

2018-19

Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[LCFF Evaluation Rubrics](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name

Lancaster Elementary

Contact Name and Title

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2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

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

Our mission is to provide a relevant, high quality education within an inclusive and culturally respectful environment, preparing all students for personal and professional success.

We believe...

- That high expectations, support, and positive relationships result in higher achievement.
- In treating everyone with respect.
- That every person has unique strengths.
- That public education is a vital part of our democratic society.
- That our community shares in the responsibility of, and benefits from, educating our children.
- In personal responsibility and accountability.
- That every child and adult has a right to live, work, and learn in a safe and secure environment.
- That all children can and will learn.
- That all children have the right to a 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:

1. Successful implementation of 21st Century Teaching and Learning via the comprehensive presentation of Common Core State Standards (CCSS) resulting in student learning; and in particular critical thinking skills.
2. Successful implementation of the District's three tiers: Great instruction, a balanced lesson design, and Professional Learning Communities.
3. Successful implementation throughout the district of School Wide Positive Behavior Interventions and Supports (SWPBIS) resulting in increased positive school climate and culture that results in a less disproportionate rate of suspension for African American students and a positive learning environment for all.

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

Lancaster School District is comprised of grades ranging from transitional kindergarten to grade eight. The district is located in the northern most portions of Los Angeles County in the Antelope Valley. We serve a population of 14,109 students made up of 11,551 students in our free and reduced lunch program (82%), 11,914 students who are classified as socio-economically disadvantaged (84.44%), 2,552 English Language Learner students (18.08%), 459 foster students (3%), and 767 homeless students (5%). Our district demographics are reflective of the greater Lancaster community and are comprised of 7,504 Hispanic students (53.19%), 4,020 African American students (28.49%), 1,975 White students (14.00%), 203 students who claim two or more races (1.44%), 201 Filipino students (1.42%), 129 Asian students (.91%), 53 American Indian/Alaskan Native students (.38%), and 26 Pacific Islander students (.18%). All enrollment numbers are consistent with our CALPADS entry for Fall of 2016.

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 Welcome and Wellness Center. We also are able to provide various family engagement opportunities through our Welcome and Wellness Center partnership. We partner with various community organizations such as Lancaster Rotary in order to provide educational incentives and opportunities to our students. We are able to work alongside local information disseminating organizations in order to alert our community to the various opportunities and work being done within our community. An example of the organizations above are Café Con Leche, the local Spanish Speaking radio program, as well as the Antelope Valley Press. We have relationships with the local Universities (California State University Bakersfield, and Brandman University) in order to provide us with the premier candidates in the teaching profession in the Antelope Valley.

Programmatically we serve our population of students with various programs such as Advancement Via Individual Determination (AVID) to assist our students in reaching their career and college aspirations. AVID Secondary is currently implemented at four (4) of our five (5) middle schools, and AVID Elementary implemented at fourteen (14) of our schools (K-5 and K-6 schools). We have implemented Positive Behaviors, Interventions and Supports (PBIS) in all of our schools in order to assist our students in reaching the district's behavior expectation. We have instituted Science, Technology, Engineering, and Mathematics (STEM) at three (3) of our five (5) middle schools. We have one (1) Science, Technology, Engineering, Arts, and Mathematics Academy (STEAM), two (2) schools focusing on visual and performing arts (VAPA), one (1) Dual Language Immersion (DLI) Academy, one (1) Coding Magnet School, and Gifted and Talented Education programs instituted at all twenty-one (21) sites. We have implemented and integrated arts into our students' educational experience, and have implemented Read 180, and Systems 44 for students struggling in acquiring literacy skills. Finally, in keeping with a theme of 21st century learning we have implemented a focus on technology integration within the district as a whole.

In order to engage families in the educational experiences of our students, we have worked alongside the Welcome and Wellness Center to enhance our families' capacity to work with their children in the home. Moving into the 2018-20 school years, we will continue to work with families to increase their literacy skills as well as those literacy skills of our students through both our Latino Literacy Project, as well as our Family Literacy Project. We have provided for computer classes, to allow parents to access the parent portal to monitor the academic achievement of their students, and have worked with families to learn basic skills utilizing Google Apps for Education, as well as setting them up with email access to keep in constant contact with their teachers. We have also worked to implement a district wide Parent Universities at the site level in order to increase familial knowledge of the school district, as well as their ability to volunteer effectively. All sites have implemented English Language Advisory Councils (ELAC's) as well as School Site Councils (SSC's). At the district level we host family and community opportunities to advise the district via our District English Language Advisory Council (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.

LCAP Highlights

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

Highlights in this year's LCAP for Lancaster School District include:

1. An increased focus on professional development geared towards working with unduplicated populations.
2. Focus on an Multi-Tiered System of Support and growing intervention and enrichment.
3. Implementing a focus on MTSS with the districts new MTSS teacher on special assignment.
4. Implementation of counseling programs at all sites within Lancaster School District.
5. The presence and incorporation of universal design for learning.
6. Use of iReady as a universal screener for both Math and ELA.
7. Implementation of a formative language assessment, Las Links in order to monitor EL student progress.
8. Implementation of Ellevations in order to monitor EL students on a more frequent basis.
9. A continued expansion of PBIS as a framework for behavior within the district.
10. Continued expansion of Second Step, a social - emotional learning program
11. Implementing a focus on attendance with the districts Counselor on Special Assignment
12. Continued implementation of extended learning opportunities through the districts new Director of Extended Learning in order to provide our unduplicated populations the ability to receive academic support outside of the school day.
13. We have revised our structure inside the LCAP to provide for specific targets for each of the 13 student groups.
14. Focus on work with families in order to increase literacy.
15. A focus on families as evident by the districts new Family Ambassadors

Review of Performance

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

Lancaster School District identified a need for a more systemic approach to professional learning in order to professionally develop all teachers. However, we were able to self-rate ourselves highly in terms of professional learning towards ELA. Currently LSD is in the beginning stages of implementation of the NGSS in grades 6-8. An identified need for materials pertaining to English Language Development for the varying levels of English Learners in Lancaster School District is present. We identified a need for a systemic practice in terms of identifying staff areas of growth. Currently Lancaster School District has Induction for new teachers (years 1 and 2) and Peer Assistance and Review for experienced teachers in need of support. This has been seen to be a very bright spot in terms processes that are present within Lancaster School District.

As a district, we were able to earn medium status with significant growth pertaining to our English Learner Progress Indicator, and a green status overall. This is a direct result of the work that was put in and emphasis on reclassification of EL students in the 16-17 school year. Areas in which Lancaster School District schools did well.

English Learner Progress Indicator:

- 69.7% and increased by 4.3%

Suspension indicator:

Although colors are orange for many student groups in terms of suspension, we observed that the following groups saw declining suspension rates:

- All Students - .4%
- Homeless - 1.2%
- Socioeconomically Disadvantaged - .4%
- Students with disabilities - 1.8%
- African American - 1.5%
- White -.6%

Greatest Progress

Math indicator:

- Asian - +15.5%
- Filipino - +11.8%

ELA indicator (following groups either maintained, increased, or increased significantly):

- American Indian - +12.3
- Asian - +1.2
- Filipino - (already high status 37.4 and decline of -2.6)
- Pacific Islander - +30.5

The following student groups had no orange or red in their indicator:

- Asian
- Filipino

The following schools had high status and and change as indicated by a blue in their ELPI:

- Desert View Elementary
- Discovery Elementary
- Endeavour Middle School
- New Vista Middle School
- West Wind Elementary

The following schools scored green on their ELPI:

- El Dorado Elementary
- Linda Verde Elementary

The following schools were either Green or Blue in their suspension indicator:

- Lancaster Virtual Academies (Blue)
- Linda Verde Elementary (Green)
- West Wind Elementary (Green)

Areas in which we are pleased as a result of review of the California Dashboard are:

- Teachers have been given this year as an opportunity to really work with and get to know their ELA curriculum to help make decisions.
- We are proud of the implementation of Imagine Learning with fidelity at some elementary sites.
- Leadership training that is being facilitated with administrators
- Focus on strategies and questions that match the same rigor that is demanded of students (DOK level questioning, AV Math PT, CAASPP item samples, Claims and Targets, Blueprint)
- Four school sites are working as a team to target students and their needs through instructional rounds process (PIVOT)
- Literacy for Families
- CAASPP Academy
- ELPAC Academy
- Equity-focused Community Forums to inform LCAP's comprehensive needs analysis
- Having honest and transparent administrative and site-based conversations around data and needs based on the data
- PBIS/CKH implementation district wide
- Counselors - including groups/lessons: Kelso's Choice, Second Step...
- Increased awareness of site administrators re: decision making processes, vulnerable decision points
- Several schools have declined significantly in suspension rate
- Significant decrease in suspension over five years

Based on our analysis of the California Dashboard, we have observed that the following actions have resulted in increased proficiency for those students who took part:

- Know student subgroups and how to read the data, so that they can be properly serviced
- Literacy for Families
- CAASPP Academy
- ELPAC Academy
- Community Forums
- Accountable Talk
- Focus on Great First Instruction (BLD)
- ELD (designated and integrated)
- More focus on services for students - better identification of students
- Counselor/admin check in
- Coordinator of English Learners and Coordinator of Culture, Climate and Counselors to help coordinate efforts throughout the district
- Integration of TEAL training and designated EL that have a focus on SEL through the arts and language acquisition for personal expression to reduce acting out behaviors
- Integrated technology appropriately (using technology instructionally, not as busy work)

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

The following chart shows our areas of greatest need in terms of student groups that were either a very low status or declined. We were identified for differentiated assistance for Foster students in 2017-18, however we recognize that there are other groups that we need to work with in order to keep them from falling into an area where we will be identified for differentiated assistance.

Greatest Needs

Subgroup	Red Areas	Subgroup	Orange
Foster	Suspension, ELA	All Students	Suspension, ELA, Math
2+ Races	Suspension	English Learners	Suspension, ELA, Math
Students w/Disabilities	ELA	Homeless	Suspension, ELA
African American	ELA, Math	Socio-economically disadvantaged	Suspension, ELA
Homeless	Math	Students with disabilities	Suspension
Socio-Economically Disadvantaged	Math	African American	Suspension
Students with disabilities	Math	American Indian	Suspension
American Indian	Math	Hispanic	Suspension, ELA, Math

		2+ Races	ELA, Math
		White	ELA, Math

Based on analysis of the CA Dashboard, we observed that the following needs are most pressing pertaining to our student achievement and social emotional needs

Math student achievement for all sub groups

ELA student achievement for all sub groups

Social emotional support for EL, Foster, American Indian, Filipino, Hispanic, Pacific Islander, and students of Two or more races.

- We need to implement progress monitoring throughout the year to ensure language development progress such as Las Links
- -Middle school- targeted support classes
- -Language Support classes for Newcomers
- -Explore software programs such as Imagine Learning to all sites
- -Expansion of programs to support long term English Learners such as AVID EXCEL
- -Tiered professional development to support different levels of adult learning needs.
- -Need to increase monitoring and commitment to district programs.
- -Allocate targeted funding to specified student groups more intentionally
- -Identify/develop a progress monitoring
- -Progress monitoring and commitment will be secured to both LCAP and SPSA actions and services pertaining to goals.
- -Strengthen PBIS framework
- -Revise the SST process to ensure it is used correctly and efficiently in identifying student needs and appropriate interventions
- -Begin implementation of UDL to meet academic and behavioral needs
- -Ensure implementation of Second Step social-emotional learning curriculum in all classrooms

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

Based on observational data it was determined that the "all student" performance group was orange in suspension rate, ELA and Math, and thus there were no student groups that were seen to be 2 or more levels below the "all student" group performance for the district. We did however observe that both Asian and Filipino students scored at green levels in both ELA and Math.

Groups that scored below red in ELA were:

- Foster Youth
- Students with disabilities
- African American

Groups that scored red in Math were:

- Foster Youth
- Homeless
- Socio-economically disadvantaged
- Students with disabilities
- African American
- American Indian

Groups that scored in red pertaining to suspension were:

- Foster Youth
- Two or More Races

We were identified for differentiated assistance in 2017-18 pertaining to our Foster Youth population. However, we find that we are in jeopardy of falling into differentiated assistance for the following populations:

- Homeless
- Socio-economically Disadvantaged
- Students with disability
- African American

We are finding that there is a need to have a consistent focus and emphasis on soci-emotional learning, family engagement, and in both ELA and Math.

Performance Gaps

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Increased or Improved Services

In order to decrease learning and behavioral gaps as well as to provide students who are either Foster, Homeless, Socio-economically Disadvantaged, or English Learners, with increased services, Lancaster School District has determined that we will provide for the following:

1. Increased monitoring measures on the part of site leadership
2. Implementation of Family Ambassadors at the sites to increase Family engagement.

3. Implementation of iReady Universal screeners for both Math and ELA in order to monitor student achievement, and to ensure strong implementation of our academic program.
4. Implementation of Las Links, a formative language development assessment in order to monitor EL student attainment of language, and language development.

Furthermore, we will be instituting a focus on equity in terms of data as we will be working within our district cohort system to implement and sustain quality leadership teams focused on Professional Learning Communities, and a lesson study model.

Budget Summary

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	\$169,558,503
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$151,262,990

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

General fund budget expenditures that are not included in the Local Control and Accountability Plan are specific to operation costs for our District Office departments such as Accounting, Purchasing, Risk Management, Duplicating, Warehouse, Technology and Payroll offices. Costs for these departments including salaries, benefits, materials, supplies, contracts, equipment, retiree benefits, affordable care act costs, and substitute costs associated to AB 1522 run approximately \$5.49 million. Portions of these departments that are a direct support of the instructional program are included in LCAP, these are just the portion not directly related to the instructional program. Other operational costs include property and liability insurance (\$1 million), general facility operations, utilities , and maintenance costs (\$3.15 million), transportation (\$4 million), Cares Program (\$1 million), special education portion of Preschool program paid by General Fund (\$2 million). Transfer of fund 14/40 for deferred maintenance (\$1 million).

Total Projected LCFF Revenues for LCAP Year	\$140,162,371
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Annual Update

LCAP Year Reviewed: 2017-18

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

1.0 Academics- Academic Options and Excellence

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

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 2. Implementation of State Standards; 4. Pupil achievement; 7. Course access; 8. Other pupil outcomes
 Local Priorities: African American Disproportionality; Students With Special Needs (Special Education)(*)

Annual Measurable Outcomes

	Expected	Actual
Credentialing and Teacher Support	<p>2017-18 Maintain 100% appropriately assigned credentialed teachers.</p> <hr/> <p>100% of pre-intern, short term permit, intern and preliminary credentialed teachers will be enrolled in their appropriate credential program and supported through Lancaster School District's teacher support and induction program.</p>	<p>Lancaster School District was able to maintain 100% appropriately assigned credentialed teachers.</p> <hr/> <p>All teachers in Lancaster School District who were pre-intern, short term permit, and intern preliminary credentialed teachers were enrolled in their appropriate credential program and were supported through Lancaster School Districts teacher support and induction program.</p>
Appropriately assigned materials	<p>2017-18 100% of students will be provided with state adopted textbooks consistent with cycles of current curriculum frameworks for Common Core state standards in compliance with the Williams Act Settlement.</p>	<p>Based on Williams evaluation, and district wide monitoring at the site level, all students were able to access, and were provided state adopted textbooks consistent with cycles of current curriculum frameworks for Common Core State Standards. For Mathematics, students were provided texts available through McGraw Hill, and for Language Arts, Houghton Mifflin Hartcourt (for Elementary) and Study Sync (for Middle Schools) were utilized as core texts.</p>

<p>Instruction and learning: ELA</p>	<p>2017-18 By the end of 2017-18 we will increase the amount of students meeting state standards by 3% as measured by the CAASPP in English language arts.</p> <hr/> <p>By the end of 2017-18, Lancaster School District will establish a grade level proficiency baseline data point for K-2 using a district determined reading foundational assessment.</p> <hr/> <p>By the end of 2017-2018, 40% of all third-eighth grade students will score in the adequate or thorough lexile performance band.</p> <hr/> <p>By the end of 2017-18, we will identify and provide 100% of all students who have not met their grade level reading lexile proficiency target with reading intervention, in order to support them in attaining their reading target.</p> <hr/> <p>By the end of 2017-2018, the number of students who are in a technology based intervention who meet or exceed their lexile growth target will increase by 5%.</p> <hr/> <p>By the end of 2017-18, we will identify a common district writing assessment to establish a baseline measure for writing in grades 4-8.</p>	<p>The amount of students meeting state standard in Language Arts has decreased by 1% as measured by the California Assessment of Student Performance and Proficiency for all students. For targeted groups, Lancaster School District saw the following changes: All (-1%); African American (-1%); Hispanic (-1%); White (-3%); EL (-4%); RFEP (+3%); SPED (+1%); and SED (-1%).</p> <hr/> <p>The proficiency baseline determined by Lancaster School District by our Reading Foundational Assessment was: 42.1% (+18.9%) reached 2nd grade benchmark as determined by BPST (80 Benchmark).</p> <hr/> <p>29% (+5%) of third - eighth graders scored in the adequate or thorough lexile performance band.</p> <hr/> <p>71% (-6%) of students who have not who did not meet their grade level reading lexile proficiency target with reading intervention in order to support them in attaining their reading target.</p> <hr/> <p>1% (+0%) of students enrolled in Read 180/Systems 44 scored in the Adequate or Thorough Lexile target band.</p> <p>84% (-7%) of students in Read 180 and Systems 44 who have scored in the Minimal performance band.</p> <p>63% of students enrolled in Read 180 have made a Lexile gain of at least 50L.</p> <p>23% of students enrolled in Systems 44 who have shown fluency growth over the school year.</p> <hr/> <p>We were able to identify MyAccess as a common formative writing assessment. The baseline for this assessment was set as in the following manner:</p> <p>1st Semester submission (Dec 14, 2017)</p> <ul style="list-style-type: none"> • 6th Expository/Informative - Holistic Score - 2.0 • 7th Narrative - Holistic Score - 2.4 • 8th Argumentative - Holistic Score - 2.4 <p>2nd Semester submission set for May 25th, 2018.</p>
<p>Instruction and learning: Mathematics</p>	<p>2017-18 By the end of 2017-2018, we will identify and use a local pre and post assessment in order to establish a grade level proficiency growth baseline in grades K-8.</p> <hr/> <p>By the end of 2017-18 we will increase the amount of students meeting state standards by 3% as measured by the CAASPP in Mathematics.</p>	<p>Currently there is no data available. During the 2017-18 school year the district did not have a consistent math assessment to measure progress and monitor growth towards standards mastery across the grade levels. We will use i-Ready Diagnostic assessment in 2018-19. The iReady Diagnostic assesses where a student is currently in their skill set. It is adaptive and identifies the students' strengths and weaknesses in relation to grade level skills.</p> <hr/> <p>The amount of students meeting state standards in mathematics increased by 2% as measured by the CAASPP.</p>

Intervention and Enrichment

2017-18

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

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

3rd - 8th Grade students scored in the Adequate/Thorough band: 29%

Learning gaps for EL students: 0% change over the course of the 2017-18 school year (28% Adequate/Thorough, gap remains at 1%)

Learning gaps for Homeless students: Decreased by 5% over the course of the 2017-18 school year (21% scored in the Adequate/Thorough band, gap is currently at 8%)

Learning gaps for Foster students: Decreased by 5% over the course of the 2017-18 school year (21% scored in the Adequate/Thorough band, gap is currently at 8%)

Learning gaps for Low income students: Decreased by 4% over the course of the 2017-18 school year (25% scored in the Adequate/Thorough band, the gap is currently 4%)

Learning gaps for African American students decreased by 4% over the course of the 2017-18 school year (19% scored in the Adequate/Thorough band, the gap is currently 10%)

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>1.1 Credentialing</p> <p>All administrators, teachers and classified staffs in transitional-kindergarten through eighth grade will be appropriately assigned and credentialed for their assignments in core, intervention and enrichment programs.</p> <p>Lancaster School District will provide teacher support and induction for all new teachers in order to clear their credentials.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>1.1 Credentialing</p> <p>In the 2017-18 school year all administrators, teachers and classified staff throughout the Lancaster School District system were appropriately assigned and credentialed for their assignments.</p> <p>Lancaster School District was able to provide teacher support and induction for all new teachers coming into the system in the 2017-18 school year.</p>	<p>1000-1999 Certificated Salaries - LCFF: \$36,943,859</p> <p>2000-2999 Classified Salaries - LCFF: \$213,136</p> <p>3000-3999 Employee Benefits - LCFF: \$13,878,097</p> <p>1000-1999 Certificated Salaries - Federal Revenues - Title II: \$238,436</p> <p>2000-2999 Classified Salaries - Federal Revenues - Title II: \$42,011</p> <p>5000-5999 Services and Other Operating Expenses - Federal Revenues - Title II: \$187,000</p> <p>1000-1999 Certificated Salaries - Other State Revenues: \$7,830,741</p> <p>3000-3999 Employee Benefits - Other State Revenues: \$2,942,610</p> <p>4000-4999 Books and Supplies - Other State Revenues: \$47,997</p> <p>5000-5999 Services and Other Operating Expenses - Other State Revenues: \$259,052</p> <p>3000-3999 Employee Benefits - Federal Revenues - Title II: \$87,050</p> <p>4000-4999 Books and Supplies - Federal Revenues - Title II: \$6,000</p> <p>2000-2999 Classified Salaries - Other State Revenues: \$195,314</p>	<p>1000-1999 Certificated Salaries - LCFF: \$37,320,596</p> <p>2000-2999 Classified Salaries - LCFF: \$212,457</p> <p>3000-3999 Employee Benefits - LCFF: \$13,638,733</p> <p>1000-1999 Certificated Salaries - Federal Revenues - Title II: \$278,887</p> <p>2000-2999 Classified Salaries - Federal Revenues - Title II: \$43,046</p> <p>5000-5999 Services and Other Operating Expenses - Federal Revenues - Title II: \$8,600</p> <p>1000-1999 Certificated Salaries - Other State Revenues: \$8,064,232</p> <p>3000-3999 Employee Benefits - Other State Revenues: \$3,014,089</p> <p>4000-4999 Books and Supplies - Other State Revenues: \$31,903</p> <p>5000-5999 Services and Other Operating Expenses - Other State Revenues: \$228,890</p> <p>3000-3999 Employee Benefits - Federal Revenues - Title II: \$98,452</p> <p>4000-4999 Books and Supplies - Federal Revenues - Title II: \$15,149</p> <p>2000-2999 Classified Salaries - Other State Revenues: \$200,314</p>

Action 2

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>1.2 - Common Core State Standards Implementation</p> <p>Implement CCSS - All teachers will be supported in teaching the CCSS, or state approved alternative standards for students with severe disabilities. All students will be provided and utilize state adopted curricula and materials including integration of technology and culturally responsive/relevant instruction to ensure all students have access to the curriculum and technology necessary to be successful.</p> <p>Provide professional development supported by instructional coaches who will assist teachers with the implementation of a balanced lesson design with the daily integration of technology.</p> <p>Provide professional development to support the implementation of interdisciplinary Professional Learning Communities/Collaboration within and across content areas using data to inform instruction to meet all student needs.</p> <p>Offer and implement a broad course of study for all students that includes the following: ELA, Math, Science, Social Studies, and PE for all students in TK-8th grade, and middle school electives to include Fine Arts and foreign language.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>1.2 Common Core State Standards Implementation</p> <p>The Director of Student Services, and the Director of Assessment supported teachers responsible for teaching state approved alternative standards for students with severe disabilities. The Educational Services department in Lancaster School District supported all teachers in teaching the Common Core State Standards.</p> <p>All students within Lancaster School District were provided state adopted curricula and materials, and were supported in the integration of relevant technology, and in culturally responsive/relevant instruction in order to ensure that all students had access to the curriculum.</p> <p>Professional development was offered during Pink Tuesdays via the Site and District Instructional Coaches that focused on the implementation of a Balanced Lesson Design, with consistent integration of technology. This was supported by the Director of Curriculum and Instruction during regular Friday Coaches Meetings.</p> <p>The Educational Services Department provided professional development to site administrators focused around the implementation of interdisciplinary Professional Learning Communities.</p> <p>A broad course of study was offered in the 2017-18 school year that included ELA, Math, Science, Social Studies, and Physical Education for all students in TK - 8th grade. At the middle schools other course offerings were: Foreign Language (Spanish), Fine Arts, and Leadership/ASB.</p>	<p>1000-1999 Certificated Salaries - LCFF: \$3,220,753</p> <p>2000-2999 Classified Salaries - LCFF: \$424,526</p> <p>3000-3999 Employee Benefits - LCFF: \$1,211,855</p> <p>4000-4999 Books and Supplies - LCFF: \$370,748</p> <p>5000-5999 Services and Other Operating Expenses - LCFF: \$1,044,719</p> <p>1000-1999 Certificated Salaries - Other State Revenues: \$136,850</p> <p>2000-2999 Classified Salaries - Other State Revenues: \$487,506</p> <p>3000-3999 Employee Benefits - Other State Revenues: \$197,522</p> <p>4000-4999 Books and Supplies - Other State Revenues: \$218,350</p> <p>5000-5999 Services and Other Operating Expenses - Other State Revenues: \$23,000</p> <p>1000-1999 Certificated Salaries - Federal Revenues - Title I: \$850,682</p> <p>3000-3999 Employee Benefits - Federal Revenues - Title I: \$371,574</p>	<p>1000-1999 Certificated Salaries - LCFF: \$3,296,582</p> <p>2000-2999 Classified Salaries - LCFF: \$437,294</p> <p>3000-3999 Employee Benefits - LCFF: \$1,189,802</p> <p>4000-4999 Books and Supplies - LCFF: \$114,092</p> <p>5000-5999 Services and Other Operating Expenses - LCFF: \$1,341,160</p> <p>1000-1999 Certificated Salaries - Other State Revenues: \$140,190</p> <p>2000-2999 Classified Salaries - Other State Revenues: \$625,544</p> <p>3000-3999 Employee Benefits - Other State Revenues: \$235,349</p> <p>4000-4999 Books and Supplies - Other State Revenues: \$117,266</p> <p>5000-5999 Services and Other Operating Expenses - Other State Revenues: \$27,650</p> <p>1000-1999 Certificated Salaries - Federal Revenues - Title I: \$1,148,775</p> <p>3000-3999 Employee Benefits - Federal Revenues - Title I: \$370,900</p>
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Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p>	<p>5000-5999 Services and Other Operating Expenses - LCFF: \$51,629</p> <p>1000-1999 Certificated</p>	<p>5000-5999 Services and Other Operating Expenses - LCFF: \$1,530</p> <p>1000-1999 Certificated</p>

<p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>1.3 - English Language Arts</p> <p>Define grade level Language Arts local assessments.</p> <p>Students will demonstrate grade level proficiency on local English Language Arts assessments.</p> <p>Define and implement grade level reading targets for K-3rd Grade.</p> <p>Identify and use the results from the district writing assessment in 4th -8th grade to inform instructional practice.</p> <p>All teachers, classified staff and administrators will be provided meaningful professional development opportunities designed to support student growth in Language Arts. Specific attention will be given to culturally responsive teaching strategies in order to effect positive educational outcomes for unduplicated pupils through professional development to include strategies such as Guided Language Acquisition and Design (GLAD), SDAIE and AVID.</p> <p>Teachers will integrate technology and use research-based strategies to enhance their English Language Arts lessons.</p> <p>Use the results of the universal screener lexile to place, support and progress monitor underserved students in technology based interventions such as Read 180, iREAD, and Imagine Learning. These interventions will be provided both during and outside of the school day.</p>	<p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Grade level assessments that were identified pertaining English Language Arts were the following:</p> <p>Kinder - Second Grade</p> <ul style="list-style-type: none"> • Lexile, Foundational Reading Assessment, Basic Phonics and Skills Test, and Kinder Foundational Reading Assessment. <p>Based on the BPST the following scores are provided:</p> <p>First grade -</p> <ul style="list-style-type: none"> • Below Benchmark - 56% • Approaching Benchmark - 17% • Reached Benchmark - 21% <p>Second grade</p> <ul style="list-style-type: none"> • Below Benchmark - 35% • Approaching Benchmark - 7% • Reached Benchmark - 43% <p>Third-eighth Grade, the following assessments were identified:</p> <ul style="list-style-type: none"> • Lexile, District Writing Assessment (Beginning of year, and Middle of year) <p>Lexile as of Middle of year for third - eighth grade:</p> <ul style="list-style-type: none"> • Thorough Performance = 8% • Adequate Performance = 20% • Partial Performance = 32% • Minimal Performance = 41% <p>We were able to identify 3rd Grade mid-year Lexile targets</p> <ul style="list-style-type: none"> • Thorough Performance Standard = 4% • Adequate Performance Standard = 25% • Partial Performance Standard = 30% • Minimal Performance Standard = 41% <p>Writing assessments were created in Illuminate using hte CAASPP ELA Blueprint that is aligned to the Smarter Balanced Assessment and was administered in the Fall, and were then again administered in the Spring. Some, not all sites, utilized results from the Spring</p>	<p>Salaries - Other State Revenues: \$3,500</p> <p>3000-3999 Employee Benefits - Other State Revenues: \$700</p> <p>4000-4999 Books and Supplies - Other State Revenues: \$150,000</p> <p>1000-1999 Certificated Salaries - Federal Revenues - Title I: \$11,843</p> <p>3000-3999 Employee Benefits - Federal Revenues - Title I: \$2,137</p> <p>4000-4999 Books and Supplies - Federal Revenues - Title I: \$2,000</p> <p>2000-2999 Classified Salaries - LCFF: \$443,102</p> <p>3000-3999 Employee Benefits - LCFF: \$135,271</p> <p>4000-4999 Books and Supplies - LCFF: \$50,100</p>	<p>Salaries - Other State Revenues: \$3,500</p> <p>3000-3999 Employee Benefits - Other State Revenues: \$701</p> <p>4000-4999 Books and Supplies - Other State Revenues: \$21,992</p> <p>1000-1999 Certificated Salaries - LCFF: \$11,843</p> <p>4000-4999 Books and Supplies - Federal Revenues - Title I: \$366,183</p> <p>2000-2999 Classified Salaries - LCFF: \$469,069</p> <p>3000-3999 Employee Benefits - LCFF: \$175,841</p> <p>4000-4999 Books and Supplies - LCFF: \$42,634</p>
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administration to inform instructional practices and to develop actions (interventions, tutoring and extended learning opportunities etc.) for student groups who have not mastered the skills/standards prior to the administration of CAASPP in the Spring. Spring results are seen below:

Middle of Year Writing Assessment

Grade	% Mastered	% Not Mastered
3	3.1%	96.9%
4	1.2%	98.85%
5	10.8%	89.2%
6	7.7%	92.3%
7	9.5%	90.5%
8	3.3%	96.7%
Total	5.93%	94.08%

Regarding meaningful professional development, districtwide PD that was put into place in the 2017-18 school year that was offered to classified was Capturing Kids Hearts - Winning Culture PD, in order to increase social emotional capacity of our classified staff. Certificated staff and administrators were trained in the new ELA curriculum, and Lancaster Learning Institute provides various opportunities for professional growth.

After reviewing the district wide use of technology, we have found that various forms of technology are used throughout the district, and utilized by both teacher and student, however this is inconsistent.

The results of the universal screener Lexile were used to identify and monitor underserved student groups in technology based intervention programs, throughout the school day.

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p>	<p>4000-4999 Books and Supplies - Federal Revenues - Title I: \$2,000</p> <p>5000-5999 Services and Other Operating Expenses - LCFF: \$25,000</p>	<p>4000-4999 Books and Supplies - Federal Revenues - Title I: \$142,721</p> <p>5000-5999 Services and Other Operating Expenses - LCFF: \$23,000</p>

<p>1.4 – Instruction and Learning - Math</p> <p>Define grade level math local assessments.</p> <p>Students will demonstrate grade level proficiency on local mathematics assessments.</p> <p>Define and implement grade level mathematics targets for K-3rd Grade.</p> <p>All teachers, classified staff and administrators will be provided meaningful professional development opportunities designed to support student growth in mathematics.</p> <p>Teachers will integrate technology and use research-based strategies to enhance their mathematics instruction</p>	<p>We were able to identify the Antelope Valley Performance Tasks for Grades 1-8 and the publisher Diagnostic Test for kindergarten. We are currently looking into what needs to happen with our assessments and how best to get useful, manageable data to make instructional decisions and provide progress monitoring for teachers and administrators. We realize that this year, we do not have a system that successfully predicts student proficiency on end-of-year state assessments.</p> <p>Students in grades 3-8 were administered the AV Math Performance Task, see results below:</p> <p style="text-align: center;">AV Math Performance Task</p> <table border="1" data-bbox="808 438 1155 755"> <thead> <tr> <th>Grade</th> <th>% Mastered</th> <th>% Not Mastered</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>31.1%</td> <td>68.9%</td> </tr> <tr> <td>2</td> <td>27%</td> <td>73%</td> </tr> <tr> <td>3</td> <td>19.2%</td> <td>80.80%</td> </tr> <tr> <td>4</td> <td>20.1%</td> <td>79.9%</td> </tr> <tr> <td>5</td> <td>21.9%</td> <td>78.15%</td> </tr> <tr> <td>6</td> <td>27.5%</td> <td>72.5%</td> </tr> <tr> <td>7</td> <td>4.9%</td> <td>95.1%</td> </tr> <tr> <td>8</td> <td>9.2%</td> <td>90.8%</td> </tr> <tr> <td>Total</td> <td>20.11%</td> <td>79.89%</td> </tr> </tbody> </table> <p>Students in grades 1-2 were administered the AV Math Performance task, however the data will not be available until after the writing of this document.</p> <p>Professional development was provided by the district pertaining to mathematics, and grade level application of concepts via the Lancaster Learning Institute, a voluntary opportunities for teachers to receive extra pay for professional growth, at their own determination.</p> <p>It has been observed that many teachers utilize technology in terms of mathematics instruction, however that the use is inconsistent, and not systemic throughout the district.</p>	Grade	% Mastered	% Not Mastered	1	31.1%	68.9%	2	27%	73%	3	19.2%	80.80%	4	20.1%	79.9%	5	21.9%	78.15%	6	27.5%	72.5%	7	4.9%	95.1%	8	9.2%	90.8%	Total	20.11%	79.89%		
Grade	% Mastered	% Not Mastered																															
1	31.1%	68.9%																															
2	27%	73%																															
3	19.2%	80.80%																															
4	20.1%	79.9%																															
5	21.9%	78.15%																															
6	27.5%	72.5%																															
7	4.9%	95.1%																															
8	9.2%	90.8%																															
Total	20.11%	79.89%																															

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English</p>	<p>1000-1999 Certificated Salaries - LCFF: \$7,755,079</p> <p>2000-2999 Classified Salaries - LCFF:</p>	<p>1000-1999 Certificated Salaries - LCFF: \$9,320,217</p> <p>2000-2999 Classified Salaries - LCFF:</p>

<p>Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>1.5 – Intervention/Enrichment</p> <p>Site instructional coaches and Program Chairs will provide support with the implementation of Multi-Tiered Systems of Support (MTSS) in order to identify and provide CCSS designed intervention strategies, materials, resources and programs that support CCSS mastery for all students.</p> <p>Hire additional specialized teachers who can provide enrichment via elective courses.</p> <p>Offer and implement a broad course of study for all students that includes middle school electives such as Fine Arts and foreign language, and music</p> <p>Director of Assessment with the support of site Assessment Chairs will provide the results of formative assessments to facilitate PLC's and in the Student Study Team (SST) process.</p> <p>Provide professional development to teachers and administrators on the integration of technology for use as instructional and learning tools.</p> <p>Provide intervention and enrichment opportunities, and support to all students with specific attention paid to foster and homeless youth, in TK through 8th grade outside of the learning day, including Winter,</p>	<p>Learners, Foster Youth, Low Income</p> <p>Scope of Service:</p> <p>Location: All Schools</p> <p>Site instructional coaches provide intervention and enrichment support for 18-20 sites. there are two sites without instructional coaches in Lancaster School District, however those sites are supported on an as needed basis by district instructional coaches.</p> <p>Specialized teachers are hired for Read 180 classes, as well as many electives, including music, art, AVID, Leadership, and STEM.</p> <p>Schools have all scheduled personal learning time to explore information pertaining to the needs, and fill goals in regards to general education. We offered a variety of music programs, at 3 of the 4 middle schools. Courses offered to students include ELA, Math, ELD, Social Studies, Science, and PE, as well as elective offerings at the middle school level to include AVID, STEM, STEAM, Leadership, Foreign Language etc.</p> <p>Training and district assessment results have been provided to sites. However, we are not 100% sure that all sites are using data during PLC's to inform instructional practices and to monitor student progress on an on-going basis. Again, sites are expected to conduct PLC's using local assessment data and/or sites determined formative assessments to inform instructional practice.</p> <p>Professional development has been provided - but not all staff have taken advantage of the training. More in class or side by side training needs to be provided.</p> <p>Intervention and enrichment opportunities were offered throughout the school day, as well as outside of the school day.</p> <p>GATE students throughout the district have been identified utilizing the CoGat , however it is recognized that we are likely under identifying students. This will be addressed in the 18-19 plan. Students identified are provided differentiated opportunities for enrichment via PLT, and throughout the school day. Sites provided a budget for GATE in order to address the needs of this student population.</p> <p>Currently 6 sites have identified focuses in areas such as STEAM, Arts and Engineering, Dual Language Immersion, Code for the Future,</p>	<p>\$1,409,896</p> <p>3000-3999 Employee</p> <p>Benefits - LCFF:</p> <p>\$3,347,627</p> <p>4000-4999 Books and Supplies - LCFF:</p> <p>\$6,079,007</p> <p>5000-5999 Services and Other Operating Expenses - LCFF: \$435,540</p> <p>2000-2999 Classified Salaries - Other Federal Funds: \$1,654,481</p> <p>3000-3999 Employee Benefits - Other Federal Funds: \$738,002</p> <p>1000-1999 Certificated Salaries - Other State Revenues: \$2,830,059</p> <p>2000-2999 Classified Salaries - Other State Revenues: \$1,904,787</p> <p>3000-3999 Employee Benefits - Other State Revenues: \$1,729,320</p> <p>4000-4999 Books and Supplies - Other State Revenues: \$58,000</p> <p>5000-5999 Services and Other Operating Expenses - Other State Revenues: \$202,740</p> <p>7000-7499 Other - Other State Revenues: \$950,000</p> <p>1000-1999 Certificated Salaries - Federal Revenues - Title I: \$250,460</p> <p>3000-3999 Employee Benefits - Federal Revenues - Title I: \$49,540</p> <p>4000-4999 Books and Supplies - Federal Revenues - Title I: \$1,460,696</p> <p>5000-5999 Services and Other Operating Expenses - Federal Revenues - Title I: \$208,902</p> <p>1000-1999 Certificated Salaries - Federal Revenues - Title III: \$7,194</p> <p>3000-3999 Employee Benefits - Federal Revenues - Title III: \$784</p> <p>4000-4999 Books and Supplies - Other Federal Funds: \$28,515</p> <p>5000-5999 Services and</p>	<p>\$14,448,685</p> <p>3000-3999 Employee</p> <p>Benefits - LCFF:</p> <p>\$3,736,372</p> <p>4000-4999 Books and Supplies - LCFF:</p> <p>\$1,378,220</p> <p>5000-5999 Services and Other Operating Expenses - LCFF: \$293,757</p> <p>2000-2999 Classified Salaries - Other Federal Funds: \$1,911,399</p> <p>3000-3999 Employee Benefits - Other Federal Funds: \$784,785</p> <p>1000-1999 Certificated Salaries - Other State Revenues: \$2,890,737</p> <p>2000-2999 Classified Salaries - Other State Revenues: \$1,995,737</p> <p>3000-3999 Employee Benefits - Other State Revenues: \$1,755,350</p> <p>4000-4999 Books and Supplies - Other State Revenues: \$86,121</p> <p>5000-5999 Services and Other Operating Expenses - Other State Revenues: \$223,018</p> <p>7000-7499 Other - Other State Revenues: \$1,000,466</p> <p>1000-1999 Certificated Salaries - Federal Revenues - Title I: \$596,014</p> <p>3000-3999 Employee Benefits - Federal Revenues - Title I: \$120,378</p> <p>4000-4999 Books and Supplies - Federal Revenues - Title I: \$1,508,555</p> <p>5000-5999 Services and Other Operating Expenses - Federal Revenues - Title I: \$374,231</p> <p>4000-4999 Books and Supplies - Other Federal Funds: \$20,947</p> <p>2000-2999 Classified Salaries - Federal Revenues - Title I: \$94,601</p>
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<p>Spring, and Summer recess.</p> <p>Provide designated enrichment support for students with specific attention paid to foster and homeless youth, including acceleration, depth and complexity, creativity, etc., during Personalized Learning Time (PLT), throughout and beyond the school day.</p> <p>Identify GATE students as a student group in student information systems, and monitor their progress on local and state assessments.</p> <p>Provide GATE students with access to district wide identified GATE programs, materials, activities, opportunities and interventions as appropriate.</p> <p>Create and implement a school focus such as but not limited to Visual and Performing Arts and Dual Language Academies, at all elementary schools.</p> <p>Build College and Career Pathways as foundational electives at all middle schools that include but are not limited to the following: Visual and performing arts, STEM-Project Lead The Way modules, Band-Music, Leadership, AVID and Foreign Language.</p> <p>Eliminate Combo classes in grades 1-3 and reduce class sizes below the contract language as stated in Teachers Association of Lancaster's bargaining agreement</p> <p>Teacher on Special Assignment will work with teachers to</p>	<p>and Visual and Performing Arts. Furthermore we currently have 14 AVID Elementary Sites, as well as 4 AVID Middle Schools, with 2 schools who currently have AVID Excel. It is likely that 3 more sites will identify focuses/themes in the 18-19 school year.</p> <p>Pertaining to career pathways and electives, in the 2017-18 school year we have 1 school that does not have a music program, however we do have Leadership, AVID, Foreign Language, and VAPA at all middle schools.</p> <p>District coaches have supported teachers in the implementation of technology within the classroom. However more focused and intentional time must be spent in this area in order to see significant impact on student outcomes.</p> <p>Teachers were provided the opportunity to take part in various TEAL trainings in the 2017-18 school year, provided through the Lancaster Learning Institute. We were successfully able to add in a pilot project through our county office and the US Department of Education to bring about an arts focus for our English Language Learners.</p> <p>Eliminated combo classes in grades 1-3 in order to reduce class size below the contract language.</p> <p>Regarding the development and implementation of the NGSS scope and sequence, a team was put in place and materials were ordered. The Scope and Sequence has been developed and communicated. All science teachers for grades 6-8 have been trained and are delivering the required and mutually developed NGSS unit.</p> <p>During the 17-18 school year Lancaster School District had to cease the relationship between LACOE and ourselves pertaining to one-one in home academic tutoring for Foster students provided through LACOE Foster youth services.</p> <p>All elements of training pertaining to NGSS were put into place during the 17-18 school year. We will proceed to grow capacity at the elementary level.</p> <p>We were able to maintain the additional 70 hours in order to maintain and fully implement our new programs and services.</p> <p>Induction was fully supported and implemented in the 17-18 school year with both personnel and training.</p>	<p>Other Operating Expenses - Federal Revenues - Title I: \$600</p>	
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include additional integration of technology to ensure students have access to the curriculum and technology necessary to be successful.

Continued use of computers and support staff to assist with the integration of technology.

The District will maintain the partnership with the Los Angeles County Office of Education to provide one-on-one in home academic tutoring for students in foster care provided through LACOE-Foster Youth Services.

Teachers will be provided training in order to integrate art into all subject areas in order to facilitate increased student engagement.

All students will be provided with access to an integrated arts program throughout the school day.

Teachers will be provided the opportunity to create curriculum, provide and receive training, materials, and implementation strategies on the Next Generation Science Standards. A scope and sequence development team will include grades 6-8 to develop, implement and assess one unit.

Training will be made available in the foundation of NGSS, in the Spring year 1 the district will create and implement with similar methodology a scope and sequence for grades 3-5.

Maintain additional 70 hours

annually in order to maintain and fully implement new programs and services principally directed towards unduplicated, at risk pupils.

Maintain the enhancement of the basic induction program with increased services and induction support personnel required to provide additional support to teachers required for reduction in combos and class size in order to better serve unduplicated pupils.

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

1.1 - All administrators, teachers, and classified staff were appropriately assigned in the 2017-18 school year, as verified via Williams inspection in the Fall of 2017-18. The LEA was successful in ensuring that all teachers were qualified and appropriately credentialed for their assignments. New teachers involved in the profession were provided support via induction in order to assist in the clearing of their credential.

1.2 - Teachers were supported in the implementation of the California Common Core State Standards (CCSS), in that teachers were provided with State adopted Common Core curriculum, and were provided with training on effective lesson design appropriate to the Common Core. Relevant and appropriate technology was provided for both students and teachers in order for students to have access to the CCSS. Both District and Site Coaches assisted with supporting teachers at the sites with staff development opportunities on Pink Tuesdays (student early release days), focused around implementation of appropriate strategies within the classroom. PLC's were and remain a focus pertaining to maintaining a data driven decision making system.

1.3 - In the 2017-18 school year 42.1% of students in grades K-2 reached 2nd grade benchmarks as determined by BPST, and 29% of 3rd - 8th graders scored Adequate to Thorough band in terms of Lexile. We again were successful in aligning claims and targets with instruction, in order to target specific areas of challenge throughout the district. We were able to initiate and implement a literacy focus in the early grades (K-2), and were thus able to develop benchmarks and growth targets for each year from Kindergarten to 2nd grade. Teachers were able to integrate technology into their instructional practice, as monitored by site administration, and we continued our growth in utilizing Google apps in the form of a technology based web platform. Google Apps for education training was continued via our district technology coach.

1.4 - Whereas we did not have a consistent district level math assessment in order to gauge a thorough understanding of current status of mathematics instruction throughout the district. In order to remedy this, we were able to acquire a district level diagnostic assessment suite to assist in defining grade level success targets for our students. This year we were able to integrate technology into lessons, throughout the mathematics curriculum.

1.5 - Site instructional coaches were responsible for training staff in the use of a Balanced Lesson Design, and were further able to provide both enrichment and intervention to 18 of Lancaster's 20 sites. We were able to reestablish the use of Professional Learning Communities and will be continuing this process into the 18-19 school year.

We were able to extend our arts integration in the elementary grade levels, as well as in the middle schools, and were further offered the opportunity to extend our arts integration into having a focus on arts integration to targeted our English language learners.

We also began the process of building capacity of the districts GATE chairs in order to address the needs of gifted students with Lancaster School District.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The overall articulated effectiveness of the actions and services to achieve goal 1 as measured by the LEA via formative data, provides that 42.1% of K-2 students reached 2nd grade benchmarks as determined by BPST. Furthermore 29% of 3rd - 8th graders scored in the Adequate or Thorough Lexile performance band. In English Language Arts we been able to positively impact the achievement gap for our African American (*) students by 4%, as well as for Foster (5%) and Low Income students (4%) in the 17-18 school year. Whereas the gains are conservative, we observe that our teachers are making progress in more adequately meeting the needs of our district populations.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We observed this year that we had a significant amount of funding dedicated to teacher professional development through the Lancaster Learning Institute. Whereas we created the time and space for teachers to take part in professional development, we had few who took advantage of the training provided. We found that most courses that trained around core program based teaching methods, or frameworks had little attendance.

It was observed that the LEA had a significant amount of resources reserved for a new textbook adoption, which was fulfilled at the cost provided. Teacher professional developments for both ELA and Math were not attended at the rate we had expected to see them attended, and therefore again we saw a lower cost in terms of both Action 3 and Action 4 pertaining to professional development of teachers.

We had expected to have higher costs in terms of tutoring services to students, however teachers were not observed to take the opportunity to tutor students after school. Furthermore, training for specific teacher groups, i.e GATE chairs were secured at a lower cost than originally expected resulting in fewer expenditures. Sites again attempted to retain classroom teachers to tutor after school in programs such as Read 180, and iRead, and Systems 44. The focus with these programs would be early intervention in terms of reading.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

1.1 - The LEA has observed the need to ensure that teachers who are brought in to our system should have be placed appropriate to their experience, and expertise. Thus the LEA will consider reviewing hiring practices, and providing access to expert teachers in higher need areas.

1.2 - This year the LEA renamed the Common Core Academy, the Lancaster Learning Institute in order to provide a focus around not only the Common Core, the curriculum, framework, and strategies that go into supporting Common Core/inquiry based teaching. The LEA will continue to utilize a targeted coaching model moving into the 18-19 school year, and will be reinforcing and working closely with site leadership teams, in order to create a strong focus on instructional leadership at the site. Teams of teachers along with the site administrator(s) will work to enhance instructional practice. The LEA will also work intently on building capacity around data driven discussions by incorporating the use of Professional Learning Communities at all sites. Leadership team trainings will take part in early June 2018, and late July 2018, and on various occasions throughout the year with the expressed intent of building the instructional capacity of the site.

Innovations labs will be offered to teachers who submit applications in order to garner higher interest in both lesson design and innovation in teaching. These lessons, and ideas will be shared with the larger learning community in order to disseminate innovative and best practice throughout the Lancaster School District.

Leadership teams and sites, along with district office administration will expand the use of lesson studies and data driven walkthroughs in order to provide for enhanced practice.

There will be an explicit focus on equity in terms of educational practice throughout trainings put on within Lancaster School District to include a focus on data, as well as a focus on training in implementing the districts Equity Matrix.

1.3 - This year, the LEA will target professional development to all teachers in order to support student growth in Language Arts. The district will offer PD to classified staff as well in order to ensure that all adults working with students are adequately trained in the methods and curriculum with which they work. The LEA has brought on two more Instructional Technology coaches in order to enhance the instructional capacity of teachers around the technology enhanced lessons, and to support teachers in their integration of technology. The LEA will also utilize a universal screener to monitor student acquisition of ELA concepts. There will further be an increased focus on enhancing educational practice through collaboration and lesson studies.

1.4 - Based on evaluation of the LCFF rubrics, and via analysis of stakeholder engagement, the LEA will be working with a math consultant in order realize growth in the subject area of mathematics. The main focus of this training will be directed at teachers in grade levels 5-8. Instructional coaches will be trained by the math consultant, and will become trainer of trainers in order to build capacity in grades K-2.

1.5 - The LEA will embrace and move forward with a multi-tiered systems of support. With the assistance of our educational partners, the LEA will work to create an early response to intervention. The LEA will be bringing on two educational liaisons, specifically to work with our Foster population, and to assist in linking the district with the families of our foster students, as well as the relevant resources to bring about student access to success.

With regards to special education, the LEA will be bringing on paraprofessionals in order to assist in early literacy for some of our most at-risk youth. As there is a significant population of students with disabilities, staff will be trained in the incorporation of accommodations within the classroom.

The LEA will create the Department of Innovation and Technology Services, that will make extended learning available for students via Saturday school, and both Winter and Spring break. In order to assist with this the LEA will hire a Director of Alternative Learning Opportunities to oversee this portion of the department.

The LEA will utilize Leadership teams in order to ensure site accountability and monitoring of site plans. There will furthermore be a dissemination of leadership at the site to allow for collaborative decision making.

2.0 Culture- Supportive and Inclusive Learning Environment

Goal 2

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

State and/or Local Priorities Addressed by this goal:

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

Annual Measurable Outcomes

	Expected	Actual
% of EL's who make progress toward proficiency as measured by the CELDT	<p>2017-18 59% of EL students in the Lancaster School District will make progress towards English language acquisition based on CELDT.</p>	69% of English Language Learners in Lancaster School District made progress towards English language acquisition based on the CELDT Assessment in 2017-18
Long Term English Learner Progress	<p>2017-18 By the end of 2017-2018, we will increase the number of EL students identified as EL for five years or more (LTEL) who are making progress towards language development proficiency by 3% as indicated by the English Learner Progress and Proficiency Report</p>	Lancaster School District was able to increase the number of EL students identifying as EL for five years or more (LTEL) who are making progress towards language development proficiency by 4% as indicated by the English Learner Progress and Proficiency Report.
At-Risk Long Term English Learners	<p>2017-18 By the end of 2017-2018, we will increase the number of EL students identified as EL for less than five years (At Risk LTEL) who are making progress towards language development proficiency by 3% as indicated by the English Learner Progress and Proficiency Report</p>	We were able to increase the number of EL students identified as EL for less than 5 years (At Risk LTEL) who are making progress towards language development proficiency by 3% as indicated by the English Learner Progress and Proficiency Report.
Reclassification	<p>2017-18 Reclassification rates for EL students will increase by 5% annually as measured by current state and district specific criteria.</p>	Reclassification rates for EL Students increased by 3% as measured by current state and district specific criteria.
Disproportionality	<p>2017-18 The disproportionality in the number of African American* students who are made eligible by the district for Special Education services compared to all students will decrease by 3% annually.</p>	The disproportionality in the number of African American (*) students who are made eligible by the district for special education services compared to all students decreased by 2% in 2017-18.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>2.1 ELL Differentiated Instruction</p> <p>All English language learners will receive research based language development instruction (integrated ELD) throughout the day appropriate to the needs of the student.</p> <p>Provide ongoing PD to teachers and administrators on how to analyze assessment data in professional learning communities in order to differentiate instruction throughout the learning day.</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>In the 2017-18 school year, the LEA was able to provide a focused direction for the professional development of teachers in order increase the instance of integrated ELD taking place throughout the school day. Teachers were trained on accountable talk during an all day professional development day, and that training was revisited at all Lancaster Learning Institute professional development opportunities. Site administrators were trained during the same instructional training day, and the training was revisited throughout the year.</p> <p>Professional development was provided to both teachers and administrators in how to analyze data in PLC's, in order to use that data to inform instruction.</p>	<p>4000-4999 Books and Supplies - LCFF: \$13,250</p> <p>5000-5999 Services and Other Operating Expenses - LCFF: \$21,000</p>	<p>2000-2999 Classified Salaries - LCFF: \$45,120</p> <p>3000-3999 Employee Benefits - LCFF: \$3,277</p>

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>2.2 ELD Professional Development</p> <p>All school sites will develop, or partner with District Office staff to develop site based, three-year plan for Designated ELD instruction that will focus on ELD standards in order to make annual progress towards language development proficiency.</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Site administration has been prompted to provide a multi-year plan within their Single Plans for Student Achievement under goal 2 to ensure ELD instruction throughout the school years. The Single Plan process has been supported by the district office in order to allow for both consistency, and individuality</p>	<p>5000-5999 Services and Other Operating Expenses - Other State Revenues: \$15,000</p>	<p>2000-2999 Classified Salaries - LCFF: \$1,875</p> <p>3000-3999 Employee Benefits - LCFF: \$293</p>

<p>Provide professional development to teachers and administrators on how to provide targeted ELD instruction during Personal Learning Time (PLT) or support period that is differentiated by CELDT level.</p> <p>All administrators within Lancaster School District will participate in English Language Development training in order to understand and lead site efforts in the implementation of effective instructional practices that accelerate language acquisition.</p>	<p>based on site need. Accountable talk is a key component of this plan in terms of instructional strategies.</p> <p>Training in designated instruction has come about through training with the current ELA curriculum, that provides for a designated ELD component in the 2017-18 school year. More focused efforts will need to take place in order to ensure the consistency of designated ELD instruction in the 2018-19 school year.</p> <p>All administrators took part in ELD training during the district wide PD day that took place in September of 2017. That training was followed up and reiterated at administrative trainings and meetings throughout the year.</p>		
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Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>2.3 ELL Reclassification</p> <p>English Learners will reach language proficiency as defined by the new reclassification criteria, and once reclassified, students will sustain their language proficiency as monitored and proven by a tech based EL monitoring system.</p> <p>Provide support, professional development, and monitoring for teachers and administrators in analyzing the assessment results for EL students and reclassified EL students.</p> <p>EL Site Chairs will support teachers and Para-educators as well as monitor the progress of EL students and reclassified students who were formerly classified as EL via a tech based monitoring system.</p> <p>Grades of reclassified students will be monitored by classroom teachers, EL site chairs and the EL Coordinator, and will be monitored quarterly.</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>380 Students were reclassified in the 2017-18 school year based on new reclassification criteria. This was an increase of 90 students from the previous year.</p> <p>Support and monitoring for teachers and administrators came via way of Lancaster School Districts EL Chairs, which allowed for the monitoring of EL student progress with the assistance of bilingual para-educators assigned to sites. EL and RFEP monitoring took place on a quarterly basis in the 2017-18 school year.</p> <p>Professional development was supported by the Lancaster School District Coaching team, who worked specifically on increasing the instance of accountable talk throughout professional developments. Accountable talk was also a specific focus of our training pertaining to the induction program in 2017-18, and will continue to be so moving into the 2018-19 school year.</p>	<p>1000-1999 Certificated Salaries - LCFF: \$132,091</p> <p>2000-2999 Classified Salaries - LCFF: \$121,745</p> <p>3000-3999 Employee Benefits - LCFF: \$87,441</p> <p>2000-2999 Classified Salaries - Other State Revenues: \$26,372</p> <p>3000-3999 Employee Benefits - Other State Revenues: \$17,577</p> <p>2000-2999 Classified Salaries - Federal Revenues - Title III: \$209,007</p> <p>3000-3999 Employee Benefits - Federal Revenues - Title III: \$33,469</p> <p>4000-4999 Books and Supplies - LCFF: \$25,000</p> <p>5000-5999 Services and Other Operating Expenses - LCFF: \$5,000</p>	<p>1000-1999 Certificated Salaries - LCFF: \$151,426</p> <p>2000-2999 Classified Salaries - LCFF: \$154,552</p> <p>3000-3999 Employee Benefits - LCFF: \$109,112</p> <p>2000-2999 Classified Salaries - Other State Revenues: \$26,924</p> <p>3000-3999 Employee Benefits - Other State Revenues: \$17,720</p> <p>2000-2999 Classified Salaries - Federal Revenues - Title III: \$250,224</p> <p>3000-3999 Employee Benefits - Federal Revenues - Title III: \$33,482</p> <p>4000-4999 Books and Supplies - LCFF: \$692</p>

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Specific Student Group(s): African American Students</p> <p>Location: All Schools</p> <p>2.4 Culturally Relevant Instructional Materials</p> <p>Schools will continue to seek out and utilize culturally and linguistically relevant instructional materials to be used across the curriculum.</p> <p>School and district library and media materials, and district classroom curriculum, will be analyzed for culturally proficient content applicable to all unduplicated students and additional or replacement materials purchased as needed.</p> <p>Programs such as AVID will support a college going culture principally directed towards unduplicated pupils.</p> <p>Chief Academic Officer will continue to evaluate the implementation of strategies and inform equitable decision making processes.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Specific Student Group(s): African American Students</p> <p>Location: All Schools</p> <p>The adoption of the new district ELA series was evaluated for culturally and linguistically relevant selections and supplemental materials, and the series that was chosen is strong in this area. All materials that accompany the series show student images and characters that are similar to our student demographic, and ELD strategies and materials are embedded as well as provided as supplements. Material in other content areas has not been evaluated. Work with site administrators and leadership teams has not been accomplished to support the awareness of and use of culturally and linguistically relevant materials in all curricular areas.</p> <p>A meeting was held with all Library Media Specialists in the area of Implicit Bias. This was well received, and lists were made available to all participants of culturally relevant books and materials that they could consider for their libraries. No further work or follow up has been done in this area to date. Professional learning with site administrators in the area of library media analysis has not been scheduled.</p> <p>In the 2017-18 school year two middle schools were able to come online with the AVID Excel curriculum, a college going program based solely around the enhancement of academic language, and in bringing awareness of a college going culture. AVID is also in place at 14 elementary schools throughout the district as well as in 4 of the 5 middle schools. AVID strategies are provided for in terms of trainings throughout the year to all teachers within the Lancaster School District system.</p> <p>The position of CAO of Student Equity, Access, and Outcomes has continued as a full time position. The CAOSEO has</p>	<p>1000-1999 Certificated Salaries - Other Federal Funds: \$40,200</p> <p>2000-2999 Classified Salaries - Other Federal Funds: \$47,174</p> <p>3000-3999 Employee Benefits - Other Federal Funds: \$34,747</p> <p>4000-4999 Books and Supplies - Federal Revenues - Title III: \$6,181</p>	

	continued to collaborate with Cabinet as well as site teachers, classified staff, and administrators to provide data analysis, professional development, leadership training, and equity lens focus in all curricular areas, across departments, and at most school sites.		
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Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>2.5 Cultural Proficiency</p> <p>All school sites will develop, or partner with District Office staff to develop, a three-year plan for professional development that addresses cultural proficiency, inclusive practices, and implicit bias.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Many sites have undergone specific training pertaining to cultural proficiency, inclusive practices and implicit bias, however a three year plan has not been developed in conjunction with the district office due to training and time constraints.</p>	<p>5000-5999 Services and Other Operating Expenses - Federal Revenues - Title I: \$9,600</p>	

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

<p>Overall, outcomes pertaining to English Language Development were considered positive in the 2017-18 school year. In 2016-17, this was observed to be a strength within the Lancaster School District system in that the LEA's English Learner Progress Indicator on the California Dashboard reported a status of 69.7% or medium status with an improvement of 4.3% from the previous year. Overall implementation of specific actions is observed below.</p> <p>2.1 The LEA was able to provide for a focused direction in terms of EL professional development, this was an improvement from the previous years LCAP, in that the LEA reported a lack of focus in terms of EL professional development. The focus in terms of instructional strategy was based around accountable talk, and was seen to be implemented throughout, and imbedded within professional development throughout the year.</p> <p>2.2 The LEA will be engaging with site administration throughout the 2018-19 school year in order to strengthen site efforts towards implementation of their ELD plans, however as stated above, the LEA has required the presence of that plan within the site Single Plan for Student Achievement. In the 2018-19 school year there will need to be a more focused scaffolding pertaining to monitoring this plan moving forward.</p> <p>2.3 The LEA was able to reclassify 380 Students in the 2017-18 school year based on new reclassification criteria. This was an increase of 90 students from the previous year. Early analysis of the English Language assessment are promising which may allow for more students to be reclassified as the school year ends and into the 2018-19 year. Structures were continued this year such as the bilingual para-educators, and EL Chairs which allowed for site based trainings based on need in terms of EL, and direct support to EL and RFEP students.</p> <p>2.4 As the LEA was able to work with sites and the adoption committee in the 2016-17 school year to ensure the presence of both culturally and linguistically relevant selections and supplemental materials. As adoptions become more evident the LEA will maintain this goal in order provide a</p>
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focus on relevant materials pertaining to the LEA's demographic, and culture. In the 2017-18 school year two middle schools were able to come online with the AVID Excel curriculum, a college going program based solely around the enhancement of academic language, and in bringing awareness of a college going culture. Based on student achievement in these classes, it is likely that implementation will continue with the two more middle school sites by the beginning of 2019-20. AVID is also in place at 14 elementary schools throughout the district as well as in 4 of the 5 middle schools. AVID strategies are provided for in terms of trainings throughout the year to all teachers within the Lancaster School District system.

2.5 There was little work done in terms of creating a specific plan for equity at the sites, however this work will commence in the 2018-19 school year due to constraints on time, and resources. It was observed that in order to do this work well, there would need to be a considerable amount of time, scaffolding and training that would need to take place. As the district maintains the work through a Coordinator of Equity, Access, and Student Outcomes, this will remain a focus moving forward.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The LEA's progress towards creating a more equitable environment throughout the system is evident. We were able more fully engage the staff in ELD training through our September PD day, and were successful in revisiting those strategies rolled out throughout all levels of the organization in order to provide for consistency. Administration was able to effectively monitor the presence of accountable talk strategies, and when needed correct instruction that was not fully in line with those strategies.

It remains to be a struggle to find time to train staff in ELD strategies, and the LEA recognizes that much this training has to come through the implementation of our Pink Tuesday's, as well as through site instructional coaches. In the 2018-19 school year, the Coordinator of English Language Learners will begin the process of creating a specialized EL team comprised of EL Chairs, bilingual para-educators, as well as SEI teachers, in order to diffuse ELD within the academic system.

Designated instruction is a struggle within the LEA. Whereas time is effectively there for it to happen, we continue to show the need for more targeted training in this area.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The material differences observed pertaining to goal 2 again reside with action 2.5. It is evident that there is a need for site administration to create specific plans pertaining to a professional development plan for equity and access. Whereas the initial focus this year was to create an more equitable environment pertaining to instruction for EL learners, as this was significant gap in the past, we will be moving in this direction through our coordinator of equity and access, and our various advisory groups. There is still a need to engage site administration on a more frequent basis in terms of ELD instruction.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No changes to the goal were made this year, however there will be changes to actions and services.

1. We have adopted a new English Language formative assessment that will begin training in August of 2018 (Action 2.1).
2. The LEA will be working to adopt a Newcomers EL supplemental resources to ensure quick acquisition to schools (Action 2.1).
3. More targeted training on the ELD Framework (Action 2.2)
4. Enhanced focus on academic language. Evidence suggests that this will provide a definite additive to our Standard English Learners as well (Action 2.2)
5. We have adopted a new EL monitoring system that will be trained on in July of 2018 (Action 2.3).
6. As our Chief Academic Officer of Equity, Access, and Student Outcomes will be retiring at the close of the 17-18 school year, we will be bringing on a Coordinator of Equity, Access and Student Outcomes under the the Department of Special Programs in Educational Services.

3.0 Climate- Personal Integrity and Responsibility

Goal 3

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

State and/or Local Priorities Addressed by this goal:

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

Annual Measurable Outcomes

	Expected	Actual
Safe schools	<p>2017-18</p> <p>100% of schools will be safe, secure and operationally efficient as per the Facilities master plan and School Site Safety Plan's annual review.</p>	<p>100% if schools are safe, secure and operationally efficient as per the Facilities Master Plan and the Site Safety Plan's annual review.</p>
Attendance rates	<p>2017-18</p> <p>Attendance rates for all sites will increase by .2% annually based on average daily attendance taken at the school sites.</p>	<p>Attendance rates for the district increased by 1.01% based on ADA taken at sites.</p> <ul style="list-style-type: none"> • Average daily attendance 93.48% 2016-17 Months 1-7 • Average daily attendance 94.49% 2017-18 Months 1-7
Truancy Rates	<p>2017-18</p> <p>Truancy rates district-wide and for all subgroups including foster students will decrease by 10% annually.</p>	<p>Truancy rates (District) increased by 12.1%</p> <ul style="list-style-type: none"> • Aug through Feb 2016-2017 - 16.7% • Aug through Feb 2017-2018 - 28.8
Chronic absenteeism	<p>2017-18</p> <p>Chronic Absenteeism rates district-wide and for all subgroups including foster students will decrease 10% annually.</p>	<p>Chronic Absenteeism rates increased by 3%</p> <ul style="list-style-type: none"> • Aug through Feb 2016-2017 - 13.5% • Aug through Feb 2017-2018 - 16.5%
Middle school dropout rates	<p>2017-18</p> <p>Middle school dropout rates for all students will decrease by 1% annually.</p>	<p>The middle school dropout rates for all students decreased by 1% in the 2017-18 school year.</p>

<p>Suspensions Rates</p>	<p>2017-18</p> <p>Suspensions rates for all students will decrease by 5% annually</p> <hr/> <p>The number of African American student Suspensions will decrease by 10%.</p> <hr/> <p>The number of Students with disability suspensions will decrease by 10%.</p>	<p>Suspension rates for all students decreased by 26%.</p> <ul style="list-style-type: none"> • Aug through March 2016-17: 1001 students were suspended at least once • Aug through March 2017-18: 744 students were suspended at least once <p>Suspension rates for African American students decreased by <u>28%</u></p> <ul style="list-style-type: none"> • Aug through March 2016-17 676 African-American students suspended at least once • Aug through March 2017-18 495 African-American students suspended at least once <p>Suspension rates for Students with disabilities decreased by <u>19%</u></p> <ul style="list-style-type: none"> • Aug through March 2016-17 208 students with disabilities suspended at least once • Aug through March 2017-18 168 students with disabilities suspended at least once
<p>Expulsion Rates</p>	<p>2017-18</p> <p>Expulsion rates for all students will decrease by 5% annually</p> <hr/> <p>The number of African American student expulsions will decrease by 10%</p>	<p>The number of expulsions for all students decreased by 41%</p> <ul style="list-style-type: none"> • Aug through March 2016-17: 49 expulsions • Aug through March 2017-18: 24 expulsions <p>The number of African American student expulsions decreased by 44%</p> <ul style="list-style-type: none"> • Aug through March 2016-17 - 32 expulsions • Aug through March 2017-18 - 18 expulsions
<p>Disproportionality</p>	<p>2017-18</p> <p>The disproportionality in the number of African-American students who are suspended at least one time as compared to all students will decrease by 3% annually.</p>	<p>The disproportionality in the number of African American students who are suspended at least one time as compared to all students decreased by 2.5%</p> <p>Aug through March 2016-17 disproportionality rate:</p> <ul style="list-style-type: none"> • 16% of all African-American students were suspended at least once • 7% of all students were suspended at least once • Disproportionality: 9%

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>3.1 - Safe Schools</p> <p>The Facilities Master Plan and Site Safety plans will be reviewed and/or revised annually to prioritize and meet site and program needs.</p> <p>All sites will be monitored to ensure that they have the materials, supplies and technological infrastructure to meet the operational, health and safety standards set forth in the facilities master plan and/or site safety plans.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>The Facilities Master Plan and the Site Safety Plans were reviewed in November of 2017, and revised to meet current site and program needs.</p> <p>Sites were provided with needed materials throughout the year in order to maintain instructional program, as well as to maintain an operationally efficient technological infrastructure.</p>	<p>1000-1999 Certificated Salaries - LCFF: \$302,341</p> <p>2000-2999 Classified Salaries - LCFF: \$4,190,133</p> <p>3000-3999 Employee Benefits - LCFF: \$2,437,908</p> <p>4000-4999 Books and Supplies - LCFF: \$500,100</p> <p>5000-5999 Services and Other Operating Expenses - LCFF: \$211,751</p> <p>1000-1999 Certificated Salaries - Other Federal Funds: \$74,710</p> <p>2000-2999 Classified Salaries - Other Federal Funds: \$20,296</p> <p>3000-3999 Employee Benefits - Other Federal Funds: \$31,615</p> <p>5000-5999 Services and Other Operating Expenses - Other Federal Funds: \$45,000</p> <p>2000-2999 Classified Salaries - Other Local Revenues: \$1,900,122</p> <p>3000-3999 Employee Benefits - Other Local Revenues: \$1,016,087</p> <p>4000-4999 Books and Supplies - Other Local Revenues: \$428,500</p> <p>5000-5999 Services and Other Operating Expenses - Other Local Revenues: \$105,000</p> <p>6000-6999 Capital Outlay - Other Local Revenues: \$35,000</p> <p>1000-1999 Certificated Salaries - Other State Revenues: \$99,670</p> <p>2000-2999 Classified Salaries - Other State Revenues: \$398,392</p> <p>3000-3999 Employee</p>	<p>1000-1999 Certificated Salaries - LCFF: \$311,197</p> <p>2000-2999 Classified Salaries - LCFF: \$4,240,091</p> <p>3000-3999 Employee Benefits - LCFF: \$2,395,580</p> <p>4000-4999 Books and Supplies - LCFF: \$612,842</p> <p>5000-5999 Services and Other Operating Expenses - LCFF: \$282,780</p> <p>1000-1999 Certificated Salaries - Other Federal Funds: \$76,924</p> <p>2000-2999 Classified Salaries - Other Federal Funds: \$20,798</p> <p>3000-3999 Employee Benefits - Other Federal Funds: \$32,223</p> <p>5000-5999 Services and Other Operating Expenses - Other Federal Funds: \$38,000</p> <p>2000-2999 Classified Salaries - Other Local Revenues: \$2,001,023</p> <p>3000-3999 Employee Benefits - Other Local Revenues: \$1,043,387</p> <p>4000-4999 Books and Supplies - LCFF: \$537,544</p> <p>5000-5999 Services and Other Operating Expenses - Other Local Revenues: \$95,562</p> <p>6000-6999 Capital Outlay - Other Local Revenues: \$83,971</p> <p>1000-1999 Certificated Salaries - Other State Revenues: \$114,305</p> <p>2000-2999 Classified Salaries - Other State Revenues: \$456,814</p> <p>3000-3999 Employee Benefits - Other State</p>

		Benefits - Other State Revenues: \$195,718 5000-5999 Services and Other Operating Expenses - Other State Revenues: \$62,000 6000-6999 Capital Outlay - LCFF: \$22,500	Revenues: \$229,256 5000-5999 Services and Other Operating Expenses - Other State Revenues: \$26,500
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Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>3.2 - Technology Plan</p> <p>The technology plan and site technology audit will be reviewed by November each year to inform progress on classroom minimum standards, e-rate funded projects, professional development for staff.</p> <p>Provide technology hardware, software and professional development to teachers and administrators in order to meet programmatic needs at all sites so that all students are more engaged in 21st century skills using technology both during and outside of the school day.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>The LEA's Technology Committee is in the process of revising our site technology plans as there is a significant need to maintain and inform progress on what are classroom minimum standards. A significant need as a result of these audits is that of refurbishing and updating technology to make sure it is operationally efficient.</p> <p>It has been determined that more support staff is needed to help staff use technology effectively. Furthermore as mentioned earlier in this document, a plan and budget is being allocated for a technology refresh in the upcoming school year.</p>	<p>4000-4999 Books and Supplies - LCFF: \$3,700 5000-5999 Services and Other Operating Expenses - LCFF: \$33,716</p>	<p>4000-4999 Books and Supplies - LCFF: \$4,895 5000-5999 Services and Other Operating Expenses - LCFF: \$25,333</p>

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools, Specific Schools: Monte Vista, New Vista, Piute, Amargosa Creek, Endeavour</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools, Specific Schools: Monte Vista, New Vista, Piute, Amargosa Creek, Endeavour</p> <p>Counselors consistently provide</p>	<p>2000-2999 Classified Salaries - LCFF: \$307,969 3000-3999 Employee Benefits - LCFF: \$898,960 4000-4999 Books and Supplies - LCFF: \$24,000 5000-5999 Services and Other Operating Expenses - LCFF: \$634,775 1000-1999 Certificated Salaries - LCFF: \$2,110,456 4000-4999 Books and Supplies - Other State</p>	<p>2000-2999 Classified Salaries - LCFF: \$505,147 3000-3999 Employee Benefits - LCFF: \$1,048,632 4000-4999 Books and Supplies - LCFF: \$138,009 5000-5999 Services and Other Operating Expenses - LCFF: \$550,292 1000-1999 Certificated Salaries - LCFF: \$2,207,595 4000-4999 Books and</p>

<p>3.3 - Additional Personnel</p> <p>Additional personnel such as school deputies, credentialed school counselors, school psychologists as well as a credentialed coordinator for counselors will help monitor student attendance; facilitate academic achievement and build positive individual determination to reduce suspension rates and address at risk behavior.</p> <p>Counselors will continue to monitor student attendance with an added emphasis on the attendance rates of foster students and support the implementation of a social skills curriculum while working towards practices that would include, but not be limited to restorative practices to help address the social-emotional needs of Foster, African American*, and "At Risk" students.</p> <p>The Los Angeles Educational Passport System will be used by the District to facilitate collaboration with Los Angeles County Office of Education, expediting enrollment and assuring accuracy of the student records for foster youth.</p> <p>A Certificated staff member will continue to collaborate with the District Homeless Liaison regarding attendance, behavior, and academic concerns for homeless youth at each school to assure access to necessary academic and social-emotional support</p>	<p>behavioral interventions and counseling support to students with behavioral issues. They also assist with attendance conferences and scheduling ACT and SART meetings. These responsibilities are consistently discussed at department program meetings. SWIS data is analyzed at department PLCs.</p> <p>Counselors meet with foster students on a monthly basis, at minimum. They establish relationships with the students, provide school supplies when needed, and address any social, academic and behavioral needs. Many counselors provide foster lunch bunch groups and other special foster-focused events on their campuses.</p> <p>Homeless students are supported with individualized assistance from the Homeless Liaison. The Chief Academic Officer of Educational Technology is the certificated staff member responsible for collaborating with the Homeless Student Liaison.</p>	<p>Revenues: \$75,000 5000-5999 Services and Other Operating Expenses - Other State Revenues: \$500 1000-1999 Certificated Salaries - Other Federal Funds: \$140,592 3000-3999 Employee Benefits - Other Federal Funds: \$55,688 4000-4999 Books and Supplies - Other Federal Funds: \$133,904 5000-5999 Services and Other Operating Expenses - Other Federal Funds: \$52,000 1000-1999 Certificated Salaries - Other State Revenues: \$1,270,702 3000-3999 Employee Benefits - Other State Revenues: \$428,714</p>	<p>Supplies - Other State Revenues: \$44,622 5000-5999 Services and Other Operating Expenses - Other State Revenues: \$8,500 1000-1999 Certificated Salaries - Other Federal Funds: \$144,131 3000-3999 Employee Benefits - Other Federal Funds: \$56,144 4000-4999 Books and Supplies - Other Federal Funds: \$32,282 5000-5999 Services and Other Operating Expenses - Other Federal Funds: \$273 1000-1999 Certificated Salaries - Other State Revenues: \$1,300,117 3000-3999 Employee Benefits - Other State Revenues: \$430,154</p>
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Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p>	<p>4000-4999 Books and Supplies - LCFF: \$17,053 5000-5999 Services and Other Operating Expenses - LCFF: \$276,500 4000-4999 Books and Supplies - Other State Revenues: \$15,691 1000-1999 Certificated</p>	<p>4000-4999 Books and Supplies - LCFF: \$90,285 5000-5999 Services and Other Operating Expenses - LCFF: \$220,719 4000-4999 Books and Supplies - Other State Revenues: \$8,792 1000-1999 Certificated</p>

<p>Location: All Schools</p> <p>3.4 - Social Emotional Learning</p> <p>PBIS programs will continue to be developed and implemented at each school site with the support of Site PBIS Chairs.</p> <p>A social emotional learning curriculum (Second Step) will continue to be implemented at all school sites.</p> <p>District will continue to provide support with PBIS Chair personnel and ongoing professional development, administrative observation and feedback based on attendance and behavior data utilizing the SWIS data management system.</p> <p>Additional school personnel such as assistant principals, yard duty supervisors, recreational leaders, campus security supervisors, Nurses, Health Clerks and school resource officers, will provide services and support with a safe and secure campus and the implementation of the PBIS program.</p> <p>Personnel will be hired to meet the additional demands of technological infrastructure, maintenance, and safety, so that all sites will be secure and operationally efficient.</p> <p>Professional Development will be offered to address positive school culture and build student relationships such as but not limited to "Capturing Kids Hearts."</p> <p>Alternative classes for students at elementary grades to address "at risk" behavior and increase academic success will be provided.</p> <p>Alternative classes for students in the middle grades will be provided to address "at-risk" behavior and increase academic success.</p> <p>Literacy labs will be implemented to provide academic interventions to all at risk students.</p>	<p>Location: All Schools</p> <p>PBIS is operating within the Lancaster system, and a majority of sites are implementing with fidelity. They have continued to develop into Tier II schools with consistent support from the Site PBIS Chairs.</p> <p>It is difficult to monitor the degree of implementation on the campuses regarding Second Step. At the beginning of the year, the LEA solicited the school sites to find out who needed more Second Step kits. The LEA ordered and delivered all the kits requested so the schools have the resources to implement the curriculum. We have been invited to sites several times to see the implementation on Tuesdays. We have provided tangible rewards to staff implementing as a token of appreciation. Sites throughout Lancaster School District found it operationally difficult to implement Second Step curriculum at first, however a majority of sites report having effectively been able to implement the Second Step program with some fidelity.</p> <p>Site Technicians are present at every site to work with technology needs in order to meet the demands of technological infrastructure.</p> <p>Approx 60% of teachers have been trained in CKH; 100% of site admin and counselors have been trained. 8 sites are Process Champions and 3 are nominated for Showcase School status. Second Step curriculum is on each campus, but amount of PD with follow up is unknown.</p> <p>Alternative classes are nearly at full capacity. 1/3 of the students enrolled in the CUBS classes are foster youth.</p> <p>The long-term STAR classes are underutilized. The class sizes are very low at two campuses. The sites are not generating enough referrals and filling the classes. The short-term STAR classes seem to be well utilized district-wide. We have consulted with Principals to modify the elementary referral process to insure long-term classes start the year at near capacity.</p> <p>Lit Labs are running at all sites. However, there are many that are not being run with fidelity. Not every student has access to</p>	<p>Salaries - LCFF: \$1,931,697 2000-2999 Classified Salaries - LCFF: \$1,583,011 3000-3999 Employee Benefits - LCFF: \$1,328,298 2000-2999 Classified Salaries - Other State Revenues: \$841,473 3000-3999 Employee Benefits - Other State Revenues: \$95,075</p>	<p>Salaries - LCFF: \$2,086,739 2000-2999 Classified Salaries - LCFF: \$1,536,284 3000-3999 Employee Benefits - LCFF: \$1,254,086 2000-2999 Classified Salaries - Other State Revenues: \$1,027,695 3000-3999 Employee Benefits - Other State Revenues: \$104,090 5000-5999 Services and Other Operating Expenses - LCFF: \$15,000 1000-1999 Certificated Salaries - Federal Revenues - Title I: \$13,720 3000-3999 Employee Benefits - Federal Revenues - Title I: \$3,286 4000-4999 Books and Supplies - Federal Revenues - Title I: \$9,921 5000-5999 Services and Other Operating Expenses - Federal Revenues - Title I: \$131,019</p>
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	Lit Labs so there is a need to address their deficits elsewhere. It is not systematic in the way those intervention needs are met.		
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Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>3.5 - Monitoring Attendance, Chronic Absenteeism and Truancy</p> <p>Attention to Attendance (A2A) an attendance monitoring system will be effectively utilized by site and district administrators to monitor chronic absenteeism and truancy.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Both the LEA and Sites are utilizing Attention to Attendance to monitor attendance throughout sites, as well as chronic absenteeism and truancy. We are continually training administrators to follow up with students who are on either list with phone calls and letters home, generated by A2A.</p>	<p>5000-5999 Services and Other Operating Expenses - LCFF: \$53,500</p> <p>4000-4999 Books and Supplies - Federal Revenues - Title I: \$52,445</p>	<p>5000-5999 Services and Other Operating Expenses - LCFF: \$93,600</p>

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Foster Youth</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>3.6 - Foster Youth</p> <p>Data will be disseminated to all site principals on a regular basis regarding academic, behavioral, and social-emotional progress of foster youth at each school in order to provide necessary supports.</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Foster Youth</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Data is provided to Principals on a monthly bases regarding the academic, behavioral, and social-emotional progress of foster youth. That information is effectively utilized to support students.</p>	<p>No Cost associated with action: \$0</p>	

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

We continue to see a shift in culture in the Lancaster School District due to a significant focus on the part of many key staff members in providing for opportunities to effectively implement a socio-emotional program entitled Capturing Kids Hearts. The focus has provided for a different outlook on the part of adults on campuses with students who are in true need of support, and showing that need when acting inappropriately at school. We have been able to provide for two schools to become National Demonstrations Schools for the Flippen Group's CKH program. Furthermore we have 100% of schools sites implementing PBIS, however we are in need of further support of those some of those schools that have not made the framework systemic.

3.1 Again, we have been successful in providing a facilities master plan and site safety plan. All plans are individualized to the sites.

3.2 The LEA's Technology Committee is in the process of revising our site technology plans as there is a significant need to maintain and inform progress on what are classroom minimum standards. A significant need as a result of these audits is that of refurbishing and updating technology to make sure it is operationally efficient.

3.3 We were able to utilize the counselors that we had effectively this year, however are in need of more support as we continue to be one of the larger portions of the county in terms of foster population. There are great deal of socio-emotional needs.

3.4 We have been successful with our implementation of PBIS, and will continue the use of this program going forward. We have also been successful with our implementation of CKH, and are in the process of making this program a district wide program in order to re-create a positive climate throughout the district.

3.5 Both the LEA and Sites are utilizing Attention to Attendance to monitor attendance throughout sites, as well as chronic absenteeism and truancy. We are continually training administrators to follow up with students who are on either list with phone calls and letters home, generated by A2A.

3.6 Data is provided to Principals on a monthly bases regarding the academic, behavioral, and social-emotional progress of foster youth. That information is effectively utilized to support students, and with that data, there is the need for more training in the form of intervention in order to meet the needs of the districts foster population. We are looking to focus on Trauma training with our staff in this area.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

We are experiencing decreasing enrollment in Lancaster School District, whereas we have increased actual attendance by 1.01% we still are seeing our numbers fall well below the 96% that we are aiming for. This continues to be a focus within our district, and has resulted in the hiring of a Director of Alternative Education Opportunities to provide for Saturday school for students to have the opportunity to make up attendance days, as well as Summer, Winter, and Spring Learning opportunities.

Our disproportionality is finally seeing a decrease, and this has provided for a point of celebration in our district. We will continue to work with sites to provide for alternative means of correction, and placement of students who exhibit mal adaptive behaviors. Suspensions are currently down throughout the district, and we are experiencing less suspension pertaining to our target populations.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Under Action 3.3, we have discontinued our work with the Los Angeles County Passport system, and in the 2017-18 school year have formed a relationship with PIVOT partners in order to work on differentiated assistance with the foster population. We plan on continuing this relationship into the 18-19 school year in order to expand to include work with MTSS, and with a regional partner, the AV Collaborative, formed under the PIVOT umbrella.

Our work with foster students in Action 3.6 did not require a budget, as all transmittals were via email. It was suggested through our parent surveys, and agreed upon through our district stakeholder feedback that more focused and intentional work needs to be done with restorative practices. This will fall under Action 3.4 in the 18-19 LCAP.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No changes to the goal were made this year, however there will be changes to actions and services.

1. Bring on a coordinator of climate, school safety and emergency management to increase security measures within all Lancaster School District schools in response to recent threats within the valley (Action 3.1).
2. Hire a Director of Alternative Education to oversee extra learning opportunities for students as well as home school and blended learning programs (LAVA) (Action 3.2).
3. Transition the Chief Academic Officer of Educational Technology to the Assistant Superintendent of Innovation and Technology (Action 3.2).
4. Hire a Counselor on Special Assignment to focus on student attendance throughout the district (Action 3.5).
5. Hire 7 new counselors in order to fill sites that are sharing counselors (Action 3.3).
6. Hire a Director of Certificated Personnel in order to work with teachers pertaining hiring practices (Action 3.3).

7. Hire a District MTSS coach to work in the department of Curriculum and Instruction and Special Education in creating and establishing MTSS throughout the district (Action 3.4).
8. Transition the position of Chief Academic Officer of Equity, Access and Student Outcomes to Coordinator of Equity, Access and Student Outcomes under the Department of Special Programs (Action 3.4).
9. Explore the creation/purchase of an early warning system to identify students at risk prior to them exhibiting at-risk behaviors (Action 3.6).
10. In conjunction with PIVOT partners, bring on Educational Liaisons in order to assist and work with our Foster student population (Action 3.6)

4.0 Engagement- Family and Community Partnerships

Goal 4

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

State and/or Local Priorities Addressed by this goal:

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

Annual Measurable Outcomes

	Expected	Actual
Family Connectedness	<p>2017-18</p> <p>Family surveys will indicate a 5% annual increase in school communication and connection as determined by a locally determined Family Partnership/Engagement Surveys</p> <hr/> <p>Student Surveys will indicate a 3% annual increase in school connectedness as indicated on a locally determined Student stakeholder survey</p>	<p>Blackboard surveys indicated at 5% increase in school communication.</p> <p>Student surveys indicated a 4% increase in school connectedness as indicated by the Lancaster School District Climate survey.</p>
Services for Families	<p>2017-18</p> <p>Parent and community partnerships will be continued to be strengthened through the Welcome and Wellness Center as indicated on parent and community surveys.</p>	<p>This year we were able to utilize the Welcome and Wellness center in order to provide for family training events such as Positive Parenting Partners.</p> <p>Based on the Lancaster School District Climate survey, and the Career and College Readiness survey, 84% of respondents responded positively to knowing that there was a relationship between the Lancaster School District and the Welcome and Wellness Center, and 42% stated they had received information from the Welcome and Wellness Center regarding Lancaster School District.</p>
Community Connection	<p>2017-18</p> <p>Parent and community partnerships will be continually strengthened through the Lancaster Education Foundation.</p>	<p>The Lancaster Education Foundation has provided community support in the past within Lancaster School District, however this year we did not engage with LEF as we have in the past. We will make efforts in the upcoming school year to take part in partnerships with LEF pertaining to various showcase events currently planned.</p>

Families as Partners

2017-18

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

This year we were able to increase our stakeholder input consultations significantly in that we were able to engage 237 families via family nights, Lancaster's Listening input sessions as well as Community Forums. Expanding on that we were also able to receive 4,077 family surveys this year.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>4.1 – Partnering with families Partnerships with families parents and guardians will be strengthened by increasing communication to support their children's education.</p> <p>Use multiple platforms/forums including phone application for communication, and technology to increase awareness and communication of opportunities to build positive relationships and increase engagement with parents, guardians and the community.</p> <p>Provide access to academic programs and student support systems to parents at home using a home/district interface platform or educational program as feasible.</p> <p>Staff will undergo professional development in order to build capacity of families to access information systems to monitor attendance, academic and behavioral data pertaining to students.</p> <p>Focus on increased opportunities to promote student centered projects, presentations, and activities.</p> <p>Create a sense of school and personal pride within students to encourage family participation in school based events.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>In the 2017-18 school year we were able to focus our family and guardian outreach by hosting education related events at all schools in the Lancaster School District system. At the district level, we were directly able to host 3 family math nights in order to teach families how to engage their students in math at home, and work with our current textbook adoption, 4 Growth Mindset evenings, in which parents were introduced to research put forward by Carol Dweck regarding fixed and growth mindsets, and how to cultivate the growth mindset in their children. We hosted 3 evenings pertaining to positive parenting partners in order to facilitate positive parenting strategies.</p> <p>The LEA was able to use Blackboard Connect in order to contact parents via phone, text, and email to get information out to parents. The district also utilized the district webpage, and Facebook, as well as local radio stations and professionally produced newsletters.</p> <p>Both the districts ELA program as well as Math program have online components with which parents are able to utilize in order to assist their students in gaining ground in reading and Math. Both of these were highlighted at district family nights, as well as at District Family Math nights, and Growth Mindset evenings.</p> <p>Assistant Principals were trained in the importance of Family Engagement, however staff at large will be trained in the 2018-19 school year in order to create positive working relationships between district and school site staff in order to positively engage families.</p>	<p>2000-2999 Classified Salaries - LCFF: \$3,937,542</p> <p>3000-3999 Employee Benefits - LCFF: \$2,253,672</p> <p>4000-4999 Books and Supplies - LCFF: \$1,000</p> <p>5000-5999 Services and Other Operating Expenses - LCFF: \$92,265</p> <p>2000-2999 Classified Salaries - Other State Revenues: \$246,578</p> <p>3000-3999 Employee Benefits - Other State Revenues: \$136,242</p> <p>5000-5999 Services and Other Operating Expenses - Other State Revenues: \$11,726</p> <p>2000-2999 Classified Salaries - Federal Revenues - Title I: \$50,002</p> <p>3000-3999 Employee Benefits - Federal Revenues - Title I: \$24,083</p> <p>4000-4999 Books and Supplies - Federal Revenues - Title I: \$37,744</p> <p>5000-5999 Services and Other Operating Expenses - Federal Revenues - Title I: \$2,500</p>	<p>2000-2999 Classified Salaries - LCFF: \$4,042,984</p> <p>3000-3999 Employee Benefits - LCFF: \$2,263,880</p> <p>4000-4999 Books and Supplies - LCFF: \$2,940</p> <p>5000-5999 Services and Other Operating Expenses - LCFF: \$8,016</p> <p>2000-2999 Classified Salaries - Other State Revenues: \$262,853</p> <p>3000-3999 Employee Benefits - Other State Revenues: \$140,194</p> <p>5000-5999 Services and Other Operating Expenses - Other State Revenues: \$17,500</p> <p>2000-2999 Classified Salaries - Federal Revenues - Title I: \$56,819</p> <p>3000-3999 Employee Benefits - Federal Revenues - Title I: \$26,772</p> <p>4000-4999 Books and Supplies - Federal Revenues - Title I: \$103,532</p> <p>5000-5999 Services and Other Operating Expenses - Federal Revenues - Title I: \$21,284</p>

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>4.2 Services for Families</p> <p>Services for Families will be increased and streamlined by offering a centralized outreach center.</p> <p>The Welcome and Wellness Center will continue to provide centralized enrollment, streamlined application process for educational services and provide access to additional community social services for all students including homeless and foster youth.</p> <p>Provide enrichment and/or extended learning opportunities such as child care, art, music, sporting activities, and summer school K-8 including middle school athletic coaches, outside of the school day to parents of students in TK through 8th grade including homeless and foster youth.</p> <p>Middle school coaches will be used to continue to support sports programs.</p> <p>An activity bus will continue to be provided to Endeavour Middle School to support after school activities.</p> <p>Engage the community and local businesses to build connections and provide resources to schools and families</p> <p>Expand collaboration with Antelope Valley High School District to provide a continuum of support for families.</p> <p>Continue the Lancaster Summer Feeding program via the Lancaster Child Nutrition department.</p> <p>Invite and include institutes of higher learning and businesses in district and site family events to increase exposure and enthusiasm for college and career opportunities</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Welcome and Wellness Center remains the sole centralized outreach center for the Lancaster School District and offers enrollment as well as other family and parent capacity building services.</p> <p>Various enrichment opportunities are seen to exist among the sites, such as art, music, sporting activities, and Summer School. We also provide for Summer Feeding at all sites hosting summer school free to Lancaster School District students.</p> <p>Middle school coaches were used to provide for sporting programs through tri-district league in the Antelope Valley.</p> <p>The activity bus at Endeavour remained in operation in order to allow for students to stay late for sporting events and enrichment activities.</p> <p>Various community organizations were engaged in order build connections and garner feedback. We have connected with the University of Antelope Valley, various businesses in order to provide partnerships, as well as Northrop Grumman, NASA, and Edwards Airforce Base.</p> <p>We are currently in the process of working with the Antelope Valley High School District in order to solidify a more fluid access to a continuum of supports for families.</p> <p>We were able to continue the "Lancaster Summer Feeding Program" at all sites hosting Summer school, and will be doing so into the 18-19 Summer as well.</p> <p>Sites utilized the services of various institutes of higher education in order to entice students into reaching for post - high school endeavors.</p>	<p>1000-1999 Certificated Salaries - LCFF: \$26,000</p> <p>2000-2999 Classified Salaries - LCFF: \$286,045</p> <p>3000-3999 Employee Benefits - LCFF: \$152,353</p> <p>4000-4999 Books and Supplies - LCFF: \$35,000</p> <p>5000-5999 Services and Other Operating Expenses - LCFF: \$33,600</p> <p>2000-2999 Classified Salaries - Federal Revenues - Title I: \$40,465</p> <p>3000-3999 Employee Benefits - Federal Revenues - Title I: \$24,196</p> <p>4000-4999 Books and Supplies - Federal Revenues - Title I: \$5,162</p>	<p>1000-1999 Certificated Salaries - LCFF: \$26,000</p> <p>2000-2999 Classified Salaries - LCFF: \$293,737</p> <p>3000-3999 Employee Benefits - LCFF: \$153,190</p> <p>4000-4999 Books and Supplies - LCFF: \$25,633</p> <p>5000-5999 Services and Other Operating Expenses - LCFF: \$40,715</p> <p>2000-2999 Classified Salaries - Federal Revenues - Title I: \$41,753</p> <p>3000-3999 Employee Benefits - Federal Revenues - Title I: \$25,196</p> <p>4000-4999 Books and Supplies - Federal Revenues - Title I: \$3,268</p>

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>4.3 Community Connection Families, students and community members will be consulted on District and Site Plan goals, actions, services and expenditures in order for administration to make informed decisions that increase student achievement, access to services and opportunities that lead to high school, college and career success for all students including homeless and foster youth.</p> <p>District will provide site staff and families with trainings pertaining to implementation of effective School Site Councils.</p> <p>Staff will be trained in engaging families in work around the academic curriculum.</p> <p>Provide training for families, students and community members on how to have collaborative conversations with school staffs that help foster consultation and prioritize goals, actions, services and expenditures on site and district achievement plans.</p> <p>Provide training for families of English Learners with family ESL classes.</p> <p>Provide training for families pertaining but not limited to: instructional strategies, ELA, Math, in such a way as to build capacity of families to become trainers of trainers in district wide programs.</p> <p>Communicate targeted information to promote partnership opportunities</p> <p>Strengthen the partnership between LSD, LEF, and the community</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Families we consulted via various district endeavors in order to obtain input for plans and goals for the school as a whole. The following are a few of the district and campus outlets that have been made available:</p> <ul style="list-style-type: none"> • AAAC • DELAC • ELAC • School Site Councils • Parent committees <p>Family training was held at the district office in order to provide for a general training regarding school site councils.</p> <p>We were able to work with the Child Welfare and Family Guidance in order to provide a set of trainings entitled Positive Parenting Partners in order to provide families and community members information as to how to best have collaborative conversations with school staff.</p> <p>The LEA was able to provide for ESL classes at our Lancaster Learning Complex in order to assist parents of EL students with gaining skills in reference to their own English language development.</p> <p>Targeted information to promote partnership opportunities was provided via the various communication systems mentioned in Action 4.1.</p>	<p>4000-4999 Books and Supplies - Federal Revenues - Title I: \$25,000</p>	<p>4000-4999 Books and Supplies - Federal Revenues - Title I: \$2,497</p>

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as</p>	<p>For Actions/Services included as</p>	<p>4000-4999 Books and Supplies - LCFF: \$56,290</p>	<p>4000-4999 Books and Supplies - LCFF: \$36,703</p>

<p>contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>4.4 Families as Partners</p> <p>Partnerships with Families of students in order to strengthen by increasing communication to support their children's education.</p> <p>The LEA is going to partner with a parent engagement consultant/provider to assist in training a group of parents in areas having to do with partnering with schools.</p> <p>The LEA is going to train parents in specific aspects as they relate the educational experience of students, and will further offer training to families in order to assist them with helping their students at home.</p> <p>Use multiple platforms/forums including phone application for communication, interpretation and translation of meetings and/or documents, to build positive relationships and increase engagement and communication with parents and/or guardians of EL students.</p>	<p>contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>This year we were able to partner with a consultant, Parenting Partners who was able to train parents and staff from 4 schools in methods in order to allow parents to build capacity at their sites. 8 workshops were held at each of the 4 sites at the conclusion of the parent training, where parents began the process of training parents in both English and Spanish.</p> <p>We were able to utilize multiple platforms to include phone apps, phones, texting, and fliers that were translated in order to build positive relationships with families, and to increase family engagement.</p>	<p>5000-5999 Services and Other Operating Expenses - LCFF: \$105,444</p> <p>2000-2999 Classified Salaries - Federal Revenues - Title I: \$10,000</p> <p>3000-3999 Employee Benefits - Federal Revenues - Title I: \$1,800</p> <p>2000-2999 Classified Salaries - LCFF: \$10,000</p> <p>3000-3999 Employee Benefits - LCFF: \$1,800</p> <p>4000-4999 Books and Supplies - Federal Revenues - Title I: \$5,000</p>	<p>5000-5999 Services and Other Operating Expenses - LCFF: \$142,035</p> <p>2000-2999 Classified Salaries - LCFF: \$17,320</p> <p>3000-3999 Employee Benefits - LCFF: \$2,874</p> <p>4000-4999 Books and Supplies - Federal Revenues - Title I: \$5,316</p>
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Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

This year the LEA continued to strengthen the districts family engagement activities, and further were able to begin the process of evolving towards a dual capacity framework. The LEA held a total of 8 different family nights throughout the year, as well various 3 LCAP input forums, and 3 Community Forums in order to focus district efforts on 3 targeted student groups. Again at the beginning of each meeting this year we were able to provide for food, prizes, and childcare. We also held our first Family Workshop hosted by the African American Advisory Council, where families and community were engaged in dialogue with researchers from the University of California, Los Angeles.

The Department of Special Programs, continued to work with the Coordinator of English Language Learners, and the Chief Academic Officer of Equity, Access and Student Outcomes in order to enhance the whole families experience withing Lancaster School District. Various sites held Parent Universities, and Family Workshops as well as program specific nights in order to spread positive occurrences throughout the Lancaster School District.

4.1 Family and guardian outreach was focused around educational outcomes for students. This has provided for a deeper level understanding on the part of the many families who were a part of these groups. Whereas we have begun to provide these services to families, the LEA does believe that it needs to be more targeted with working with specific families and student groups in order to engage all families with an understanding of what is happening within the educational setting as well as what part they can play to make that experience more meaningful for their student at home. The LEA will begin to look within in order to train staff in effective methods and means of family engagement in order to effect and attract more family outreach.

4.2 The LEA has many relationships within the surrounding community, with regards to this action we need to engage in a more meaningful way, in order to provide opportunities for our students. This will be the continuing action pertaining to Services for Parents. We were also very successful in bringing parents out to take part in ESL classes, which provided us the opportunity to gain more input on district plans.

4.3 With regards to consulting families with regards to planning, we were successful this year. We were able to engage all of our stakeholder groups in a relatively effective way. This allowed for consensus on the planning pertaining to goals, actions and services in LCAP and in various other aspects of the district, and sites. Our focus in the upcoming year will be to engage all site families through site administration.

4.4 Partnering with Parenting Partners allowed for schools to be able to have family groups that they had not had in the past. This has allowed for sites to be able to build parent capacity through the parents that they serve. We plan to expand this to another 8 groups sites in the 18-19 school year.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Thus far the LEA has been successful in the implementation of this goal, however plans to expand this goal to be more targeted on outreach from the sites. We will expand our family academic trainings to include more opportunities to provide a stronger academic base for families. Families will be strengthened in their decision making capacity as well in the use of positive parenting practices. The LEA plans to focus on building capacity of parents to work hand in hand with the schools.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

In earlier versions of LCAP the LEA's family engagement was diffused among various programs and departments, however this year we were able to consolidate all of Family Engagement inside one department, the Department of Special Programs. This has allowed for a more streamlined effect on how to actually engage families. This year we were not able to engage the sites in terms of Family Engagement . In the subsequent 18-19 school year the LEA will begin to work with sites on building the sites capacity to engage families via our cohorts. In the 18-19 school year this was a material difference in the plan that was originally intended, however the sites were inundated with training pertaining to new academic content.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Whereas there will be no changes to the actual goal, actions will be effected in order to increase equitable practices in family engagement.

1. Increasing the districts digital footprint to keep parents informed of what's going on in the district (Action 4.1).
2. Create a district family event calendar (Action 4.1).
3. Administrators will monitor positive family interactions between staff and families and will create norms for site engagement (Action 4.1).
4. Coordinator of Equity, Access, and Student Outcomes to facilitate family services through the Welcome and Wellness Center (Action 4.2).
5. Continue the Lancaster Summer Feeding Program (Action 4.2).
6. Dual capacity building regarding training staff to engage (Action 4.3).
7. Site providing clear expectations for family contact from teachers (Action 4.3).
8. Begin staff training regarding trauma informed practices (Action 4.3).
9. Explore the possibility of home visits for sites (Action 4.3).
10. Create a foster family parenting forum (Action 4.3).
11. Family Literacy workshops (Action 4.4.).
12. Incorporation of Family Ambassadors at sites (Action 4.4).

Stakeholder Engagement

LCAP Year: 2018-19

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

All stakeholders in the Lancaster School District have had multiple opportunities to participate, be trained in data analysis, dialog around the core instruction, and participate in the plan development and analysis. All stakeholders (i.e community members, families and pupils, certificated, and classified bargaining unit staff) have had the opportunity, and have taken part in, developing the goals, objectives, actions, and services, identifying the needs, and reviewing budget expenditures, regarding the LCAP, and the Lancaster School District Cycle of Continuous Improvement. The Lancaster School District team completed a needs assessments in order to identify where our students were at at the beginning of 2017-18 school year, data checks on behavior, and monitoring of student discipline and attendance throughout the academic year. Based on the needs assessments, classroom observations, quarterly data digs, professional dialogues, review of the LCFF dashboard, performance indicators, academic outcomes, conditions for learning that address and effect culture, climate, and engagement we were able to develop and revise the action/services from the previous years LCAP.

LES D has established several district advisory committees and family engagement forums including the following:

- *DELAC - District English Language Advisory Council - meets 5 times throughout the school year in the evenings, and is representative of our English Language Learner community. Designee was available for discussion and feedback pertaining any concerns in this meeting.*
- *SAC - Superintendents' Advisory Committee - meets 5 times throughout the school year in the afternoons, and is representative of parents district wide with special focus given to Foster and Low-Income students. Superintendent was able to respond to any concerns from this meeting in writing.*
- *ELAC - English Language Advisory Committees - representative of EL community of each site. Each site sends 1-2 representatives to be active with DELAC.*
- *AAAC - African American Advisory Committee - Meets 5 times throughout the year, and is representative of the Lancaster School District's African American community and students.*
- *Lancaster's Listening: a dialog on District Planning - Met 5 times this year - Directly focused on development of the district's strategic plan, and Local Control and Accountability Plan.*
- *Bargaining unit was allotted time in order to analyze data.*
- *Family Nights - 3 times in the 2017-18 school year in which engagement was sought via family surveys.*
- *District Site Leadership Team - Met 3 times in the 2017-18 school year for 8 hour sessions - Consisted of teachers, principals, site and District coaches, District Office administration, and bargaining unit leadership. The main purpose of the DSLT was to measure outcomes pertaining to LCAP goals, and to look for solutions to district problems. This was best characterized as a district level PLC. Consistent of site administration, district office administration, teachers, instructional coaches.*
- *District Budget Advisory Committee - Meets 4 times per year for 1-2 hours sessions. During the time the district budget is reviewed as it pertains to goals, actions and services in the LCAP, and ensure that the money is being spent in accordance with its purpose in terms of LCAP. Consisted of bargaining unit members, community members, district administration, and site administration.*
- *LCAP focus groups - based on the 4 existing goals of the LCAP, met to derive needs statements based on data retrieved from the various stakeholder meetings.*
- *LCAP Steering Committee - a committee of 12 individuals working in various capacity throughout the district in order to synthesize the data, both qualitative and quantitative derived from various stakeholder groups.*
- *Families had an open opportunity throughout the year to provide for feedback by taking a family survey provided via Survey Monkey. At all community events we provided Chromebooks for parents to take the survey.*
- *Staff survey - Staff, both certificated and classified were provided a survey in order to provide feedback on district goals, and climate.*
- *Community Forums - 3 community forums on Foster Education, English Language Learners, and African American student groups were provided for at sites, immediately following board meetings.*
- *Regarding surveys for this year, we were able to secure 4,137 family surveys, 372 Certificated Staff surveys, 211 Classified surveys, and 1,002 student surveys.*

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

Based on parent feedback as compiled through both Lancaster's Listening forums and via our online survey, the following information was derived:

- *Build relationships*
- *Build capacity of leadership throughout the organization*
- *Build capacity of the site*
- *Build capacity for family engagement on both sides (families and staff)*
- *Multi-Tiered Systems of Support (MTSS)*
- *Equity in all aspects of a student's instruction*
- *Options - building a student's access to school*
- *Building a safe place*

The Superintendent's designee posted regular responses from all community forums on the Lancaster School District website at www.lanicsd.org under the LCAP section. The impact on this year's LCAP from the result of the Lancaster's Listening campaign, as well as from parent surveys and focus groups, has led to the creation and inclusion of various modes of training of staff in terms of working with English Language students, and the expansion of our ability to train teachers in working with parents. Based on the above feedback we have applied many enhancements to our current Engagement goal in which we are providing for dual capacity training of staff and families in order to best effect enhanced academic achievement for our students in the Lancaster school district.

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEAs goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

1.0 Academics- Academic Options and Excellence

Goal 1

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

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 2. Implementation of State Standards; 4. Pupil achievement; 5. Pupil engagement; 7. Course access; 8. Other pupil outcomes
Local Priorities: African American Disproportionality; Students With Special Needs (Special Education)(*)

Identified Need:

CALPADS Annual Credential Report Results shows that 100% of Lancaster School District Teachers are credentialed and appropriately assigned. Evidence and research shows that students achieve at a higher rate when being taught by teachers who have fulfilled the requirements of a credentialing program.

Williams legislation in the State of California requires that we maintain sufficient instructional materials and facilities for our students in Title I schools.

The California Assessment of Student Progress and Proficiency (CAASPP), results indicate that students in Lancaster School District are achieving at the following levels at each each grade level in both English Language Arts and Mathematics:

Grade	ELA %Met/Exceed	Math %Met/Exceeded
3	28.17%	27.44%
4	27.72%	17.91%
5	29.73%	11.37%
6	29.83%	16.42%
7	33.26%	15.74%
8	37.8%	16.64%
District Average	31.06%	17.58%

In 2016-17 it was observed that 69% of students in Lancaster School District are not meeting standards in terms of ELA, and that 82% of students are not meeting standards in terms of mathematics. We find it necessary to provide services to students that will assist in meeting their academic needs, and that will address the gaps that our students are experiencing. We plan to do so utilizing a Multi-Tiered System of Support in order to reach all learners.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Credentialing and Teacher Support	Currently 100% of credentialed teachers are appropriately assigned.	Maintain 100% appropriately assigned credentialed teachers.	Maintain 100% appropriately assigned credentialed teachers.	Maintain 100% appropriately assigned credentialed teachers.

	Currently 100% of pre-intern, short term permit, intern and preliminary credentialed teachers will be enrolled in their appropriate credential program and supported through Lancaster School District's teacher support and induction program.	100% of pre-intern, short term permit, intern and preliminary credentialed teachers will be enrolled in their appropriate credential program and supported through Lancaster School District's teacher support and induction program.	100% of pre-intern, short term permit, intern and preliminary credentialed teachers will be enrolled in their appropriate credential program and supported through Lancaster School Districts teacher support and induction program. The Lancaster School District will review staffing practices in order to insure appropriate and equitable placement of staff throughout the district (i.e. insuring that bilingual teachers are placed in schools that have high concentrations of English Language Learners.)	100% of pre-intern, short term permit, intern and preliminary credentialed teachers will be enrolled in their appropriate credential program and supported through Lancaster School Districts teacher support and induction program. The Lancaster School District will review staffing practices in order to insure appropriate and equitable placement of staff throughout the district (i.e. insuring that bilingual teachers are placed in schools that have high concentrations of English Language Learners.)
Appropriately assigned materials	100% of students will be provided with state adopted textbooks consistent with cycles of current curriculum frameworks for Common Core state standards in compliance with the Williams Act Settlement.	100% of students will be provided with state adopted textbooks consistent with cycles of current curriculum frameworks for Common Core state standards in compliance with the Williams Act Settlement.	100% of students will be provided with state adopted textbooks consistent with cycles of current curriculum frameworks for Common Core state standards in compliance with the Williams Act Settlement.	100% of students will be provided with state adopted textbooks consistent with cycles of current curriculum frameworks for Common Core state standards in compliance with the Williams Act Settlement.
Instruction and learning: ELA	Currently 32% of Lancaster School District students either met or exceeded state standards based on the CAASPP in English language arts. Currently, a district wide common reading foundational skills assessment does not exist for grade levels K-2. Currently we do not have a common district writing assessment in place to measure and prepare for growth on CAASPP.	By the end of 2017-18 we will increase the amount of students meeting state standards by 3% as measured by the CAASPP in English language arts. By the end of 2017-18, Lancaster School District will establish a grade level proficiency baseline data point for K-2 using a district determined reading foundational assessment. By the end of 2017-2018, 40% of all third-eighth grade students will score in the adequate or thorough lexile performance band. By the end of 2017-18, we will identify and provide	By the end of 2018-19, Lancaster School District will increase the percentage of K-2 students meeting grade level proficiency on the district determined reading foundational skills assessment by 5%. By the end of 2018-19, a baseline will be determined for all students in grades 1-8 pertaining to iReady Language Arts assessments. By the end of 2018-19, 45% of all third-eighth grade students will score in the adequate or thorough lexile performance band. By the end of 2018-19, we will identify and provide	By the end of 2019-20, Lancaster School District will increase the percentage of K-2 students meeting grade level proficiency on the district determined reading foundational skills assessment by 5%. A growth model will be provided pertaining to the iReady diagnostic assessment for Language Arts. By the end of 2019-20, Lancaster school district will increase the percentage of students in grades 4-8 who meet the grade level writing proficiency benchmark by 5% as measured by a district local assessment.

		<p>100% of all students who have not met their grade level reading lexile proficiency target with reading intervention, in order to support them in attaining their reading target.</p> <hr/> <p>By the end of 2017-2018, the number of students who are in a technology based intervention who meet or exceed their lexile growth target will increase by 5%.</p> <hr/> <p>By the end of 2017-18, we will identify a common district writing assessment to establish a baseline measure for writing in grades 4-8.</p>	<p>100% of students, who have not met their grade level reading proficiency target, with reading intervention.</p> <hr/> <p>By the end of 2019-20, Lancaster school district will increase the percentage of students in grades 4-8 who meet the grade level writing proficiency benchmark by 5% as measured by a district local assessment.</p>	<p>By the end of 2019-20, 50% of all third-eighth grade students will score in the adequate or thorough lexile performance band.</p> <hr/> <p>By the end of 2019-20, Lancaster school district will identify and provide 100% of students, who have not met their grade level reading proficiency target, with reading intervention.</p> <hr/> <p>By the end of 2019-20, Lancaster school district will increase the percentage of students in grades 4-8 who meet the grade level writing proficiency benchmark by 5% as measured by a district local assessment.</p>
CAASPP: English Language Arts			<p>48% of Lancaster School District students will meet or exceed standards on the CAASPP.</p> <hr/> <p>The All student group will increase their scale score from 47.2 below level 3 to 34.8 below level 3. Increasing their average distance from level 3 by 12.4pts.</p> <hr/> <p>The EL student group will increase their scale score from 54.6 below level 3 to 42.6 below level 3. Increasing their average distance from level 3 by 12 pts.</p> <hr/> <p>The Foster student group will increase their scale score from 86.3 below level 3 to 71.3 below level 3. Increasing their average distance from level 3 by 15 pts.</p> <hr/> <p>The Homeless student group will increase their scale score from 69.7 below level 3 to</p>	<p>52% of Lancaster School District students will meet or exceed standards on the CAASPP.</p> <hr/> <p>The All student group will increase their scale score from 34.8 below level 3 to 22.8 below level 3. Increasing their average distance from level 3 by 12.4pts.</p> <hr/> <p>The EL student group will increase their scale score from 42.6 below level 3 to 30.6 below level 3. Increasing their average distance from level 3 by 12 pts.</p> <hr/> <p>The Foster student group will increase their scale score from 71.3 below level 3 to 56.3 below level 3. Increasing their average distance from level 3 by 15 pts.</p> <hr/> <p>The Homeless student group will increase their scale score from 57.7 below level 3 to</p>

		<p>57.7 below level 3. Increasing their average distance from level 3 by 12 pts.</p> <hr/> <p>The SED student group will increase their scale score from 56 below level 3 to 44.5 below level 3. Increasing their average distance from level 3 by 11.5 pts.</p> <hr/> <p>The Students with Disabilities student group will increase their scale score from 142.6 below level 3 to 127.6 below level 3. Increasing their average distance from level 3 by 15 pts.</p> <hr/> <p>The African American student group will increase their scale score from 76.9 below level 3 to 63.9 below level 3. Increasing their average distance from level 3 by 13 pts.</p> <hr/> <p>The American Indian student group will increase their scale score from 57.5 below level 3 to 45.5 below level 3. Increasing their average distance from level 3 by 12 pts.</p> <hr/> <p>The Asian student group will increase their scale score from 32.3 above level 3 to 35.3 above level 3. Increasing their average distance from level 3 by 3 pts.</p> <hr/> <p>The Filipino student group will increase their scale score from 37.4 above level 3 to 40.4 above level 3. Increasing their average distance from level 3 by 3 pts.</p> <hr/> <p>The Hispanic student group will increase their scale score from 44.4 below level 3 to 32.4 below level 3. Increasing</p>	<p>45.7 below level 3. Increasing their average distance from level 3 by 12 pts.</p> <hr/> <p>The SED student group will increase their scale score from 44.5 below level 3 to 33 below level 3. Increasing their average distance from level 3 by 11.5 pts.</p> <hr/> <p>The Students with Disabilities student group will increase their scale score from 127.6 below level 3 to 112.6 below level 3. Increasing their average distance from level 3 by 15 pts.</p> <hr/> <p>The African American student group will increase their scale score from 63.9 below level 3 to 50.9 below level 3. Increasing their average distance from level 3 by 13 pts.</p> <hr/> <p>The American Indian student group will increase their scale score from 45.5 below level 3 to 33.5 below level 3. Increasing their average distance from level 3 by 12 pts.</p> <hr/> <p>The Asian student group will increase their scale score from 35.3 above level 3 to 38.3 above level 3. Increasing their average distance from level 3 by 3 pts.</p> <hr/> <p>The Filipino student group will increase their scale score from 40.4 above level 3 to 43.4 above level 3. Increasing their average distance from level 3 by 3 pts.</p> <hr/> <p>The Hispanic student group will increase their scale score from 32.4 below level 3 to 20.4 below level 3. Increasing</p>
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			<p>their average distance from level 3 by 12 pts</p> <hr/> <p>The Pacific Islander student group will increase their scale score from 5.7 above level 3 to 10.7 above level 3. Increasing their average distance from level 3 by 5 pts.</p> <hr/> <p>The Two or More Races student group will increase their scale score from 33.6 below level 3 to 21.6 below level 3. Increasing their average distance from level 3 by 12 pts.</p> <hr/> <p>The White student group will increase their scale score from 16.5 below level 3 to 9.5 below level 3. Increasing their average distance from level 3 by 5 pts.</p>	<p>their average distance from level 3 by 12 pts</p> <hr/> <p>The Pacific Islander student group will increase their scale score from 10.7 above level 3 to 15.7 above level 3. Increasing their average distance from level 3 by 5 pts.</p> <hr/> <p>The Two or More Races student group will increase their scale score from 21.6 below level 3 to 9.6 below level 3. Increasing their average distance from level 3 by 12 pts.</p> <hr/> <p>The White student group will increase their scale score from 9.5 below level 3 to 2.5 below level 3. Increasing their average distance from level 3 by 5 pts.</p>
<p>Instruction and learning: Mathematics</p>	<p>Currently Lancaster school district does not utilize a district wide pre and post assessment to measure growth.</p> <hr/> <p>Currently 16% of Lancaster school district either met or exceeded state standards based on the CAASPP in mathematics.</p>	<p>By the end of 2017-2018, we will identify and use a local pre and post assessment in order to establish a grade level proficiency growth baseline in grades K-8.</p> <hr/> <p>By the end of 2017-18 we will increase the amount of students meeting state standards by 3% as measured by the CAASPP in Mathematics.</p>	<p>By the end of 2018-19, we will establish a grade level proficiency baseline in grades K-8 based on iReady math assessment.</p>	<p>Growth target to be determined at the end of 2018-19 iReady math assessment.</p>
<p>CAASPP: Mathematics</p>			<p>36% of Lancaster School District students will meet or exceed standards on the CAASPP in mathematics.</p> <hr/> <p>The All student group will increase their scale score from 87.5 below level 3 to 74.5 below level 3. Increasing their average distance from level 3 by 13 pts.</p> <hr/> <p>The EL student group will</p>	<p>42% of Lancaster School District students will meet or exceed standards on the CAASPP in mathematics.</p> <hr/> <p>The All student group will increase their scale score from 74.5 below level 3 to 61.5 below level 3. Increasing their average distance from level 3 by 13 pts.</p> <hr/> <p>The EL student group will</p>

		<p>increase their scale score from 92.4 below level 3 to 78.4 below level 3. Increasing their average distance from level 3 by 14 pts.</p> <hr/> <p>The Foster student group will increase their scale score from 117.2 below level 3 to 101.2 below level 3. Increasing their average distance from level 3 by 16 pts.</p> <hr/> <p>The Homeless student group will increase their scale score from 102.5 below level 3 to 86.5 below level 3. Increasing their average distance from level 3 by 16 pts.</p> <hr/> <p>The SED student group will increase their scale score from 96.1 below level 3 to 81.1 below level 3. Increasing their average distance from level 3 by 15 pts.</p> <hr/> <p>The Students with Disabilities student group will increase their scale score from 176.6 below level 3 to 160.6 below level 3. Increasing their average distance from level 3 by 16 pts.</p> <hr/> <p>The African American student group will increase their scale score from 122 below level 3 to 105 below level 3. Increasing their average distance from level 3 by 17 pts.</p> <hr/> <p>The American Indian student group will increase their scale score from 107.3 below level 3 to 90.3 below level 3. Increasing their average</p>	<p>increase their scale score from 78.4 below level 3 to 64.4 below level 3. Increasing their average distance from level 3 by 14 pts.</p> <hr/> <p>The Foster student group will increase their scale score from 101.2 below level 3 to 85.2 below level 3. Increasing their average distance from level 3 by 16 pts.</p> <hr/> <p>The Homeless student group will increase their scale score from 86.5 below level 3 to 70.5 below level 3. Increasing their average distance from level 3 by 16 pts.</p> <hr/> <p>The SED student group will increase their scale score from 81.1 below level 3 to 66.1 below level 3. Increasing their average distance from level 3 by 15 pts.</p> <hr/> <p>The Students with Disabilities student group will increase their scale score from 160.6 below level 3 to 144.6 below level 3. Increasing their average distance from level 3 by 16 pts.</p> <hr/> <p>The African American student group will increase their scale score from 105 below level 3 to 88 below level 3. Increasing their average distance from level 3 by 17 pts.</p> <hr/> <p>The American Indian student group will increase their scale score from 90.3 below level 3 to 73.3 below level 3. Increasing their average</p>
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			<p>distance from level 3 by 17 pts.</p> <hr/> <p>The Asian student group will increase their scale score from 3.5 below level 3 to .5 above level 3. Increasing their average distance from level 3 by 4 pts.</p> <hr/> <p>The Filipino student group will increase their scale score from 2.6 above level 3 to 5.6 above level 3. Increasing their average distance from level 3 by 3 pts.</p> <hr/> <p>The Hispanic student group will increase their scale score from 83.4 below level 3 to 71.4 below level 3. Increasing their average distance from level 3 by 12 pts</p> <hr/> <p>The Pacific Islander student group will increase their scale score from 47.9 below level 3 to 39.9 below level 3. Increasing their average distance from level 3 by 12 pts.</p> <hr/> <p>The Two or More Races student group will increase their scale score from 70.7 below level 3 to 58.7 below level 3. Increasing their average distance from level 3 by 12 pts.</p> <hr/> <p>The White student group will increase their scale score from 54.2 below level 3 to 44.2 below level 3. Increasing their average distance from level 3 by 10 pts.</p>	<p>distance from level 3 by 17 pts.</p> <hr/> <p>The Asian student group will increase their scale score from .5 above below level 3 to 4.5 above level 3. Increasing their average distance from level 3 by 4 pts.</p> <hr/> <p>The Filipino student group will increase their scale score from 5.6 above level 3 to 8.6 above level 3. Increasing their average distance from level 3 by 3 pts.</p> <hr/> <p>The Hispanic student group will increase their scale score from 71.4 below level 3 to 59.4 below level 3. Increasing their average distance from level 3 by 12 pts</p> <hr/> <p>The Pacific Islander student group will increase their scale score from 39.9 below level 3 to 31.9 below level 3. Increasing their average distance from level 3 by 12 pts.</p> <hr/> <p>The Two or More Races student group will increase their scale score from 58.7 below level 3 to 46.7 below level 3. Increasing their average distance from level 3 by 12 pts.</p> <hr/> <p>The White student group will increase their scale score from 44.2 below level 3 to 34.2 below level 3. Increasing their average distance from level 3 by 10 pts.</p>
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<p>Intervention and Enrichment</p>	<p>Learning gaps currently exist for identified student groups (meeting or exceeding standards) in comparison to the All student group in ELA:</p> <p>English Learner - 29%</p> <p>Low income - 3%</p> <p>African American - 11%</p> <p>Special Education - 29%</p> <hr/> <p>Learning gaps currently exist for identified student groups (meeting or exceeding standards) in comparison to the All student group in mathematics:</p> <p>English Learner - 8%</p> <p>Low income - 3%</p> <p>African American - 9%</p> <p>Special Education - 15%</p> <hr/> <p>100% of students will have access to a multi-tiered system of supports to support their individualized learning needs.</p>	<p>Learning gaps for identified student groups, El, Homeless, Foster Youth, low income, African American, and special education will decrease by 10% annually as indicated on local and state assessment data.</p> <hr/> <p>100% of students will have access to a multi-tiered system of supports to support their individualized learning needs.</p>	<p>Learning gaps for identified student groups, El, Homeless, Foster Youth, low income, African American, and special education will decrease by 10% annually as indicated on local and state assessment data.</p> <hr/> <p>100% of students will have access to a multi-tiered system of supports to support their individualized learning needs.</p>	<p>Learning gaps for identified student groups, El, Homeless, Foster Youth, low income, African American, and special education will decrease by 10% annually as indicated on local and state assessment data.</p> <hr/> <p>100% of students will have access to a multi-tiered system of supports to support their individualized learning needs.</p>
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Planned Actions / Services

Complete a copy of the following table for each of the LEAs Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

2018-19

Select from New Action, Modified Action, or Unchanged Action:

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Modified Action	Modified Action	Modified Action
<p>1.1 Credentialing</p> <p>All administrators, teachers and classified staffs in transitional-kindergarten through eighth grade will be appropriately assigned and credentialed for their assignments in core, intervention and enrichment programs.</p> <p>Lancaster School District will provide teacher support and induction for all new teachers in order to clear their credentials.</p>	<p>1.1 Credentialing</p> <p>Lancaster School District will assure that all administrators, teachers, and certificated staff members in transitional-kindergarten through eighth grade are appropriately assigned and credentialed for their assignments in core, intervention and enrichment programs.</p> <p>The District will provide a California State Accredited Induction program for all new teachers and administrators in order to provide a pathway to clear their credential.</p> <p>The District will review recruitment and staffing practices in order to assure appropriate and equitable placement of staff throughout the district (including but not limited to insuring that bilingual teachers are placed in schools that have high concentrations of English Language Learners, and that schools are balanced based on years of teaching experience).</p>	<p>1.1 Credentialing</p> <p>Lancaster School District will assure that all administrators, teachers, and certificated staff members in transitional-kindergarten through eighth grade are appropriately assigned and credentialed for their assignments in core, intervention and enrichment programs.</p> <p>The District will provide a California State Accredited Induction program for all new teachers and administrators in order to provide a pathway to clear their credential.</p> <p>The District will review recruitment and staffing practices in order to assure appropriate and equitable placement of staff throughout the district (including but not limited to insuring that bilingual teachers are placed in schools that have high concentrations of English Language Learners, and that schools are balanced based on years of teaching experience).</p>

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$36,943,859	\$38,561,786	\$38,585,204
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries	Certificated Salaries	Certificated Salaries
Amount	\$213,136	\$220,687	\$226,116
Source	LCFF	LCFF	LCFF
Budget Reference	Classified Salaries	Classified Salaries	Classified Salaries
Amount	\$13,878,097	\$14,778,624	\$14,787,391
Source	LCFF	LCFF	LCFF
Budget Reference	Employee Benefits	Employee Benefits	Employee Benefits
Amount	\$238,436	\$222,399	\$222,399
Source	Federal Revenues - Title II	Federal Revenues - Title II	Federal Revenues - Title II
Budget Reference	Certificated Salaries	Certificated Salaries	Certificated Salaries
Amount	\$42,011	\$45,290	\$45,290
Source	Federal Revenues - Title II	Federal Revenues - Title II	Federal Revenues - Title II
Budget Reference	Classified Salaries	Classified Salaries	Classified Salaries
Amount	\$187,000	\$0	\$0
Source	Federal Revenues - Title II	Federal Revenues - Title II	Federal Revenues - Title II
Budget Reference	Services and Other Operating Expenses	Services and Other Operating Expenses	Services and Other Operating Expenses
Amount	\$7,830,741	\$8,808,361	\$8,808,361
Source	Other State Revenues	Other State Revenues	Other State Revenues
Budget Reference	Certificated Salaries	Certificated Salaries	Certificated Salaries
Amount	\$2,942,610	\$3,414,604	\$3,414,604
Source	Other State Revenues	Other State Revenues	Other State Revenues
Budget Reference	Employee Benefits	Employee Benefits	Employee Benefits
Amount	\$47,997	\$51,497	\$51,497
Source	Other State Revenues	Other State Revenues	Other State Revenues
Budget Reference	Books and Supplies	Books and Supplies	Books and Supplies
Amount	\$259,052	\$183,352	\$183,352

Source	Other State Revenues	Other State Revenues	Other State Revenues
Budget Reference	Services and Other Operating Expenses	Services and Other Operating Expenses	Services and Other Operating Expenses
Amount	\$87,050	\$90,206	\$90,206
Source	Federal Revenues - Title II	Federal Revenues - Title II	Federal Revenues - Title II
Budget Reference	Employee Benefits	Employee Benefits	Employee Benefits
Amount	\$6,000	\$2,500	\$2,500
Source	Federal Revenues - Title II	Federal Revenues - Title II	Federal Revenues - Title II
Budget Reference	Books and Supplies	Books and Supplies	Books and Supplies
Amount	\$0	\$1,500	\$1,500
Source	LCFF	LCFF	LCFF
Budget Reference	Services and Other Operating Expenses	Services and Other Operating Expenses	Services and Other Operating Expenses
Amount	\$0	\$207,597	\$207,597
Source	Other State Revenues	Other State Revenues	Other State Revenues
Budget Reference	Classified Salaries	Classified Salaries	Classified Salaries

Action 2

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

1.2 - Common Core State Standards Implementation

Implement CCSS - All teachers will be supported in teaching the CCSS, or state approved alternative standards for students with severe disabilities. All students will be provided and utilize state adopted curricula and materials including integration of technology and culturally responsive/relevant instruction to ensure all students have access to the curriculum and technology necessary to be successful.

Provide professional development supported by instructional coaches who will assist teachers with the implementation of a balanced lesson design with the daily integration of technology.

Provide professional development to support the implementation of interdisciplinary Professional Learning Communities/Collaboration within and across content areas using data to inform instruction to meet all student needs.

Offer and implement a broad course of study for all students that includes the following: ELA, Math, Science, Social Studies, and PE for all

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

1.2 - Common Core State Standards Implementation

Leadership Teams

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

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

Accountability

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

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

In order to ensure successful implementation of all

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

1.2 - Common Core State Standards Implementation

Leadership Teams

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

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Accountability

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

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

In order to ensure successful implementation of all

students in TK-8th grade, and middle school electives to include Fine Arts and foreign language.

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

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

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

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

Instructional Coaches

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

Professional Development

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

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

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

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

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

Administrators and instructional coaches will

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

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

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

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

Administrators and instructional coaches will

	<p>support teachers in the implementation of effective lesson design, including Balanced Lesson Design, 5E/Inquiry, and Universal Design for Learning (UDL), through walkthroughs, instructional rounds, and professional development.</p> <p>The District will provide professional development for administrators and teachers to support the implementation of Instructional Professional Learning Communities.</p> <p>The District will offer opportunities to teachers to take part in Innovation Labs during the academic day as an option to further innovation within schools, based on district defined criteria.</p> <p>Three professional development days will be provided in the 2018-19 school year for all ELA and math teachers to acquire the necessary skills to utilize, and analyze the districts diagnostic assessment tool.</p> <p>Basic</p> <p>Students will utilize state adopted curricula and materials that will allow for the integration of technology.</p> <p>The district will purchase a social studies adoption and train teachers in how to implement both the Social Studies Framework and new curriculum.</p> <p>Schools will offer and implement a broad course of study to include: ELA, Math, Science, Social Studies, and PE for all students in transitional kindergarten-8th grade; and middle school electives to include visual and performing arts and foreign language.</p> <p>Special Education</p> <p>The Department of Special Education will implement professional development for special education paraprofessionals in a manner consistent with Comprehensive Training Opportunities for Paraprofessionals (CO-TOP).</p> <p>The Department of Special Education will increase communication between special education paraprofessionals and special education teachers.</p> <p>The Special Education Department Coordinators as well as the MTSS Coach will train teachers on various topics for inclusive practices such as: classroom accommodations and modifications for students with disabilities, characteristics of and strategies for teaching high frequency disabilities,</p>	<p>support teachers in the implementation of effective lesson design, including Balanced Lesson Design, 5E/Inquiry, and Universal Design for Learning (UDL), through walkthroughs, instructional rounds, and professional development.</p> <p>The District will provide professional development for administrators and teachers to support the implementation of Instructional Professional Learning Communities.</p> <p>The District will offer opportunities to teachers to take part in Innovation Labs during the academic day as an option to further innovation within schools, based on district defined criteria.</p> <p>Three professional development days will be provided in the 2018-19 school year for all ELA and math teachers to acquire the necessary skills to utilize, and analyze the districts diagnostic assessment tool.</p> <p>Basic</p> <p>Students will utilize state adopted curricula and materials that will allow for the integration of technology.</p> <p>The district will purchase a social studies adoption and train teachers in how to implement both the Social Studies Framework and new curriculum.</p> <p>Schools will offer and implement a broad course of study to include: ELA, Math, Science, Social Studies, and PE for all students in transitional kindergarten-8th grade; and middle school electives to include visual and performing arts and foreign language.</p> <p>Special Education</p> <p>The Department of Special Education will implement professional development for special education paraprofessionals in a manner consistent with Comprehensive Training Opportunities for Paraprofessionals (CO-TOP).</p> <p>The Department of Special Education will increase communication between special education paraprofessionals and special education teachers.</p> <p>The Special Education Department Coordinators as well as the MTSS Coach will train teachers on various topics for inclusive practices such as: classroom accommodations and modifications for students with disabilities, characteristics of and strategies for teaching high frequency disabilities, behavioral strategies, and co-teaching and inclusive practices.</p> <p>Equity and Data Driven Decision Making</p>
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	<p>behavioral strategies, and co-teaching and inclusive practices.</p> <p>Equity and Data Driven Decision Making</p> <p>The Director of Assessment and Educational Technology will work alongside school sites to identify individualized data targets, questions, incentives, and accountability.</p> <p>The Director of Assessment and Educational Technology will support Professional Learning Communities (PLCs) driven by data at all sites. (2018-19 and on-going).</p> <p>The Educational Services Team will develop a schedule of PD/PLCs for site Leadership Teams for the 2018-19 school year in order to assure the full cycle of inquiry as well as both site and district based monitoring.</p> <p>The Educational Services Team will support the expansion of Lesson studies at sites within the District in order to inform data driven discussions at the district and site level.</p>	<p>The Director of Assessment and Educational Technology will work alongside school sites to identify individualized data targets, questions, incentives, and accountability.</p> <p>The Director of Assessment and Educational Technology will support Professional Learning Communities (PLCs) driven by data at all sites. (2018-19 and on-going).</p> <p>The Educational Services Team will develop a schedule of PD/PLCs for site Leadership Teams for the 2018-19 school year in order to assure the full cycle of inquiry as well as both site and district based monitoring.</p> <p>The Educational Services Team will support the expansion of Lesson studies at sites within the District in order to inform data driven discussions at the district and site level.</p>
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Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$3,220,753	\$3,359,142	\$3,359,142
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries	Certificated Salaries	Certificated Salaries
Amount	\$424,526	\$445,233	\$450,380
Source	LCFF	LCFF	LCFF
Budget Reference	Classified Salaries	Classified Salaries	Classified Salaries
Amount	\$1,211,855	\$1,289,323	\$1,289,323
Source	LCFF	LCFF	LCFF
Budget Reference	Employee Benefits	Employee Benefits	Employee Benefits
Amount	\$370,748	\$168,110	\$168,110
Source	LCFF	LCFF	LCFF
Budget Reference	Books and Supplies	Books and Supplies	Books and Supplies

Amount	\$1,044,719	\$1,348,877	\$1,394,498
Source	LCFF	LCFF	LCFF
Budget Reference	Services and Other Operating Expenses	Services and Other Operating Expenses	Services and Other Operating Expenses
Amount	\$136,850	\$141,547	\$145,184
Source	Other State Revenues	Other State Revenues	Other State Revenues
Budget Reference	Certificated Salaries	Certificated Salaries	Certificated Salaries
Amount	\$487,506	\$599,886	\$599,886
Source	Other State Revenues	Other State Revenues	Other State Revenues
Budget Reference	Classified Salaries	Classified Salaries	Classified Salaries
Amount	\$197,522	\$256,791	\$256,791
Source	Other State Revenues	Other State Revenues	Other State Revenues
Budget Reference	Employee Benefits	Employee Benefits	Employee Benefits
Amount	\$218,350	\$2,732,550	\$218,350
Source	Other State Revenues	Other State Revenues	Other State Revenues
Budget Reference	Books and Supplies	Books and Supplies	Books and Supplies
Amount	\$23,000	\$24,500	\$24,500
Source	Other State Revenues	Other State Revenues	Other State Revenues
Budget Reference	Services and Other Operating Expenses	Services and Other Operating Expenses	Services and Other Operating Expenses
Amount	\$850,682	\$998,192	\$998,192
Source	Federal Revenues - Title I	Federal Revenues - Title I	Federal Revenues - Title I
Budget Reference	Certificated Salaries	Certificated Salaries	Certificated Salaries
Amount	\$371,574	\$366,369	\$379,041
Source	Federal Revenues - Title I	Federal Revenues - Title I	Federal Revenues - Title I
Budget Reference	Employee Benefits	Employee Benefits	Employee Benefits
Amount	\$0	\$74,000	\$74,000
Source	Federal Revenues - Title II	Federal Revenues - Title II	Federal Revenues - Title II
Budget Reference	Books and Supplies	Books and Supplies	Books and Supplies
Amount	\$0	\$6,200	\$6,200
Source	Federal Revenues - Title II	Federal Revenues - Title II	Federal Revenues - Title II

Budget
Reference

Services and Other Operating Expenses

Services and Other Operating Expenses

Services and Other Operating Expenses

Action 3

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

1.3 - English Language Arts

Define grade level Language Arts local assessments.

Students will demonstrate grade level proficiency on local English Language Arts assessments.

Define and implement grade level reading targets for K-3rd Grade.

Identify and use the results from the district writing assessment in 4th -8th grade to inform instructional practice.

All teachers, classified staff and administrators will be provided meaningful professional development opportunities designed to support student growth in Language Arts. Specific attention will be given to culturally responsive teaching strategies in order to effect positive educational outcomes for unduplicated pupils through professional development to include strategies such as Guided Language Acquisition and Design (GLAD), SDAIE and AVID.

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

1.3 - English Language Arts

The District will offer targeted professional development to all teachers (Pre-school - 8th grade) that is designed to support student growth in Language Arts.

The District will offer professional development to all staff that is designed to optimize the implementation of the Language Arts curriculum and to directly support students in Language Arts.

Technology integration coaches will support teachers in the use of technology based components from the English Language Arts adoption.

Teachers, coaches, and administrators will use the results of the universal screener (in periods of time aligned to the district adopted assessment calendar) to support, and monitor the progress of unduplicated students in technology based interventions such as Read 180, System 44, iREAD, and Imagine Learning.

The District will monitor the implementation of technology based interventions both during and outside of the school day.

District and site instructional coaches will train and support the full use of curriculum extension and enrichment materials in order to allow students to

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

1.3 - English Language Arts

The District will offer targeted professional development to all teachers (Pre-school - 8th grade) that is designed to support student growth in Language Arts.

The District will offer professional development to all staff that is designed to optimize the implementation of the Language Arts curriculum and to directly support students in Language Arts.

Technology integration coaches will support teachers in the use of technology based components from the English Language Arts adoption.

Teachers, coaches, and administrators will use the results of the universal screener (in periods of time aligned to the district adopted assessment calendar) to support, and monitor the progress of unduplicated students in technology based interventions such as Read 180, System 44, iREAD, and Imagine Learning.

The District will monitor the implementation of technology based interventions both during and outside of the school day.

District and site instructional coaches will train and support the full use of curriculum extension and enrichment materials in order to allow students to

<p>Teachers will integrate technology and use research-based strategies to enhance their English Language Arts lessons.</p> <p>Use the results of the universal screener lexile to place, support and progress monitor underserved students in technology based interventions such as Read 180, iREAD, and Imagine Learning. These interventions will be provided both during and outside of the school day.</p>	<p>have choice in their exploration of English Language Arts.</p> <p>Teachers will collaborate in order to enhance practice by monitoring each others demonstration lessons, modeling effective teaching practices for peers, and conducting professional learning based on site identified need.</p> <p>The Year-At-A-Glance (YAAG) revision team will continue to develop the YAAG on no less than two pull-out days throughout the year.</p> <p>Site Instructional Coaches will facilitate lesson studies/grade level/department collaboration throughout the school year (depending on site need in ELA); this process will align with needs outlined in the schools Single Plan for Student Achievement and determined based upon student achievement data.</p> <p>The Educational Services Department will explore foundational literacy training options for TK-2 teachers.</p>	<p>have choice in their exploration of English Language Arts.</p> <p>Teachers will collaborate in order to enhance practice by monitoring each others demonstration lessons, modeling effective teaching practices for peers, and conducting professional learning based on site identified need.</p> <p>The Year-At-A-Glance (YAAG) revision team will continue to develop the YAAG on no less than two pull-out days throughout the year.</p> <p>Site Instructional Coaches will facilitate lesson studies/grade level/department collaboration throughout the school year (depending on site need in ELA); this process will align with needs outlined in the schools Single Plan for Student Achievement and determined based upon student achievement data.</p> <p>The Educational Services Department will explore foundational literacy training options for TK-2 teachers.</p>
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Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$51,629	\$19,785	\$19,785
Source	LCFF	LCFF	LCFF
Budget Reference	Services and Other Operating Expenses	Services and Other Operating Expenses	Services and Other Operating Expenses
Amount	\$3,500	\$3,500	\$3,713
Source	Other State Revenues	Other State Revenues	Other State Revenues
Budget Reference	Certificated Salaries	Certificated Salaries	Certificated Salaries
Amount	\$700	\$766	\$785
Source	Other State Revenues	Other State Revenues	Other State Revenues
Budget Reference	Employee Benefits	Employee Benefits	Employee Benefits
Amount	\$150,000	\$40,000	\$40,000
Source	Other State Revenues	Other State Revenues	Other State Revenues
Budget Reference	Books and Supplies	Books and Supplies	Books and Supplies
Amount	\$11,843	\$0	\$0
Source	Federal Revenues - Title I	Federal Revenues - Title I	Federal Revenues - Title I
Budget Reference	Certificated Salaries	Certificated Salaries	Certificated Salaries

Amount	\$2,137	\$0	\$0
Source	Federal Revenues - Title I	Federal Revenues - Title I	Federal Revenues - Title I
Budget Reference	Employee Benefits	Employee Benefits	Employee Benefits
Amount	\$2,000	\$97,000	\$97,000
Source	Federal Revenues - Title I	Federal Revenues - Title I	Federal Revenues - Title I
Budget Reference	Books and Supplies	Books and Supplies	Books and Supplies
Amount	\$443,102	\$467,430	\$467,430
Source	LCFF	LCFF	LCFF
Budget Reference	Classified Salaries	Classified Salaries	Classified Salaries
Amount	\$135,271	\$188,733	\$188,733
Source	LCFF	LCFF	LCFF
Budget Reference	Employee Benefits	Employee Benefits	Employee Benefits
Amount	\$50,100	\$254,686	\$265,548
Source	LCFF	LCFF	LCFF
Budget Reference	Books and Supplies	Books and Supplies	Books and Supplies
Amount	\$0	\$186,552	\$186,552
Source	Federal Revenues - Title I	Federal Revenues - Title I	Federal Revenues - Title I
Budget Reference	Services and Other Operating Expenses	Services and Other Operating Expenses	Services and Other Operating Expenses

Action 4

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Modified Action
<p>1.4 – Instruction and Learning - Math</p> <p>Define grade level math local assessments.</p> <p>Students will demonstrate grade level proficiency on local mathematics assessments.</p> <p>Define and implement grade level mathematics targets for K-3rd Grade.</p> <p>All teachers, classified staff and administrators will be provided meaningful professional development opportunities designed to support student growth in mathematics.</p> <p>Teachers will integrate technology and use research-based strategies to enhance their mathematics instruction</p>

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Modified Action
<p>1.4 Instruction and Learning - Math</p> <p>The Department of Educational Services and the Director of Assessment and Educational Technology will define, and provide professional learning on, grade level mathematics targets for Pre-School - 8th Grade.</p> <p>Teachers, coaches, and administrators will use the results of the universal screener (in periods of time aligned to the district adopted assessment calendar) to support, and monitor the progress of unduplicated students math.</p> <p>Data from math assessments will be used in PLCs to improve instruction, provide intervention and enrichment, and communicate progress to staff, students and families.</p> <p>The Department of Educational Services will review, and identify appropriate strategies as it relates to mathematics instruction in order to ensure proper instructional pedagogy is taking place within the classroom.</p> <p>Intervention will be offered before and after school for students who are not achieving at grade level in the math classroom, and will specifically target the foster and homeless student population.</p> <p>Teachers will integrate technology in a meaningful</p>

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Modified Action
<p>1.4 Instruction and Learning - Math</p> <p>The Department of Educational Services and the Director of Assessment and Educational Technology will define, and provide professional learning on, grade level mathematics targets for Pre-School - 8th Grade.</p> <p>Teachers, coaches, and administrators will use the results of the universal screener (in periods of time aligned to the district adopted assessment calendar) to support, and monitor the progress of unduplicated students math.</p> <p>Data from math assessments will be used in PLCs to improve instruction, provide intervention and enrichment, and communicate progress to staff, students and families.</p> <p>The Department of Educational Services will review, and identify appropriate strategies as it relates to mathematics instruction in order to ensure proper instructional pedagogy is taking place within the classroom.</p> <p>Intervention will be offered before and after school for students who are not achieving at grade level in the math classroom, and will specifically target the foster and homeless student population.</p> <p>Teachers will integrate technology in a meaningful</p>

	<p>way and use manipulatives, inquiry techniques, and other evidenced-based strategies to increase student capacity in mathematics.</p> <p>Math teachers in all grades will conduct lesson studies throughout the year and be trained in collaborative planning in order to reinforce a focus on data driven decision making.</p> <p>A designated math consultant will train instructional coaches to become Trainers of Trainers in math concepts for grades K-2 in order to strengthen early conceptual knowledge of mathematical practices for K-2 teachers.</p> <p>The District will provide intensive and targeted training to teachers, grades 5-8, in the core content area of mathematics through a math consultant (to include SDC teachers). Instructional coaches will reinforce the identified strategies through collaborative planning and lesson study protocols.</p>	<p>way and use manipulatives, inquiry techniques, and other evidenced-based strategies to increase student capacity in mathematics.</p> <p>Math teachers in all grades will conduct lesson studies throughout the year and be trained in collaborative planning in order to reinforce a focus on data driven decision making.</p> <p>A designated math consultant will train instructional coaches to become Trainers of Trainers in math concepts for grades K-2 in order to strengthen early conceptual knowledge of mathematical practices for K-2 teachers.</p> <p>The District will provide intensive and targeted training to teachers, grades 5-8, in the core content area of mathematics through a math consultant (to include SDC teachers). Instructional coaches will reinforce the identified strategies through collaborative planning and lesson study protocols.</p>
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Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$2,000	\$97,000	\$97,000
Source	Federal Revenues - Title I	Federal Revenues - Title I	Federal Revenues - Title I
Budget Reference	Books and Supplies	Books and Supplies	Books and Supplies
Amount	\$25,000	\$59,000	\$59,000
Source	LCFF	LCFF	LCFF
Budget Reference	Services and Other Operating Expenses	Services and Other Operating Expenses	Services and Other Operating Expenses
Amount	\$0	\$50,107	\$50,107
Source	LCFF	LCFF	LCFF
Budget Reference	Books and Supplies	Books and Supplies	Books and Supplies

Action 5

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

2018-19

Select from New Action, Modified Action, or Unchanged Action:

2019-20

Select from New Action, Modified Action, or Unchanged Action:

1.5 – Intervention/Enrichment
 Site instructional coaches and Program Chairs will provide support with the implementation of Multi-Tiered Systems of Support (MTSS) in order to identify and provide CCSS designed intervention strategies, materials, resources and programs that support CCSS mastery for all students.
 Hire additional specialized teachers who can provide enrichment via elective courses.
 Offer and implement a broad course of study for all students that includes middle school electives such as Fine Arts and foreign language, and music
 Director of Assessment with the support of site Assessment Chairs

1.5 Intervention/Enrichment
Multi-Tiered Systems of Support (MTSS)
 The District will maintain a MTSS Design Team to improve efficacy in the following:
 Collecting, analyzing and using data, improving culture and climate with a district focus on growth mindset, providing for leadership and organization as well as guidelines and program oversight, improving teaching and learning through professional development and increased focus on rigor, as well as linking behavioral and learning supports as part of a district wide MTSS system as it applies to our low socio-economic student population
 Hire educational liaisons to work directly with our foster population to increase positive academic outcomes (PIVOT Partners).
 The District will hire a Multi-Tiered Systems of Support Coach in order to facilitate district integration of the MTSS design plan.
 The District will develop and implement a district-wide early warning system to identify

1.5 Intervention/Enrichment
Multi-Tiered Systems of Support (MTSS)
 The District will maintain a MTSS Design Team to improve efficacy in the following:
 Collecting, analyzing and using data, improving culture and climate with a district focus on growth mindset, providing for leadership and organization as well as guidelines and program oversight, improving teaching and learning through professional development and increased focus on rigor, as well as linking behavioral and learning supports as part of a district wide MTSS system as it applies to our low socio-economic student population
 Hire educational liaisons to work directly with our foster population to increase positive academic outcomes (PIVOT Partners).
 The District will hire a Multi-Tiered Systems of Support Coach in order to facilitate district integration of the MTSS design plan.
 The District will develop and implement a district-wide early warning system to identify

<p>will provide the results of formative assessments to facilitate PLC's and in the Student Study Team (SST) process.</p> <p>Provide professional development to teachers and administrators on the integration of technology for use as instructional and learning tools.</p> <p>Provide intervention and enrichment opportunities, and support to all students with specific attention paid to foster and homeless youth, in TK through 8th grade outside of the learning day, including Winter, Spring, and Summer recess.</p> <p>Provide designated enrichment support for students with specific attention paid to foster and homeless youth, including acceleration, depth and complexity, creativity, etc., during Personalized Learning Time (PLT), throughout and beyond the school day.</p> <p>Identify GATE students as a student group in student information systems, and monitor their progress on local and state assessments.</p> <p>Provide GATE students with access to district wide identified GATE programs, materials, activities, opportunities and interventions as appropriate.</p> <p>Create and implement a school focus such as but not limited to Visual and Performing Arts and Dual Language Academies, at all elementary schools.</p> <p>Build College and Career Pathways as foundational electives at all middle schools that include but are not limited to the following: Visual and performing arts, STEM-Project</p>	<p>at-risk students (with a focus on foster and homeless) using assessment data to target student academic and behavior intervention support, as well as to assure progress monitoring to support identified needs.</p> <p>Site and district instructional coaches and program chairs (such as EL, GATE, and PBIS chairs) will support the MTSS instructional program by providing intervention strategies, materials, and resources to staff during staff development Tuesdays that is targeted towards low socioeconomic students within Lancaster School District.</p> <p>Intervention</p> <p>Site Assessment Chairs, will provide the results of formative assessments to site administrators and teachers in order to facilitate PLC's and the Student Study Team (SST) process.</p> <p>SST Chairs will provide guidance for Student Study Teams and support the use of SST Online at each site based on work with the Director of Curriculum and Instruction in order to support the needs of all learners.</p> <p>The Department of Innovation and Technology will provide intervention and enrichment opportunities to all students in TK through 8th grade outside of the learning day, including Winter, Spring, and Summer recess with specific attention given to foster and homeless youth.</p> <p>The purpose of the Crossroads Bridge Academy is to meet the academic, social, and emotional needs of students who have been referred to the campus via SST, or expulsion through innovative interventions and compassionate interactions.</p> <p>Students in the Crossroads Bridge Academy will learn skills to make successful transitions to their home schools and to become engaged learners on a comprehensive campus.</p> <p>Bridge students will be taught via interactive lesson design, targeted intervention based on universal screeners, small group rotations, and individualized learning.</p> <p>Bridge students will receive social emotional learning curriculum.</p> <p>The Crossroads Leadership Academy will provide intensive support to students either referred by the Crossroads Bridge Academy, or via a comprehensive schools campuses Student Study Team Process whom are in grades 6-8. The Leadership Academy will meet the academic, social, and emotional needs of referred students through innovative interventions and compassionate interactions with a focus on project based learning and development of</p>	<p>at-risk students (with a focus on foster and homeless) using assessment data to target student academic and behavior intervention support, as well as to assure progress monitoring to support identified needs.</p> <p>Site and district instructional coaches and program chairs (such as EL, GATE, and PBIS chairs) will support the MTSS instructional program by providing intervention strategies, materials, and resources to staff during staff development Tuesdays that is targeted towards low socioeconomic students within Lancaster School District.</p> <p>Intervention</p> <p>Site Assessment Chairs, will provide the results of formative assessments to site administrators and teachers in order to facilitate PLC's and the Student Study Team (SST) process.</p> <p>SST Chairs will provide guidance for Student Study Teams and support the use of SST Online at each site based on work with the Director of Curriculum and Instruction in order to support the needs of all learners.</p> <p>The Department of Innovation and Technology will provide intervention and enrichment opportunities to all students in TK through 8th grade outside of the learning day, including Winter, Spring, and Summer recess with specific attention given to foster and homeless youth.</p> <p>The purpose of the Crossroads Bridge Academy is to meet the academic, social, and emotional needs of students who have been referred to the campus via SST, or expulsion through innovative interventions and compassionate interactions.</p> <p>Students in the Crossroads Bridge Academy will learn skills to make successful transitions to their home schools and to become engaged learners on a comprehensive campus.</p> <p>Bridge students will be taught via interactive lesson design, targeted intervention based on universal screeners, small group rotations, and individualized learning.</p> <p>Bridge students will receive social emotional learning curriculum.</p> <p>The Crossroads Leadership Academy will provide intensive support to students either referred by the Crossroads Bridge Academy, or via a comprehensive schools campuses Student Study Team Process whom are in grades 6-8. The Leadership Academy will meet the academic, social, and emotional needs of referred students through innovative</p>
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<p>Lead The Way modules, Band-Music, Leadership, AVID and Foreign Language.</p> <p>Eliminate Combo classes in grades 1-3 and reduce class sizes below the contract language as stated in Teachers Association of Lancaster's bargaining agreement</p>	<p>leadership skills.</p> <p>Leadership Academy students will be taught utilizing interactive strategies, to include but not be limited to AVID strategies.</p> <p>Focus of instruction for the Leadership Academy will be leadership and character development via an academic focus entitled Habits of Mind: Leadership Academy students will experience a small class sizes (capped at 25).</p>	<p>interventions and compassionate interactions with a focus on project based learning and development of leadership skills.</p> <p>Leadership Academy students will be taught utilizing interactive strategies, to include but not be limited to AVID strategies.</p> <p>Focus of instruction for the Leadership Academy will be leadership and character development.</p>
<p>Teacher on Special Assignment will work with teachers to include additional integration of technology to ensure students have access to the curriculum and technology necessary to be successful.</p>	<p>Social emotional learning for the Leadership Academy will come via a program such as Teen Leadership to teach personal responsibility.</p> <p>Teachers teaching in either the Leadership Academy or the Bridge Academy will undergo training in Habits of Mind.</p>	<p>Leadership Academy students will experience a small class sizes (capped at 25).</p> <p>Social emotional learning for the Leadership Academy will come via a program such as Teen Leadership to teach personal responsibility.</p> <p>Teachers teaching in either the Leadership Academy or the Bridge Academy will undergo training in Habits of Mind.</p>
<p>Continued use of computers and support staff to assist with the integration of technology.</p>	<p>The Crossroads Bridge and Leadership Academy will have consistent consultants in school climate to work with teachers to build an intentional school climate, based in leadership.</p>	<p>Leadership Academy students will experience a small class sizes (capped at 25).</p> <p>Social emotional learning for the Leadership Academy will come via a program such as Teen Leadership to teach personal responsibility.</p>
<p>The District will maintain the partnership with the Los Angeles County Office of Education to provide one-on-one in home academic tutoring for students in foster care provided through LACOE-Foster Youth Services.</p>	<p>The Crossroads Bridge and Leadership Academy will focus around 16 Habits of mind that will serve to provide students with skills to work through real life situations that equip them to respond using awareness, thought, and intentional strategies in order to make better choice and gain positive outcomes.</p> <p>Crossroads Bridge and Leadership Academy will increased supervision to monitor student climate.</p>	<p>The Crossroads Bridge and Leadership Academy will have consistent consultants in school climate to work with teachers to build an intentional school climate, based in leadership.</p> <p>The Crossroads Bridge and Leadership Academy will focus around 16 Habits of mind that will serve to provide students with skills to work through real life situations that equip them to respond using awareness, thought, and intentional strategies in order to make better choice and gain positive outcomes.</p> <p>Crossroads Bridge and Leadership Academy will increased supervision to monitor student climate.</p>
<p>Teachers will be provided training in order to integrate art into all subject areas in order to facilitate increased student engagement.</p>	<p>Enrichment</p> <p>The District will hire additional specialized teachers as needed who can provide enrichment via elective courses.</p>	<p>Enrichment</p> <p>The District will hire additional specialized teachers as needed who can provide enrichment via elective courses.</p>
<p>All students will be provided with access to an integrated arts program throughout the school day.</p>	<p>The District will offer and implement a culturally relevant, broad course of study for all students that includes middle school electives such as fine arts, foreign language, and music in order to provide enrichment and engagement, as well as to develop critical thinking skills targeted towards the needs of our foster population in order to receive enrichment inside the school day.</p>	<p>The District will offer and implement a culturally relevant, broad course of study for all students that includes middle school electives such as fine arts, foreign language, and music in order to provide enrichment and engagement, as well as to develop critical thinking skills targeted towards the needs of our foster population in order to receive enrichment inside the school day.</p>
<p>Teachers will be provided the opportunity to create curriculum, provide and receive training, materials, and implementation strategies on the Next Generation Science Standards. A scope and sequence development team will include grades 6-8 to develop, implement and assess one unit.</p>	<p>All schools will provide designated enrichment support for TK-8th grade students with specific attention given to foster and homeless youth, including acceleration, depth and complexity, and creativity during differentiated learning time, as well as throughout and beyond the school day.</p> <p>The Department of Pupil, Safety, and Attendance will monitor the participation of foster and homeless youth in enrichment activities.</p>	<p>All schools will provide designated enrichment support for TK-8th grade students with specific attention given to foster and homeless youth, including acceleration, depth and complexity, and creativity during differentiated learning time, as well as throughout and beyond the school day.</p> <p>The Department of Pupil, Safety, and Attendance will monitor the participation of foster and homeless</p>
<p>Training will be made available in the foundation of NGSS, in the</p>		

Spring year 1 the district will create and implement with similar methodology a scope and sequence for grades 3-5.

Maintain additional 70 hours annually in order to maintain and fully implement new programs and services principally directed towards unduplicated, at risk pupils.

Maintain the enhancement of the basic induction program with increased services and induction support personnel required to provide additional support to teachers required for reduction in combos and class size in order to better serve unduplicated pupils.

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

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

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

The District will hire a minimum of one elementary music teacher to provide music instruction for a minimum of five to increase the capacity for elementary schools to incorporate music into their instructional programs.

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

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

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

Educational Technology

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

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

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

Classrooms will be equipped with student devices, interactive display panels, sound amplification

youth in enrichment activities.

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

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

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

	<p>devices to address the needs of at-risk student groups.</p> <p>Technology Integration professional development will be offered in the form of camps, self-directed professional development, after school sessions, coaching sessions, side-by-side teaching and innovation labs to support teacher learning to improve the educational environment for low socio-economic, foster, and homeless student populations.</p> <p>Teachers and administrators will be given opportunities to learn, create, innovate, and support others in the classroom. Teachers and administrators will attend outside professional development opportunities to continue to build skills and knowledge.</p> <p>Next Generation Science Standards</p> <p>The Department of Curriculum and Instruction will provide teachers with the opportunity to create curriculum, provide and receive training, explore and recommend materials, and implement strategies for the Next Generation Science Standards, and support strategies that are principally directed towards low-socioeconomic student populations.</p> <p>School sites will determine and communicate needs pertaining to the purchase of supplies and resources to develop and implement Next Generation Science Standard units, determined by a district generated recommended materials list, with funding provided from the district to purchase the needed materials.</p> <p>The NGSS Curriculum Development Team will continue to develop appropriate and thorough curriculum guides and resources for grades 6-8, utilizing the SCALE process for unit development (developed by Stanford University), through the guidance and support of the District Instructional Coach for NGSS.</p> <p>The Department of Curriculum and Instruction will provide or arrange for training for NGSS curriculum development teachers in grades 3-5 utilizing the SCALE process beginning in the summer of 2018 and to be continued throughout the 2018-19 school year.</p> <p>The Department of Curriculum and Instruction will recruit teachers to the K-2 NGSS curriculum development team in spring of 2018-19, in order to complete training and development of NGSS units in these grade levels.</p> <p>District NGSS coach will be trained to facilitate the NGSS SCALE process by the end of school year 2019.</p> <p>Arts Integration</p>	<p>Classrooms will be equipped with student devices, interactive display panels, sound amplification devices to address the needs of at-risk student groups.</p> <p>Technology Integration professional development will be offered in the form of camps, self-directed professional development, after school sessions, coaching sessions, side-by-side teaching and innovation labs to support teacher learning to improve the educational environment for low socio-economic, foster, and homeless student populations.</p> <p>Teachers and administrators will be given opportunities to learn, create, innovate, and support others in the classroom. Teachers and administrators will attend outside professional development opportunities to continue to build skills and knowledge.</p> <p>Next Generation Science Standards</p> <p>The Department of Curriculum and Instruction will provide teachers with the opportunity to create curriculum, provide and receive training, explore and recommend materials, and implement strategies for the Next Generation Science Standards, and support strategies that are principally directed towards low-socioeconomic student populations.</p> <p>School sites will determine and communicate needs pertaining to the purchase of supplies and resources to develop and implement Next Generation Science Standard units, determined by a district generated recommended materials list, with funding provided from the district to purchase the needed materials.</p> <p>The NGSS Curriculum Development Team will continue to develop appropriate and thorough curriculum guides and resources for grades 6-8, utilizing the SCALE process for unit development (developed by Stanford University), through the guidance and support of the District Instructional Coach for NGSS.</p> <p>The Department of Curriculum and Instruction will provide or arrange for training for NGSS curriculum development teachers in grades 3-5 utilizing the SCALE process beginning in the summer of 2018 and to be continued throughout the 2018-19 school year.</p> <p>The Department of Curriculum and Instruction will recruit teachers to the K-2 NGSS curriculum development team in spring of 2018-19, in order to complete training and development of NGSS units in these grade levels.</p> <p>District NGSS coach will be trained to facilitate the NGSS SCALE process by the end of school year 2019.</p>
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	<p>The Director of Special Programs, in collaboration with the Director of Curriculum and Instruction and the District Instructional Coach designated to support the Arts, will maintain a District Arts Team in order to facilitate the District Arts Plan in order to increase engagement in the districts low-socioeconomic student population.</p> <p>The Department of Curriculum and Instruction will provide training to teachers in order to integrate art into all subject areas, facilitating increased student engagement for at-risk youth.</p> <p>Teachers will provide access to an integrated arts program principally directed towards, but not limited to foster, homeless, and low socio-economic student groups.</p> <p>Extended Learning Opportunities</p> <p>The Director of Alternative Learning Opportunities will develop, supervise, and manage extended learning opportunities including Lancaster Virtual Academies (LAVA), Summer School, CARES, Intersession programs, Home Education, Home Hospital instruction, Saturday School, and attendance recovery.</p> <p>The District will explore options towards serving K-2 students via a home school blended learning environment via Lancaster Virtual Academy.</p> <p>Lancaster Virtual Academy (LAVA) will serve students in grades 3 - 8 who will complete work independently on an online platform that provides for rigorous access to the Common Core State Standards, guided by classroom instructors.</p> <p>Students in LAVA will take part in self-directed learning opportunities, and will be provided the opportunity to attend morning and/or afternoon sessions in order to receive direct instruction, intervention, enrichment, and social/emotional support.</p> <p>Families of students in LAVA who complete district directed requirements will be provided the opportunity to check out a personal technology device; requirements may include but not be limited to a meeting with the Director of Alternative Learning Opportunities and a signed technology-at-home agreement.</p>	<p>Arts Integration</p> <p>The Director of Special Programs, in collaboration with the Director of Curriculum and Instruction and the District Instructional Coach designated to support the Arts, will maintain a District Arts Team in order to facilitate the District Arts Plan in order to increase engagement in the districts low-socioeconomic student population.</p> <p>The Department of Curriculum and Instruction will provide training to teachers in order to integrate art into all subject areas, facilitating increased student engagement for at-risk youth.</p> <p>Teachers will provide access to an integrated arts program principally directed towards, but not limited to foster, homeless, and low socio-economic student groups.</p> <p>Extended Learning Opportunities</p> <p>The Director of Alternative Learning Opportunities will develop, supervise, and manage extended learning opportunities including Lancaster Virtual Academies (LAVA), Summer School, CARES, Intersession programs, Home Education, Home Hospital instruction, Saturday School, and attendance recovery.</p> <p>The District will explore options towards serving K-2 students via a home school blended learning environment via Lancaster Virtual Academy.</p> <p>Lancaster Virtual Academy (LAVA) will serve students in grades 3 - 8 who will complete work independently on an online platform that provides for rigorous access to the Common Core State Standards, guided by classroom instructors.</p> <p>Students in LAVA will take part in self-directed learning opportunities, and will be provided the opportunity to attend morning and/or afternoon sessions in order to receive direct instruction, intervention, enrichment, and social/emotional support.</p> <p>Families of students in LAVA who complete district directed requirements will be provided the opportunity to check out a personal technology device; requirements may include but not be limited to a meeting with the Director of Alternative Learning Opportunities and a signed technology-at-home agreement.</p>
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Budgeted Expenditures

2017-18

2018-19

2019-20

Amount	\$7,755,079	\$8,296,266	\$8,302,426
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries	Certificated Salaries	Certificated Salaries
Amount	\$1,409,896	\$1,881,807	\$1,881,807
Source	LCFF	LCFF	LCFF
Budget Reference	Classified Salaries	Classified Salaries	Classified Salaries
Amount	\$3,347,627	\$4,061,303	\$4,062,536
Source	LCFF	LCFF	LCFF
Budget Reference	Employee Benefits	Employee Benefits	Employee Benefits
Amount	\$6,079,007	\$4,287,051	\$4,367,215
Source	LCFF	LCFF	LCFF
Budget Reference	Books and Supplies	Books and Supplies	Books and Supplies
Amount	\$435,540	\$1,450,988	\$1,509,463
Source	LCFF	LCFF	LCFF
Budget Reference	Services and Other Operating Expenses	Services and Other Operating Expenses	Services and Other Operating Expenses
Amount	\$1,654,481	\$1,813,278	\$1,835,239
Source	Other Federal Funds	Other Federal Funds	Other Federal Funds
Budget Reference	Classified Salaries	Classified Salaries	Classified Salaries
Amount	\$738,002	\$762,575	\$782,946
Source	Other Federal Funds	Other Federal Funds	Other Federal Funds
Budget Reference	Employee Benefits	Employee Benefits	Employee Benefits
Amount	\$2,830,059	\$2,952,583	\$3,002,410
Source	Other State Revenues	Other State Revenues	Other State Revenues
Budget Reference	Certificated Salaries	Certificated Salaries	Certificated Salaries
Amount	\$1,904,787	\$1,955,435	\$2,000,789
Source	Other State Revenues	Other State Revenues	Other State Revenues
Budget Reference	Classified Salaries	Classified Salaries	Classified Salaries
Amount	\$1,729,320	\$2,022,804	\$2,022,804
Source	Other State Revenues	Other State Revenues	Other State Revenues

Budget Reference	Employee Benefits	Employee Benefits	Employee Benefits
Amount	\$58,000	\$103,580	\$103,580
Source	Other State Revenues	Other State Revenues	Other State Revenues
Budget Reference	Books and Supplies	Books and Supplies	Books and Supplies
Amount	\$202,740	\$91,130	\$91,130
Source	Other State Revenues	Other State Revenues	Other State Revenues
Budget Reference	Services and Other Operating Expenses	Services and Other Operating Expenses	Services and Other Operating Expenses
Amount	\$950,000	\$1,200,000	\$1,200,000
Source	Other State Revenues	Other State Revenues	Other State Revenues
Budget Reference	Other	Other	Other
Amount	\$250,460	\$397,760	\$397,760
Source	Federal Revenues - Title I	Federal Revenues - Title I	Federal Revenues - Title I
Budget Reference	Certificated Salaries	Certificated Salaries	Certificated Salaries
Amount	\$49,540	\$87,839	\$87,839
Source	Federal Revenues - Title I	Federal Revenues - Title I	Federal Revenues - Title I
Budget Reference	Employee Benefits	Employee Benefits	Employee Benefits
Amount	\$1,460,696	\$1,836,507	\$1,836,507
Source	Federal Revenues - Title I	Federal Revenues - Title I	Federal Revenues - Title I
Budget Reference	Books and Supplies	Books and Supplies	Books and Supplies
Amount	\$208,902	\$483,479	\$482,097
Source	Federal Revenues - Title I	Federal Revenues - Title I	Federal Revenues - Title I
Budget Reference	Services and Other Operating Expenses	Services and Other Operating Expenses	Services and Other Operating Expenses
Amount	\$7,194	\$0	\$0
Source	Federal Revenues - Title III	Federal Revenues - Title III	Federal Revenues - Title III
Budget Reference	Certificated Salaries	Certificated Salaries	Certificated Salaries
Amount	\$784	\$0	\$0
Source	Federal Revenues - Title III	Federal Revenues - Title III	Federal Revenues - Title III
Budget Reference	Employee Benefits	Employee Benefits	Employee Benefits
Amount	\$28,515	\$0	\$0

Source	Other Federal Funds	Other Federal Funds	Other Federal Funds
Budget Reference	Books and Supplies	Books and Supplies	Books and Supplies
Amount	\$600	\$0	\$0
Source	Federal Revenues - Title I	Federal Revenues - Title I	Federal Revenues - Title I
Budget Reference	Services and Other Operating Expenses	Services and Other Operating Expenses	Services and Other Operating Expenses
Amount	\$0	\$750	\$750
Source	Federal Revenues - Title I	Federal Revenues - Title I	Federal Revenues - Title I
Budget Reference	Classified Salaries	Classified Salaries	Classified Salaries

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

2.0 Culture- Supportive and Inclusive Learning Environment

Goal 2

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

State and/or Local Priorities Addressed by this goal:

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

Identified Need:

It is observed that there are approximately 2,400 English Language Learners who attend Lancaster School District Students. Of those 2,400 students approximately 418 students were observed to be "At-Risk" of becoming Long Term English Learners and 426 students are Long Term English Learners as defined by California State criteria. Further more, there are approximately 1,000 Reclassified English Language Proficient students (RFEPs) within the Lancaster School District. After reviewing the California Dashboard, as well as community forums focused on Ever EL's, we have determined the maintenance of goal 2, as well as the following modifications of actions pertaining to goal 2.

Results of 2016-17 California Assessment of Academic Student Performance and Proficiency Summative Assessment results:

- 31% of all students district-wide met or exceeded standards in English Language Arts (a 1% decline from 2015-16 summative data on the same measure).
- 4% of students with disabilities met or exceeded standards in English Language Arts (a 1% increase from 2015-16 summative data on the same measure).
- 27% of economically disadvantaged students met or exceeded standards in English Language Arts (a 2% decline from 2015-16 summative data on the same measure).
- 12% of English Learners met or exceeded standards in English Language Arts (a 5% decline from 2015-16 summative data on the same measure).
- 20% of African American students met or exceeded standards in English Language Arts (a 1% decline from 2015-16 summative data on the same measures).

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
% of EL's who make progress towards proficiency, measured by the ELPAC	Baseline to be established based on the results of ELPAC		A baseline will be established for EL students pertaining English Language Development on the ELPAC.	A growth model will be provided for upon establishment of baseline in 2019-20.
Formative Assessment: English Language Development			By the end of 2018-19, a baseline will be determined for all students in grades K-8 pertaining to a formative language development assessment (such as Las Links).	A growth model will be provided for students in grades K-8 pertaining to a formative language development assessment (such as Las Links).
Long Term English Learner Progress	Currently 47% of Lancaster School District's English Learner population have made	By the end of 2017-2018, we will increase the number of EL students identified as EL for five years or more (LTEL)	By the end of 2018-2019, we will increase the number of EL students identified as EL for five years or more (LTEL) who	By the end of 2019-2020, we will increase the number of EL students identified as EL for five years or more (LTEL) who

	progress towards language development proficiency as indicated by the English Learner Progress and Proficiency Report.	who are making progress towards language development proficiency by 3% as indicated by the English Learner Progress and Proficiency Report	are making progress towards language development proficiency by 3% - 5% as indicated by the English Learner Progress and Proficiency Report	are making progress towards language development proficiency by 4% - 7% as indicated by the English Learner Progress and Proficiency Report
At-Risk Long Term English Learners	In the 2016-17 school year 21% of Lancaster School District English Language Learners identified as EL for less than five years (At Risk LTEL) made progress	By the end of 2017-2018, we will increase the number of EL students identified as EL for less than five years (At Risk LTEL) who are making progress towards language development proficiency by 3% as indicated by the English Learner Progress and Proficiency Report	By the end of 2018-2019, we will increase the number of EL students identified as EL for less than five years (At Risk LTEL) who are making progress towards language development proficiency by 3% - 5% as indicated by the English Learner Progress and Proficiency Report	By the end of 2019-2020, we will increase the number of EL students identified as EL for less than five years (At Risk LTEL) who are making progress towards language development proficiency by 3% - 5% as indicated by the English Learner Progress and Proficiency Report
Reclassification	In the 2016-17 school year 11% of students classified as English Learners were reclassified based on current state and district specific criteria.	Reclassification rates for EL students will increase by 5% annually as measured by current state and district specific criteria.	Reclassification rates for EL students will increase by 5% annually as measured by current state and district specific criteria.	Reclassification rates for EL students will increase by 5% annually as measured by current state and district specific criteria.
Disproportionality	41% of the Special Education population were seen to be African American, whereas African Americans only make up 32% of the school districts total population.	The disproportionality in the number of African American* students who are made eligible by the district for Special Education services compared to all students will decrease by 3% annually.	The disproportionality in the number of African American* students who are made eligible by the district for Special Education services compared to all students will decrease by 3% annually.	The disproportionality in the number of African American* students who are made eligible by the district for Special Education services compared to all students will decrease by 3% annually.

Planned Actions / Services

Complete a copy of the following table for each of the LEAs Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Modified Action
<p>2.1 ELL Differentiated Instruction</p> <p>All English language learners will receive research based language development instruction (integrated ELD) throughout the day appropriate to the needs of the student.</p> <p>Provide ongoing PD to teachers and administrators on how to analyze assessment data in professional learning communities in order to differentiate instruction throughout the learning day.</p>

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Modified Action
<p>2.1 English Language Learner Differentiated Instruction</p> <p>Teachers will provide evidence based integrated language development instruction (English Language Development) (ELD) to all English Learners throughout the day appropriate to the needs of the student.</p> <p>The District will assure that English Language Learners are assessed via a digital assessments system which provides relevant feedback, and teachers will make data based decisions based on individual student needs.</p> <p>Two middle schools will continue to provide college preparatory courses based in English Language Development (i.e AVID Excel) in order to expand student access to A-G required classes in high school, and to facilitate a college going culture among both at-risk English Learners, and long term English Learners (LTELs).</p>

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Modified Action
<p>2.1 English Language Learner Differentiated Instruction</p> <p>Teachers will provide evidence based integrated language development instruction (English Language Development) (ELD) to all English Learners throughout the day appropriate to the needs of the student.</p> <p>The District will assure that English Language Learners are assessed via a digital assessments system which provides relevant feedback, and teachers will make data based decisions based on individual student needs.</p> <p>Four middle schools will continue to provide college preparatory courses based in English Language Development (i.e AVID Excel) in order to expand student access to A-G required classes in high school, and to facilitate a college going culture among both at-risk English Learners, and long term English Learners (LTELs).</p>

	<p>A minimum of two middle schools will explore the implementation of a college preparatory course based in English Language Development (i.e. AVID Excel) in order to expand student access to A-G required classes in high school, and to facilitate a college going culture among both at-risk English Learners, and long term English Learners (LTELs).</p> <p>The District will offer access to English Language Development digital programs appropriate for student age and level of access to those designated as Newcomers to the United States.</p>	<p>The District will offer access to English Language Development digital programs appropriate for student age and level of access to those designated as Newcomers to the United States.</p>
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Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$13,250	\$0	\$0
Source	LCFF	LCFF	LCFF
Budget Reference	Books and Supplies	Books and Supplies	Books and Supplies
Amount	\$21,000	\$91,000	\$91,000
Source	LCFF	LCFF	LCFF
Budget Reference	Services and Other Operating Expenses	Services and Other Operating Expenses	Services and Other Operating Expenses

Action 2

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

<p>Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)</p> <input style="width: 100%; height: 20px;" type="text"/>	<p>Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)</p> <input style="width: 100%; height: 20px;" type="text"/>
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OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<p>Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)</p> <input style="width: 100%; height: 20px;" type="text" value="English Learners"/>	<p>Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</p> <input style="width: 100%; height: 20px;" type="text" value="LEA-wide"/>	<p>Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)</p> <input style="width: 100%; height: 20px;" type="text" value="All Schools"/>
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Actions/Services

<p>2017-18 Select from New Action, Modified Action, or Unchanged Action:</p>	<p>2018-19 Select from New Action, Modified Action, or Unchanged Action:</p>	<p>2019-20 Select from New Action, Modified Action, or Unchanged Action:</p>
<p>Modified Action</p> <p>2.2 ELD Professional Development</p> <p>All school sites will develop, or partner with District Office staff to develop site based, three-year plan for Designated ELD instruction that will focus on ELD standards in order to make annual progress towards language development proficiency.</p> <p>Provide professional development to teachers and administrators on how to provide targeted ELD instruction during Personal Learning Time (PLT) or support period that is differentiated by CELDT level.</p> <p>All administrators within Lancaster School District will participate in English Language Development training in order to understand and lead site efforts in the implementation of effective instructional practices that accelerate language acquisition.</p>	<p>Modified Action</p> <p>2.2 ELD Professional Development</p> <p>All school sites will develop, or partner with District Office staff to develop site based, three-year plans for Designated ELD instruction that will focus on the ELD standards in order for students to make annual progress toward language development proficiency.</p> <p>The Coordinator of English Language Learners will provide ongoing professional development to bilingual para-educators on how to administer both summative and formative assessments for English Learners.</p> <p>The District will provide professional development to teachers and administrators on how to provide targeted ELD instruction during elementary school Personal Learning Time (PLT) or a middle school designated support period that is differentiated by language development level.</p> <p>All administrators will participate in English Language Development training in order to understand and lead school efforts in the implementation of effective instructional practices that accelerate language acquisition.</p>	<p>Modified Action</p> <p>2.2 ELD Professional Development</p> <p>All school sites will develop, or partner with District Office staff to develop site based, three-year plans for Designated ELD instruction that will focus on the ELD standards in order for students to make annual progress toward language development proficiency.</p> <p>The Coordinator of English Language Learners will provide ongoing professional development to bilingual para-educators on how to administer both summative and formative assessments for English Learners.</p> <p>The District will provide professional development to teachers and administrators on how to provide targeted ELD instruction during elementary school Personal Learning Time (PLT) or a middle school designated support period that is differentiated by language development level.</p> <p>All administrators will participate in English Language Development training in order to understand and lead school efforts in the implementation of effective instructional practices that accelerate language acquisition.</p>

	<p>The District will train EL chairs, site coaches, and bilingual para-educators in specific support strategies consistent with the CA ELD Framework, such as, but not limited to, accountable talk strategies in order to provide integrated instruction for English Learners.</p> <p>The Coordinator of English Language Learners will continue to train and support school site EL Chairs in the specific duties of their position, to include utilizing the ELD standards, and strategies to disseminate this information, in order to support teachers and para-educators at their sites.</p> <p>The District will provide for training for teachers in order to expand students academic language.</p> <p>Bilingual para-educators will meet with the Coordinator of English Language Learners regularly throughout the school year to receive training and support while carrying out their tasks at the site.</p> <p>The Coordinator of English Language Learners will provide professional development in the areas of linguistic proficiency for all teachers with a focus on English Language Development to include but not be limited to: identification and monitoring of English Learners, monitoring of reclassified students, evidence based ELD instructional practices, the CA ELD standards, and support of reclassification.</p>	<p>The District will train EL chairs, site coaches, and bilingual para-educators in specific support strategies consistent with the CA ELD Framework, such as, but not limited to, accountable talk strategies in order to provide integrated instruction for English Learners.</p> <p>The Coordinator of English Language Learners will continue to train and support school site EL Chairs in the specific duties of their position, to include utilizing the ELD standards, and strategies to disseminate this information, in order to support teachers and para-educators at their sites.</p> <p>The District will provide for training for teachers in order to expand students academic language.</p> <p>Bilingual para-educators will meet with the Coordinator of English Language Learners regularly throughout the school year to receive training and support while carrying out their tasks at the site.</p> <p>The Coordinator of English Language Learners will provide professional development in the areas of linguistic proficiency for all teachers with a focus on English Language Development to include but not be limited to: identification and monitoring of English Learners, monitoring of reclassified students, evidence based ELD instructional practices, the CA ELD standards, and support of reclassification.</p>
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Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$15,000	\$0	\$0
Source	Other State Revenues	Other State Revenues	Other State Revenues
Budget Reference	Services and Other Operating Expenses	Services and Other Operating Expenses	Services and Other Operating Expenses

Action 3

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Modified Action
<p>2.3 ELL Reclassification</p> <p>English Learners will reach language proficiency as defined by the new reclassification criteria, and once reclassified, students will sustain their language proficiency as monitored and proven by a tech based EL monitoring system.</p> <p>Provide support, professional development, and monitoring for teachers and administrators in analyzing the assessment results for EL students and reclassified EL students.</p> <p>EL Site Chairs will support teachers and Para-educators as well as monitor the progress of EL students and reclassified students who were formerly classified as EL via a tech based monitoring system.</p> <p>Grades of reclassified students will be monitored by classroom teachers, EL site chairs and the EL Coordinator, and will be monitored quarterly.</p>

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Modified Action
<p>2.3 ELL Reclassification</p> <p>The District will provide a digital platform for monitoring English Learners and Reclassified students at both the site and district level.</p> <p>The Coordinator of English Language Learners will support school sites, and the EL Site Chairs will monitor the progress of EL students and reclassified students, via a technology based monitoring system.</p> <p>English Learners will reach language proficiency as defined by the reclassification criteria, and once reclassified, students will sustain their language proficiency as monitored and proven by a technology based EL monitoring system.</p> <p>Classroom teachers, EL site chairs, and the Coordinator of English Language Learners will monitor the grades of reclassified students quarterly.</p>

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Modified Action
<p>2.3 ELL Reclassification</p> <p>The District will provide a digital platform for monitoring English Learners and Reclassified students at both the site and district level.</p> <p>The District will train all teachers to utilize a digital platform in order to monitor English Learners.</p> <p>The Coordinator of English Language Learners will support school sites, and the EL Site Chairs will monitor the progress of EL students and reclassified students, via a technology based monitoring system.</p> <p>English Learners will reach language proficiency as defined by the reclassification criteria, and once reclassified, students will sustain their language proficiency as monitored and proven by a technology based EL monitoring system.</p> <p>Classroom teachers, EL site chairs, and the Coordinator of English Language Learners will monitor the grades of reclassified students quarterly.</p> <p>EL Site Chairs, with the support of the EL Coordinator, will begin the process of developing and monitor an individualized language learning plan for each EL student.</p>

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$132,091	\$154,566	\$154,566
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries	Certificated Salaries	Certificated Salaries
Amount	\$121,745	\$141,281	\$141,281
Source	LCFF	LCFF	LCFF
Budget Reference	Classified Salaries	Classified Salaries	Classified Salaries
Amount	\$87,441	\$115,608	\$115,608
Source	LCFF	LCFF	LCFF
Budget Reference	Employee Benefits	Employee Benefits	Employee Benefits
Amount	\$26,372	\$27,163	\$27,978
Source	Other State Revenues	Other State Revenues	Other State Revenues
Budget Reference	Classified Salaries	Classified Salaries	Classified Salaries
Amount	\$17,577	\$8,155	\$8,155
Source	Other State Revenues	Other State Revenues	Other State Revenues
Budget Reference	Employee Benefits	Employee Benefits	Employee Benefits
Amount	\$209,007	\$215,481	\$221,736
Source	Federal Revenues - Title III	Federal Revenues - Title III	Federal Revenues - Title III
Budget Reference	Classified Salaries	Classified Salaries	Classified Salaries
Amount	\$33,469	\$34,777	\$35,507
Source	Federal Revenues - Title III	Federal Revenues - Title III	Federal Revenues - Title III
Budget Reference	Employee Benefits	Employee Benefits	Employee Benefits
Amount	\$25,000	\$3,525	\$3,525
Source	LCFF	LCFF	LCFF
Budget Reference	Books and Supplies	Books and Supplies	Books and Supplies
Amount	\$5,000	\$54,000	\$54,000
Source	LCFF	LCFF	LCFF
Budget Reference	Services and Other Operating Expenses	Services and Other Operating Expenses	Services and Other Operating Expenses

Amount	\$0	\$20,000	\$20,000
Source	Federal Revenues - Title I	Federal Revenues - Title I	Federal Revenues - Title I
Budget Reference	Services and Other Operating Expenses	Services and Other Operating Expenses	Services and Other Operating Expenses

Action 4

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Specific Student Group(s): African American Students

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Modified Action
<p>2.4 Culturally Relevant Instructional Materials</p> <p>Schools will continue to seek out and utilize culturally and linguistically relevant instructional materials to be used across the curriculum.</p> <p>School and district library and media materials, and district classroom curriculum, will be analyzed for culturally proficient content applicable to all unduplicated students and additional or replacement materials purchased as needed.</p> <p>Programs such as AVID will support a college going culture principally directed towards unduplicated pupils.</p> <p>Chief Academic Officer will continue to evaluate the implementation of strategies and inform equitable decision making processes.</p>

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Modified Action
<p>2.4 Culturally Relevant Instructional Materials</p> <p>All schools will continue to research, purchase, and utilize instructional materials that are culturally and linguistically relevant for all unduplicated students to be used across the curriculum.</p> <p>The Coordinator of Student Equity, Access, and Outcomes will assure that school and district library and media materials, and district classroom curriculum, are analyzed for culturally and linguistically relevant content applicable to all unduplicated students, and additional or replacement materials purchased as needed.</p> <p>The Coordinator of Student Equity and Access, and Outcomes will evaluate the implementation of strategies and inform equitable decision making processes.</p>

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Modified Action
<p>2.4 Culturally Relevant Instructional Materials</p> <p>All schools will continue to research, purchase, and utilize instructional materials that are culturally and linguistically relevant for all unduplicated students to be used across the curriculum.</p> <p>The Coordinator of Student Equity, Access, and Outcomes will assure that school and district library and media materials, and district classroom curriculum, are analyzed for culturally and linguistically relevant content applicable to all unduplicated students, and additional or replacement materials purchased as needed.</p> <p>The Coordinator of Student Equity and Access, and Outcomes will evaluate the implementation of strategies and inform equitable decision making processes.</p>

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$40,200	\$40,200	\$42,648
Source	Other Federal Funds	Other Federal Funds	Other Federal Funds

Budget Reference	Certificated Salaries	Certificated Salaries	Certificated Salaries
Amount	\$47,174	\$48,614	\$50,047
Source	Other Federal Funds	Other Federal Funds	Other Federal Funds
Budget Reference	Classified Salaries	Classified Salaries	Classified Salaries
Amount	\$34,747	\$36,789	\$36,863
Source	Other Federal Funds	Other Federal Funds	Other Federal Funds
Budget Reference	Employee Benefits	Employee Benefits	Employee Benefits
Amount	\$6,181	\$0	\$0
Source	Federal Revenues - Title III	Federal Revenues - Title III	Federal Revenues - Title III
Budget Reference	Books and Supplies	Books and Supplies	Books and Supplies
Amount	\$0	\$11,500	\$11,500
Source	Other Federal Funds	Other Federal Funds	Other Federal Funds
Budget Reference	Books and Supplies	Books and Supplies	Books and Supplies
Amount	\$0	\$5,900	\$5,900
Source	Other Federal Funds	Other Federal Funds	Other Federal Funds
Budget Reference	Services and Other Operating Expenses	Services and Other Operating Expenses	Services and Other Operating Expenses

Action 5

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

2.5 Cultural Proficiency

All school sites will develop, or partner with District Office staff to develop, a three-year plan for professional development that addresses cultural proficiency, inclusive practices, and implicit bias.

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

2.5 Cultural Proficiency

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

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

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

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

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

2.5 Cultural Proficiency

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

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

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

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

	<p>processes.</p> <p>The Coordinator of English Language Learners and the Coordinator of Equity, Access, and Outcomes will work with district and site leadership to define and communicate district expectations for equitable classroom practices, cultural proficiency, linguistic proficiency and inclusive practices.</p> <p>The Coordinator of Student Equity, Access, and Outcomes will provide or ensure professional development for all district staff in the areas of implicit bias/vulnerable decision points, implications of poverty in instruction and learning, cultural proficiency continuums, and culturally proficient instructional practices including culturally relevant teaching.</p>	<p>making processes.</p> <p>The Coordinator of English Language Learners and the Coordinator of Equity, Access, and Outcomes will work with district and site leadership to define and communicate district expectations for equitable classroom practices, cultural proficiency, linguistic proficiency and inclusive practices.</p> <p>The Coordinator of Student Equity, Access, and Outcomes will provide or ensure professional development for all district staff in the areas of implicit bias/vulnerable decision points, implications of poverty in instruction and learning, cultural proficiency continuums, and culturally proficient instructional practices including culturally relevant teaching.</p>
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Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$9,600	\$1,000	\$1,000
Source	Federal Revenues - Title I	Federal Revenues - Title I	Federal Revenues - Title I
Budget Reference	Services and Other Operating Expenses	Services and Other Operating Expenses	Services and Other Operating Expenses

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

3.0 Climate- Personal Integrity and Responsibility

Goal 3

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

State and/or Local Priorities Addressed by this goal:

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

Identified Need:

As related to Goal 3 Climate, in the 2017-18 Local Control and Accountability Plan, a review of the relevant data for Lancaster School District was conducted to determine the focused needs and metrics. In order for our students to have the highest potential of 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 effected by our ability to ensure that students are being provided the opportunity to acquire positive behaviors in order to maintain attendance at school. The following relevant data reflects the various needs that are being seen in Lancaster School District currently, and in the past year:

- The District Average for Chronic Absenteeism is 16.5%. broken down by student group Chronic Absenteeism is as follows:

Student Group	Chronic Absenteeism Rate (%)
African American	25.4%
American Indian	28.6%
Asian	6.8%
Filipino	3.2%
Hispanic	14.3%
Pacific Islander	33.3%
White	13.5%
Two or more races	19.6%
Foster	21.3%
Homeless	25%
English Language Learner	11.5%
Socio-economically disadvantaged	18.9%
Total District	16.5%

- Current suspension rates as observed from the California Dashboard follows:

Student Group	Suspension rate
All Students	7.7%
English Language Learners	3.5%
Foster Youth	13.8%
Homeless	7.5%
Socioeconomically Disadvantaged	8.4%
Students with Disabilities	12.3%
African American	14.5%
American Indian	5.3%

Asian	2%
Filipino	.9%
Hispanic	4.9%
Pacific Islander	13.8%
Two or More Races	8.2%
White	4.2%

- The disproportionality in the number of African American students who are suspended at least one time as compared to all students decreased by 2.5% to 9%
- The number of expulsions for all students decreased by 41%
 Aug through March 2016-17: 49 expulsions
 Aug through March 2017-18: 24 expulsions
- The number of African American student expulsions decreased by 44%
 Aug through March 2016-17: 32 expulsions
 Aug through March 2017-18: 18 expulsions
- Attendance in Lancaster School District as determined by Average Daily Attendance is 94.49%.
- The current middle school dropout rate was .13%

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Safe schools	In the 2016-17 school year 100% of schools were safe, secure and operationally efficient as per the Facilities master plan and School Site Safety Plan's annual review.	100% of schools will be safe, secure and operationally efficient as per the Facilities master plan and School Site Safety Plan's annual review.	100% of schools will be safe, secure and operationally efficient as per the Facilities master plan and School Site Safety Plan's annual review.	100% of schools will be safe, secure and operationally efficient as per the Facilities master plan and School Site Safety Plan's annual review.
Attendance rates	The attendance rates in Lancaster School District is 94% based on average daily attendance taken at the school sites.	Attendance rates for all sites will increase by .2% annually based on average daily attendance taken at the school sites.	Attendance rates in Lancaster School District are currently 94.49%. Attendance rates for all sites will increase by .2% annually based on average daily attendance taken at the school sites resulting in an attendance rate of 94.68%.	Attendance rates for all sites will increase by .2% annually based on average daily attendance taken at the school sites.
Truancy Rates	Truancy rate for the Lancaster School District is 13% based on district wide average daily attendance.	Truancy rates district-wide and for all subgroups including foster	Truancy rates district-wide and for all subgroups including foster students will decrease by 10% annually.	Truancy rates district-wide and for all subgroups including foster students will decrease by 10% annually.

		students will decrease by 10% annually.		
Chronic absenteeism	Chronic absenteeism within Lancaster School District is currently 26% based on data provided by daily attendance.	Chronic Absenteeism rates district-wide and for all subgroups including foster students will decrease 10% annually.	Chronic Absenteeism rates district-wide and for all subgroups including foster students will decrease 10% annually.	Chronic Absenteeism rates district-wide and for all subgroups including foster students will decrease 10% annually.
Middle school dropout rates	The Middle school drop out rate remains at 1.6%.	Middle school dropout rates for all students will decrease by 1% annually.	Middle school dropout rates for all students will decrease by .03% annually and will result in .10% in 2018-19	Middle school dropout rates for all students will decrease by .03% annually and will result in .07% in 2019-20.
Suspensions Rates	<p>Suspension rates for all students is 25%</p> <p>Suspension rates for African American students is 43%</p> <p>Suspensions rates for students with disabilities is 47%</p>	<p>Suspensions rates for all students will decrease by 5% annually</p> <hr/> <p>The number of African American student Suspensions will decrease by 10%.</p> <hr/> <p>The number of Students with disability suspensions will decrease by 10%.</p>	<p>The All Student group will decrease their suspension rate by 1.7% from 7.7% to 6%.</p> <hr/> <p>The EL Student group will decrease their suspension rate from by .5% annually from 3.5% to 3%.</p> <hr/> <p>Foster youth student group will decrease their suspension rate by 3% annually from 13.8% to 10.8%.</p> <hr/> <p>Homeless Students will decrease their suspension rate by 1.5% from 7.5% to 6%.</p> <hr/> <p>Socioeconomically disadvantaged students will decrease their suspension rate 2.4% from 8.4% to 6%.</p> <hr/> <p>The African American student group will decrease their suspension rate by 3% from 14.5% to 11.5%.</p> <hr/> <p>Asian students will decrease their suspension rate by .5% from 2% to 1.5%.</p> <hr/> <p>Filipino students will decrease their suspension rate by .5% from .9% to .4%.</p> <hr/> <p>Hispanic students will decrease their suspension rate by 1.9% from 4.9% to 3%</p>	<p>The All Student group will decrease their suspension rate by 1.7% annually.</p> <hr/> <p>The EL Student group will decrease their suspension rate from by .5% annually.</p> <hr/> <p>Foster youth student group will decrease their suspension rate by 3% annually.</p> <hr/> <p>Homeless Students will decrease their suspension rate by 1.5% annually.</p> <hr/> <p>Socioeconomically disadvantaged students will decrease their suspension rate 2.4% annually.</p> <hr/> <p>The African American student group will decrease their suspension rate by 3% annually.</p> <hr/> <p>Asian students will decrease their suspension rate by .5% annually.</p> <hr/> <p>Filipino students will decrease their suspension rate by .5% annually.</p> <hr/> <p>Hispanic students will decrease their suspension rate by 1.9% annually.</p> <hr/> <p>Pacific Islander students will</p>

			<p>Pacific Islander students will decrease their suspension rate by 3% from 13.8% to 10.8%.</p> <hr/> <p>Students of Two or More Races will decrease their suspension rate by 2.2% from 8.2% to 6%.</p> <hr/> <p>White students will decrease their suspension rate by 1.2% from 4.2 to 3%.</p>	<p>decrease their suspension rate by 3% annually.</p> <hr/> <p>Students of Two or More Races will decrease their suspension rate by 2.2% annually.</p> <hr/> <p>White students will decrease their suspension rate by 1.2% annually.</p>
Disproportionality	48% of African American* students in the Lancaster School District have been suspended at least one time.	The disproportionality in the number of African-American students who are suspended at least one time as compared to all students will decrease by 3% annually.	The disproportionality in the number of African-American students who are suspended at least one time as compared to all students will decrease by 5% annually.	The disproportionality in the number of African-American students who are suspended at least one time as compared to all students will decrease by 7% annually.
Expulsion Rates	<p>Expulsion rates for all students is .29%</p> <hr/> <p>Expulsion rates for African American students is .65%</p>	<p>Expulsion rates for all students is .29%</p> <hr/> <p>Expulsion rates for African American students is .65%</p>	<p>The expulsion rate for all students will decrease by 10% to .26%</p> <hr/> <p>Expulsion rates for African American students will decline by 10% to .59% .</p>	<p>The expulsion rate for all students will decrease by 10% to .23%</p> <hr/> <p>Expulsion rates for African American students will decline by 10% to .52%.</p>

Planned Actions / Services

Complete a copy of the following table for each of the LEAs Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

2018-19

Select from New Action, Modified Action, or Unchanged Action:

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Modified Action	Modified Action	Modified Action
<p>3.1 - Safe Schools</p> <p>The Facilities Master Plan and Site Safety plans will be reviewed and/or revised annually to prioritize and meet site and program needs.</p> <p>All sites will be monitored to ensure that they have the materials, supplies and technological infrastructure to meet the operational, health and safety standards set forth in the facilities master plan and/or site safety plans.</p>	<p>3.1 - Safe Schools</p> <p>The District will review and/or revise annually the Facilities Master Plan and Site Safety plans to prioritize and meet site and program needs.</p> <p>The District will review the following systems for adequacy in order to maintain safe and operationally efficient schools: PA system, video systems, alarm refurbishing, and locks.</p> <p>The District will monitor all sites to ensure that they have the materials, supplies and technological infrastructure to meet the operational, health, and safety standards set forth in the Facilities Master Plan and/or Site Safety plans.</p> <p>The Coordinator of Climate, School Safety, and Emergency Management will create, communicate, assure strong implementation, and monitor District and school safety and emergency preparedness measures, and provide professional development to staff on creating a safe school environment.</p> <p>School nurses will conduct vision and hearing screenings, as directed by the state, at various grade</p>	<p>3.1 - Safe Schools</p> <p>The District will review and/or revise annually the Facilities Master Plan and Site Safety plans to prioritize and meet site and program needs.</p> <p>The District will review the following systems for adequacy in order to maintain safe and operationally efficient schools: PA system, video systems, alarm refurbishing, and locks.</p> <p>The District will monitor all sites to ensure that they have the materials, supplies and technological infrastructure to meet the operational, health, and safety standards set forth in the Facilities Master Plan and/or Site Safety plans.</p> <p>The Coordinator of Climate, School Safety, and Emergency Management will create, communicate, assure strong implementation, and monitor District and school safety and emergency preparedness measures, and provide professional development to staff on creating a safe school environment.</p> <p>School nurses will conduct vision and hearing screenings, as directed by the state, at various grade</p>

	levels at all schools annually. They will inform parents/guardians in a timely manner of inconclusive screening results. School nurses will be provided with updated technology and appropriate software programs to ensure efficient communication and processes.	levels at all schools annually. They will inform parents/guardians in a timely manner of inconclusive screening results. School nurses will be provided with updated technology and appropriate software programs to ensure efficient communication and processes.
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Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$302,341	\$315,910	\$320,754
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries	Certificated Salaries	Certificated Salaries
Amount	\$4,190,133	\$4,218,096	\$4,245,312
Source	LCFF	LCFF	LCFF
Budget Reference	Classified Salaries	Classified Salaries	Classified Salaries
Amount	\$2,437,908	\$2,540,958	\$2,586,377
Source	LCFF	LCFF	LCFF
Budget Reference	Employee Benefits	Employee Benefits	Employee Benefits
Amount	\$500,100	\$677,940	\$677,940
Source	LCFF	LCFF	LCFF
Budget Reference	Books and Supplies	Books and Supplies	Books and Supplies
Amount	\$211,751	\$325,008	\$325,008
Source	LCFF	LCFF	LCFF
Budget Reference	Services and Other Operating Expenses	Services and Other Operating Expenses	Services and Other Operating Expenses
Amount	\$74,710	\$78,102	\$82,124
Source	Other Federal Funds	Other Federal Funds	Other Federal Funds
Budget Reference	Certificated Salaries	Certificated Salaries	Certificated Salaries
Amount	\$20,296	\$21,958	\$22,487
Source	Other Federal Funds	Other Federal Funds	Other Federal Funds
Budget Reference	Classified Salaries	Classified Salaries	Classified Salaries
Amount	\$31,615	\$35,177	\$37,154

Source	Other Federal Funds	Other Federal Funds	Other Federal Funds
Budget Reference	Employee Benefits	Employee Benefits	Employee Benefits
Amount	\$45,000	\$40,500	\$40,500
Source	Other Federal Funds	Other Federal Funds	Other Federal Funds
Budget Reference	Services and Other Operating Expenses	Services and Other Operating Expenses	Services and Other Operating Expenses
Amount	\$1,900,122	\$2,000,809	\$2,015,839
Source	Other Local Revenues	Other Local Revenues	Other Local Revenues
Budget Reference	Classified Salaries	Classified Salaries	Classified Salaries
Amount	\$1,016,087	\$1,114,108	\$1,117,967
Source	Other Local Revenues	Other Local Revenues	Other Local Revenues
Budget Reference	Employee Benefits	Employee Benefits	Employee Benefits
Amount	\$428,500	\$565,500	\$565,500
Source	Other Local Revenues	Other Local Revenues	Other Local Revenues
Budget Reference	Books and Supplies	Books and Supplies	Books and Supplies
Amount	\$105,000	\$125,200	\$125,200
Source	Other Local Revenues	Other Local Revenues	Other Local Revenues
Budget Reference	Services and Other Operating Expenses	Services and Other Operating Expenses	Services and Other Operating Expenses
Amount	\$35,000	\$50,000	\$50,000
Source	Other Local Revenues	Other Local Revenues	Other Local Revenues
Budget Reference	Capital Outlay	Capital Outlay	Capital Outlay
Amount	\$99,670	\$115,323	\$115,323
Source	Other State Revenues	Other State Revenues	Other State Revenues
Budget Reference	Certificated Salaries	Certificated Salaries	Certificated Salaries
Amount	\$398,392	\$474,250	\$474,250
Source	Other State Revenues	Other State Revenues	Other State Revenues
Budget Reference	Classified Salaries	Classified Salaries	Classified Salaries
Amount	\$195,718	\$245,204	\$245,204
Source	Other State Revenues	Other State Revenues	Other State Revenues
Budget Reference	Employee Benefits	Employee Benefits	Employee Benefits

Amount	\$62,000	\$26,000	\$26,000
Source	Other State Revenues	Other State Revenues	Other State Revenues
Budget Reference	Services and Other Operating Expenses	Services and Other Operating Expenses	Services and Other Operating Expenses
Amount	\$22,500	\$0	\$0
Source	LCFF	LCFF	LCFF
Budget Reference	Capital Outlay	Capital Outlay	Capital Outlay

Action 2

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Modified Action
<p>3.2 - Technology Plan</p> <p>The technology plan and site technology audit will be reviewed by November each year to inform progress on classroom minimum standards, e-rate funded projects, professional development for staff.</p> <p>Provide technology hardware, software and professional development to teachers and administrators in order to meet programmatic needs at all sites so that all students are more engaged in 21st century skills using technology both during and outside of the school day.</p>

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Modified Action
<p>3.2 - Technology Plan</p> <p>The Department of Innovation and Technology Services will review the District technology plan by November each year to inform progress on classroom minimum standards, e-rate funded projects, technology initiatives, and technology updates such as VoIP and professional development for staff. District and site inventories will be reviewed to ensure proper use of technology.</p> <p>The District will maintain a minimum of three Technology Integration Coach positions to provide enhanced support and professional development to all staff on technology.</p> <p>The District will hire personnel to meet the additional demands of technological infrastructure, maintenance, and safety, so that all sites will be secure and operationally efficient.</p>

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Modified Action
<p>3.2 - Technology Plan</p> <p>The Department of Innovation and Technology Services will review the District technology plan by November each year to inform progress on classroom minimum standards, e-rate funded projects, technology initiatives, and technology updates such as VoIP and professional development for staff. District and site inventories will be reviewed to ensure proper use of technology.</p> <p>The District will maintain a minimum of three Technology Integration Coach positions to provide enhanced support and professional development to all staff on technology.</p> <p>The District will hire personnel to meet the additional demands of technological infrastructure, maintenance, and safety, so that all sites will be secure and operationally efficient.</p>

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$3,700	\$7,060	\$7,060

Source	LCFF	LCFF	LCFF
Budget Reference	Books and Supplies	Books and Supplies	Books and Supplies
Amount	\$33,716	\$33,565	\$33,565
Source	LCFF	LCFF	LCFF
Budget Reference	Services and Other Operating Expenses	Services and Other Operating Expenses	Services and Other Operating Expenses

Action 3

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Foster Youth, Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools, Specific Schools: Monte Vista, New Vista, Piute, Amaragosa Creek, Endeavour

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Modified Action
<p>3.3 - Additional Personnel</p> <p>Additional personnel such as school deputies, credentialed school counselors, school psychologists as well as a credentialed coordinator for counselors will help monitor student attendance; facilitate academic achievement and build positive individual determination to reduce suspension rates and address at risk behavior.</p> <p>Counselors will continue to monitor student attendance with an added emphasis on the attendance rates of foster students and support the implementation of a social skills curriculum while working towards practices that would include, but not be limited to restorative practices to help address the social-emotional needs of Foster, African American*, and "At Risk" students.</p> <p>The Los Angeles Educational Passport System will be used by the District to</p>

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Modified Action
<p>3.3 - Additional Personnel</p> <p>The District will add a minimum of 7 additional counselor positions and all positions will be staffed in order to assure the presence of counselors at all sites</p> <p>The District will hire additional personnel such as school deputies, credentialed school counselors, school psychologists, and a credentialed Counselor on Special Assignment to help monitor student attendance; facilitate academic achievement, to reduce suspension rates and address at risk behavior.</p> <p>Counselors will continue to monitor student attendance with an added emphasis on the attendance rates of foster students; and will support the implementation of a social skills curriculum while building social-emotional and academic capacity of students, to include, but not be limited to, restorative practices to help address the social-emotional needs of unduplicated student groups (foster youth, African American students), and students identified as being at academic and/or behavioral risk.</p> <p>A certificated staff member will continue to</p>

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Modified Action
<p>3.3 - Additional Personnel</p> <p>The District will add a minimum of 7 additional counselor positions and all positions will be staffed in order to assure the presence of counselors at all sites</p> <p>The District will hire additional personnel such as school deputies, credentialed school counselors, school psychologists, and a credentialed Counselor on Special Assignment to help monitor student attendance; facilitate academic achievement, to reduce suspension rates and address at risk behavior.</p> <p>Counselors will continue to monitor student attendance with an added emphasis on the attendance rates of foster students; and will support the implementation of a social skills curriculum while building social-emotional and academic capacity of students, to include, but not be limited to, restorative practices to help address the social-emotional needs of unduplicated student groups (foster youth, African American students), and students identified as being at academic and/or behavioral risk.</p> <p>A certificated staff member will continue to</p>

<p>facilitate collaboration with Los Angeles County Office of Education, expediting enrollment and assuring accuracy of the student records for foster youth.</p> <p>A Certificated staff member will continue to collaborate with the District Homeless Liaison regarding attendance, behavior, and academic concerns for homeless youth at each school to assure access to necessary academic and social-emotional support</p>	<p>collaborate with the District Homeless Liaison regarding attendance, behavior, and academic concerns for homeless youth at each school to assure access to necessary academic and social-emotional support</p>	<p>collaborate with the District Homeless Liaison regarding attendance, behavior, and academic concerns for homeless youth at each school to assure access to necessary academic and social-emotional support</p>
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Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$307,969	\$519,007	\$519,007
Source	LCFF	LCFF	LCFF
Budget Reference	Classified Salaries	Classified Salaries	Classified Salaries
Amount	\$898,960	\$1,444,357	\$1,444,357
Source	LCFF	LCFF	LCFF
Budget Reference	Employee Benefits	Employee Benefits	Employee Benefits
Amount	\$24,000	\$113,460	\$113,460
Source	LCFF	LCFF	LCFF
Budget Reference	Books and Supplies	Books and Supplies	Books and Supplies
Amount	\$634,775	\$655,800	\$655,800
Source	LCFF	LCFF	LCFF
Budget Reference	Services and Other Operating Expenses	Services and Other Operating Expenses	Services and Other Operating Expenses
Amount	\$2,110,456	\$3,061,991	\$3,061,991
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries	Certificated Salaries	Certificated Salaries
Amount	\$75,000	\$59,000	\$59,000
Source	Other State Revenues	Other State Revenues	Other State Revenues
Budget Reference	Books and Supplies	Books and Supplies	Books and Supplies
Amount	\$500	\$15,000	\$15,000
Source	Other State Revenues	Other State Revenues	Other State Revenues

Budget Reference	Services and Other Operating Expenses	Services and Other Operating Expenses	Services and Other Operating Expenses
Amount	\$1,270,702	\$1,320,230	\$1,348,088
Source	Other State Revenues	Other State Revenues	Other State Revenues
Budget Reference	Certificated Salaries	Certificated Salaries	Certificated Salaries
Amount	\$428,714	\$469,373	\$475,125
Source	Other State Revenues	Other State Revenues	Other State Revenues
Budget Reference	Employee Benefits	Employee Benefits	Employee Benefits

Action 4

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

2018-19

Select from New Action, Modified Action, or Unchanged Action:

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Modified Action	Modified Action	Modified Action
<p>3.4 - Social Emotional Learning</p> <p>PBIS programs will continue to be developed and implemented at each school site with the support of Site PBIS Chairs.</p> <p>A social emotional learning curriculum (Second Step) will continue to be implemented at all school sites.</p> <p>District will continue to provide support with PBIS Chair personnel and ongoing professional development, administrative observation and feedback based on attendance and behavior data utilizing the SWIS data management system.</p> <p>Additional school personnel such as assistant principals, yard duty supervisors, recreational leaders, campus security supervisors, Nurses, Health Clerks and school resource officers, will provide services and support with a safe and secure campus and the implementation of the PBIS program.</p> <p>Personnel will be hired to meet the additional demands of technological infrastructure, maintenance, and safety, so that all sites will be secure and operationally efficient.</p>	<p>3.4 - Social Emotional Learning</p> <p>All teachers will implement a culturally relevant social emotional learning curriculum (such as Second Step), and District professional development and ongoing monitoring will be provided to ensure effective implementation, at all school sites to include our alternative setting.</p> <p>The Department of Pupil Safety and Attendance will develop and support culturally relevant PBIS programs at each school site with the support of Site PBIS Chairs, provide ongoing professional development, and empower administrative observation and feedback based on data utilizing the SWIS data management system.</p> <p>The District will provide and maintain school personnel such as assistant principals, supervision aides, recreational leaders, campus supervisors, nurses, health clerks, counselors, para-educators, a District MTSS Teacher on Special Assignment and school resource officers, to provide services and support for safe and secure campuses and the implementation of the PBIS program.</p> <p>The District will provide professional development and support ongoing implementation of processes to address positive and welcoming school climates and</p>	<p>3.4 - Social Emotional Learning</p> <p>All teachers will implement a culturally relevant social emotional learning curriculum (such as Second Step), and District professional development and ongoing monitoring will be provided to ensure effective implementation, at all school sites to include our alternative setting.</p> <p>The Department of Pupil Safety and Attendance will develop and support culturally relevant PBIS programs at each school site with the support of Site PBIS Chairs, provide ongoing professional development, and empower administrative observation and feedback based on data utilizing the SWIS data management system.</p> <p>The District will provide and maintain school personnel such as assistant principals, supervision aides, recreational leaders, campus supervisors, nurses, health clerks, counselors, para-educators, a District MTSS Teacher on Special Assignment and school resource officers, to provide services and support for safe and secure campuses and the implementation of the PBIS program.</p> <p>The District will provide professional development and support ongoing implementation of processes to address positive and welcoming school climates and</p>

<p>Professional Development will be offered to address positive school culture and build student relationships such as but not limited to "Capturing Kids Hearts."</p> <p>Alternative classes for students at elementary grades to address "at risk" behavior and increase academic success will be provided.</p> <p>Alternative classes for students in the middle grades will be provided to address "at-risk" behavior and increase academic success.</p> <p>Literacy labs will be implemented to provide academic interventions to all at risk students.</p>	<p>to build positive relationships. This training will be provided to all certificated and classified staff, including, but not limited to, Capturing Kids Hearts and other Flippen Group processes.</p> <p>The Department of Pupil Safety and Attendance along with the District MTSS coach will increase training on Tier 2 and 3 behavioral interventions available and how students will be provided those supports based on data-based decisions. Special attention will be provided for both foster and homeless students.</p> <p>The District will hire a minimum of 16 K-1 MTSS para-educators to work at two school sites (Lincoln and Joshua), and train them to support student literacy by 3rd grade; to identify and address challenging behaviors; and to support Standard English Learners instruction.</p> <p>The Coordinator of Student Equity, Access, and Outcomes will collaborate with all Educational Services departments and act as the Districts contact with an outside contractor, such as but not limited to the Flippen Group, for professional learning in the area of positive school climate and relationships.</p> <p>The District will utilize Keenan and Associates prescribed online trainings for all para-educators to assist students in both behavior management and instructional strategies.</p> <p>Explore the possibility of providing a mentorship program for students who are considered at-risk, in terms of behavior.</p> <p>MTSS - Behavioral</p> <p>The Department of Curriculum and Instruction will provide professional learning on growth mindset for all staff members. Teachers will be trained to place an emphasis on self-monitoring of academic and behavioral progress for students.</p> <p>Transportation routes will be provided to increase attendance and safety for students traveling to school, and in order to increase attendance for the foster, homeless and low-income populations in specifically targeted but not limited to two specific sites in the Lancaster School District (Amaragosa Creek Middle School and Piute Middle School).</p> <p>The District will explore the purchase or building of an early warning system to identify, track, and support emotionally and academically at-risk students (with a focus on foster and homeless), using data to target students for multi-tiered interventions and progress monitoring.</p> <p>Cubs classes will be offered for students in elementary grades and will address "at-risk" behavior while building student skills to increase</p>	<p>to build positive relationships. This training will be provided to all certificated and classified staff, including, but not limited to, Capturing Kids Hearts and other Flippen Group processes.</p> <p>The Department of Pupil Safety and Attendance along with the District MTSS coach will increase training on Tier 2 and 3 behavioral interventions available and how students will be provided those supports based on data-based decisions. Special attention will be provided for both foster and homeless students.</p> <p>The District will hire a minimum of 16 K-1 MTSS para-educators to work at two school sites (Lincoln and Joshua), and train them to support student literacy by 3rd grade; to identify and address challenging behaviors; and to support Standard English Learners instruction.</p> <p>The Coordinator of Student Equity, Access, and Outcomes will collaborate with all Educational Services departments and act as the Districts contact with an outside contractor, such as but not limited to the Flippen Group, for professional learning in the area of positive school climate and relationships.</p> <p>The District will utilize Keenan and Associates prescribed online trainings for all para-educators to assist students in both behavior management and instructional strategies.</p> <p>Explore the possibility of providing a mentorship program for students who are considered at-risk, in terms of behavior.</p> <p>MTSS - Behavioral</p> <p>The Department of Curriculum and Instruction will provide professional learning on growth mindset for all staff members. Teachers will be trained to place an emphasis on self-monitoring of academic and behavioral progress for students.</p> <p>Transportation routes will be provided to increase attendance and safety for students traveling to school, and in order to increase attendance for the foster, homeless and low-income populations in specifically targeted but not limited to two specific sites in the Lancaster School District (Amaragosa Creek Middle School and Piute Middle School).</p> <p>The District will explore the purchase or building of an early warning system to identify, track, and support emotionally and academically at-risk students (with a focus on foster and homeless), using data to target students for multi-tiered interventions and progress monitoring.</p> <p>Cubs classes will be offered for students in elementary grades will address "at-risk" behavior and build student skills to increase academic, and</p>
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	<p>academic, and behavioral success as well as social-emotional learning. Classes will have increased access to the school counselor, as well as an intentional focus on social emotional learning. The classes will be targeted towards foster, homeless, and low-income students who exhibit at-risk behavior, and will be located at Monte Vista Elementary School and Joshua Elementary School and will include grades K-1 and grades 2-3.</p> <p>Star classes for students in the middle grades will address "at-risk" behavior and build student skills to increase increase academic, and behavioral success as well as social-emotional learning. Classes will have increased access to the school counselor, as well as an intentional focus on social emotional learning. The classes will be targeted towards foster, homeless, and low-income students who exhibit at-risk behavior.</p>	<p>behavioral success as well as social-emotional learning. Classes will have increased access to the school counselor, as well as an intentional focus on social emotional learning. The classes will be targeted towards foster, homeless, and low-income students who exhibit at-risk behavior, and will be located at Monte Vista Elementary School and Joshua Elementary School and will include grades K-1 and grades 2-3.</p> <p>Star classes for students in the middle grades will address "at-risk" behavior and build student skills to increase increase academic, and behavioral success as well as social-emotional learning. Classes will have increased access to the school counselor, as well as an intentional focus on social emotional learning. The classes will be targeted towards foster, homeless, and low-income students who exhibit at-risk behavior.</p>
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Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$17,053	\$118,243	\$118,243
Source	LCFF	LCFF	LCFF
Budget Reference	Books and Supplies	Books and Supplies	Books and Supplies
Amount	\$276,500	\$955,351	\$955,351
Source	LCFF	LCFF	LCFF
Budget Reference	Services and Other Operating Expenses	Services and Other Operating Expenses	Services and Other Operating Expenses
Amount	\$15,691	\$20,000	\$20,000
Source	Other State Revenues	Other State Revenues	Other State Revenues
Budget Reference	Books and Supplies	Books and Supplies	Books and Supplies
Amount	\$1,931,697	\$2,214,525	\$2,214,525
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries	Certificated Salaries	Certificated Salaries
Amount	\$1,583,011	\$1,690,657	\$1,690,657
Source	LCFF	LCFF	LCFF
Budget Reference	Classified Salaries	Classified Salaries	Classified Salaries
Amount	\$1,328,298	\$1,398,741	\$1,409,191
Source	LCFF	LCFF	LCFF

Budget Reference	Employee Benefits	Employee Benefits	Employee Benefits
Amount	\$841,473	\$963,924	\$963,924
Source	Other State Revenues	Other State Revenues	Other State Revenues
Budget Reference	Classified Salaries	Classified Salaries	Classified Salaries
Amount	\$95,075	\$121,887	\$121,887
Source	Other State Revenues	Other State Revenues	Other State Revenues
Budget Reference	Employee Benefits	Employee Benefits	Employee Benefits
Amount	\$0	\$7,650	\$7,650
Source	LCFF	LCFF	LCFF
Budget Reference	Capital Outlay	Capital Outlay	Capital Outlay
Amount	\$0	\$9,000	\$9,000
Source	Other State Revenues	Other State Revenues	Other State Revenues
Budget Reference	Services and Other Operating Expenses	Services and Other Operating Expenses	Services and Other Operating Expenses
Amount	\$0	\$16,500	\$16,500
Source	Federal Revenues - Title I	Federal Revenues - Title I	Federal Revenues - Title I
Budget Reference	Books and Supplies	Books and Supplies	Books and Supplies

Action 5

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

<p>2017-18 Select from New Action, Modified Action, or Unchanged Action:</p>	<p>2018-19 Select from New Action, Modified Action, or Unchanged Action:</p>	<p>2019-20 Select from New Action, Modified Action, or Unchanged Action:</p>
<p>Modified Action</p>	<p>Modified Action</p>	<p>Modified Action</p>
<p>3.5 - Monitoring Attendance, Chronic Absenteeism and Truancy</p> <p>Attention to Attendance (A2A) an attendance monitoring system will be effectively utilized by site and district administrators to monitor chronic absenteeism and truancy.</p>	<p>3.5 - Monitoring Attendance, Chronic Absenteeism and Truancy</p> <p>District will hire additional counselors to provide services at every site.</p> <p>School site and district administrators, counselors, and other personnel will effectively utilize Attention to Attendance (A2A) or other attendance monitoring systems to monitor chronic absenteeism and truancy.</p> <p>The District and sites will provide incentives for positive growth in attendance in order to increase student attendance throughout the district.</p> <p>Teachers and administrators at sites will increase positive communication with families in order to directly and positively impact student attendance.</p> <p>The District will hire a Counselor on Special Assignment who will work directly with site and district personnel, counselors, and families to provide intentional focus on identifying resources to assist in the positive attendance of students, improving attendance tracking and outcomes districtwide.</p> <p>Sites will use the blackboard notification system to notify and clear unverified absences.</p>	<p>3.5 - Monitoring Attendance, Chronic Absenteeism and Truancy</p> <p>District will hire additional counselors to provide services at every site.</p> <p>School site and district administrators, counselors, and other personnel will effectively utilize Attention to Attendance (A2A) or other attendance monitoring systems to monitor chronic absenteeism and truancy.</p> <p>The District and sites will provide incentives for positive growth in attendance in order to increase student attendance throughout the district.</p> <p>Teachers and administrators at sites will increase positive communication with families in order to directly and positively impact student attendance.</p> <p>The District will hire a Counselor on Special Assignment who will work directly with site and district personnel, counselors, and families to provide intentional focus on identifying resources to assist in the positive attendance of students, improving attendance tracking and outcomes districtwide.</p> <p>Sites will use the blackboard notification system to notify and clear unverified absences.</p>



Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$53,500	\$98,500	\$98,500
Source	LCFF	LCFF	LCFF
Budget Reference	Services and Other Operating Expenses	Services and Other Operating Expenses	Services and Other Operating Expenses
Amount	\$52,445	\$0	\$0
Source	Federal Revenues - Title I	Federal Revenues - Title I	Federal Revenues - Title I
Budget Reference	Books and Supplies	Books and Supplies	Books and Supplies
Amount	\$0	\$2,230	\$2,230
Source	LCFF	LCFF	LCFF
Budget Reference	Books and Supplies	Books and Supplies	Books and Supplies

Action 6

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

2018-19

Select from New Action, Modified Action, or Unchanged Action:

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Modified Action	Modified Action	Modified Action
<p>3.6 - Foster Youth</p> <p>Data will be disseminated to all site principals on a regular basis regarding academic, behavioral, and social-emotional progress of foster youth at each school in order to provide necessary supports.</p>	<p>3.6 - Foster/Homeless Youth</p> <p>The Department of Pupil Safety and Attendance in partnership with the Welcome and Wellness Center will disseminate data to all site principals, counselors and staff on a regular basis regarding academic, behavioral, and social-emotional progress of foster/homeless youth at each school in order to provide necessary supports and resources.</p> <p>Educational Liaisons (provided by PIVOT Learning) will provide support to foster youth throughout the district in both academics and behavior.</p> <p>The Coordinator of Culture, Climate, and Counselors will build and communicate a systemic structure to address foster and homeless mobility issues to include but not be limited to transportation, monitoring, and socio-emotional supports.</p> <p>The Homeless liaison will meet with families to determine individual family needs. Services provided may include: temporary housing vouchers, transportation vouchers, food, clothing, diapers, medical and dental services, school supplies and connection to mental health services.</p> <p>The Homeless liaison will work with outside agencies and other districts to establish good</p>	<p>3.6 - Foster/Homeless Youth</p> <p>The Department of Pupil Safety and Attendance in partnership with the Welcome and Wellness Center will disseminate data to all site principals, counselors and staff on a regular basis regarding academic, behavioral, and social-emotional progress of foster/homeless youth at each school in order to provide necessary supports and resources.</p> <p>Educational Liaisons (provided by PIVOT Learning) will provide support to foster youth throughout the district in both academics and behavior.</p> <p>The Coordinator of Culture, Climate, and Counselors will build and communicate a systemic structure to address foster and homeless mobility issues to include but not be limited to transportation, monitoring, and socio-emotional supports.</p> <p>The Homeless liaison will meet with families to determine individual family needs. Services provided may include: temporary housing vouchers, transportation vouchers, food, clothing, diapers, medical and dental services, school supplies and connection to mental health services.</p> <p>The Homeless liaison will work with outside agencies and other districts to establish good</p>

	<p>communications and working relationships to support families.</p> <p>The Homeless liaison will serve as an advocate for homeless students, as needed, during disciplinary hearings and discussions on appropriate educational settings.</p> <p>The Homeless liaison will communicate regularly with school personnel about the needs of students.</p>	<p>communications and working relationships to support families.</p> <p>The Homeless liaison will serve as an advocate for homeless students, as needed, during disciplinary hearings and discussions on appropriate educational settings.</p> <p>The Homeless liaison will communicate regularly with school personnel about the needs of students.</p>
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Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
Source			
Budget Reference	; No Cost associated with action	; No Cost associated with action	; No Cost associated with action

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

4.0 Engagement- Family and Community Partnerships

Goal 4

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

State and/or Local Priorities Addressed by this goal:

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

Identified Need:

According to family surveys and focus group meetings, Lancaster School District Families are beginning to feel more welcome at school sites, and after being made aware of what is being put into place within the district, they are recognizing that their recommendations are being addressed. of over 4,066 parents who were surveyed the following result are provided:

- 88.4% of families like their child's school.
- 85.8% feel that their child's school has high standards.
- 86.6% feel that their child's school is safe.
- 92.4% value the contributions of their child's teacher.
- 91.9% value the fact that their child's teacher calls if there is a problem.
- 92.4% of families surveyed feel welcome when they come to the front office.

Based upon over 365 Staff survey's the following results are provided that are applicable to Engagement:

- 71.6% feel equipped to work with their classes foster population
- 50.1% feel equipped to work with their classes homeless population
- 88.5% feel equipped to work with their classes EL population.
- 91% encourage parents to be active partners in their children's learning.
- 65.2% say that students treat each other with respect.
- 83.2% feel that their school is a safe place for students.
- 83.4% feel that their school is a safe place to work.
- 95.1% feel their school is a supportive, inviting place for parents
- 89.7% feel their school is welcoming.

Based on survey data compiled from this years climate survey, it would suggest that teachers feel and know that engagement of families is key to the success of schools, and that families generally feel welcome within Lancaster School District.

Based on research from Dr. Karen Mapp, the most effective way in which to engage parents for students success is to engage those parents around the academic core, and build the capacity of families to engage, and for schools to both receive, and engage parents as well (*Beyond the Bake Sale, 2007*).

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Family Connectedness	51% of families report being very satisfied with their students' education as reported in district created surveys	Family surveys will indicate a 5% annual increase in school communication and connection as determined by a locally determined Family Partnership/Engagement	Family surveys will indicate a 5% annual increase in school communication and connection as determined by a Family Partnership/Engagement Surveys Student Surveys will indicate a 3% annual increase in school connectedness as indicated on a locally determined	Family surveys will indicate a 5% annual increase in school communication and connection as determined by a Family Partnership/Engagement Surveys Student Surveys will indicate a 3% annual increase in school connectedness as indicated on a locally determined

	71% of Students report being very satisfied with their education as reported in district created surveys.	<p>Surveys</p> <hr/> <p>Student Surveys will indicate a 3% annual increase in school connectedness as indicated on a locally determined Student stakeholder survey</p>	Student stakeholder survey	Student stakeholder survey
Services for Families	Lancaster School District currently partners with the Welcome and Wellness Center in order to provide a singular location for family services.	Parent and community partnerships will be continued to be strengthened through the Welcome and Wellness Center as indicated on parent and community surveys.	Parent and community partnerships will be continued to be strengthened through the Welcome and Wellness Center as indicated on parent and community surveys.	Parent and community partnerships will be continued to be strengthened through the Welcome and Wellness Center as indicated on parent and community surveys.
Community Connection	Lancaster School District currently partners with the Lancaster Education Foundation to receive various funds for students.	Parent and community partnerships will be continually strengthened through the Lancaster Education Foundation.	Parent and community partnerships will be continually strengthened through the Lancaster Education Foundation.	Parent and community partnerships will be continually strengthened through the Lancaster Education Foundation.
Families as Partners	In the 2016 - 17 school year Lancaster School District was able to actively bring in 885 surveys from community members to provide input into actions and services from the district.	Parent and community consultation on district and site plan goals, actions and services will increase 5% as indicated on sign-in sheets and meeting minutes from site and district meetings.	Parent and community consultation on district and site plan goals, actions and services will increase 5% as indicated on sign-in sheets and meeting minutes from site and district meetings.	Parents and community consultation on district and site plan goals, actions and services will increase 5% as indicated on sign-in sheets and meeting minutes from site and district meetings
Keeping Families Informed	There is currently no data for this indicator at this time. Data will be	Did not measure in 2017-18.	Set a baseline target for the following: How families get their information regarding the school?	Will determine target based on 2018-19 data.

	collected 2018-19 via short survey.		How often families receive information regarding their school? What percentage of families feel well informed regarding their school?	
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Planned Actions / Services

Complete a copy of the following table for each of the LEAs Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

2018-19

Select from New Action, Modified Action, or Unchanged Action:

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Modified Action	Modified Action	Modified Action
<p>4.1 – Partnering with families Partnerships with families parents and guardians will be strengthened by increasing communication to support their children's education.</p> <p>Use multiple platforms/forums including phone application for communication, and technology to increase awareness and communication of opportunities to build positive relationships and increase engagement with parents, guardians and the community.</p> <p>Provide access to academic programs and student support systems to parents at home using a home/district interface platform or educational program as feasible.</p> <p>Staff will undergo professional development in order to build capacity of families to access information systems to monitor attendance, academic and behavioral data pertaining to students.</p> <p>Focus on increased opportunities to promote</p>	<p>4.1 Keeping Families Informed</p> <p>The District will assure an increase in home to school communication using multiple communication platforms/forums and technology including a cell phone application to strengthen partnerships with families, parents and guardians of all applicable language groups within Lancaster school district; to increase awareness and explanation of opportunities to build positive relationships; and to increase engagement with parents, guardians and the community.</p> <p>Lancaster school district will increase the districts digital presence on the district website in order to communicate information to parents, and to market district offerings for families.</p> <ul style="list-style-type: none"> • Have a strong digital footprint - with the cohesiveness of the district initiatives. Showing common purpose in the work that we do. • The Department of Special Programs will create a Family Engagement Web space for the district. 	<p>4.1 Keeping Families Informed</p> <p>The District will assure an increase in home to school communication using multiple communication platforms/forums and technology including a cell phone application to strengthen partnerships with families, parents and guardians of all applicable language groups within Lancaster school district; to increase awareness and explanation of opportunities to build positive relationships; and to increase engagement with parents, guardians and the community.</p> <p>Lancaster school district will increase the districts digital presence on the district website in order to communicate information to parents, and to market district offerings for families.</p> <ul style="list-style-type: none"> • Have a strong digital footprint - with the cohesiveness of the district initiatives. Showing common purpose in the work that we do. • The Department of Special Programs will create a Family Engagement Web space for the district.

<p>student centered projects, presentations, and activities.</p> <p>Create a sense of school and personal pride within students to encourage family participation in school based events.</p>	<p>The Department of Special Programs will create and manage a Family Engagement Calendar in order to keep families informed.</p> <p>Both the district and sites will share family event calendars with the community at the beginning of each year, and frequently throughout the year in order to make families aware of engagement opportunities.</p> <p>The District will provide access to academic programs and student support systems for parents at home using a home/district interface platform or educational program as feasible.</p> <p>The District will provide staff with professional development to build their capacity to assist families in accessing information systems to monitor attendance, academic, and behavioral data pertaining to their students.</p> <p>The District will provide increased opportunities for families and guardians to celebrate student centered projects, presentations, and activities.</p> <p>The Department of Special Programs and each school site will create, grow, and/or sustain advisory committees in which parents are given facilitation roles as a feedback and assistance mechanism for school leaders (i.e ELAC, SSC, AAAC).</p> <p>Administrators in District and school site settings will monitor and assure positive staff/family interactions.</p> <p>Site administration will facilitate ongoing, positive communication between teachers and families.</p> <p>District level parent advisory committees will provide information regarding climate and culture to district representatives in order to improve the feedback loop, allowing the district to gather authentic information and implement suggestions into the instructional program.</p> <p>The District and each school site will remove barriers that are created by issues such as low socioeconomic status, and will increase opportunities for parents and community members to serve at school sites as school and classroom volunteers.</p>	<p>The Department of Special Programs will create and manage a Family Engagement Calendar in order to keep families informed.</p> <p>Both the district and sites will share family event calendars with the community at the beginning of each year, and frequently throughout the year in order to make families aware of engagement opportunities.</p> <p>The District will provide access to academic programs and student support systems for parents at home using a home/district interface platform or educational program as feasible.</p> <p>The District will provide staff with professional development to build their capacity to assist families in accessing information systems to monitor attendance, academic, and behavioral data pertaining to their students.</p> <p>The District will provide increased opportunities for families and guardians to celebrate student centered projects, presentations, and activities.</p> <p>The Department of Special Programs and each school site will create, grow, and/or sustain advisory committees in which parents are given facilitation roles as a feedback and assistance mechanism for school leaders (i.e ELAC, SSC, AAAC).</p> <p>Administrators in District and school site settings will monitor and assure positive staff/family interactions.</p> <p>Site administration will facilitate ongoing, positive communication between teachers and families. (EDT)</p> <p>District level parent advisory committees will provide information regarding climate and culture to district representatives in order to improve the feedback loop, allowing the district to gather authentic information and implement suggestions into the instructional program.</p> <p>The District and each school site will remove barriers that are created by issues such as low socioeconomic status, and will increase opportunities for parents and community members to serve at school sites as school and classroom volunteers.</p>
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Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$3,937,542	\$4,150,587	\$4,177,338
Source	LCFF	LCFF	LCFF

Budget Reference	Classified Salaries	Classified Salaries	Classified Salaries
Amount	\$2,253,672	\$2,450,933	\$2,490,921
Source	LCFF	LCFF	LCFF
Budget Reference	Employee Benefits	Employee Benefits	Employee Benefits
Amount	\$1,000	\$6,863	\$6,863
Source	LCFF	LCFF	LCFF
Budget Reference	Books and Supplies	Books and Supplies	Books and Supplies
Amount	\$92,265	\$15,820	\$15,820
Source	LCFF	LCFF	LCFF
Budget Reference	Services and Other Operating Expenses	Services and Other Operating Expenses	Services and Other Operating Expenses
Amount	\$246,578	\$262,023	\$268,595
Source	Other State Revenues	Other State Revenues	Other State Revenues
Budget Reference	Classified Salaries	Classified Salaries	Classified Salaries
Amount	\$136,242	\$148,189	\$150,539
Source	Other State Revenues	Other State Revenues	Other State Revenues
Budget Reference	Employee Benefits	Employee Benefits	Employee Benefits
Amount	\$11,726	\$10,532	\$11,726
Source	Other State Revenues	Other State Revenues	Other State Revenues
Budget Reference	Services and Other Operating Expenses	Services and Other Operating Expenses	Services and Other Operating Expenses
Amount	\$50,002	\$51,698	\$53,047
Source	Federal Revenues - Title I	Federal Revenues - Title I	Federal Revenues - Title I
Budget Reference	Classified Salaries	Classified Salaries	Classified Salaries
Amount	\$24,083	\$27,593	\$28,550
Source	Federal Revenues - Title I	Federal Revenues - Title I	Federal Revenues - Title I
Budget Reference	Employee Benefits	Employee Benefits	Employee Benefits
Amount	\$37,744	\$50,689	\$50,689
Source	Federal Revenues - Title I	Federal Revenues - Title I	Federal Revenues - Title I
Budget Reference	Books and Supplies	Books and Supplies	Books and Supplies
Amount	\$2,500	\$0	\$0

Source	Federal Revenues - Title I	Federal Revenues - Title I	Federal Revenues - Title I
Budget Reference	Services and Other Operating Expenses	Services and Other Operating Expenses	Services and Other Operating Expenses

Action 2

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Foster Youth, Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Modified Action
<p>4.2 Services for Families</p> <p>Services for Families will be increased and streamlined by offering a centralized outreach center.</p> <p>The Welcome and Wellness Center will continue to provide centralized enrollment, streamlined application process for educational services and provide access to additional community social services for all students including homeless and foster youth.</p> <p>Provide enrichment and/or extended learning opportunities such as child care, art, music, sporting activities, and summer school K-8 including middle school athletic coaches, outside of the school day to parents of students in TK through 8th grade including homeless and foster youth.</p> <p>Middle school coaches will be used to continue to support sports programs.</p> <p>An activity bus will continue to be provided to Endeavour Middle School to support after school activities.</p> <p>Engage the community and local businesses to build connections and provide resources to schools</p>

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Modified Action
<p>4.2 Services for Families</p> <p>The Welcome and Wellness Center will continue to provide centralized enrollment, streamlined application process for educational services, and access to additional community social services for all students including homeless and foster youth.</p> <p>The Coordinator of Student Equity, Access, and Outcomes will work closely with representatives of the Welcome and Wellness Center in order to provide targeted services to families.</p> <p>The District will provide child care for activities taking place after school.</p> <p>The District will continue to provide an activity bus to Endeavour Middle School to support after school activities.</p> <p>The District will develop outreach strategies and create processes to engage the community and local businesses to build connections and provide resources to schools and families.</p> <p>The District will expand collaboration with the Antelope Valley Union High School District to provide a continuum of support for families beyond Grade 8.</p> <p>The Department of Child Nutrition Services will</p>

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Modified Action
<p>4.2 Services for Families</p> <p>The Welcome and Wellness Center will continue to provide centralized enrollment, streamlined application process for educational services, and access to additional community social services for all students including homeless and foster youth.</p> <p>The Coordinator of Student Equity, Access, and Outcomes will work closely with representatives of the Welcome and Wellness Center in order to provide targeted services to families.</p> <p>The District will provide child care for activities taking place after school.</p> <p>The District will continue to provide an activity bus to Endeavour Middle School to support after school activities.</p> <p>The District will develop outreach strategies and create processes to engage the community and local businesses to build connections and provide resources to schools and families.</p> <p>The District will expand collaboration with the Antelope Valley Union High School District to provide a continuum of support for families beyond Grade 8.</p> <p>The Department of Child Nutrition Services will</p>

and families	continue the Lancaster Summer Feeding program and expand the program as needs are identified.	continue the Lancaster Summer Feeding program and expand the program as needs are identified.
Expand collaboration with Antelope Valley High School District to provide a continuum of support for families.	The District and school sites will invite and include institutes of higher learning and local businesses in district and site family events to increase exposure and enthusiasm for college and career opportunities.	The District and school sites will invite and include institutes of higher learning and local businesses in district and site family events to increase exposure and enthusiasm for college and career opportunities.
Continue the Lancaster Summer Feeding program via the Lancaster Child Nutrition department.		
Invite and include institutes of higher learning and businesses in district and site family events to increase exposure and enthusiasm for college and career opportunities		

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$26,000	\$24,000	\$24,000
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries	Certificated Salaries	Certificated Salaries
Amount	\$286,045	\$306,457	\$309,465
Source	LCFF	LCFF	LCFF
Budget Reference	Classified Salaries	Classified Salaries	Classified Salaries
Amount	\$152,353	\$165,966	\$169,631
Source	LCFF	LCFF	LCFF
Budget Reference	Employee Benefits	Employee Benefits	Employee Benefits
Amount	\$35,000	\$36,315	\$36,315
Source	LCFF	LCFF	LCFF
Budget Reference	Books and Supplies	Books and Supplies	Books and Supplies
Amount	\$33,600	\$54,541	\$54,541
Source	LCFF	LCFF	LCFF
Budget Reference	Services and Other Operating Expenses	Services and Other Operating Expenses	Services and Other Operating Expenses
Amount	\$40,465	\$42,114	\$42,929
Source	Federal Revenues - Title I	Federal Revenues - Title I	Federal Revenues - Title I
Budget Reference	Classified Salaries	Classified Salaries	Classified Salaries
Amount	\$24,196	\$26,643	\$27,670

Source	Federal Revenues - Title I	Federal Revenues - Title I	Federal Revenues - Title I
Budget Reference	Employee Benefits	Employee Benefits	Employee Benefits
Amount	\$5,162	\$6,243	\$6,243
Source	Federal Revenues - Title I	Federal Revenues - Title I	Federal Revenues - Title I
Budget Reference	Books and Supplies	Books and Supplies	Books and Supplies
Amount	\$0	\$5,940	\$5,940
Source	LCFF	LCFF	LCFF
Budget Reference	Capital Outlay	Capital Outlay	Capital Outlay

Action 3

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

4.3 Community Connection
 Families, students and community members will be consulted on District and Site Plan goals, actions, services and expenditures in order for administration to make informed decisions that increase student achievement, access to services and opportunities that lead to high school, college and career success for all students including homeless and foster youth.

District will provide site staff and families with trainings pertaining to implementation of effective School Site Councils.

Staff will be trained in engaging families in work around the academic curriculum.

Provide training for families, students and community members on how to have collaborative conversations with school staffs that help foster consultation and prioritize goals, actions, services and expenditures on site and district achievement plans.

Provide training for families of English Learners with family ESL classes.

Provide training for families pertaining but not

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

4.3 Community Connection
 The Coordinator of Student Equity, Access, and Outcomes will train school and district staff in strategies for communicating and working with families in the schools community to include: allocating time; creating norms of communication.

Sites will provide clear expectations to staff regarding contacting families.

- Facilitating communication between the school site and families
- Facilitating communication between the families and teachers
- Train staff to have consistent and positive communication with families
 - Making sure that we provide calendars in advance to parents - Common plan books etc.
- Create norms for parent and family meetings

The Coordinator of Culture, Climate and Counselors will continue to inform counselors and administrators of students with identified needs.

The Coordinator of Culture, Climate and Counselors

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

4.3 Community Connection
 The Coordinator of Student Equity, Access, and Outcomes will train school and district staff in strategies for communicating and working with families in the schools community to include: allocating time; creating norms of communication.

Sites will provide clear expectations to staff regarding contacting families.

- Facilitating communication between the school site and families
- Facilitating communication between the families and teachers
- Train staff to have consistent and positive communication with families
 - Making sure that we provide calendars in advance to parents - Common plan books etc.
- Create norms for parent and family meetings

The Coordinator of Culture, Climate and Counselors will continue to inform counselors and administrators of students with identified needs.

The Coordinator of Culture, Climate and Counselors

<p>limited to: instructional strategies, ELA, Math, in such a way as to build capacity of families to become trainers of trainers in district wide programs.</p> <p>Communicate targeted information to promote partnership opportunities</p> <p>Strengthen the partnership between LSD, LEF, and the community</p>	<p>will work with site administrators and counselors in order to provide support for training of staff in the area of trauma-informed practice.</p> <p>The District will develop processes and provide training to collaboratively, authentically, and directly consult with families, students and community members on District and Site Plan goals, actions, services and expenditures.</p> <p>The District will provide site staff and families with training on implementation of effective School Site Councils in order to make informed decisions that increase student achievement, access to services, and opportunities that lead to positive outcomes in high school, and college and career success for all students including homeless and foster youth.</p> <p>The District will provide opportunities for families of English Learners to enroll in English as a Second Language classes.</p> <p>The District will provide training for families in topics such as, but not limited to: collaborative conversations with school staff and instructional strategies for core content areas, in such a way as to build their capacity to become Trainers of Trainers in district wide family education programs.</p> <p>Communicate targeted information to promote partnership opportunities between the school sites and the community</p> <p>The District will strengthen its partnerships with the Lancaster Education Foundation, local businesses, non-profit organizations, faith-based organizations, and civic entities through developing outreach processes and communication strategies.</p> <p>The District will work with an independent 3rd party contractor in order to receive survey data for students at all sites on topics such as but not limited to: student engagement, academic rigor, relationships with teachers, relationships with peers, and school culture.</p> <p>The District will work with an independent 3rd party contractor in order to receive survey data from families and staff to include topics such as but not limited to: culture and communication, relationships, engagement and empowerment, and professional development and support.</p> <p>The District will train school and district leaders in utilizing information from reports generated by survey data from our independent 3rd party contractor.</p> <p>Family Engagement Ambassadors will provide a bridge as home to school liaisons in order to increase family involvement at the school site level.</p>	<p>will work with site administrators and counselors in order to provide support for training of staff in the area of trauma-informed practice.</p> <p>The District will develop processes and provide training to collaboratively, authentically, and directly consult with families, students and community members on District and Site Plan goals, actions, services and expenditures.</p> <p>The District will provide site staff and families with training on implementation of effective School Site Councils in order to make informed decisions that increase student achievement, access to services, and opportunities that lead to positive outcomes in high school, and college and career success for all students including homeless and foster youth.</p> <p>The District will provide opportunities for families of English Learners to enroll in English as a Second Language classes.</p> <p>The District will provide training for families in topics such as, but not limited to: collaborative conversations with school staff and instructional strategies for core content areas, in such a way as to build their capacity to become Trainers of Trainers in district wide family education programs.</p> <p>Communicate targeted information to promote partnership opportunities between the school sites and the community</p> <p>The District will strengthen its partnerships with the Lancaster Education Foundation, local businesses, non-profit organizations, faith-based organizations, and civic entities through developing outreach processes and communication strategies.</p> <p>The District will work with an independent 3rd party contractor in order to receive survey data for students at all sites on topics such as but not limited to: student engagement, academic rigor, relationships with teachers, relationships with peers, and school culture.</p> <p>The District will work with an independent 3rd party contractor in order to receive survey data from families and staff to include topics such as but not limited to: culture and communication, relationships, engagement and empowerment, and professional development and support.</p> <p>The District will train school and district leaders in utilizing information from reports generated by survey data from our independent 3rd party contractor.</p> <p>Family Engagement Ambassadors will provide a bridge as home to school liaisons in order to increase family involvement at the school site level.</p>
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	<p>Strengthen relationships between outside agencies and school site leadership in order to provide sites with access to services for families.</p> <p>Explore the possibility of utilizing home visits in order to break down barriers to parent-teacher trust</p> <p>Create a foster family parent forum in order to foster collaboration for foster parents around issues arising.</p>	<p>Strengthen relationships between outside agencies and school site leadership in order to provide sites with access to services for families.</p> <p>Explore the possibility of utilizing home visits in order to break down barriers to parent-teacher trust</p> <p>Create a foster family parent forum in order to foster collaboration for foster parents around issues arising.</p>
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Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$25,000	\$0	\$0
Source	Federal Revenues - Title I	Federal Revenues - Title I	Federal Revenues - Title I
Budget Reference	Books and Supplies	Books and Supplies	Books and Supplies
Amount	\$0	\$1,760	\$1,760
Source	LCFF	LCFF	LCFF
Budget Reference	Books and Supplies	Books and Supplies	Books and Supplies
Amount	\$0	\$111,600	\$111,600
Source	Federal Revenues - Title III	Federal Revenues - Title III	Federal Revenues - Title III
Budget Reference	Services and Other Operating Expenses	Services and Other Operating Expenses	Services and Other Operating Expenses

Action 4

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Modified Action
<p>4.4 Families as Partners</p> <p>Partnerships with Families of students in order to strengthen by increasing communication to support their children's education.</p> <p>The LEA is going to partner with a parent engagement consultant/provider to assist in training a group of parents in areas having to do with partnering with schools.</p> <p>The LEA is going to train parents in specific aspects as they relate the educational experience of students, and will further offer training to families in order to assist them with helping their students at home.</p> <p>Use multiple platforms/forums including phone application for communication, interpretation and translation of meetings and/or documents, to build positive relationships and increase engagement and communication with parents and/or guardians of EL students.</p>

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Modified Action
<p>4.4 Families as Partners</p> <p>Family ambassadors will be brought on to assist sites in increasing family engagement, and in coordinating site efforts towards family engagement.</p> <p>The Department of Special Programs will train Family Ambassadors in how to effectively engage parents and families at the site level, and regarding acceptable practice at the sites prior to them arriving on sites.</p> <p>Coordinator of Equity, Access and Student Outcomes will work with the Antelope Valley Partners for Health to secure various dates for Family Nutrition Workshops</p> <p>The Department of Special Programs will work within the district to begin to offer Family Technology courses in order to better inform parents and families regarding technology being used by students in the schools, as well as how to navigate a general Google Suite.</p> <p>The Department of Special Programs will work with a parent engagement consultant/provider to assist in training a group of parents regarding effective and collaborative partnerships with schools; Academic help for students in the home; and use of technology in the home (Google, Powerschool, etc)</p>

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Modified Action
<p>4.4 Families as Partners</p> <p>Family ambassadors will be brought on to assist sites in increasing family engagement, and in coordinating site efforts towards family engagement.</p> <p>The Department of Special Programs will train Family Ambassadors in how to effectively engage parents and families at the site level, and regarding acceptable practice at the sites prior to them arriving on sites.</p> <p>Coordinator of Equity, Access and Student Outcomes will work with the Antelope Valley Partners for Health to secure various dates for Family Nutrition Workshops</p> <p>The Department of Special Programs will work within the district to begin to offer Family Technology courses in order to better inform parents and families regarding technology being used by students in the schools, as well as how to navigate a general Google Suite.</p> <p>The Department of Special Programs will work with a parent engagement consultant/provider to assist in training a group of parents regarding effective and collaborative partnerships with schools; Academic help for students in the home; and use of technology in the home (Google, Powerschool, etc)</p>

	<p>The Coordinator of Equity, Access, and Outcomes will train parents in strategies to foster positive and effective parenting practices in the home.</p> <p>The Department of Special Programs will provide English as a second language classes for parents/families who do not speak English.</p> <p>The Department of Special Programs will provide for family activities to increase family literacy.</p> <p>The District will continue to foster collaborative relationships with caregivers and families to ensure understanding of MTSS, and will provide online and in-person training on how to reinforce activities at home.</p> <p>The Department of Special Programs will contract with an outside entity in order to engage stakeholders in meaningful surveys, providing families the ability to provide feedback to the district on a more continuous basis.</p>	<p>The Coordinator of Equity, Access, and Outcomes will train parents in strategies to foster positive and effective parenting practices in the home.</p> <p>The Department of Special Programs will provide English as a second language classes for parents/families who do not speak English.</p> <p>The Department of Special Programs will provide for family activities to increase family literacy.</p> <p>The District will continue to foster collaborative relationships with caregivers and families to ensure understanding of MTSS, and will provide online and in-person training on how to reinforce activities at home.</p> <p>The Department of Special Programs will contract with an outside entity in order to engage stakeholders in meaningful surveys, providing families the ability to provide feedback to the district on a more continuous basis.</p>
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Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$56,290	\$25,193	\$25,193
Source	LCFF	LCFF	LCFF
Budget Reference	Books and Supplies	Books and Supplies	Books and Supplies
Amount	\$105,444	\$185,922	\$185,922
Source	LCFF	LCFF	LCFF
Budget Reference	Services and Other Operating Expenses	Services and Other Operating Expenses	Services and Other Operating Expenses
Amount	\$10,000	\$195,953	\$195,953
Source	LCFF	LCFF	LCFF
Budget Reference	Classified Salaries	Classified Salaries	Classified Salaries
Amount	\$1,800	\$21,946	\$21,946
Source	LCFF	LCFF	LCFF
Budget Reference	Employee Benefits	Employee Benefits	Employee Benefits
Amount	\$5,000	\$3,000	\$3,000
Source	Federal Revenues - Title I	Federal Revenues - Title I	Federal Revenues - Title I
Budget Reference	Books and Supplies	Books and Supplies	Books and Supplies

Amount	\$0	\$9,000	\$9,000
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries	Certificated Salaries	Certificated Salaries
Amount	\$0	\$21,000	\$21,000
Source	Federal Revenues - Title I	Federal Revenues - Title I	Federal Revenues - Title I
Budget Reference	Services and Other Operating Expenses	Services and Other Operating Expenses	Services and Other Operating Expenses

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds:

\$34,434,590

Percentage to Increase or Improve Services:

33.09%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds ([see instructions](#)).

Goal 1 Action 3

Goal 1 action 3 will increase services to Low SES through the consistent training of culturally relevant pedagogy, to enhance the use of critical race theory that is differentiated, and works to significantly address the needs of low socio-economic populations. Research, evidence, and past practice in Lancaster School District suggest a significant gap in terms of student use and training pertaining to academic language. Low socio-economic homes, to a greater degree than more affluent homes are less likely to provide their students with the academic language needed to be successful in the academic arena. As students in the district come to our system lacking these skills, a great deal of our professional development in Lancaster School District will go to training and working with teachers in order to increase capacity around accountable talk. In addressing this, a significant focus on our ELA instruction has and will continue to be, at a greater degree accountable talk. In order to more effectively serve our Low Income students. Both SDAIE and GLADD strategies will continue to be a focus of training.

In order to support low-income students, we will further offer such programs as Systems 44, iRead, Read 180, and Imagine Learning in order to close gaps in reading achievement for our students geared towards our low income student population. As we expand this reading initiative, we find it necessary to support this initiative, and other technology based initiatives with additional technology coach's to assist in creating a more equitable atmosphere in terms of access to technology for our students.

In order to specifically focus our efforts on both our Foster and Homeless population, the district has purchased a Universal Screener in order to provide for more targeted identification of both our Foster and Homeless student populations in terms of academics in Language Arts. The Universal Screener will allow for teachers to take a more proactive role in identifying the needs of students prior to them exhibiting at risk behaviors.

The use of the Universal Screener is also geared towards increasing services for EL students in terms of acquiring proficiency in language arts. The service allows for teachers to observe at a higher rate areas in which students are struggling and to further address student's needs and fill gaps. This is in line with the Districts emphasis on a multi-tiered system of supports.

In order to specifically meet the needs of Foster and Homeless students, the district will provide technology based language programs during and outside of the school day in order to allow for access to technology that may not be available in the home for our Foster and Homeless students.

Instructional coaches will be used in the area of literacy instruction to focus on building and remediating literacy skills for our low-income, foster, homeless, and EL populations. Strategies and methods that will be expanded on through instructional coaches will be accountable talk, collaborative learning, and the use of technology to enhance reading/literacy skills.

Goal 1 Action 5

A Multi-Tiered Systems of Supports (MTSS) will be implemented throughout the district with specific attention to increasing services for Foster, Homeless, and EL students, as well as Socio-economically disadvantaged students populations through an intense focus on individual data, and professional learning communities. PLC's will be focused on differentiated instruction in response to data provided, in order to fill learning gaps, and to increase academic achievement. Progress monitoring will be in place in order to allow for these populations to experience increased opportunities for success.

We will maintain 70 hours for our teachers in order to support the various intervention programs such as language tutoring (principally directed towards English Language Learners), as well as increased opportunities towards tutoring held after school in order to allow teachers the ability to tutor after school in order to increase services for our Foster, Homeless and Socio-economically disadvantaged student population.

We will provide for extended learning opportunities geared specifically towards increasing services for our Foster, Homeless and Socio-economically disadvantaged student population. This will provide our targeted populations the ability to access school services and maintain stability within the school environment at an increased rate, and will assure that teachers will be provided for those sessions. Intercession programs will be geared towards both winter and spring breaks, and will extend into summer break as well. Both intervention and enrichment opportunities will be offered in order increase interest in programs.

We will be providing Gifted and Talented programs that are focused on identifying low-income students. In doing this, we will continue to institute our universal screener at a specific grade level in order to give all students the opportunity to identify as gifted specifically targeting low-income, and taking biased out of the equation pertaining choosing students to be tested, or referred to testing. Furthermore, those students who are identified as foster, will be monitored by counselors at the sites for social-emotional learning.

Schools will be bringing about foundational electives that are targeted towards our low-income students in order to increase engagement for those students, as well as to provide opportunities for exploration for students to find areas of interest and to provide for connection to the school program, and for students in the low-income and foster student groups to have access to a college going environment.

In order to ensure that our low income, foster, and homeless populations have access to technology, Lancaster School District will maintain Instructional Technology coaches, and increase the number of instructional technology coaches from 1 to 3. This will optimize the integration of technology in instruction. Furthermore, in order to sharpen teacher's skills in working with low-income populations, we will ensure training to allow for innovation with our teachers pertaining to educational technology.

Our focus with the Next Generation Science Standards is to create engaging lesson that provide our low-income students the resources and capabilities to meet the needs of this population. This will be an increased and improved service, as we are moving from servicing only middle schools to adequately servicing elementary grades as well. Training and materials is geared

towards low-income students to ensure access to needed resources.

We will be increasing services pertaining to our arts integration as we will be focusing our work with more teachers moving into the 18-19 schools year in order to increase engagement for our Foster, homeless, and low-income student groups.

We will provide for extended learning opportunities geared specifically towards increasing services for our Foster, Homeless and Socio-economically disadvantaged student population. This will provide our targeted populations the ability to access school services and maintain stability within the school environment at an increased rate, and will assure that teachers will be provided for those sessions. Intercession programs will be geared towards both winter and spring breaks, and will extend into summer break as well. Both intervention and enrichment opportunities will be offered in order increase interest in programs.

Goal 2 Action 1

In order to increase the effective and targeted services to EL students the district has purchased a formative language assessment in order to provide teachers with data pertaining to student language needs. This assessment will be utilized at various times throughout the year in order to monitor student growth in their language development, as well as identify needs and targeted interventions to address those needs.

In order to increase services to our LTEL population in Lancaster, we have implemented the AVID Excel program in order to improve services around acquisition of academic language for our Long Term English Learner population. The trend in Lancaster School District is that EL students get caught at the intermediate level of language acquisition where they can effectively communicate in English, however lack academic success in the language as they experience difficulty utilizing academic language. This program allows students to increase their abilities to utilize academic language in the classroom, while offering students the ability to have access to a college going environment.

In order to address and increase services to Newcomers, the district will offer access to an early language development program in order meet the immediate need of getting Newcomers to be able to communicate basic needs as they arrive in Lancaster schools. This will further allow Newcomers the ability to have the socio-emotional need for communication met, making the transition more comfortable to a new environment.

Goal 2 Action 3

In order to increase the districts abilities to be more proactive in monitoring language acquisition, the district will be providing for access to a cloud based monitoring system that will allow teachers to have direct access in monitoring their EL students. This will allow for a more proactive ability for our teachers to intervene with EL students in their language development, and will later allow them to generate Individualized Language Learning Plans for each of their EL students, and also allow for them to put in the supports for reclassified students.

Goal 3 Action 3

In order to increase services to our Foster and Homeless student populations, the district has acquired counselors at each school in order to meet the socio-emotional needs of those specific populations. The Counselors will be responsible for also working with attendance and holding group discussions to ensure access to social emotional skills. A Counselor on Special Assignment will be available to work with all other counselors, but to specifically meet the attendance needs of targeted populations, specifically Foster and Homeless.

In order to increase services to the districts homeless youth, the Homeless liaison will work in tandem with the Assistant Superintendent of Innovation and Technology in order to monitor the attendance and behavior specific to the districts homeless population.

Goal 3 Action 4

In goal 3, action 4 we will increase services to our Foster, and Homeless student populations through the use of a social emotional learning curriculum purchased at each site to support our Foster and Homeless populations in the acquisition of coping and resiliency skills in order to support their ability to work with various situations that they would be experiencing outside of the school environment. This will result in decreased behaviors, suspensions, and expulsions in both our Foster and Homeless student groups. The district will continue to maintain its Positive Behaviors, Incentives and Supports (PBIS) program, focused in initial instruction of schoolwide behavioral norms geared at training the districts foster, and homeless populations social emotional skills in order to increase positive behavior. Capturing Kids Hearts is a training for teachers targeted towards addressing the needs of low income, foster, and homeless students within the classroom setting, and will be an increased service as it will be expanded throughout the district.

Sixteen (16) para-educators will be hired and deployed to provide for social support of the districts foster populations at 2 sites. The intended outcome will be decreased disciplinary practices on foster, homeless and low-income populations, and increased behavioral support.

As a tier 3 intervention, students who exhibit at-risk behaviors will be provided the opportunity for an alternative class that will provide increased social-emotional support, as well as academic and behavioral interventions for students. This service is targeted and in response to an increased need to support low-income, Foster, and Homeless students inside the school day in maintaining attendance within the school setting, reducing the rate of exclusionary disciplinary practice in reference to these student groups.

Transportation routes will be provided to increase attendance and safety for students traveling to school, and in order to increase attendance for the foster, homeless and low-income populations targeted towards, but not limited to, two middle schools (Amaragosa Creek Middle School, and Piute Middle School) in Lancaster School District. The intended outcome will be increased attendance (current ADA data shows that Amaragosa Creek currently has a daily attendance average of 94.95% and Piute has an attendance average of 93.18%) which should result in increased student achievement for these schools.

The instructional program for the Crossroads Bridges and Leadership Academy will be a program focused on creating increased services for students who are primarily low income and whom have exhibited at risk behaviors that have resulted in separation from their comprehensive campuses. The current reality of the Crossroad program is that we have seen that 15% of the population of the campus are generally returning students, and 26% never return to a comprehensive campus. The increased service of incorporating Habits of Mind is geared toward reducing, if not eliminating the recidivism rate for students returning and/or not being in a position to exit the campus.

In order to focus our efforts on proactively meeting the needs of Foster and Homeless students, the district is exploring early warning systems to track and support students whom have significant obstacles that may inhibit their ability to be successful in the academic setting.

Goal 4: Action 2

In Goal 4, Action 2, Lancaster School District will specifically increase services towards our Homeless and Foster population by providing access to a centralized enrollment through our

Welcome and Wellness Center that will allow for a streamlined application process, and allow the District to provide for increased community and social services for these student populations. The Lancaster School District will also continue its Summer Feeding Program providing one full meal a day to be consumed at all schools sites that are hosting summer school in the Summer months.

Goal 4: Action 4

The District will increase services to EL students and families by offering ESL classes in order to allow for families to learn the English Language together. Included in this action will also be a focus on literacy for our families of EL students. The intended outcome will be increased parent participation and engagement as measured by climate surveys throughout the year from the families of EL students. As well as ESL class evaluations completed by participants.

Estimated Supplemental and Concentration Grant Funds:

\$29,534,787

Percentage to Increase or Improve Services:

29.69%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds ([see instructions](#)).

Goal 1: Action 3

This goal and action increase the quality of services to our English Language Learners, Foster, and Homeless population through the training of teachers in culturally relevant teaching strategies. The strategies being trained will provide teachers the ability and knowledge to effectively integrate English Language Development into the core English Language Arts course work. In this facet, there is the training on SDAIE, and GLAD strategies planned for the Fall of 2017. In terms of foster and homeless student groups we are focusing on building classroom community through academic strategies that promote collaborative groupings and work.

Goal 1: Action 5

Goal 1, action 5 increases services to our homeless, and foster youth through the use of site coaches to support multi-tiered systems of supports (MTSS), as well as through a focus on recruitment of these students in our CAASPP Academies to run in both the Winter and Spring. Our Language Learning Academy provides support to our English Language Learners in the acquisition of the English Language and assists in the growth of language development strategies. We increase our services in terms of eliminating combo classes in grades 1-3. In order to further increase the quality of service we will maintain and increase the training of 100% of administrators in Google Apps for Education to be supported by our Technology District Coach. We will maintain 70 hrs for our teachers in order to support the various intervention programs held after school. Finally, we will maintain our partnership with Los Angeles County Office of Education Foster Youth Services in order to further assist our foster youth in both socio-emotional development as well as academic assistance.

Goal 2: Action 1

In goal 2 action 1 Lancaster School District will increase the quality of services to our EL population by increasing the quality of instruction through the provision of ongoing professional development to teachers and administrators. This training will include analyzing data pertaining to CELDT/ELPAC in Professional Learning Communities in order to accelerate our EL population's acquisition of the English language, resulting in increased rates of reclassification, increased access to curriculum, and increased student achievement.

Goal 2: Action 2

In Goal 2, action 2 we will increase the quality of services to our EL students by providing professional development opportunities to teachers and administrators on the implementation of targeted ELD instruction during Personal Learning Time (PLT) differentiated by CELDT level, in order to increase the student achievement of our EL population. All administrators within Lancaster School District will participate in English Language Development training in order to understand and lead site efforts in the implementation of effective instructional practices that accelerate language acquisition.

Goal 2: Action 3

In Goal 2, action 3 we will increase the quality of instruction for ELL by providing an integrated system of monitoring EL students via a tech based monitoring system. We will monitor student acquisition of the English Language with a focus on long term English Learners and those "at-risk" of becoming LTEL's. This will be supported by EL Chairs at each site who will assist teachers and administrators in acquiring the needed skills to monitor this program.

Goal 3: Action 3

In Goal 3, action 3 we increase the quality of services through the District's maintenance of additional support personnel such as

our school counselors and psychologists, and our coordinator of counselors in order to help monitor the attendance specifically of our Foster and Homeless population, and to work with the enhancement of services to both of the above mentioned populations to build socio-emotional skills and resiliency. This will subsequently result in a reduction of behaviors as well as suspension and expulsion rate for these populations. Our counselors will work with Foster and Homeless students to increase student daily attendance, and work to facilitate the use of restorative practices on all sites. Furthermore we will facilitate collaboration between sites and the District Homeless Liaison to assist with attendance and behavior as well as resolving academic concerns resulting in increased academic achievement and assuring access to the necessary academic and socio-emotional supports.

We will increase the expediency of enrollment for our Foster youth via the Los Angeles Educational Passport System.

Goal 3: Action 4

In Goal 3, action 4 we will increase services to our Foster, and Homeless population through the use of a social emotional learning curriculum purchased at each site to support our unduplicated student populations in the acquisition of coping and resiliency skills in order to support their ability to work with various situations that they would be experiencing outside of the school environment. This will result in decreased behaviors, suspensions and expulsions in both our Foster and Homeless student populations.

Goal 3: Action 6

In Goal 3, action 6 we will increase services to our Foster student group through the dissemination of relevant student level data to our site Principals having to do with this student group in order to increase site awareness of progress with regards to Foster students. This will contribute to student social emotional development, resulting in increased student attendance, as well as student achievement.

Goal 4: Action 2

Goal 4, action 2 provides for increased access and increased services to our Foster, and Homeless student groups. In the action, we will provide for centralized enrollment through our Welcome and Wellness Center that will allow for a streamlined application process, and allow the District to provide for increased community and social services for these student populations. The Lancaster School District will also continue its Summer feeding program to assist in feeding youth in the community from the age of 1-18 one full meal a day to be consumed at various school sites located throughout the district in the Summer months.

Goal 4: Action 4

Goal 4, action 4 will increase the quality of services for Lancaster School District EL students through the enhanced communication of families and schools, allowing for multiple, multilingual platforms to be used in communication of site, and district goals, and for translations in meetings, and of documents to support student learning.

Expenditure Summary

Expenditures by Budget Category				
Budget Category	2017 Annual Update Budgeted	2017 Annual Update Estimated Actual	2018	2019
All Budget Categories	\$136,306,524	\$150,246,423	\$151,262,990	\$149,393,125
1000-1999 Certificated Salaries	66,207,915	69,503,727	71,075,383	71,197,810
2000-2999 Classified Salaries	21,001,085	35,420,159	22,967,465	23,135,129
3000-3999 Employee Benefits	33,947,532	34,493,580	37,726,341	37,885,651
4000-4999 Books and Supplies	9,933,433	5,505,556	11,519,609	9,096,435
5000-5999 Services and Other Operating Expenses	4,209,059	4,238,964	6,710,602	6,814,510
6000-6999 Capital Outlay	57,500	83,971	63,590	63,590
7000-7499 Other	950,000	1,000,466	1,200,000	1,200,000

Expenditures by Funding Source				
Funding Source	2017 Annual Update Budgeted	2017 Annual Update Estimated Actual	2018	2019
All Funding Sources	\$136,306,524	\$150,246,423	\$151,262,990	\$149,393,125
Other State Revenues	24,104,478	24,879,085	29,085,736	26,715,127
Federal Revenues - Title I	3,498,431	5,166,741	4,817,928	4,833,366
Federal Revenues - Title II	560,497	444,134	440,595	440,595
Federal Revenues - Title III	256,635	283,706	361,858	368,843
Other Federal Funds	3,096,924	3,117,906	2,894,593	2,947,408
Other Local Revenues	3,484,709	3,223,943	3,855,617	3,874,506
LCFF Base/Not Contributing to Increased or Improved Services	71,372,821	72,395,398	75,127,619	75,360,219
LCFF S & C/Contributing to Increased or Improved Services	29,932,029	40,735,510	34,679,044	34,853,061

Expenditures by Budget Category and Funding Source					
Budget Category	Funding Source	2017 Annual Update Budgeted	2017 Annual Update Estimated Actual	2018	2019
All Budget Categories	All Funding Sources	\$136,306,524	\$150,246,423	\$151,262,990	\$149,393,125
1000-1999 Certificated Salaries	Other State Revenues	12,171,522	12,513,081	13,341,544	13,423,079
1000-1999 Certificated Salaries	Federal Revenues - Title I	1,112,985	1,758,509	1,395,952	1,395,952
1000-1999 Certificated Salaries	Federal Revenues - Title II	238,436	278,887	222,399	222,399
1000-1999 Certificated Salaries	Federal Revenues - Title III	7,194	0	0	0

1000-1999 Certificated Salaries	Other Federal Funds	255,502	221,055	118,302	124,772
1000-1999 Certificated Salaries	LCFF Base/Not Contributing to Increased or Improved Services	40,466,953	40,928,375	42,236,838	42,265,100
1000-1999 Certificated Salaries	LCFF S & C/Contributing to Increased or Improved Services	11,955,323	13,803,820	13,760,348	13,766,508
2000-2999 Classified Salaries	Other State Revenues	4,100,422	4,595,881	4,490,278	4,543,019
2000-2999 Classified Salaries	Federal Revenues - Title I	100,467	193,173	94,562	96,726
2000-2999 Classified Salaries	Federal Revenues - Title II	42,011	43,046	45,290	45,290
2000-2999 Classified Salaries	Federal Revenues - Title III	209,007	250,224	215,481	221,736
2000-2999 Classified Salaries	Other Federal Funds	1,721,951	1,932,197	1,883,850	1,907,773
2000-2999 Classified Salaries	Other Local Revenues	1,900,122	2,001,023	2,000,809	2,015,839
2000-2999 Classified Salaries	LCFF Base/Not Contributing to Increased or Improved Services	8,765,337	8,932,826	9,034,603	9,099,146
2000-2999 Classified Salaries	LCFF S & C/Contributing to Increased or Improved Services	4,161,768	17,471,789	5,202,592	5,205,600
3000-3999 Employee Benefits	Other State Revenues	5,743,478	5,926,903	6,687,773	6,695,894
3000-3999 Employee Benefits	Federal Revenues - Title I	473,330	546,532	508,444	523,100
3000-3999 Employee Benefits	Federal Revenues - Title II	87,050	98,452	90,206	90,206
3000-3999 Employee Benefits	Federal Revenues - Title III	34,253	33,482	34,777	35,507
3000-3999 Employee Benefits	Other Federal Funds	860,052	873,152	834,541	856,963
3000-3999 Employee Benefits	Other Local Revenues	1,016,087	1,043,387	1,114,108	1,117,967
3000-3999 Employee Benefits	LCFF Base/Not Contributing to Increased or Improved Services	19,781,532	19,487,995	21,059,838	21,154,012
3000-3999 Employee Benefits	LCFF S & C/Contributing to Increased or Improved Services	5,951,750	6,483,677	7,396,654	7,412,002
4000-4999 Books and Supplies	Other State Revenues	565,038	310,696	3,006,627	492,427
4000-4999 Books and Supplies	Federal Revenues - Title I	1,590,047	2,141,993	2,106,939	2,106,939
4000-4999 Books and Supplies	Federal Revenues - Title II	6,000	15,149	76,500	76,500
4000-4999 Books and Supplies	Federal Revenues - Title III	6,181	0	0	0
4000-4999 Books and Supplies	Other Federal Funds	162,419	53,229	11,500	11,500
4000-4999 Books and Supplies	Other Local Revenues	428,500	0	565,500	565,500
4000-4999 Books and Supplies	LCFF Base/Not Contributing to Increased or Improved Services	875,548	1,272,313	914,070	914,070
4000-4999 Books and Supplies	LCFF S & C/Contributing to Increased or Improved Services	6,299,700	1,712,176	4,838,473	4,929,499
5000-5999 Services and Other Operating Expenses	Other State Revenues	574,018	532,058	359,514	360,708
5000-5999 Services and Other Operating Expenses	Federal Revenues - Title I	221,602	526,534	712,031	710,649
5000-5999 Services and Other Operating Expenses	Federal Revenues - Title II	187,000	8,600	6,200	6,200

5000-5999 Services and Other Operating Expenses	Federal Revenues - Title III	0	0	111,600	111,600
5000-5999 Services and Other Operating Expenses	Other Federal Funds	97,000	38,273	46,400	46,400
5000-5999 Services and Other Operating Expenses	Other Local Revenues	105,000	95,562	125,200	125,200
5000-5999 Services and Other Operating Expenses	LCFF Base/Not Contributing to Increased or Improved Services	1,460,951	1,773,889	1,882,270	1,927,891
5000-5999 Services and Other Operating Expenses	LCFF S & C/Contributing to Increased or Improved Services	1,563,488	1,264,048	3,467,387	3,525,862
6000-6999 Capital Outlay	Other Local Revenues	35,000	83,971	50,000	50,000
6000-6999 Capital Outlay	LCFF Base/Not Contributing to Increased or Improved Services	22,500	0	0	0
6000-6999 Capital Outlay	LCFF S & C/Contributing to Increased or Improved Services	0	0	13,590	13,590
7000-7499 Other	Other State Revenues	950,000	1,000,466	1,200,000	1,200,000

Expenditures by Goal and Funding Source

Funding Source	2018	2019
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1.0 Academics- Academic Options and Excellence

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

All Funding Sources	\$113,548,817	\$111,432,565
Other State Revenues	24,790,483	22,375,333
Federal Revenues - Title I	4,551,448	4,562,738
Federal Revenues - Title II	440,595	440,595
Federal Revenues - Title III	0	0
Other Federal Funds	2,575,853	2,618,185
LCFF Base/Not Contributing to Increased or Improved Services	60,282,389	60,370,771
LCFF S & C/Contributing to Increased or Improved Services	20,908,049	21,064,943

2.0 Culture- Supportive and Inclusive Learning Environment

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

All Funding Sources	\$1,009,559	\$1,021,314
Other State Revenues	35,318	36,133
Federal Revenues - Title I	21,000	21,000
Federal Revenues - Title III	250,258	257,243
Other Federal Funds	143,003	146,958
LCFF S & C/Contributing to Increased or Improved Services	559,980	559,980

3.0 Climate- Personal Integrity and Responsibility

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

All Funding Sources	\$28,286,094	\$28,433,050
Other State Revenues	3,839,191	3,872,801
Federal Revenues - Title I	16,500	16,500
Other Federal Funds	175,737	182,265
Other Local Revenues	3,855,617	3,874,506
LCFF Base/Not Contributing to Increased or Improved Services	8,219,267	8,296,746
LCFF S & C/Contributing to Increased or Improved Services	12,179,782	12,190,232

4.0 Engagement- Family and Community Partnerships

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

All Funding Sources	\$8,418,520	\$8,506,196
Other State Revenues	420,744	430,860
Federal Revenues - Title I	228,980	233,128
Federal Revenues - Title III	111,600	111,600
LCFF Base/Not Contributing to Increased or Improved Services	6,625,963	6,692,702
LCFF S & C/Contributing to Increased or Improved Services	1,031,233	1,037,906

Annual Update Expenditures by Goal and Funding Source

Funding Source	2017 Annual Update Budgeted	2017 Annual Update Estimated Actual
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1.0 Academics- Academic Options and Excellence

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

All Funding Sources	\$103,407,899	\$115,998,556
Other State Revenues	20,168,048	20,663,049
Federal Revenues - Title I	3,210,434	4,722,358
Federal Revenues - Title II	560,497	444,134
Federal Revenues - Title III	7,978	0
Other Federal Funds	2,420,998	2,717,131
LCFF Base/Not Contributing to Increased or Improved Services	57,332,693	57,573,716

LCFF S & C/Contributing to Increased or Improved Services	19,707,251	29,878,168
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2.0 Culture- Supportive and Inclusive Learning Environment

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

All Funding Sources	\$844,854	\$794,697
Other State Revenues	58,949	44,644
Federal Revenues - Title I	9,600	0
Federal Revenues - Title III	248,657	283,706
Other Federal Funds	122,121	0
LCFF S & C/Contributing to Increased or Improved Services	405,527	466,347

3.0 Climate- Personal Integrity and Responsibility

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

All Funding Sources	\$24,442,262	\$25,690,159
Other State Revenues	3,482,935	3,750,845
Federal Revenues - Title I	52,445	157,946
Other Federal Funds	553,805	400,775
Other Local Revenues	3,484,709	3,223,943
LCFF Base/Not Contributing to Increased or Improved Services	7,755,649	8,503,862
LCFF S & C/Contributing to Increased or Improved Services	9,112,719	9,652,788

4.0 Engagement- Family and Community Partnerships

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

All Funding Sources	\$7,611,509	\$7,763,011
Other State Revenues	394,546	420,547
Federal Revenues - Title I	225,952	286,437
LCFF Base/Not Contributing to Increased or Improved Services	6,284,479	6,317,820
LCFF S & C/Contributing to Increased or Improved Services	706,532	738,207