an enhanced rate of differentiated support.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Dashboard CAASPP ELA (African American) DV CAASPP ELA (African American) ED CAASPP ELA (African American) NVMS CAASPP ELA (African American) PIMS	2023 Dashboard <ul style="list-style-type: none"> • 112.9 Distance from Standard (RED) • 110.2 Distance from Standard(RED) • 117.8 Distance from Standard (RED) • 141.9 Distance from Standard (RED) 			Expected <ul style="list-style-type: none"> • 103 (ORANGE) Distance from Standard • 100 (ORANGE) Distance from Standard • 108(ORANGE) Distance from Standard • 120 (ORANGE) Distance from Standard 	
2	Dashboard CAASPP ELA (English Learners) DV CAASPP ELA (English Learners) ED CAASPP ELA (English Learners) JO CAASPP ELA (English Learners) NVMS CAASPP ELA (English Learners) PIMS	2023 Dashboard <ul style="list-style-type: none"> • 107.3 Distance from Standard (RED) • 79.3 Distance from Standard (RED) • 105 Distance from Standard (RED) • 116.5 Distance from 			Expected <ul style="list-style-type: none"> • 98 (ORANGE) Distance from Standard • 70 (ORANGE) Distance 	

	CAASPP ELA (English Learners) SI	Standard(RED) <ul style="list-style-type: none"> • 141.9 Distance from Standard(RED) • 73.1 Distance from Standard (RED) 			from Standard <ul style="list-style-type: none"> • 96 (ORANG E) Distance from Standard • 105 (ORANG E) Distance from Standard • 120 (ORANG E) Distance from Standard • 64 (ORANG E) Distance from Standard 	
3	Dashboard CAASPP ELA (Hispanic) DV CAASPP ELA (Hispanic) ED CAASPP ELA (Hispanic) JO CAASPP ELA (Hispanic) NVMS CAASPP ELA (Hispanic) PIMS	2023 Dashboard <ul style="list-style-type: none"> • 84.2 Distance from Standard (RED) • 71.3 Distance from Standard(RED) • 93.1 Distance from Standard(RED) 			Expected <ul style="list-style-type: none"> • 75 (ORANG E) Distance from Standard • 62 (ORANG E) Distance 	

	CAASPP ELA (Hispanic) SI	<ul style="list-style-type: none"> • 87.1 Distance from Standard(RED) • 147.9 Distance from Standard (RED) • 73.6 Distance from Standard (RED) 			<ul style="list-style-type: none"> from Standard • 82.3 (ORANGE) Distance from Standard • 88 (ORANGE) Distance from Standard • 125 (ORANGE) Distance from Standard • 62 (ORANGE) Distance from Standard 	
4	Dashboard CAASPP ELA (Socioeconomically Disadvantaged) DV CAASPP ELA (Socioeconomically Disadvantaged) ED CAASPP ELA (Socioeconomically Disadvantaged) JO	2023 Dashboard <ul style="list-style-type: none"> • 90.6 Distance from Standard(RED) • 86.6 Distance from Standard(RED) • 110.8 Distance from 			Expected <ul style="list-style-type: none"> • 80.6 (ORANGE) Distance from Standard • 76 (ORANGE) Distance 	

	CAASPP ELA (Socioeconomically Disadvantaged) NVMS CAASPP ELA (Socioeconomically Disadvantaged) PIMS CAASPP ELA (Socioeconomically Disadvantaged) SI	Standard(RED) • 100.6 Distance from Standard(RED) • 126.1 Distance from Standard(RED) • 81.8 Distance from Standard (RED)			from Standard • 96 (ORANGE) Distance from Standard • 90 (ORANGE) Distance from Standard • 115 (ORANGE) Distance from Standard • 69.(ORANGE) Distance from Standard	
5	Dashboard CAASPP ELA (Students with Disabilities) DV CAASPP ELA (Students with Disabilities) ED CAASPP ELA (Students with Disabilities) NVMS CAASPP ELA (Students with Disabilities) PIMS CAASPP ELA (Students with Disabilities) SI	2023 Dashboard • 156.1Distance from Standard (RED) • 153.6 Distance from Standard (RED) • 159.2 Distance from Standard (RED) • 182.7 Distance from Standard (RED)			Expected • 146 (ORANGE) Distance from Standard • 143 (ORANGE) Distance from Standard	

		<ul style="list-style-type: none"> • 139 Distance from Standard (RED) 			<ul style="list-style-type: none"> • 149 (ORANG E) Distance from Standard • 172 (ORANG E) Distance from Standard • 129 (ORANG E) Distance from Standard 	
6	Dashboard CAASPP Math (African American) DV CAASPP Math (African American) JO CAASPP Math (African American) NVMS CAASPP Math (African American) PIMS	2023 Dashboard <ul style="list-style-type: none"> • 129 Distance from Standard(RED) • 156.4 Distance from Standard(RED) • 181.6 Distance from Standard(RED) • 183.9 Distance from Standard(RED) 			Expected <ul style="list-style-type: none"> • 115 (ORANG E) Distance from Standard • 143 (ORANG E) Distance from Standard • 172 (ORANG E) Distance from Standard 	

					<ul style="list-style-type: none"> • 175 (ORANGE) Distance from Standard 	
7	Dashboard CAASPP Math (Hispanic) DV CAASPP Math (Hispanic) JO CAASPP Math (Hispanic) NVMS CAASPP Math (Hispanic) PIMS	2023 Dashboard <ul style="list-style-type: none"> • 107.6 Distance from Standard (RED) • 112.6 Distance from Standard (RED) • 145.3 Distance from Standard (RED) • 147.2 Distance from Standard (RED) 			Expected <ul style="list-style-type: none"> • 97 (ORANGE) Distance from Standard • 100 (ORANGE) Distance from Standard • 138 (ORANGE) Distance from Standard • 136 (ORANGE) Distance from Standard 	
8	Dashboard CAASPP Math (Students with Disabilities) DV CAASPP Math (Students with Disabilities) ED	2023 Dashboard <ul style="list-style-type: none"> • 173.2 Distance from Standard (RED) 			Expected <ul style="list-style-type: none"> • 161 (ORANGE) Distance 	

	CAASPP Math (Students with Disabilities) NVMS CAASPP Math (Students with Disabilities) PIMS	<ul style="list-style-type: none"> • 160.2 Distance from Standard(RED) • 201.5 Distance from Standard(RED) • 225 Distance from Standard (RED) 			from Standard <ul style="list-style-type: none"> • 150 (ORANGE) Distance from Standard • 191 (ORANGE) Distance from Standard • 210 (ORANGE) Distance from Standard 	
9	Dashboard CAASPP Math (English Learners) JO CAASPP Math (English Learners) PIMS	2023 Dashboard <ul style="list-style-type: none"> • 117.2 Distance from Standard(RED) • 175.1 Distance from Standard (RED) 			Expected <ul style="list-style-type: none"> • 107 (ORANGE) Distance from Standard • 165 (ORANGE) Distance from Standard 	
10	Dashboard CAASPP Math (Socioeconomically Disadvantaged) JO	2023 Dashboard <ul style="list-style-type: none"> • 130.6 Distance from Standard (RED) 			Expected <ul style="list-style-type: none"> • 120 (ORANGE) 	

	CAASPP Math (Socioeconomically Disadvantaged) NVMS CAASPP Math (Socioeconomically Disadvantaged) PIMS CAASPP Math (Socioeconomically Disadvantaged) SI	<ul style="list-style-type: none"> • 159.8 Distance from Standard (RED) • 158.3 Distance from Standard (RED) • 99 Distance from Standard (RED) 			Distance from Standard <ul style="list-style-type: none"> • 149 (ORANGE) Distance from Standard • 148 (ORANGE) Distance from Standard • 89 (ORANGE) Distance from Standard 	
11	Dashboard CAASPP Math (White) NVMS	2023 Dashboard <ul style="list-style-type: none"> • 149.3 Distance from Standard (RED) 			Expected <ul style="list-style-type: none"> • 130 (ORANGE) 	
12	Dashboard CAASPP ELA (White) NVMS	2023 Dashboard <ul style="list-style-type: none"> • 96 Distance from Standard(RED) 			Expected <ul style="list-style-type: none"> • 85 (ORANGE) 	
13	Dashboard Chronic Absenteeism (AA) - LAVA	2023 Dashboard 48.9% (RED)			Expected 30% (YELLOW)	
14	Dashboard	2023 Dashboard			Expected	

	Chronic Absenteeism (EL) - LAVA	30.9% (RED)			20% (YELLOW)	
15	Dashboard Chronic Absenteeism (Hispanic) - LAVA	2023 Dashboard 34.3% (RED)			Expected 24% (YELLOW)	
16	Dashboard Chronic Absenteeism (Homeless) - LAVA	2023 Dashboard 59.7% (RED)			Expected 49% (YELLOW)	
17	Dashboard Chronic Absenteeism (Two or More Races) - LAVA	2023 Dashboard 46.5% (RED)			Expected 36% (YELLOW)	
18	Dashboard Chronic Absenteeism (SED) - LAVA Chronic Absenteeism (SED) - RISE	2023 Dashboard 39.4% (RED) 90.9% (RED)			Expected 29% (YELLOW) 80% (YELLOW)	
19	Dashboard Suspension (SED) - RISE Suspension (SED) - TLA	2023 Dashboard 40% (RED) 44.2% (RED)			Expected 30% (YELLOW) 34% (YELLOW)	
20	Dashboard Suspension (AA) - TLA	2023 Dashboard 49.1% (RED)			Expected 44% (YELLOW)	
21	Dashboard Suspension (SWD) - TLA	2023 Dashboard 31.8% (RED)			Expected 28 % (YELLOW)	
22	Dashboard Chronic Absenteeism (FY) - ED	2023 Dashboard 48.9% (RED) 54.1% (RED)			Expected 40% (YELLOW) 50 % (YELLOW)	

	Chronic Absenteeism (FY) - SI					
23	Dashboard Chronic Absenteeism (2+) - ED	2023 Dashboard 57.1% (RED)			Expected 47% (YELLOW)	
24	Dashboard Chronic Absenteeism (Homeless) - JO	2023 Dashboard 68.7% (RED)			Expected 58% (YELLOW)	
25	Dashboard Chronic Absenteeism (SED) - RISE	2023 Dashboard 90.9% (RED)			Expected 80% (YELLOW)	
26	Dashboard Chronic Absenteeism (White) - SI	2023 Dashboard 47.5% (RED)			Expected 37.5% (YELLOW)	
27	Dashboard Chronic Absenteeism (SWD) - SU	2023 Dashboard 56.6% (RED)			Expected 46.6% (YELLOW)	
28	Dashboard Suspension (AA) -SU Suspension (AA) -PIMS Suspension (AA) -NVMS Suspension (AA) - JO Suspension (AA) - DV	2023 Dashboard 4.7% (RED) 27.1% (RED) 31.6% (RED) 7% (RED) 10.7% (RED)			Expected 3.7% (YELLOW) 21% (YELLOW) 26% (YELLOW) 4% (YELLOW) 7.7% (YELLOW)	
29	Dashboard Suspension (Foster) - PIMS Suspension (Foster) - NVMS Suspension (Foster) - DV	2023 Dashboard 32.1% (RED) 21.9% (RED) 9.5% (RED)			Expected 29.1% (YELLOW) 17% (YELLOW) 6.5% (YELLOW)	

30	Dashboard Suspension (2+) - JO	2023 Dashboard 6.7% (RED)			Expected 3.7% (YELLOW)	
31	Dashboard Suspension (White) - NVMS	2023 Dashboard 17% (RED)			Expected 14% (YELLOW)	
32	Dashboard Suspension (Homeless) - PIMS Suspension (Homeless) - NVMS	2023 Dashboard 13.8% (RED) 20.8% (RED)			Expected 10.8% (YELLOW) 16% (YELLOW)	
33	Dashboard Suspension (SED) - PIMS Suspension (SED) - NVMS Suspension (SED) - DV Suspension (SED) - TLA	2023 Dashboard 16% (RED) 19.4% (RED) 4.7% (RED) 44.2% (RED)			Expected 13 % (YELLOW) 16.4% (YELLOW) 1.7% (YELLOW) 40% (YELLOW)	
34	Dashboard Suspension (SWD) - PIMS Suspension (SWD) - NVMS Suspension (SWD) - DV	2023 Dashboard 18.5% (RED) 23.1% (RED) 9.7% (RED)			Expected 15% (YELLOW) 19% (YELLOW) 6.7% (YELLOW)	

Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable

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.

Not Applicable

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable

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

Not Applicable

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Teacher Clarity	An outside consultant will support all aspects of teacher clarity at the equity multiplier school sites. Teacher Clarity is an evidence based visible learning strategy that support students in have understanding their learning targets, how they are learning, as well as driving teacher behavior in terms of formative assessment, monitoring, and feedback.	\$7,100,000.00	No
5.2	Targeted Intervention	Math and ELA Intervention Teachers working in conjunction with Special Education in a Learning Center Model (at sites impacted in space, push-in learning center will be utilized to support student needs)	\$0.00	No
5.3	Walk to Learn	Walk to Learn model provided to support students with tier two academic needs with the remainder of the class doing small group extended core. Walk to learn is a model of instruction that provides for teachers and grade levels sharing students in targeted small groups to support individualized learning.	\$0.00	No

5.4	Enhanced Inclusive Practices	Inclusive practices such as Differentiated scaffolding and small-group instruction that include the presence of Project Based Learning.	\$0.00	No
5.5	Transportation Support	Provide transportation to support student attendance in regular day and extended day learning activities.	\$0.00	No
5.6	SEL Center	SEL Center to support social-emotional development - Focus on Restorative Practices	\$0.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$\$55,393,529	\$7,154,629

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
40.635%	0.000%	\$ \$0.00	40.635%

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

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	Action: Equitable Distribution of Teachers Need: In the 22-23 school year on the ELA CAASPP, Lancaster School Districts' foster youth scored 112.3 below standard, and the low-income student group scored 77.1 below standard	As a result of the above-mentioned need for both our Foster Youth and Low-Income students, this action will allow the district to continuously monitor its hiring practices to align with the needs of sites, as well as differentiate training opportunities while supporting staff with adequate compensation for specializing in school sites that have the highest concentrations of Low-Income and Foster	Teacher Assignment Monitoring Data (Metric - Goal 1, Metric 2) Local Indicator LCFF Priority 1 - Appropriately Assigned Teachers (Goal 1 Metric 1)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>whereas the ALL STUDENT group scored 71 below standard. All groups were in the RED performance band. Showing a gap of 41.3 points for foster youth, and a 6.1-point gap for low-income students in English language arts.</p> <p>In mathematics in the 22-23 school year foster youth scored 137.2 below standard, while low-income students scored 112.5 below standard. The ALL STUDENT group scored 107 below standard. Providing a gap for foster youth of 30.2 points, and a gap for low-income students of 5.5.</p> <p>Schools with the highest needs often have the highest frequency of inexperienced, uncredentialed, or long-term substitute teachers. Based on a review of data throughout Lancaster School District that was taken as a result of a Federal Program Monitoring cycle, we have found that the schools with the highest propensity of maladaptive behaviors, as well as low student achievement generally reside a the western portion of the school district. As a result of analysis of both TAMO and our internal dashboard data that suggests that more experienced teachers relocate to the west side of the district, our most at-risk student groups are taught by teachers who have less experience. The students who see this disparity most, are our foster, and low-income student groups. Principals, and leadership teams at high-needs schools stated that they have problems keeping more experienced teachers in high-needs sites</p>	<p>Students. This action will ultimately provide qualified teachers as defined by teacher data to unduplicated pupil populations to maintain stability at sites serving both Foster and Low-Income students. The action provides that there will be a constant monitoring of teachers' new teacher placement, and targeted efforts to support teachers who are found to be effective in targeted schools that have high demographics of students who are at promise.</p> <p>We are providing this action on an LEA-wide basis to allow for consistency in teacher experience that will impact and benefit all of our students throughout the district.</p>	<p>CAASPP ELA - Foster Youth & Low-Income Students CAASPP Math - Foster Youth & Low-Income Students</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>The need identified is to first identify the schools with the highest needs, and with the highest propensity of inexperienced teachers based on federal definitions, and then to provide differentiated support to enhance teacher quality and preparedness to those sites, or to identify proper supports in keeping well-trained teachers at sites that are deemed to have higher needs, serving our targeted student groups of Foster and/or low-income students. Unduplicated students need teachers who are stable and well-trained at school sites.</p> <p>Scope: LEA-wide</p>		
1.3	<p>Action: Instructional Coaching Support</p> <p>Need: In the 22-23 school year on the ELA CAASPP, Lancaster School District's foster youth scored 112.3 below standard, and the low-income student group scored 77.1 below standard. The English learner student group scored 88.8 below standard whereas the ALL STUDENT group scored 71 below standard. All groups were in the RED performance band. Foster youth subsequently have a gap of 41.3 points, low-income students have a gap of 6.1 points, and we experienced a 17.8 gap for English language learners in English language arts.</p>	<p>By providing for both site and district instructional coaches the Lancaster School District will provide more consistent and targeted teaching strategies to support our low-income, foster, and English learner students. Coaches will also provide increased focus on EL, Foster, and Low-income student data in Professional Learning Communities. The action provides for both site and district coaches to support teachers through model lessons, and specific support in the classroom, training, and professional learning communities/collaborative teaming while focusing on the needs of low-income, Foster, and English Learners, targeting their identified needs in collaborative teaming meetings.</p> <p>This action is being provided on a district-wide basis because of the benefit and enhanced</p>	<p>Teacher Efficacy Surveys (Goal 1 Metric 3) iReady Reading - Overall (Goal 1 Metric 32) iReady Reading - African American iReady Reading - American Indian iReady Reading - English Learner iReady Reading - Foster iReady Reading - Hispanic iReady Reading - Low Income iReady Reading - SWD iReady Reading - White iReady Math - Overall</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>In mathematics, in the 22-23 school year foster youth scored 137.2 below standard English learners scored 118.3 points below standard, while low-income students scored 112.5 below standard. The ALL STUDENT group scored 107 below standard. There is a gap for foster youth of 30.2 points, English learners had 11.3 points, and a gap for low-income students of 5.5 points.</p> <p>We learned from our educational partners, consisting of instructional staff, principals, and parents that there was a need to support teachers in ensuring consistency in instruction across the site, and articulation through the support of instructional coaches to support unduplicated students. As we experience that the Lancaster School District has struggled to maintain a stable teaching force, overturning 10% of the teaching population year over year, we have identified that there needs to be sustainability in our educational programs and training and support for teachers being implemented through site instructional coaches. There is a continuous need to support new teachers through targeted coaching strategies to provide unduplicated students with consistent learning opportunities.</p> <p>Scope: LEA-wide</p>	teaching capabilities that it will provide, as well as the instructional support it will give to benefit all Lancaster students.	iReady Math - African American iReady Math- American Indian iReady Math- English Learner iReady Math- Foster iReady Math- Hispanic iReady Math- Low Income iReady Math- SWD iReady Math- White CAST
1.5	Action: Supplemental Materials, Supplies, and Services - Intervention	To support low-income, English learners and foster student groups with learning gaps as a result of absenteeism, we will ensure that EL,	CAASPP ELA - African American

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	<p>Need: In the 22-23 school year on the ELA CAASPP, Lancaster School District's foster youth scored 112.3 below standard, and the low-income student group scored 77.1 below standard. The English learner student group scored 88.8 below standard whereas the ALL STUDENT group scored 71 below standard. All groups were in the RED performance band. Foster youth subsequently have a gap of 41.3 points, low-income students have a gap of 6.1 points, and we experienced a 17.8 gap for English language learners in English language arts.</p> <p>In the Mathematics CAASPP in the 22-23 school year foster youth scored 137.2 below standard, English learners scored 118.3 points below standard, while low-income students scored 112.5 below standard. The ALL STUDENT group scored 107 below standard. There is a gap for foster youth of 30.2 points, English learners had 11.3 points, and a gap for low-income students of 5.5 points.</p> <p>Based on educational partner feedback and an analysis of the data for ELs, Foster Youth, and Low-Income, it was determined that there was a need for our students to have additional academic support in all subjects specifically ELA and math to access the curriculum at grade level.</p> <p>Scope:</p>	<p>Foster, and Low-Income students receive supplemental materials, and services to support intervention. This goal will support small group instruction, social-emotional arts programming, and project-based learning to allow for students to better access the curriculum. Furthermore, specialized services such as learning centers for tier three support, small group tutoring, after-school tutoring, and online tutoring. This action increases support to students by providing differentiated materials supplies and services for instructional purposes. We will provide programs such as but not limited to project-based programs, intervention programs, and social-emotional arts-based programs, as well as materials and supplies to support</p> <p>The Lancaster School District will provide this action LEA-wide as access to intervention, and services that support extended instruction benefit all students throughout the system that are below grade level.</p>	<p>CAASPP ELA - English Learner CAASPP ELA - Foster CAASPP ELA - Low Income CAASPP Math - African American CAASPP Math - English Learner CAASPP Math - Foster CAASPP Math - Low Income iReady Reading - African American iReady Reading - English Learner iReady Reading - Foster iReady Reading - Low Income iReady Math - African American iReady Math - English Learner iReady Math - Foster iReady Math - Low</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
1.6	<p>Action: Supplemental Materials, Services and Supports - Enrichment</p> <p>Need: In the 23-24 school year, it was observed that 75% of our foster and low-income student groups identified for enrichment scored at or above grade level on the district's formative iReady reading assessment compared to 34% of the all-student group scoring at or above grade level. 70% of students in enrichment scored at or above grade level in mathematics whereas 24% of the all-student group scored at or above grade level in mathematics.</p> <p>Based on feedback from our families, and teaching staff and an analysis of the data, it was observed that the district needs to ensure that we maintain and even increase support for our students in enrichment. We determined a need to identify supports that supplement the core curriculum to ensure low-income and foster students receive engaging rigorous instruction.</p> <p>Scope: LEA-wide</p>	<p>To support low-income, and foster student groups with learning enrichments as a result of lack of access to resources, we will ensure that Foster and Low-Income students receive supplemental materials, and services such as project-based learning to extend the core instruction, individualized learning programs such as but not limited to Renzulli Learning, and differentiated support from teachers trained to support extensions to learning.</p> <p>This action is being provided on an LEA-wide basis as it supports engaging instruction for all students throughout the district, maintaining an interest in their education, and supporting extensions to learning.</p>	Renzulli Learning usage iReady Reading (Low Income) - At or Above Grade Level iReady Math (Low Income)- At or Above Grade Level
1.8	<p>Action: Professional Development for Increased Needs</p>	This action provides our low-income students with access to engaging learning strategies that support learning and development and engage them in the academic program at an increased	CAASPP ELA - English Learners CAASPP ELA - Foster

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	<p>Need: In the 22-23 school year on the ELA CAASPP, Lancaster School District's low-income student group scored 77.1 below standard. The English learner student group scored 88.8 below standard whereas the ALL STUDENT group scored 71 points below standard. All groups were in the RED performance band. Low-income students subsequently have a gap of 6.1 points, while we experienced a 17.8 gap for English language learners in English language arts.</p> <p>We also saw that in the 22-23 school year English learners scored 118.3 points below standard in mathematics, while low-income students scored 112.5 below standard. The ALL STUDENT group scored 107 below standard. There is a gap for English learners of 11.3 points and a gap for low-income students of 5.5 points.</p> <p>We also saw that 56.2% of our English learners made progress on the English language progress Indicators. This was seen to be an increase from the previous year, however, still shows that we need improvement in supporting all of our English learners making progress.</p> <p>There is currently a lack of structure to support Low-income and English learners in the areas of inclusive practices, language development, and support for prevention strategies for unduplicated students past tier 1 instruction. Although we grew in ELPI we are still seeing a majority of our EL students not reclassifying</p>	<p>rate. Further, this action provides for increased belonging for unduplicated pupils, as the nature of the training is based in differentiation. This action improves services for EL and Low-income students via a focus on intervening and supporting students early on, furthermore, it supports students in need of enrichment by supporting teachers in training. We determined this as the course of action as EL and low-income students in Lancaster have a significantly high need in terms of language acquisition as reflected in iReady reading scores consistently year over year. Given this, we also determined that training teachers to a significant degree in EL strategies would support students in reclassification.</p> <p>Specifically, this action will provide training to teachers in the following areas</p> <ul style="list-style-type: none"> Universal Design for Learning for low-income students to increase engagement Small group Instruction with a focus on English Language Learners Small Instruction with a focus on low-income students Effective use of integrated arts programing to increase engagment. <p>This action is being offered on an LEA-wide basis as access to diverse practices, differentiated instruction, and support for language development strategies are beneficial for all students throughout the Lancaster School District system.</p>	<p>CAASPP ELA - Low Income CAASPP Math - English Learners CAASPP Math - Foster CAASPP Math - Low Income iReady Reading - English Learners iReady Reading - Foster iReady Reading - Low Income iReady Math - English Learners iReady Math - Foster iReady Math - Low Income Youth Truth Student Belonging - Elementary Youth Truth Student Belonging - Middle</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>signifying they are not meeting standards in terms of CAASPP English language arts scores.</p> <p>Based on a review of data and information received from our educational partner groups consisting of teachers, site administration, and parent groups consisting of our District English Advisory Council, and our Superintendents Advisory Council we concluded that there is an increased need to support students in academic strategies that provide access to educational programs.</p> <p>Scope: LEA-wide</p>		
1.9	<p>Action: MTSS Para Program</p> <p>Need: 65% of Kindergarten students in the Lancaster School District are scoring at or above grade level in reading, whereas 65% of low-income students score in the same band based on iReady reading results. By first grade, 36% of are scoring at or above grade level in reading, whereas 31% of low-income students score at or below grade level. In second grade the number percentage of students scoring at or above grade level in the overall student group is 38%, whereas 35% of their low-income peers are scoring at or above grade level.</p>	<p>The acquisition and support of Multi-Tiered Systems of Support paraeducators in the K-2 classroom will provide low-income students in those classes with access to trained adult support in the areas of early reading instruction, including an emphasis on both phonics, phonemic awareness, and vocabulary development. The district will train paraeducators in the Science of Reading, to support students in acquiring literacy skills towards comprehension. This action will service low-income students in providing for an intensive small-group instructional experience in the K-2 classroom.</p> <p>This action is being provided on an LEA-wide basis because there is a positive effect both academically and socially when students have access to positive adult relationships throughout</p>	iReady Reading (K-2) Overall iReady Reading (K-2) Low Income

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	<p>Based on a review of data with our parent groups, elementary Principals, and early education teachers, we determined there to be a need to support low-income students with more access to adults to support small group instruction, while supporting reading strategies with a whole child approach. Partners suggested that underperformance in reading causes our schools to consistently be in a position of having to provide intervention in later grade levels, keeping our students from being able to access more rigorous content.</p> <p>Scope: LEA-wide</p>	<p>our district, therefore we find it beneficial to provide the district as a whole with access to the MTSS Para resources.</p>	
1.10	<p>Action: Professional Learning Communities</p> <p>Need: In the 22-23 school year on the ELA CAASPP, Lancaster School District's foster youth scored 112.3 below standard, and the low-income student group scored 77.1 below standard. The English learner student group scored 88.8 below standard whereas the ALL STUDENT group scored 71 below standard. All groups were in the RED performance band. Foster youth subsequently have a gap of 41.3 points, low-income students have a gap of 6.1 points, and we experienced a 17.8 gap for English language learners in English language arts.</p> <p>In mathematics in the 22-23 school year foster youth scored 137.2 below standard, English</p>	<p>1) at the elementary level, we will be able to support teachers with time during the day by supporting a pullout PE program provided by credentialed PE teachers. This will allow for up to two days a week for teachers at the elementary level to collaborate around student achievement and monitoring cycles.</p> <p>2) At the middle school level, this will support unduplicated pupils by providing teachers with extra time after school on top of their prep periods to provide for collaboration around planning, data analysis, and support with intervention.</p> <p>3) This action will support unduplicated pupils through support to teachers in terms of materials, data, and supplies to support professional learning communities.</p>	<p>CAASPP ELA - English Learners CAASPP ELA - Foster CAASPP ELA - Low Income CAASPP Math - English Learners CAASPP Math - Foster CAASPP Math - Low Income iReady Reading - English Learners iReady Reading - Foster iReady Reading - Low Income iReady Math - English Learners iReady Math - Foster</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>learners scored 118.3 points below standard, while low-income students scored 112.5 below standard. The ALL STUDENT group scored 107 below standard. There is a gap for foster youth of 30.2 points, English learners had 11.3 points, and a gap for low-income students of 5.5 points.</p> <p>Based on educational partner feedback directly from teachers, Principals, and classified instructional staff, we identified a need for collaborative structures that need to be supported for teachers during the school day, allowing them time to plan, create assessments, analyze those assessments, and monitor Foster, low-income, and English learner student progress. Research shows that a rigorous monitoring cycle will provide early intervention for students. Based on feedback from partners, this is also true in Lancaster, as parents and families, state that students are better prepared for academic success when teachers are working together collaboratively. It was also concluded that teachers felt they needed more time in targeted collaboration to build collective efficacy, and a team environment at the school sites in order to better support English learners, Foster youth and low-income students.</p> <p>Scope: LEA-wide</p>	<p>4) Finally, training will be supported for teachers in how to conduct time efficient, and productive PLCs through one of two PLC models (PLC +, or Solution Tree).</p> <p>This action identifies and supports teachers with time in and outside of the school day to provide for Collaborative Teams via the PLC process. PLC's will increase and improve services to unduplicated pupil groups as it provide for increased monitoring of these student groups. PLCs promote equity and inclusion by ensuring that every student receives the support they need to succeed, regardless of their background or abilities. Our teachers will have the opportunity to work together to identify and address disparities in achievement, helping to create a more equitable learning environment for Lancaster school district students throughout the district, while targeting EL, Foster, and Low-Income student groups.</p> <p>This action will be provided throughout the Lancaster School District as it supports unduplicated pupils and through that collaboration, all students will be provided the benefit of that work.</p>	<p>iReady Math - Low Income Teacher PLC Inventory - Youth Truth Teacher PD - Elementary Youth Truth Teacher PD - Middle</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.11	<p>Action: Early Literacy</p> <p>Need: In the 22-23 school year on the ELA CAASPP, Lancaster School District's foster youth scored 112.3 below standard, and the low-income student group scored 77.1 below standard. The English learner student group scored 88.8 below standard whereas the ALL STUDENT group scored 71 below standard. All groups were in the RED performance band. Foster youth subsequently have a gap of 41.3 points, low-income students have a gap of 6.1 points, and we experienced a 17.8 gap for English language learners in English language arts.</p> <p>We also observed that in the 23-24 school year, overall 43% of 3rd graders scored at or above grade level on the district iReady reading assessment whereas only 30% of EL students, 36% of foster Students, and 41% of low-income students scored at or above grade level. Our success with low-income students in this space comes from the fact that the overall student group is composed of 91% low-income students. When considering students who are not low-income, 50% of the overall score is at or above grade level. This suggests that gaps exist among our students in the 3rd grade in terms of our unduplicated student groups, and their counterparts in terms of reading.</p> <p>We have determined that our unduplicated pupil groups have gaps in reading based on iReady scores. This action provides targeted</p>	<p>This action will support unduplicated students in the area of early literacy by implementing the following:</p> <ol style="list-style-type: none"> 1) Professional Development of teachers, administrators, and paraeducators in Early Literacy programs of Heggerty and SIPPS. 2) Purchase of materials for teachers, administrators, and paraeducators to support the implementation of Heggerty and SIPPS 3) Ongoing training and professional development for teachers, administrators, and paraeducators in the Science of Reading. 4) Focus and professional development around small group instruction for teachers, administrators, and paraeducators. 5) Data analysis of both Heggerty and SIPPS. <p>This action will be considered and implemented LEA-wide because early literacy is a foundational support to all students throughout the district, and we further note that all students will benefit from access to the implementation of this action.</p>	<p>CAASPP Reading (3rd Grade) - Overall CAASPP Reading (3rd Grade) - English Learners CAASPP Reading (3rd Grade) - Foster CAASPP Reading (3rd Grade) - Low Income iReady Reading (3rd Grade) - Overall iReady Reading (3rd Grade) - English Learners iReady Reading (3rd Grade) - Foster iReady Reading (3rd Grade) - Low Income iReady Reading (3rd Grade) - Overall - Phonics iReady Reading (3rd Grade) - English Learners - Phonics iReady Reading (3rd Grade) - Foster - Phonics iReady Reading (3rd Grade) - Low Income - Phonics</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>support for unduplicated student groups in the area of early literacy.</p> <p>Community Challenges: Lancaster, like many communities, faces challenges such as poverty, homelessness, and limited access to healthcare and social services. These community challenges can impact students' overall well-being and ability to focus on learning, including early literacy development.</p> <p>Socioeconomic Factors: Many students in the Lancaster School District come from low-income families, which can impact their access to books, literacy-rich environments, and early childhood education opportunities. Limited access to resources outside of school can hinder early literacy development.</p> <p>Quality of Instruction: The effectiveness of early literacy instruction can vary widely depending on teacher training, resources, and curriculum. Students require additional support if they are not receiving high-quality instruction in foundational literacy skills such as phonemic awareness, phonics, fluency, vocabulary, and comprehension.</p> <p>The Lancaster School District met with educational partners consisting of teachers, families, and site administration, and determined that there is a need to continue to support our students in grades K-2 in terms of early literacy. Furthermore, feedback from primary grade teachers informs us that the gap in reading skills grows with each subsequent year making grade-level skills difficult to</p>		

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	<p>master. Students need many opportunities to learn and practice early literacy skills in the classroom with varied techniques and strategies.</p> <p>Scope: LEA-wide</p>		
1.13	<p>Action: Leadership Support and Professional Development</p> <p>Need: In the 22-23 school year on the ELA CAASPP, Lancaster School District's foster youth scored 112.3 below standard, and the low-income student group scored 77.1 below standard. The English learner student group scored 88.8 below standard whereas the ALL STUDENT group scored 71 below standard. All groups were in the RED performance band. Foster youth subsequently have a gap of 41.3 points, low-income students have a gap of 6.1 points, and we experienced a 17.8 gap for English language learners in English language arts.</p> <p>In the Mathematics CAASPP in the 22-23 school year foster youth scored 137.2 below standard, English learners scored 118.3 points below standard, while low-income students scored 112.5 below standard. The ALL STUDENT group scored 107 below standard. There is a gap for foster youth of 30.2 points, English learners had 11.3 points, and a gap for low-income students of 5.5 points.</p>	<p>The focus of this action is to provide support to site administration in their work with unduplicated pupil groups to support various aspects of the educational program for these students particularly. This action will provide for tiered support to administration in the Lancaster school district that will support new administrators in accessing resources and implementing continuous improvement cycles through Professional Learning Communities.</p> <p>This action is being provided on an LEA-wide basis because it will benefit all students within the district to have well-trained, supported administrators who have access to coaching and leadership development that brings about positive outcomes in Lancaster schools.</p>	<p>CAASPP ELA - English Learners CAASPP ELA - Foster CAASPP ELA - Low Income CAASPP Math - English Learners CAASPP Math - Foster CAASPP Math - Low Income iReady Reading - English Learners iReady Reading - Foster iReady Reading - Low Income iReady Math - English Learners iReady Math - Foster iReady Math - Low Income Leader Capacity Survey (Baseline Determined in the Fall) Youth Truth Elementary - Culture Youth Truth Middle - Culture</p>

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	<p>It is understood through research and evidence that the site leader has the second highest effect on student learning based on Leithwood's research. Subsequently, Lancaster School District admin generally has under 3 years of site Principal experience. We have identified a need to support site leaders in supporting unduplicated pupils due to the high needs of the Lancaster school district, as well as teacher and administrative surveys.</p> <p>Feedback from families, and teachers indicates that unduplicated pupils need site admins that is stable, consistent, knowledgeable about language acquisition, and trauma-informed practices, and need to be able to implement a strong instructional program. They also need to be well-versed in change management. Site leaders in Lancaster are generally new to their administrative careers, therefore support was deemed necessary to accelerate and maintain the growth of site administration.</p> <p>Scope: LEA-wide</p>		
1.16	<p>Action: Additional Classified Support</p> <p>Need: In the 22-23 school year on the ELA CAASPP, Lancaster School District's low-income student group scored 77.1 below standard whereas</p>	<p>The focus of this action is to support low-income students with classified support paraeducators. This action will provide support for low-income students in the following ways:</p> <p>1) Highly trained paraeducators in early literacy skills to support students in upper grades in an</p>	<p>CAASPP ELA - Low Income CAASPP Math - Low Income iReady Reading - Low Income iReady Math - Low Income</p>

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	<p>the ALL STUDENT group scored 71 below standard. The low-income student group was in the RED performance band and experienced a gap of 6.1 points in English language arts.</p> <p>In the Mathematics CAASPP in the 22-23 school year, low-income students scored 112.5 below standard whereas the ALL STUDENT group scored 107 below standard. There is a gap for low-income students of 5.5 points.</p> <p>Educational partners consisting of site admin, teachers, and parents identified the need for low-income students to enhance relationships with adults on campus, and the propensity of small group instruction based on our academic achievement in all subject areas. Information was supported by teacher feedback on the Youth Truth survey, family conversations, and feedback from the site admin.</p> <p>As this action provides for small group instruction targeting low-income students we find that we have a significant number of low-income students scoring below grade level in both Math and ELA in the later grades. This denotes the need to support Lancaster students with small group instruction supported by trained and qualified adults.</p> <p>Scope: LEA-wide</p>	<p>age-appropriate manner that meets their literacy needs.</p> <p>2) This action allows for increased training to support small groups of paraeducators.</p> <p>3) Small group instruction allows teachers to target specific skills or concepts that students may be struggling with and provide additional support or remediation as needed. 4) This action allows teachers to provide targeted support for students at risk, while paraeducators support students at or above grade level.</p> <p>5) Providing more access to adults to build stronger relationships around the instructional core, with teachers addressing and understanding the learning styles and preferences of their students while providing more targeted feedback.</p> <p>This action will be provided on an LEA-wide basis to support students. As this action provides for more targeted tier 2 support in the classroom there is benefit for all students to have access to a trained paraeducator who can support unduplicated students.</p>	<p>Youth Truth Relationship - Elementary Student</p> <p>Youth Truth Relationship - Middle Student</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.17	<p>Action: Increased Family Engagement for Academics</p> <p>Need: Families of low-income students in elementary schools scored Lancaster School District at a 3.33 on a scale from 1-5 on our local climate survey whereas the overall family score for elementary schools was a 3.66.in engagement In our middle school family survey families of low-income students scored Lancaster School District at a 3.0 on a scale from 1-5, whereas families representing all middle school students scored the district at a 3.66 with regards to engagement.</p> <p>We collaborated with our educational partners to identify possible root causes, and were informed from families that there was a need to support them with materials that could support their students academically in the home. In essence, our low-income families shared that they needed support, training, and materials to support their children at home in all academic areas. Furthermore, they identified that they felt that there was a lack of decision making capacity on the part of parents and community, and that they did not feel engaged in the process for the students in the community. Lancaster School District partners determined that engaging families in academics would empower families to be advocates for their child's education. Lancaster families determined that when they are knowledgeable about educational policies, practices, and resources, they can effectively advocate for their child's needs and contribute</p>	<p>To help low-income families support their children in their education, while enhancing their engagement in academic processes, the district will implement this action with a target on:</p> <ol style="list-style-type: none"> 1) Providing family engagement opportunities that support working with parents on strategies to support their child in the home. 2) Providing staff training on how to effectively support parents in building their efficacy towards supporting children in the home. 3) Train parents through out Parenting Partners program to support appropriate engagement with the school, and home. <p>This action is provided on an LEA-wide basis in order to support all families with resources to support students in the home with academics.</p>	<p>Youth Truth Engagement - Elementary Family Youth Truth Engagement - Middle Family CAASPP ELA - Low Income CAASPP Math - Low Income</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>to positive changes within the school and community.</p> <p>Scope: LEA-wide</p>		
2.2	<p>Action: Student Mental Health Supports</p> <p>Need: Foster students in the Lancaster School District were suspended at a rate of 12.5% based on the CA Dashboard. Low-income students in the Lancaster School District were suspended at a rate of 6.8% based on the CA Dashboard. The Overall student group was suspended at a rate of 6.5% based on the CA Dashboard. Data suggests that foster students were suspended at a rate 6% higher than the overall student group, whereas low-income students were suspended at a rate of .3% more than their peers.</p> <p>After reviewing survey data from educational partners to include teachers and families, it was suggested by partners that there is a need to support both low-income and foster youth with a formalized SEL program that is evidence-based to regulate behaviors of our unduplicated students experiencing trauma. Staff and families suggested the need for students to receive programming in coping skills and social-emotional learning. We believe our unduplicated student groups would benefit from a structured Social Emotional</p>	<p>This action will address the need identified above as it will provide for:</p> <ol style="list-style-type: none"> 1) Targeted and intentional support for mental health for low-income and foster student groups 2) Targeted support with trauma-informed practices. 3) Training and professional development for teachers in tier-one trauma-informed practices 4) Training and professional development for teachers in restorative practices. <p>This action is being provided on an LEA-wide basis as we believe that students throughout the district will be supported socially and emotionally via a structured social-emotional program that will provide access for students to environments that support their development.</p>	<p>Youth Truth Resource Measure Youth Truth Emotional& Mental Health - Middle School Dashboard - Suspensions (Overall) Dashboard - Suspension (Foster) Dashboard - Suspension (Low-Income)</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Learning program that is explicitly taught and integrated during the school day focusing on self-regulation and coping strategies.</p> <p>Scope: LEA-wide</p>		
2.3	<p>Action: Trauma Informed Practices</p> <p>Need: Based on the California dashboard, foster students in the Lancaster School District were suspended at a rate of 12.5%. low-income students in the Lancaster School District were suspended at a rate of 6.8% based on the California dashboard. the overall student group was suspended at a rate of 6.5% based on the California dashboard. Data suggests Foster students were suspended at a rate 6% higher than the overall student group, whereas low-income students were suspended at 3% more than their peers.</p> <p>Low-income students in the Lancaster School District experience chronic absenteeism at a rate of 43 and a half percent, whereas Foster youth experienced chronic absenteeism at a rate of 36.4%. the overall student rate for chronic absenteeism was 41.9%. although we experienced growth from the 21-22 school year to the 2223 school year, teachers and site administrators still expressed the deep need to ensure that low-income and Foster students had targeted access to trauma-</p>	<p>This action will address the above-mentioned need for trained mental health professionals by providing for the following:</p> <ol style="list-style-type: none"> 1) Counselors at each school site to support trauma-informed practices and restorative practices. 2) Social workers on school sites support work with restorative practices and trauma-informed practices and provide access to needed resources for families and students. 3) Professional development and training for the above-mentioned positions to support restorative practices, trauma-informed practices, and other tier two and tier 3 interventions to support low-income and Foster youth with their social and emotional needs. <p>Overall, this action will provide increased services to Foster and low-income student groups as they will receive greater access to counselors to support behavior and mental health this action will provide counselors to support students, along with social workers, all encompassed by our student and Family Services department.</p> <p>This action was identified on an LEA-wide basis as there were increased suspensions and behaviors</p>	<p>Youth Truth Relationships - Elementary Youth Truth Belonging - Elementary Youth Truth Belonging and Peer Collaboration - Middle Youth Truth Relationships - Middle Dashboard - Suspensions (Overall) Dashboard - Suspensions (Foster Youth) Dashboard - Suspensions (Low-Income) Dashboard Chronic Absenteeism (Overall) Dashboard Chronic Absenteeism (Foster Youth) Dashboard Chronic Absenteeism (Low-Income)</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>informed practices to support mental health and their attendance in schools.</p> <p>Educational Partners consisting of staff, parents, and site administrators remarked on surveys and in focus groups that there was a need to ensure that the district secured and ensured access to train staff that could support both trauma-informed practices and student mental health.</p> <p>Scope: LEA-wide</p>	<p>throughout the district. As a result, the addition of counselors and social workers will benefit students throughout the district and support their social emotional and mental health needs.</p>	
2.4	<p>Action: Alternative Education Classes</p> <p>Need: Based on the California dashboard, low-income students in the Lancaster School District were suspended at a rate of 6.8% based on the California dashboard. The overall student group was suspended at a rate of 6.5%. Although the rate was not significantly higher based on the CA dashboard, we found that that student group was still scoring in the RED band regarding suspension, and above the state average by 2% for low-income students.</p> <p>Based on the feedback from educational partners to consist of parents, teachers, and students who are currently exhibiting dysregulated behaviors. As a result of this expressed behavior, it was determined that</p>	<p>This action will increase services by providing a space for low-income students experiencing trauma to regulate their behaviors. This action will provide a space for students to regulate behaviors when they experience times of maladaptive behavior. Low-income students will be serviced by being provided;</p> <p>1) Intensive, at the moment trauma informed lessons 2) Intense social-emotional learning supports from trained personnel to include the school counselor, and/or psychologist.</p> <p>This action will be provided on an LEA-wide basis, as all students will benefit during times of dysregulation from access to supports that help them to regulate behaviors. Furthermore, it will provide adult assistance to students who experience the effects of maladaptive behaviors.</p>	Suspension rates (Low-Income)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>there was a need to support low-income students with courses, and classes within the regular school day that would serve in place of suspension to offer social emotional, and behavioral support, and get students to return to class to continue academic learning.</p> <p>Scope: LEA-wide</p>		
2.5	<p>Action: Alternative Education</p> <p>Need: Students at The Leadership Academy in Lancaster School District experienced suspension at a rate of 43.2%, while students at RISE experienced suspension at a rate of 40%. The school district as a whole had a suspension rate of 6%, and students at both schools were in the RED band for performance.</p> <p>Educational partners at both schools consisting of parents, and teachers identified a need for some of our most at-risk students to be provided opportunities for learning in our RISE program with extended efforts towards social-emotional learning and trauma-informed practices as a result of adverse childhood experiences. This program is geared towards supporting the emotional and behavioral needs of some of our most adversely affected youth in the district.</p>	<p>This action will support low-income students at RISE with:</p> <ol style="list-style-type: none"> 1) Full-day access to trained counselors. 2) A focus on social-emotional learning programs such as habits of mind, and capturing kids hearts. 3) A focus on academics that supports project-based learning <p>This action will increase access to social-emotional support for low-income students to help them regulate behaviors. Alternative methods of instructional delivery are provided to support students' social-emotional health. This action will be applied at RISE and The Leadership Academy to support students experiencing a need for support. This action will support students at RISE and TLA to support their social-emotional needs while integrating academics into their academic programming.</p> <p>This action will be provided to all students at both RISE and The Leadership Academy as they will focus on both lower grade (The Leadership Academy) and upper grade (RISE) supports for low-income students. All students at these schools</p>	<p>RISE: Suspension - Low-income The Leadership Academy Suspension - Low-income</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: Schoolwide	will be provided access to supports when necessary to ensure access to an academic curriculum.	
2.6	<p>Action: Culturally Responsive Positive Behaviors Interventions and Supports</p> <p>Need: 55% of Middle School Students in Lancaster School District only reported positively towards feelings of belonging and peer collaboration on the Youth Truth Climate Survey. With a relationship score of 35%.</p> <p>28% of Elementary School Students in Lancaster School District reported positively towards feelings of Belonging, whereas 80% reported positively regarding relationships (higher than Middle School)</p> <p>Evidence suggests that students do not feel connected to the academic institutions they attend. Furthermore, students must have a feeling of belonging as both research and evidence suggest.</p> <p>This resulted in 6.8% of our low-income students being suspended, while 12.5% of our foster students were suspended in the 23 Dashboard.</p> <p>Educational partners consisting of teachers, site administrators, and parents identified a need for our educational system to routinely teach behaviors in school, as many of our low-</p>	<p>In order to address this need for both low-income and foster students, the district will increase services and support in terms of behavior and access to incentives to support positive behavior. Supporting the direct teaching of Positive Behaviors, Interventions and Supports. This action provides support targeted at low-income and foster students who struggle in the school setting. This allows the district to support these students in teaching them behaviors, by utilizing a token economy, setting explicit direct rules and behaviors, and teaching appropriate behavior, before penalizing students for common disciplinary mistakes.</p> <p>This action is provided on an LEA-wide basis as it will support all students who come to us struggling with behaviors.</p>	Youth Truth Belonging - Elementary Youth Truth Relationships - Elementary Youth Truth Belonging and Peer Collaboration - Middle Youth Truth Relationships - Middle Dashboard - Suspensions (Low Income) Dashboard- Suspensions (Foster)

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	<p>income and foster students struggle to learn the habits to successfully navigate the social institution of school.</p> <p>Scope: LEA-wide</p>		
2.7	<p>Action: Capturing Kids Hearts</p> <p>Need: Foster students in Lancaster School District in both middle and elementary school reported feeling disengaged from school as they felt limited access to relationships with adults as a result of our Youth Truth Survey. This was evident in or chronic absenteeism indicator for foster youth who scored at a rate of 36.4%.</p> <p>Families and staff identified a need via survey research and focus groups targeted work with students and staff around creating a positive school climate for unduplicated pupil groups. Educational partners further reported that there is a need to ensure that we are creating safe environments while increasing positive relationships among adults and students.</p> <p>Scope: LEA-wide</p>	<p>As a result of the above-identified need the district, along with the support of educational partners has determined the following:</p> <ol style="list-style-type: none"> 1) This action will increase services to foster students by supporting the school climate via training of teachers to work cohesively with students identified, targeting foster students. 2) Capturing Kids Hearts will be trained among the district. CKH is a program instituted by the Lancaster school district that supports schools in building a culture of mutual respect, and honor among both students and staff. 3) Classified staff will be trained in CKH strategies 4) Families will be supported with CKH strategies in the home. <p>Capturing Kids' Hearts emphasizes the importance of building positive relationships between students and educators. By focusing on relational capacity, the program helps create a supportive and inclusive school environment where students feel valued, respected, and connected to their teachers and peers. The program focuses on engaging students in the learning process by making connections between academic content and their interests, experiences, and goals. By fostering a sense of ownership and relevance, Capturing Kids'</p>	<p>Youth Truth Culture - Elementary (Foster) Youth Truth Engagement - Elementary (Foster) Youth Truth Relationships - Elementary (Foster) Youth Truth Culture - Middle (Foster) Youth Truth Engagement - Middle(Foster) Youth Truth Relationship - Middle (Foster) Dashboard Chronic Absenteeism - Foster Youth Dashboard Chronic Absenteeism- Low Income Dashboard Chronic Absenteeism- African American</p>

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		<p>Hearts helps increase student motivation, participation, and achievement. This action will support our unduplicated pupil groups however, will benefit students district-wide.</p> <p>This is an LEA-wide action, as supporting students with a positive climate will increase and support all students with attending school at a more regular basis.</p>	
2.8	<p>Action: Multi-Tiered Systems of Support</p> <p>Need: Foster students in the Lancaster School District were suspended at a rate of 12.5% based on the CA Dashboard. Low-income students in the Lancaster School District were suspended at a rate of 6.8% based on the CA Dashboard. The Overall student group was suspended at a rate of 6.5% based on the CA Dashboard. Data suggests that foster students were suspended at a rate 6% higher than the overall student group, whereas low-income students were suspended at a rate of .3% more than their peers.</p> <p>Low-socioeconomic students and Foster youth in Lancaster have exhibited a want and need for support as is evidenced by Youth Truth Academi engagement measure as well as family meetings. There is a documented need for support in the area of both academics and SEL, thus we need to support in such a way as to offer support to both in a differentiated way (All, Some, Few).</p>	<p>As a result of this identified need, the Lancaster School District will support unduplicated students through a Multi-Tiered System of Support. This action will consist of the following:</p> <p>1) Support for students in a Multi-tiered system of support that allows students to be provided resources before exhibiting problematic behaviors. 2) A proactive approach to discipline. MTSS can support low-income and Foster students in the Lancaster School District by providing early intervention, personalized support, equitable access to resources, data-driven decision-making, collaborative problem-solving, tiered interventions, and a positive school climate. By addressing the unique needs of low-income students within a comprehensive and integrated framework, MTSS can help ensure that all students have the opportunity to succeed academically and thrive socially and emotionally. 3) Provide training for teachers with a focus on MTSS, as well as support for families in the home.</p> <p>This action will be provided on a district-wide basis to ensure that all students in Lancaster School District have access to a whole-child teaching approach that supports social-emotional,</p>	<p>Youth Truth Engagement - Elementary Youth Truth Engagement - Middle Dashboard suspensions - Low income</p>

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	<p>Educational partners, consisting of parents, and teachers corroborated this need during focus groups, as they have witnessed increased suspension rates as a result of physical aggression which we determined with partners and our community experts to be a result of significant trauma due to the poverty throughout Lancaster.</p> <p>Scope: LEA-wide</p>	<p>academic, and behavioral needs for all students as it benefits all students to have supports such as this in place.</p>	
2.9	<p>Action: Expanded Learning Opportunities</p> <p>Need: Chronic absenteeism has been seen to be 34.8% for EL Students, 36.4% for Foster youth, and 43.5% for low-socio-economic students. In contrast, the district has an overall 41.9% rate of chronic absenteeism. Although rates for EL and Foster are lower, it has been a consistent effort to ensure expanded learning opportunities that allow students to be at school later in the day.</p> <p>Students in Lancaster are significantly seen to be low income (90.5%); with a high UPP rate of approximately 89%. That means that there is a significant need to ensure they gain access to support that they can use to provide high-interest academic settings.</p> <p>Educational partners consisting of families and students have provided this information to us</p>	<p>This action will support unduplicated students by increasing access to learning opportunities after the school day. This action gives students access to extra-curricular opportunities that would otherwise be unavailable.</p> <ol style="list-style-type: none"> 1) Students will be surveyed based on interest 2) Services will be located through the schools and outside service organizations to support students' expanded learning opportunities 3) Teachers and outside service providers will be sought out to support the effort of providing after-school programming, including interest-based programming and tutoring. 4) Mental health and counseling support will be supported after school. <p>This action is represented LEA-wide as students provided that they wanted more time for enrichment throughout the district. All students will and should have access to support after school to support the acquisition of learning topics they feel</p>	<p>Youth Truth Resources - Families Middle Youth Truth Resources - Families Elementary Youth Truth Relationships - Elementary Youth Truth Relationships - Middle Chronic Absenteeism - English Learners Chronic Absenteeism - Foster Youth Chronic Absenteeism - Low Income</p>

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	<p>based on Thought Exchange open-ended surveys throughout the year, that indicated the need to create reasons for students to want to be engaged in through interest-based expanded learning opportunities.</p> <p>Scope: LEA-wide</p>	<p>relevant while increasing interest in the educational process.</p> <p>By providing this action to targeted student groups through the Lancaster system, we will provide targeted academic tutoring, language development, and homework assistance to support academics. We will be providing social-emotional support with safe and supportive environments, and mental health support. We will further provide for engagement through enrichment activities, and programs that incorporate culturally relevant materials and activities that can make learning more meaningful and engaging for diverse student populations.</p>	
2.10	<p>Action: Increased Family Engagement for Social-Emotional Development</p> <p>Need: Low-income students in the Lancaster School District were suspended at a rate of 6.8% based on the CA Dashboard. The Overall student group was suspended at a rate of 6.5% based on the CA Dashboard. Data suggests a need to address behaviors that arise out of dysregulation among this student group.</p> <p>We collaborated with our educational partners to identify possible root causes, and were informed by families that there was a need to support them with materials that could support their students socially-emotionally, and needed more access to strategies to work with students from a whole child perspective in the</p>	<p>To meet the increased services as it will support low-income families and students, we worked with educational partners to design and provide support associated with our Parenting Partners groups, as well as incorporate the position of Family Ambassador, and social service to support our families in attaining opportunities to learn how to work with their children in the home, building up their ability to be socially self-sustaining.</p> <p>This will be considered an LEA-wide action, as it will support access for all parents, thus supporting all students throughout the district with access to families that have access to resources to meet the needs of their students socially and emotionally. This action will benefit all students through its provision of social-emotional learning-focused parent engagement opportunities.</p>	<p>Youth Truth Resources - Elementary Youth Truth School Safety - Elementary Youth Truth Resources - Middle Youth Truth School Safety - Middle Dashboard Suspensions (Low-Income)</p>

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	<p>home. In essence, our low-income families shared that they needed support, training, and materials to support their children at home in all social-emotional areas. Furthermore, they identified that they felt that there was a lack of decision-making capacity on the part of parents and community and that they did not feel engaged in the process for the students in the community. Lancaster School District partners determined that engaging families in academics would empower families to be advocates for their children's education. Lancaster families determined that when they are knowledgeable about educational policies, practices, and resources, they can effectively advocate for their child's needs and contribute to positive changes within the school and community.</p> <p>Scope: LEA-wide</p>		
2.11	<p>Action: Dual Capacity Training</p> <p>Need: Surveys provided by low-income families from our various thought exchange surveys provided qualitative data supporting the need to support low-income families at the school site. It was determined by educational partners that there was a need for teachers to be trained in strategies to support families while supporting office staff in engaging with low-income families. Teachers and office staff also</p>	<p>This action will support low-income students and families in the following ways:</p> <ol style="list-style-type: none"> 1) Training of staff in a dual capacity framework, how to support families academically to support their students 2) Support families with access to resources 3) Support students with academics in the home. 4) Support and training for classified staff as how to effectively engage low-income families in the educational process. 	<p>Youth Truth Culture - Families Youth Truth Relationships - Families Youth Truth Communication and Feedback - Families CAASPP ELA - Low Income CAASPP Math - Low Income</p>

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	<p>provided that they wanted to be better trained and supported in working with families within an academic lens. This information was gleaned from our Thought Exchange qualitative survey.</p> <p>Scope: LEA-wide</p>	<p>This action provides for access for staff to be trained as to working with families, and for families to be supported in working and asking the right questions of staff to further student learning. This action will support the targeted student groups and is provided LEA-wide to enhance the climate and quality of relationships for all of our families. This action will enhance communication by fostering better communication between families and schools, the framework ensures that parents and guardians are well informed about their children's progress and school activities, which is crucial for low-income and foster families who may face barriers to regular communication. Furthermore, schools will become more culturally responsive and sensitive to the needs of different family backgrounds, ensuring that interactions are respectful and supportive.</p>	
2.13	<p>Action: School Sponsored Family Events</p> <p>Need: After providing and receiving various Thought Exchange qualitative surveys, providing for focus groups, and working with school site admin, teachers, and families, our educational partners determined that there was a need to support our Families of English learners, Foster youth, and low-income students with access to resources around school-sponsored family events. Families stated in surveys that they were unaware of the systems that schools provided for student success. Partners explained that this only comes about through access to schools and teachers after the school do to support families in identifying and</p>	<p>To meet the needs identified for our English learners, Foster youth, and low-income student groups and families, the district has determined the above action of supporting schools in providing events that focus on access for families to programs to increase and improve services to our low-income, foster, and English language learner student groups. Specifically this action entails the following:</p> <ol style="list-style-type: none"> 1) Providing for proper and robust marketing of student-centered, school-sponsored family engagement activities for unduplicated pupils. 2) Ensuring resources are allocated to sites to meet the needs of families and supporting their attendance at school-sponsored events. 3) Providing extra time to staff to ensure support at events. 	<p>Youth Truth Relationship - Elementary Students (low-income) Youth Truth Relationship - Elementary Students (Foster) Youth Truth Relationship - Elementary Students (English learners)</p> <p>Youth Truth Relationships - Middle Students (low-income) Youth Truth Relationships - Middle Students (Foster) Youth Truth Relationships - Middle Students (English learners)</p>

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	<p>understanding those systems. Families of our unduplicated student groups remarked that they were generally not coming to school-sponsored family events, based on the fact that they did not see value in those events in the past. As a result, the district, and partners have determined a need to ensure that there are positive marketing efforts to support family attendance at school-sponsored family events, that include culturally relevant themes for family engagement.</p> <p>Scope: LEA-wide</p>	<p>4) Identifying individual needs at school sites, while supporting efforts to reach out to their community.</p> <p>This action will be provided to all schools to support families in having a deeper understanding of the schools, from the school site employees.</p> <p>This action is being provided on an LEA-wide basis to allow for all of our parents to engage with the school at some time and will benefit unduplicated students by bringing their families in to be a part of the educational setting, while gaining knowledge of the practices, supports and resources that our schools can be for the community.</p>	<p>Youth Truth Resources - Elementary Families (low-income)</p> <p>Youth Truth Resources - Elementary Families (Foster)</p> <p>Youth Truth Resources - Elementary Families (English learner)</p> <p>Youth Truth Resources - Middle Families (low-income)</p> <p>Youth Truth Resources - Middle Families (Foster)</p> <p>Youth Truth Resources - Middle Families (English learner)</p> <p>Parent participation as measured by the number of parents attending district-wide family events</p> <p>Chronic absenteeism (low-income)</p> <p>Chronic absenteeism (Foster)</p> <p>Chronic Absenteeism (English learners)</p>
3.2	<p>Action: Attendance Monitoring</p> <p>Need:</p>	<p>As a result of the abovementioned need, the following action is being put into place to support both our Foster and low-income student groups to intervene early in terms of chronic absenteeism.</p>	<p>Attendance (Foster Youth)</p> <p>Attendance (Socioeconomically Disadvantaged)</p>

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	<p>Foster students in the Lancaster School District were chronically absent in 22-23 at 36.4%, and low-income students were chronically absent at 43.5%. The overall rate of chronic absenteeism in Lancaster School District was 41.9%. Although we saw drops in chronic absenteeism, we still acknowledge that there is a significant amount of work regarding monitoring our Foster, and low-income student populations.</p> <p>After considerable meetings with educational partners including our families, and staff, we determined the need to ensure that we can identify and mitigate rates of chronic absenteeism when we see those rates begin to rise. Our partners determined that monitoring student attendance, and identifying headwinds that keep students from attending school regularly is vitally important. It was therefore determined that the district needs to consistently be in a position to accurately analyze our chronic absenteeism to intervene early for our unduplicated student group.</p> <p>Scope: LEA-wide</p>	<p>1) The district will provide a Lancaster Interactive Dashboard that will ensure that we monitor our unduplicated student groups to ensure regular attendance.</p> <p>2) When we observe groups or students trending chronically absent, we will provide interventions to include work with our families, and family ambassadors to support families that are struggling with attendance.</p> <p>3) We will provide extra hours to support staff in maintaining attendance teams that support student attendance.</p> <p>This action will support the district in monitoring chronic absenteeism for low-income and Foster youth and will allow LESD to support and identify headwinds and issues that may be symptomatic of greater, more serious issues that our students are experiencing. This action is targeted to support foster and low-income student groups as they are generally the most impacted by adverse childhood experiences that result in chronic absenteeism in Lancaster, however, all schools will receive access to this action.</p> <p>This action will be implemented LEA-wide to ensure that all students are being monitored for attendance. All students will benefit from the interventions that will be provided as a result of the monitoring cycles, and attendance teams being supported through this action.</p>	<p>Chronic Absenteeism (Foster Youth)</p> <p>Chronic Absenteeism (Socioeconomically Disadvantaged)</p>
3.3	<p>Action: Attendance Incentives</p> <p>Need:</p>	<p>This action will address the needs of our students in supporting attendance by providing an engaging and healthy school environment while providing for incentives for attending regularly. This action is in support of our PBIS program, and will further</p>	<p>Attendance Rates (Socioeconomically Disadvantaged)</p> <p>Attendance Rates (Foster Youth)</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Foster students in the Lancaster School District were chronically absent in 22-23 at 36.4%, and low-income students were chronically absent at 43.5%. The overall rate of chronic absenteeism in Lancaster School District was 41.9%. Although we saw drops in chronic absenteeism, we still acknowledge that there is a significant amount of work regarding monitoring our Foster, and low-income student populations.</p> <p>During focus groups with our educational partners consisting of families and staff, they identified the need to support attendance in schools through the use of school-based incentives. Identifying and supporting attendance in schools will increase academic achievement, and support students in strong behavioral programs. Incentives will support student attendance and support engagement for low-income students. The need for this action was determined through observance of both our Attendance rates of low-income students and Foster Youth, as well as follow-up meetings with family groups and staff.</p> <p>Scope: LEA-wide</p>	<p>provide students with academically based activities to support their learning and attendance in schools.</p> <p>This action will be applied on a district-wide basis to ensure that all schools and student are given support in their attendance in schools. All students will benefit from the opportunity and incentive to be present in school, although the action will be targeting both foster and low-income student groups.</p>	<p>Chronic Absenteeism (Socioeconomically Disadvantaged) Chronic Absenteeism (Foster Youth)</p>
3.4	<p>Action: Additional Classified Support - Safety</p> <p>Need: We identified that the overall attendance in the district for 23-24 was 90.80%. Attendance for</p>	<p>As a result of the above need, the district and educational partners collaborated to identify the need for additional classified support personnel to maintain safety on our school campuses. This action specifically will support unduplicated students in the following ways:</p>	<p>Youth Truth Safety - Elementary Families Youth Truth Safety - Middle Families Youth Truth Safety - Elementary Staff</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>low-income was 90.41%. This provides a gap in attendance of .41%.</p> <p>69% of low-income families at the elementary level responded positively to the question "My child's learning environment is safe." 55% of low-income middle school families responded positively to the same question. Although a majority of families report a safe environment, this information is far from where Lancaster School District and our partners feel we should be in terms of student safety.</p> <p>After consulting with our educational partners, consisting of families and teachers, the team stated directly that there have been high instances of violence in the neighborhoods in which our schools exist. Educational partners determined that there is a need to support student safety through the use of additional classified personnel, thus increasing attendance. It was also determined that these Personnel should be trained to support students' social and emotional well-being. As these personnel will be supporting students' social-emotional well-being, they will be first responders when acts of violence occur, therefore these individuals will act as a first line of defense. This was reiterated through various Thought Exchanges sent to the community. Families further remarked that their neighborhoods surrounding our schools were not always safe.</p> <p>Scope:</p>	<p>1) Students will have access to additional safety support personnel during the school day. 2) Safety personnel will be trained to identify safety concerns. 3) Safety personnel will be trained to support the social and emotional needs of students experiencing trauma.</p> <p>This action allows for additional Personnel to be placed throughout the schools that are impacted most by neighborhood instances of violence. This action will take place on a district-wide basis as all students will benefit from the support of additional classified personnel about safety on our campuses.</p>	<p>Youth Truth Safety - Middle Staff Attendance Rate - Overall Attendance Rate - Low-Income Attendance Rate - English learner Attendance Rate - Foster</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
3.5	<p>Action: Additional Support Staff</p> <p>Need: 69% of low-income families at the elementary level responded positively to the question "My child's learning environment is safe." 55% of low-income middle school families responded positively to the same question. Although a majority of families report a safe environment, this information is far from where Lancaster School District and our partners feel we should be in terms of student safety.</p> <p>Our educational partners, consisting of families, identified a need for additional administrative support to work with our low-income students in the moment when elevated using restorative practices. These resources were requested by families via our youth truth safety measure to support low-income students with additional adult support that would be available in the schools as we previously stated it was determined through our youth truth safety measure, that many communities in and around Lancaster schools are residing in neighborhoods with a history of violence as reported by our educational partners.</p> <p>Scope: LEA-wide</p>	<p>As a result of the above need to support low-income students with increased administrative support, in providing restorative practices, mediation, and intervention, the district will support low-income learners with this action which will provide the following specifically:</p> <ol style="list-style-type: none"> 1) Additional Assistant Principals who are trained in restorative practice to mediate issues that arise among students. 2) Train Assistant Principals in restorative practices. 3) Support restorative practices with monitoring and time for collaboration among teams in building access to restorative practices. <p>This action supports the Lancaster School District in providing for assistant principles throughout the system as well as other designations of administration to support student well-being and safety.</p> <p>This action will be provided on an LEA-wide basis to support certificated personnel to support students in schools, while also providing them with additional adult possibilities for positive relationships. This action, although targeted at low-income students, will support all students throughout the district with the ability to create positive adult-to-student relationships, subsequently creating a positive learning environment for all.</p>	<p>Youth Truth Safety - Elementary Families Youth Truth Safety - Middle Families</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
3.6	<p>Action: Alternative Educational Settings</p> <p>Need: Based on the California dashboard, low-income students in the Lancaster School District were suspended at a rate of 6.8% based on the California dashboard. The overall student group was suspended at a rate of 6.5%. Although the rate was not significantly higher based on the CA dashboard, we found that that student group was still scoring in the RED band regarding suspension, and above the state average by 2% for low-income students.</p> <p>There's a need to be able to support students who are experiencing maladaptive behaviors to ensure an educational space that is focused on social-emotional learning and well-being as well as safety. This need was identified through our Hanover LCAP Survey and is evidenced by our chronic absenteeism. As we already have this program in place, it has provided us an opportunity to maintain a low middle school dropout rate as well. Parents stated in interviews that there was a need and a want for their students to be in smaller classroom settings that supported social-emotional development.</p> <p>Based on the feedback from educational partners to consist of parents, teachers, and students who are currently exhibiting dysregulated behaviors. As a result of this expressed behavior, it was determined that there was a need to support low-income</p>	<p>This action will increase services by providing a space for low-income students experiencing trauma to regulate their behaviors. This action will provide a space for students to regulate behaviors when they experience times of maladaptive behavior. Low-income students will be serviced by being provided;</p> <p>1) Intensive, at the moment trauma informed lessons 2) Intense social-emotional learning supports from trained personnel to include the school counselor, and/or psychologist. 3) This action addresses the above need as it allows for the Lancaster School District to be able to grow our alternative programs, allowing for more options for students who might want to be able to attend a different type of school. This action provides for a virtual academy, as well as programs revolving around social-emotional development with an infusion of academics.</p> <p>This action will be provided on an LEA-wide basis, as all students will benefit during times of dysregulation from access to supports that help them regulate behaviors. Furthermore, it will provide adult assistance to students who experience the effects of maladaptive behaviors.</p>	<p>Middle School Dropout Rate Youth Truth Safety - Middle School Families</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>students with a setting that support students in acquiring appropriate behaviors to successfully navigate school.</p> <p>Scope: Schoolwide</p>		
3.9	<p>Action: Increased Family Engagement for Leadership</p> <p>Need: Families of low-income in elementary schools scored Lancaster School District at a 3.33 on a scale from 1-5 on our local climate survey whereas the overall family score for elementary schools was a 3.66.in engagement In our middle school family survey families of low-income students scored Lancaster School District at a 3.0 on a scale from 1-5, whereas families representing all middle school students scored the district at a 3.66 with regards to engagement.</p> <p>We collaborated with our educational partners to identify possible root causes and were informed by families that there was a need to support them with materials that could support their decision-making and leadership practices toward being engaged in their students' schools. In essence, our low-income families shared that they needed support, and training to better engage in supporting and leading in decision-making in the school. They identified that they felt that there was a lack of decision-making capacity on the part of parents and</p>	<p>To help low-income families support their children in their education through supporting and being a part of the leadership of their campuses while enhancing their engagement in academic processes, the district will implement this action with a target of:</p> <ol style="list-style-type: none"> 1) Providing family engagement opportunities that support working with parents on strategies to support their child in the home. 2) Providing staff training on how to effectively support parents in building their efficacy towards supporting the school in decision-making. 3) Train parents through our Parenting Partners program to support appropriate engagement with the school and home. <p>This action supports the above need by providing for training and support of families to be involved in the decision-making processes and governance of school structures. This will further bring families to the table to be a part of the decision-making process and promote their understanding of the system as a whole. This is being provided on a district-wide basis to support families in their knowledge of the academic system while supporting their students with their voice in governance.</p>	<p>Youth Truth Engagement - Elementary Families (low-income) Youth Truth Engagement - Middle Families (low-income)</p> <p>Chronic absenteeism (Low Income)</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>community and that they did not feel engaged in the process for the students in the community. Lancaster School District partners determined that engaging families in academics would empower families to be advocates for their children's education. Lancaster families determined that when they are knowledgeable about educational policies, practices, and resources, they can effectively advocate for their child's needs and contribute to positive changes within the school and community.</p> <p>Scope: LEA-wide</p>	<p>This action will be provided on an LEA-wide basis, as all students will benefit from having families and communities more firmly involved in the educational program for students. Involving the community and families builds a continuity between the home and school.</p>	
3.10	<p>Action: Family and Community Schools</p> <p>Need: 75% of low-income families reported positively towards the district's provision of resources to support families and their students in the 22-23 school year. It was further noted that 68% of low-income elementary families reported positively towards the district's provision of resources. Although we have seen some success here, the district and educational partners have determined a need to further support our low-income families with a family and community school initiative.</p> <p>Educational partners consisting of families and staff maintained that there is still a significant need for resources among Lancaster School</p>	<p>The action above supports building our community schools program that supports our low-income student group through the use of both CCSP and supplemental concentration dollars to support families inquiring about basic resources to ensure that their students have their needs met before attending school. Specifically, this action will provide the following:</p> <ol style="list-style-type: none"> 1) Support for families with access to resources from outside organizations 2) Supporting work and partnership with outside organizations, as well as communication with outside organizations. 3) Beginning to create community schools that support a whole-child approach to students. 4) Provision of resources such as backpacks and clothing. 	<p>Youth Truth Resources - Elementary Families (low-income) Youth Truth Resources - Middle Families (low-income)</p> <p>Attendance (Low-Income)</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>District families as evidenced by the resource measure on the youth truth survey. Further, this was mentioned by many of our low-income families that students were coming to school without necessities.</p> <p>Scope: LEA-wide</p>	<p>Whereas this action is targeting low-income students, it will be implemented district-wide as all students will benefit from access to community-based resources that support the social-emotional, behavioral, and academic needs of students.</p>	
3.11	<p>Action: Family Ambassadors</p> <p>Need: Foster students in the Lancaster School District were chronically absent in 22-23 at 36.4%, and low-income students were chronically absent at 43.5%. The overall rate of chronic absenteeism in Lancaster School District was 41.9%. Although we saw drops in chronic absenteeism, we still acknowledge that there is a significant amount of work regarding monitoring our Foster, and low-income student populations.</p> <p>After considerable meetings with educational partners including our families, and staff, we determined the need to ensure that we can identify and mitigate rates of chronic absenteeism when we see those rates begin to rise. Our partners determined chronic absenteeism rates still being high and that there remains a need for further support of our Foster, and low-income students through a liaison at the school sites. Chronic absenteeism remains at 41.9%, whereas</p>	<p>This action will support our low-income and foster families through increased access to our Family ambassadors who can provide support to families and students with attaining regular attendance at schools. This action supports students and Families with human capital at the school site to support them in acquiring needed resources to ensure regular attendance. This is being supported on a district-wide basis to enhance attendance throughout the system. Specifically, this action will be implemented as is follows:</p> <ol style="list-style-type: none"> 1) Hiring family ambassadors at all sites to support attendance. 2) Family Ambassadors maintaining regular contact while identifying why and how the school district might support families in attending school more regularly. 3) Family Ambassadors being trained in providing resources to low-income families. <p>This action will be implemented LEA-Wide as it will benefit all students and families to have Family Ambassadors on campuses to support their regular attendance.</p>	Attendance (Low-Income) Chronic Absenteeism (Low-Income)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>attendance is in the area of 90%, well below the 96% goal. Families stated that there is a need to have a person at the school supporting families with resources to ensure students are getting to school.</p> <p>Scope: LEA-wide</p>		
3.12	<p>Action: Community Partnerships and Schools</p> <p>Need: 75% of low-income families reported positively towards the district's provision of resources to support families and their students in the 22-23 school year. It was further noted that 68% of low-income elementary families reported positively towards the district's provision of resources. Although we have seen some success here, the district and educational partners have determined a need to further support our low-income families with a family and community school initiative.</p> <p>Educational partners determined that there was a need for partnerships with outside organizations to provide for students to receive various supports to increase their attendance and decrease chronic absenteeism at the school site while increasing engagement. this action was determined as a need based on our Hanover climate survey, as well as our youth truth survey, and is evidenced by our increased chronic absenteeism rate. the action</p>	<p>This action will benefit low-income students, and is supportive of low-income student attendance, as it provides telemedical health services and Immunization Clinics at the school site to ensure students have regular attendance. We will be partnering with various community organizations that support safety and climate outside of the school, as well as contracting for services to families to decrease instances of chronic absenteeism in our low-income and foster student groups.</p> <p>This action is being provided on an LEA-wide basis as resources for our students generally are lacking throughout the district. This action will benefit all students as they will have access to the benefits of vaccines and the benefits that outside organizations can bring.</p>	<p>Youth Truth Resources - Elementary Families Youth Truth Resources - Middle Families Attendance (Low Income) Attendance (Foster) Chronic Absenteeism (Low Income) Chronic Absenteeism (Foster)</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>was determined to be necessary based on discussions with families and is put in place to support low-income, and Foster Youth.</p> <p>Scope: LEA-wide</p>		

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.14	<p>Action: Access to Language Development</p> <p>Need: There remains to be a continued need to support English learners with after-school support, and more targeted work outside of the core English language development curriculum/standards. Based on feedback from families and teachers in the Lancaster school district, and a high non-reclassification rate, we determined that there was a need to focus heavily on providing support to EL students and to have a cohesive, technology-based monitoring system. This allows our students to be monitored from school site to school site, many of our schools have a transiency rate above 25%.</p>	This action will support English learners through tutoring, and more frequent progress monitoring. This action is being targeted towards English learners throughout the LEA with the intent to support EL students as they move from school site to school site with similar supports in place.	English Language Progress Indicator iReady Reading - English Learners English Learner Reclassification

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Scope: Limited to Unduplicated Student Group(s)		
1.15	Action: Support for Long-Term English Learners Need: There remains to be a continued need to support Long-Term English learners with after-school support, and more targeted work outside of the core English language development curriculum/standards. Based on feedback from families and teachers in the Lancaster school district, and a high non-reclassification rate, we determined that there was a need to focus heavily on providing support to EL students and to have a cohesive, technology-based monitoring system. This allows our students to be monitored from school site to school site, many of our schools have a transiency rate above 25%. Scope: Limited to Unduplicated Student Group(s)	This action will support Long-Term English learners through tutoring both during and after the school day as well as more frequent progress monitoring. This action will be targeting LTELs throughout the educational system as there is a significant transiency rate, allowing for the school system to provide support at any school site that L-TEL students might arrive at.	English Language Progress Indicator iReady Reading Long Term English Learners
2.12	Action: Family translation Services Need: Lancaster School District has a district population of 1,988 English language learners. Of those students, there is a large contingency of families that do not speak English, or who are at least limited in their ability to speak and understand English to support their students at	This action provides access to support for families in acquiring English as a second language and support with translation services, outside of the regular school day. These services will be provided to support families who do not speak English in better engaging in the educational system with their students. Translation services will be provided at all events to allow for families. Specifically this action will provide:	Youth Truth Family Resources (EL Families)- Elementary Youth Truth Family Resources (EL Families) - Middle

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>various events where there is an opportunity to provide input outside of the compensatory opportunities. After working with our English language advisory committee and securing input from other educational partners, it was determined that there is an increased need to support access to interpretation and translation services for opportunities for input outside of the core needs of back-to-school nights. As a result, there is a need to support families in translation, and to their support for acquiring English. The need for this action was identified through family surveys and the need for support in meetings outside of those that are mandated i.e, family meetings.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>1) Parent English as a second language coursework 2) Translation services that are not based in compliance 3) Interpretation service for all communications that sit outside of the realm of compliance. 4) Provision of translation devices for school sites throughout the district.</p> <p>This action is limited to families of English language learners to support this group in communicating needs and securing resources. This action will benefit all EL families as it will provide access to supporting their students, as well as building community and family voice.</p>	

For any limited 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, as applicable.

Not Applicable

Additional Concentration Grant Funding

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 24-25 school year, we will utilize the increased grant funding provided by the state for schools over 55% low-income to increase staffing by providing extra personnel support 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. K-2 Classrooms within Lancaster School District will be offered the opportunity to receive additional classified support (Goal 3, Action 4). The staff ratios will be provided for all schools, criteria that were used to determine the 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-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	Not Applicable	1:26
Staff-to-student ratio of certificated staff providing direct services to students	Not Applicable	1:21

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
	[INPUT]	[INPUT]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]
Totals	\$136,318,078	\$55,393,529	40.635%	0.000%	40.635%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]
Totals	\$172,015,185.00	\$72,380,391.00	\$12,964,465.00	\$15,373,565.00	\$272,733,606.00	\$191,555,748.00	\$81,177,858.00

Goal #	Action #	Action Title	Student Group(s)		Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
This table was automatically populated from this LCAP.																
1	1.1	Teacher Credentialing	All		No				2024-2027	\$88,095,971.00	\$14,328,045.00	\$79,393,489.00	\$19,765,682.00	\$77,700.00	\$3,187,145.00	\$102,424,016.00
1	1.2	Equitable Distribution of Teachers	Foster Low	Youth Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	2024-2027	\$11,258,583.00	\$2,451,261.00	\$9,803,397.00	\$662,221.00	\$1,106,114.00	\$2,138,112.00	\$13,709,844.00
1	1.3	Instructional Coaching Support	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$14,674.00	\$25,573.00	\$35,093.00	\$5,000.00	\$0.00	\$154.00	\$40,247.00
1	1.4	Basic Instructional Supplies and Services	All		No				2024-2027	\$58,076.00	\$764,364.00	\$283,400.00	\$0.00	\$0.00	\$539,040.00	\$822,440.00
1	1.5	Supplemental Materials, Supplies, and Services - Intervention	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$48,981,304.00	\$29,511,019.00	\$46,937,077.00	\$23,270,956.00	\$1,314,486.00	\$6,969,804.00	\$78,492,323.00
1	1.6	Supplemental Materials, Services and Supports - Enrichment	Foster Low	Youth Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	2024-2027	\$5,231.00	\$204,551.00	\$209,782.00	\$0.00	\$0.00	\$0.00	\$209,782.00
1	1.7	Professional Development Core Teaching Strategies	All		No				2024-2027	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1	1.8	Professional Development for Increased Needs	English Low	Learners Income	Yes	LEA-wide	English Learners Low Income	All Schools	2024-2027	\$0.00	\$250,000.00	\$250,000.00	\$0.00	\$0.00	\$0.00	\$250,000.00
1	1.9	MTSS Para Program	Low	Income	Yes	LEA-wide	Low Income	All Schools	2024-2027	\$0.00	\$250,000.00	\$250,000.00	\$0.00	\$0.00	\$0.00	\$250,000.00
1	1.10	Professional Learning Communities	English Foster	Learners Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools	2024-2027	\$0.00	\$100,000.00	\$100,000.00	\$0.00	\$0.00	\$0.00	\$100,000.00

Goal #	Action #	Action Title	Student Group(s)		Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
			Low	Income			Low Income									
1	1.11	Early Literacy	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$0.00	\$150,000.00	\$150,000.00	\$0.00	\$0.00	\$0.00	\$150,000.00
1	1.12	Special Education & Inclusive Practices	Students with Disabilities		No				2024-2027	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1	1.13	Leadership Support and Professional Development	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$0.00	\$500,000.00	\$500,000.00	\$0.00	\$0.00	\$0.00	\$500,000.00
1	1.14	Access to Language Development	English	Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2024-2027	\$0.00	\$100,000.00	\$100,000.00	\$0.00	\$0.00	\$0.00	\$100,000.00
1	1.15	Support for Long-Term English Learners	English	Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2024-2027	\$0.00	\$75,000.00	\$75,000.00	\$0.00	\$0.00	\$0.00	\$75,000.00
1	1.16	Additional Classified Support	Low	Income	Yes	LEA-wide	Low Income	All Schools	2024-2027	\$0.00	\$500,000.00	\$500,000.00	\$0.00	\$0.00	\$0.00	\$500,000.00
1	1.17	Increased Family Engagement for Academics	Low	Income	Yes	LEA-wide	Low Income	All Schools	2024-2027	\$0.00	\$250,000.00	\$250,000.00	\$0.00	\$0.00	\$0.00	\$250,000.00
2	2.1	Social Emotional Learning	All		No				2024-2027	\$4,824,574.00	\$77,000.00	\$4,901,574.00	\$0.00	\$0.00	\$0.00	\$4,901,574.00
2	2.2	Student Mental Health Supports	Foster Low	Youth Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	2024-2027	\$0.00	\$129,031.00	\$44,902.00	\$0.00	\$0.00	\$84,129.00	\$129,031.00
2	2.3	Trauma Informed Practices	Foster Low	Youth Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	2024-2027	\$567,133.00	\$129,580.00	\$488,586.00	\$42,215.00	\$0.00	\$165,912.00	\$696,713.00
2	2.4	Alternative Education Classes	Low	Income	Yes	LEA-wide	Low Income	All Schools	2024-2027	\$66,543.00	\$115,860.00	\$182,403.00	\$0.00	\$0.00	\$0.00	\$182,403.00
2	2.5	Alternative Education	Low	Income	Yes	Schoolwide	Low Income	Specific Schools: RISE & The Leadership	2024-27	\$207,423.00	\$13,299,511.00	\$14,000.00	\$12,564,255.00	\$0.00	\$928,679.00	\$13,506,934.00

Goal #	Action #	Action Title	Student Group(s)		Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
								Academy 2-8								
2	2.6	Culturally Responsive Positive Behaviors Interventions and Supports	Foster Low	Youth Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	2024-2027	\$540,121.00	\$25,483.00	\$548,221.00	\$0.00	\$0.00	\$17,383.00	\$565,604.00
2	2.7	Capturing Kids Hearts	Foster Low	Youth Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	2024-2027	\$0.00	\$250,000.00	\$250,000.00	\$0.00	\$0.00	\$0.00	\$250,000.00
2	2.8	Multi-Tiered Systems of Support	Foster Low	Youth Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	2024-2027	\$0.00	\$500,000.00	\$500,000.00	\$0.00	\$0.00	\$0.00	\$500,000.00
2	2.9	Expanded Learning Opportunities	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$0.00	\$75,000.00	\$75,000.00	\$0.00	\$0.00	\$0.00	\$75,000.00
2	2.10	Increased Family Engagement for Social-Emotional Development	Low	Income	Yes	LEA-wide	Low Income	All Schools	2024-2027	\$0.00	\$100,000.00	\$100,000.00	\$0.00	\$0.00	\$0.00	\$100,000.00
2	2.11	Dual Capacity Training	Low	Income	Yes	LEA-wide	Low Income	All Schools	2024-2027	\$150,000.00	\$0.00	\$150,000.00	\$0.00	\$0.00	\$0.00	\$150,000.00
2	2.12	Family translation Services	English	Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2024-2027	\$0.00	\$100,000.00	\$100,000.00	\$0.00	\$0.00	\$0.00	\$100,000.00
2	2.13	School Sponsored Family Events	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$0.00	\$100,000.00	\$100,000.00	\$0.00	\$0.00	\$0.00	\$100,000.00
3	3.1	Safe Facilities	All		No				2024-2027	\$14,410,530.00	\$4,094,375.00	\$8,380,550.00	\$912,673.00	\$8,981,093.00	\$230,589.00	\$18,504,905.00
3	3.2	Attendance Monitoring	Foster Low	Youth Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	2024-2027	\$0.00	\$100,000.00	\$100,000.00	\$0.00	\$0.00	\$0.00	\$100,000.00
3	3.3	Attendance Incentives	Foster Low	Youth Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	2024-2027	\$6,869,404.00	\$1,046,267.00	\$4,595,857.00	\$3,319,814.00	\$0.00	\$0.00	\$7,915,671.00
3	3.4	Additional Classified Support - Safety	Low	Income	Yes	LEA-wide	Low Income	All Schools	2024-2027	\$8,531,384.00	\$257,960.00	\$8,789,344.00	\$0.00	\$0.00	\$0.00	\$8,789,344.00
3	3.5	Additional Support Staff	Low	Income	Yes	LEA-wide	Low Income	All Schools	2024-2027	\$200,000.00	\$0.00	\$200,000.00	\$0.00	\$0.00	\$0.00	\$200,000.00

Goal #	Action #	Action Title	Student Group(s)		Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3.6	Alternative Educational Settings	Low	Income	Yes	Schoolwide	Low Income	Specific Schools: The Leadership Academy, RISE, and Lancaster Alternative Virtual Academy	2024-2027	\$0.00	\$50,000.00	\$50,000.00	\$0.00	\$0.00	\$0.00	\$50,000.00
3	3.7	District Safety Communication System	All		No				2024-2027	\$0.00	\$100,000.00	\$100,000.00	\$0.00	\$0.00	\$0.00	\$100,000.00
3	3.8	Technology Systems	All		No				2024-2027	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3	3.9	Increased Family Engagement for Leadership	Low	Income	Yes	LEA-wide	Low Income	All Schools	2024-2027	\$0.00	\$100,000.00	\$100,000.00	\$0.00	\$0.00	\$0.00	\$100,000.00
3	3.10	Family and Community Schools	Low	Income	Yes	LEA-wide	Low Income	All Schools	2024-2027	\$0.00	\$50,000.00	\$50,000.00	\$0.00	\$0.00	\$0.00	\$50,000.00
3	3.11	Family Ambassadors	Foster	Youth	Yes	LEA-wide	Foster Youth	All Schools	2024-2027	\$0.00	\$25,000.00	\$25,000.00	\$0.00	\$0.00	\$0.00	\$25,000.00
3	3.12	Community Partnerships and Schools	Low	Income	Yes	LEA-wide	Low Income	All Schools	2024-2027	\$0.00	\$25,000.00	\$25,000.00	\$0.00	\$0.00	\$0.00	\$25,000.00
4	4.1	Enhanced Leadership for Culture and Climate	African Hispanic, Learners, Income	American, English Low-	No				2024-2027	\$4,572,435.00	\$3,307,043.00	\$1,111,150.00	\$4,692,917.00	\$1,485,072.00	\$590,339.00	\$7,879,478.00
4	4.2	Enhance Support for Leadership for Equity	African American		No				2024-2027	\$780,884.00	\$497,784.00	\$756,389.00	\$0.00	\$0.00	\$522,279.00	\$1,278,668.00
4	4.3	Enhance Support for Collaboration	African Hispanic, Learners, Income	American, English Low-	No				2024-2027	\$66,261.00	\$45,500.00	\$111,761.00	\$0.00	\$0.00	\$0.00	\$111,761.00
4	4.4	Leadership Support for Accountability	All		No				2024-2027	\$1,355,217.00	\$17,651.00	\$1,328,210.00	\$44,658.00	\$0.00	\$0.00	\$1,372,868.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
5	5.1	Teacher Clarity	African American, Two or More Races; Students with Disabilities, Hispanic, Socioeconomically Disadvantaged, English Learners	No				2024-2027	\$0.00	\$7,100,000.00	\$0.00	\$7,100,000.00	\$0.00	\$0.00	\$7,100,000.00
5	5.2	Targeted Intervention	African American, Two or More Races; Students with Disabilities, Hispanic, Socioeconomically Disadvantaged, English Learners	No				2024-2027	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5	5.3	Walk to Learn	African American, Two or More Races; Students with Disabilities, Hispanic, Socioeconomically Disadvantaged, English Learners	No				2024-2027	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5	5.4	Enhanced Inclusive Practices	African American, Two or More Races; Students with Disabilities, Hispanic, Socioeconomically Disadvantaged, English Learners All	No				2024-2027	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
5	5.5	Transportation Support	Socioeconomically Disadvantaged; White; Foster Youth	No				2024-2027	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5	5.6	SEL Center	Homeless; African American; Two or More Races, White, Homeless; Socioeconomically Disadvantaged; Students with Disabilities	No				2024-2027	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

2024-25 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
[INPUT]	[INPUT]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]		[AUTO-CALCULATED]
\$136,318,078	\$55,393,529	40.635%	0.000%	40.635%	\$75,648,662.00	0.000%	55.494 %	Total:	\$75,648,662.00
								LEA-wide Total:	\$75,309,662.00
								Limited Total:	\$275,000.00
								Schoolwide Total:	\$64,000.00

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 (%)
This table is automatically generated and calculated from this LCAP.								
1	1.2	Equitable Distribution of Teachers	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$9,803,397.00	0%
1	1.3	Instructional Coaching Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$35,093.00	0%
1	1.5	Supplemental Materials, Supplies, and Services - Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$46,937,077.00	0%
1	1.6	Supplemental Materials, Services and Supports - Enrichment	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$209,782.00	0%
1	1.8	Professional Development for Increased Needs	Yes	LEA-wide	English Learners Low Income	All Schools	\$250,000.00	0%
1	1.9	MTSS Para Program	Yes	LEA-wide	Low Income	All Schools	\$250,000.00	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 (%)
1	1.10	Professional Learning Communities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$100,000.00	0%
1	1.11	Early Literacy	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$150,000.00	0%
1	1.13	Leadership Support and Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$500,000.00	0%
1	1.14	Access to Language Development	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$100,000.00	0%
1	1.15	Support for Long-Term English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$75,000.00	0%
1	1.16	Additional Classified Support	Yes	LEA-wide	Low Income	All Schools	\$500,000.00	0%
1	1.17	Increased Family Engagement for Academics	Yes	LEA-wide	Low Income	All Schools	\$250,000.00	0%
2	2.2	Student Mental Health Supports	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$44,902.00	0%
2	2.3	Trauma Informed Practices	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$488,586.00	0%
2	2.4	Alternative Education Classes	Yes	LEA-wide	Low Income	All Schools	\$182,403.00	0%
2	2.5	Alternative Education	Yes	Schoolwide	Low Income	Specific Schools: RISE & The Leadership Academy 2-8	\$14,000.00	0%
2	2.6	Culturally Responsive Positive Behaviors Interventions and Supports	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$548,221.00	0%
2	2.7	Capturing Kids Hearts	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$250,000.00	0%
2	2.8	Multi-Tiered Systems of Support	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$500,000.00	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 (%)
2	2.9	Expanded Learning Opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$75,000.00	0%
2	2.10	Increased Family Engagement for Social-Emotional Development	Yes	LEA-wide	Low Income	All Schools	\$100,000.00	0%
2	2.11	Dual Capacity Training	Yes	LEA-wide	Low Income	All Schools	\$150,000.00	0%
2	2.12	Family translation Services	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$100,000.00	0%
2	2.13	School Sponsored Family Events	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$100,000.00	0%
3	3.2	Attendance Monitoring	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$100,000.00	0%
3	3.3	Attendance Incentives	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$4,595,857.00	0%
3	3.4	Additional Classified Support - Safety	Yes	LEA-wide	Low Income	All Schools	\$8,789,344.00	0%
3	3.5	Additional Support Staff	Yes	LEA-wide	Low Income	All Schools	\$200,000.00	0%
3	3.6	Alternative Educational Settings	Yes	Schoolwide	Low Income	Specific Schools: The Leadership Academy, RISE, and Lancaster Alternative Virtual Academy	\$50,000.00	0%
3	3.9	Increased Family Engagement for Leadership	Yes	LEA-wide	Low Income	All Schools	\$100,000.00	0%
3	3.10	Family and Community Schools	Yes	LEA-wide	Low Income	All Schools	\$50,000.00	0%
3	3.11	Family Ambassadors	Yes	LEA-wide	Foster Youth	All Schools	\$25,000.00	0%
3	3.12	Community Partnerships and Schools	Yes	LEA-wide	Low Income	All Schools	\$25,000.00	0%

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
	[AUTO-CALCULATED]	[AUTO-CALCULATED]
Totals	\$246,662,008.00	\$278,682,928.47

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	\$88,723,915.00	\$96,573,495.03
1	1.2	Implementation of Common State Standards	No	\$15,622,507.00	\$13,525,642.61
1	1.3	Inclusive Practices	Yes	\$1,924,987.00	\$1,455,932.76
1	1.4	Culturally Relevant Professional Development	Yes	\$201,957.00	\$1,136,285.53
1	1.5	Intervention and enrichment	Yes	\$69,020,633.00	\$70,369,492.24
1	1.6	Professional Learning Communities	Yes	\$145,324.00	\$21,933.87
1	1.7	Alternative instructional settings	Yes	\$0.00	\$0.00
1	1.8	Early Literacy - Reading Foundations	Yes	\$500,000.00	\$0.00
1	1.9	Leadership Support	Yes	\$500,000.00	\$4,000.00
2	2.1	Counseling services	Yes	\$4,862,721.00	\$5,398,607.68

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	\$30,000.00	\$357,746.39
2	2.3	Multi-Tiered Systems of Support	Yes	\$1,539,910.00	\$1,376,420.02
2	2.4	Culturally responsive training	Yes	\$564,323.00	\$473,484.00
2	2.5	Expanded Learning Opportunities	Yes	\$11,017,157.00	\$15,395,145.91
2	2.6	Increased language development services through Multi-Tiered Systems of Supports	Yes	\$559,741.00	\$559,558.65
3	3.1	Facilities	No	\$15,270,795.00	\$36,589,933.51
3	3.2	Technology Systems	No	\$7,200.00	\$7,200.00
3	3.3	Support Personnel - Safe Schools	Yes	\$9,398,701.00	\$8,698,005.96
3	3.4	Safe Schools	Yes	\$11,688,167.00	11,071,376.31
3	3.5	Alternative Educational Programs	Yes	\$0.00	\$1,319.12
3	3.6	Safety Professional Development	No	\$32,725.00	\$91,811.00
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	\$10,044,011.00	\$12,309,802.96
4	4.2	Family Resources - Welcome and Wellness	Yes	\$1,280,696.00	\$1,461,196.78
4	4.3	Parent Training	Yes	\$56,716.00	\$57,240.55
4	4.4	Family Translation Services	Yes	\$1,009,412.00	\$1,026,341.39
4	4.5	Family Ambassadors	Yes	\$106,257.00	\$93,763.61
4	4.6	School Sponsored Family Events	Yes	\$8,320.00	\$58,880.26
4	4.7	Community Partnerships & Schools	Yes	\$344,101.00	\$308,706.96
5	5.1	Universal Transitional Kindergarten Classroom and Facilities	No	\$0.00	\$259,605.37
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	\$0.00
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
6	6.1	Family Ambassador Attendance support for Homeless students	Yes	\$200,000.00	\$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)
6	6.2	Trauma informed practices	Yes	\$400,132.00	\$0.00
6	6.3	Community Partnerships	Yes	\$500,145.00	\$0.00
6	6.4	Family Engagement to support homeless families	Yes	\$771,455.00	\$0.00
6	6.5	Leadership Accountability for student achievement	Yes	\$0.00	\$0.00

2023-24 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)
\$55,997,025.00	\$57,329,976.00	\$59,449,285.06	(\$2,119,309.06)	0.000%	0.000%	0.000%

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	\$641,086.00	\$322,026.50	0%	0%
1	1.4	Culturally Relevant Professional Development	Yes	\$126,957.00	\$399,993.00	0%	0%
1	1.5	Intervention and enrichment	Yes	\$32,714,664.00	\$34,847,066.08	0%	0%
1	1.6	Professional Learning Communities	Yes	\$115,324.00	\$7,324.00	0%	0%
1	1.7	Alternative instructional settings	Yes	\$0.00	\$0.00	0%	0%
1	1.8	Early Literacy - Reading Foundations	Yes	\$500,000.00	\$0.00	0%	0%
1	1.9	Leadership Support	Yes	\$500,000.00	\$4,000.00	0%	0%
2	2.1	Counseling services	Yes	\$4,644,047.00	\$5,868,290.00	0%	0%
2	2.3	Multi-Tiered Systems of Support	Yes	\$1,024,801.00	\$902,117.42	0%	0%
2	2.4	Culturally responsive training	Yes	\$499,923.00	\$440,120.00	0%	0%
2	2.5	Expanded Learning Opportunities	Yes	\$56,823.00	\$56,841.69	0%	0%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.6	Increased language development services through Multi-Tiered Systems of Supports	Yes	\$531,778.00	\$542,175.00	0%	0%
3	3.3	Support Personnel - Safe Schools	Yes	\$3,903,096.00	\$4,918,310.49	0%	0%
3	3.4	Safe Schools	Yes	\$8,254,876.00	\$8,859,144.15	0%	0%
3	3.5	Alternative Educational Programs	Yes	\$0.00	\$401.12	0%	0%
3	3.7	District Communication Systems	Yes	\$0.00	\$0.00	0%	0%
4	4.2	Family Resources - Welcome and Wellness	Yes	\$827,301.00	\$1,118,877.76	0%	0%
4	4.3	Parent Training	Yes	\$56,716.00	\$54,820.55	0%	0%
4	4.4	Family Translation Services	Yes	\$844,228.00	\$829,937.87	0%	0%
4	4.5	Family Ambassadors	Yes	\$106,257.00	\$92,810.21	0%	0%
4	4.6	School Sponsored Family Events	Yes	\$8,320.00	\$43,332.26	0%	0%
4	4.7	Community Partnerships & Schools	Yes	\$102,047.00	\$141,696.96	0%	0%
6	6.1	Family Ambassador Attendance support for Homeless students	Yes	\$200,000.00	0.00	0%	0%
6	6.2	Trauma informed practices	Yes	\$400,132.00	0.00	0%	0%
6	6.3	Community Partnerships	Yes	\$500,145.00	0.00	0%	0%
6	6.4	Family Engagement to support homeless families	Yes	\$771,455.00	0.00	0%	0%
6	6.5	Leadership Accountability for student achievement	Yes	\$0.00	0.00	0%	0%

To Add a Row: Click “Add Row.”

To Delete a Row: Remove all content from each cell, checkbox and dropdown of a row (including spaces), press “Save Data” and refresh the page.

2023-24 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)
\$137,668,226	\$55,997,025.00	0%	40.675%	\$59,449,285.06	0.000%	43.183%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

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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, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (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 the nature of some LCAP template sections 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, including long-term 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]).

- **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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 must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (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 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

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 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 which, based on research, experience, and input gathered from educational partners, the LEA believes 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 document. Additionally, the beginning of each template section includes information emphasizing the purpose that 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 present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

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

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, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

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

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

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

Support for Identified Schools

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

- 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

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

- 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, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, 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 to 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.

Requirements

School districts and COEs: *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. 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.

Charter schools: *EC* Section [47606.5\(d\) \(California Legislative Information\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

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. 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 [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);

- **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it 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.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- 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. 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.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is 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 target 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 students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis 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 must 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 must 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. As previously stated, 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, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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.
 - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- 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.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

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.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
- (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school’s educators, if applicable.
- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school’s educators.
 - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
 - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school’s educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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.
- In addition to this information, the LEA must also identify:
 - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: EC Section [42238.024\(b\)\(1\) \(California Legislative Information\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad 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.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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

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.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

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 must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- 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 local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.

- Use the most recent data associated with the 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 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (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.
- Indicate the school year to which the baseline data applies.
- The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
 - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 . Leave blank until then.	Enter information in this box when completing the LCAP for 2026–27 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 and 2026–27 . Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
 - Include a discussion of relevant challenges and successes experienced with the implementation process.
 - This discussion 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.

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.

- 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.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
 - 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.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- 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.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

Actions:
Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
 - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
 - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased 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 contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

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.

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and

- Professional development for teachers.
- If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.
- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - These required actions will be effective for the three-year LCAP cycle.

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 as defined in *EC* Section 42238.02 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.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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 identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all 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 increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total 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 foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- 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 LEA's 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:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA’s unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, 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 increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA’s needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited 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, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- 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, based on the LEA's current pay scale, 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 Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

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 a single-school LEA or 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 Total Planned Expenditures 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 Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover 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 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures 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 estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated 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 requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- 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.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **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, based on the LEA’s current pay scale, 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 Services 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 estimated based on 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 estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic

Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

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

- **13. LCFF Carryover — Percentage (12 divided by 9)**

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

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