LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Lancaster School District
CDS Code: 19-64667
School Year: 2026-27
LEA contact information:
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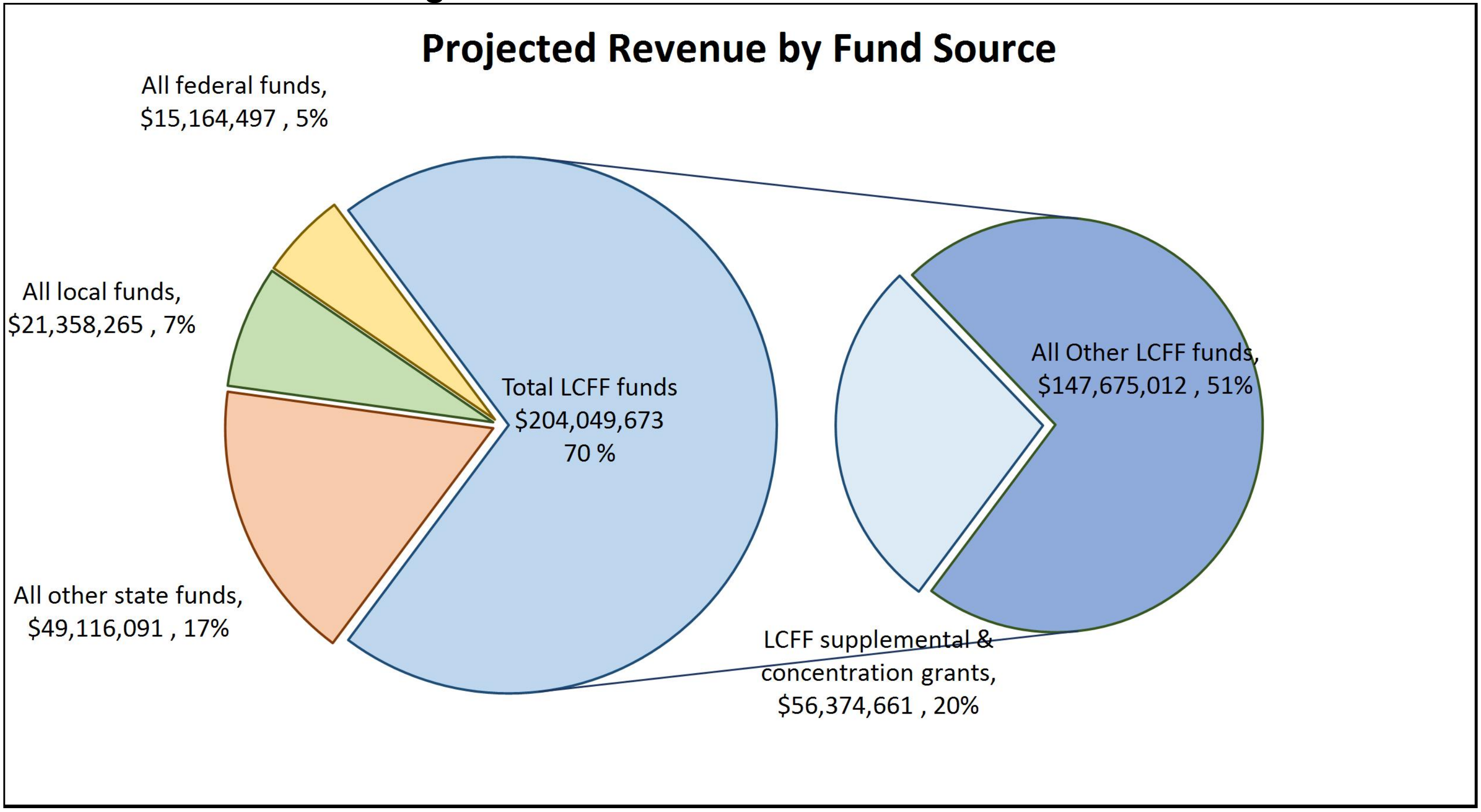
School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2026-27 School Year

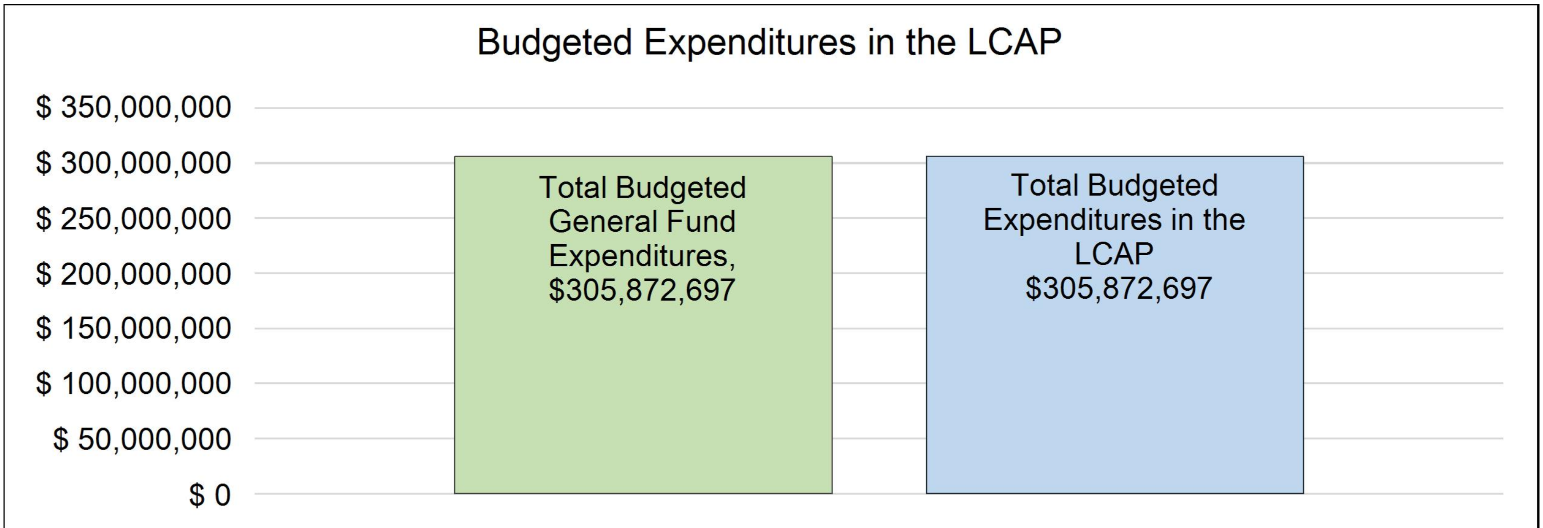


This chart shows the total general purpose revenue Lancaster School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Lancaster School District is $289,688,526, of which $204,049,673 is Local Control Funding Formula (LCFF), $49,116,091 is other state funds, $21,358,265 is local funds, and $15,164,497 is federal funds. Of the $204,049,673 in LCFF Funds, $56,374,661 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Lancaster School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Lancaster School District plans to spend $305,872,697 for the 2026-27 school year. Of that amount, $305,872,697 is tied to actions/services in the LCAP and $0 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

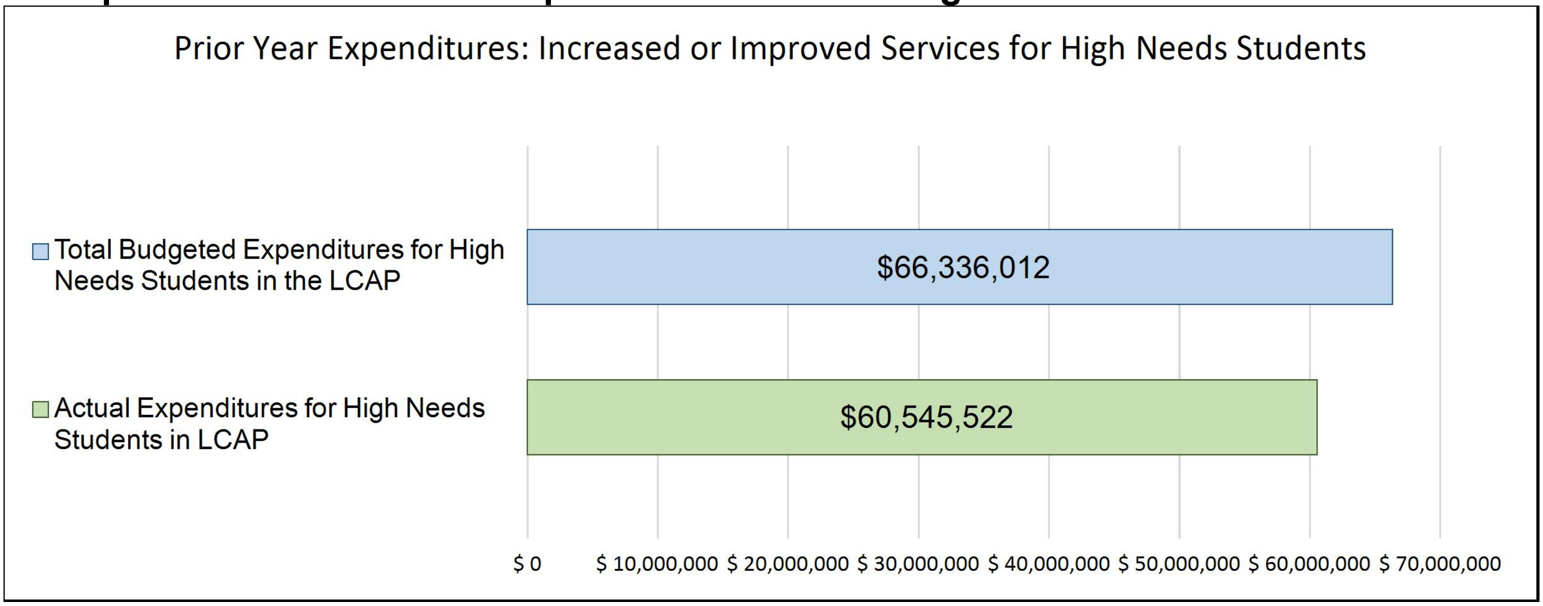
All budgeted expenditures are included in the LCAP.

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Lancaster School District is projecting it will receive $56,374,661 based on the enrollment of foster youth, English learner, and low-income students. Lancaster School District must describe how it intends to increase or improve services for high needs students in the LCAP. Lancaster School District plans to spend $67,913,991 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26



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

The text description of the above chart is as follows: In 2025-26, Lancaster School District's LCAP budgeted $$66,336,012 for planned actions to increase or improve services for high needs students. Lancaster School District actually spent $60,545,522 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $5,790,490 had the following impact on Lancaster School District’s ability to increase or improve services for high needs students:

The total actual expenditures for actions and services to increase or improve services for high-needs students in 2025–26 were lower than originally budgeted. This difference was primarily the result of budget estimates being developed using assumed inflationary factors and projected costs that were higher than actual expenditures. Despite the lower expenditures, all actions and services identified in the LCAP were either fully or partially implemented, and services for high-needs students were maintained. In addition, certain early childhood education expenditures supported district priorities and student needs but were not funded with LCFF resources and therefore were not included as LCAP expenditures. As a result, the difference between budgeted and actual expenditures did not significantly impact the district's ability to provide increased or improved services to unduplicated pupils, and planned supports remained in place throughout the year.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Lancaster School District	Dr. Melissa Wood Director Compliance & Accountability	woodm@lancsd.org 661-948-4661

Plan Summary [2026-27]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Lancaster School District (LSD) is located in Lancaster, California, in northern Los Angeles County, approximately 70 miles northeast of Los Angeles in the Antelope Valley. The region is geographically expansive and includes desert terrain, dispersed neighborhoods, and a mix of suburban and rural communities. The district serves students in Transitional Kindergarten through grade 8 and has served the Antelope Valley community since 1885. Lancaster School District operates as a Community Schools district, integrating academic, health, social-emotional, and family engagement services to reduce barriers to learning and improve student outcomes.

The district operates 22 schools, including ten elementary schools (including West Wind Computer Science Magnet School), four newly transitioned or transitioning TK–8 schools (including Mariposa Computer Science Magnet School and Linda Verde Dual Language Academy), five middle schools (including Fulton & Alsbury Academy of Arts and Engineering), and three alternative schools (including Lancaster Alternative and Virtual Academies, RISE Community Day School, and The Promise Academy). This range of school models provides traditional, specialized, and alternative educational pathways designed to meet the diverse needs of students and families.

For the 2025–26 school year, Lancaster School District employs approximately 2,325 staff members and serves approximately 13,770 students. The student population reflects the diversity of the Antelope Valley community, including approximately 60 percent Hispanic/Latino students, 26 percent African American students, 7 percent White students, and with smaller percentages of other student groups. Of the district's total enrollment, 88 percent of students are socioeconomically disadvantaged, 13 percent are English learners, and 3 percent are foster youth. These data indicate a high percentage of unduplicated pupils, including English learners, foster youth, and low-income students, which drives the district’s focus on providing increased or improved services to meet student needs. High levels of student mobility and regional economic conditions further influence district planning and implementation of services.

The Local Control Funding Formula (LCFF) Equity Multiplier provides additional funding to school sites with prior-year student instability rates greater than 25 percent and socioeconomically disadvantaged student rates greater than 70 percent. In 2025, the following schools were identified to receive Equity Multiplier funding in the 2026–2027 school year: El Dorado Elementary, Joshua Elementary, Lancaster Alternative and Virtual Academies (LAVA), New Vista Middle School, Sierra Elementary, Sunnydale Elementary, and RISE. Equity Multiplier funds are used to provide increased or improved services aligned to site-identified needs to accelerate academic outcomes, increase student engagement, and improve school climate.

The district’s Strategic Plan provides the foundation for the Local Control and Accountability Plan and aligns to state priorities through five core commitments: Academic Growth, Engagement, Safety, Equity, and Fiscal Stewardship. These commitments guide district decision-making, resource allocation, and continuous improvement processes to ensure alignment between identified needs, actions, and measurable outcomes. District priorities and services are informed by input from educational partners, including community members families, staff, and students.

Lancaster School District provides programs and services designed to support the academic achievement and well-being of all students. Students receive instruction through research-based literacy and mathematics programs, along with access to enrichment opportunities including visual and performing arts, STEAM learning, and intramural and league sports. The Expanded Learning Opportunities Program (ELOP) provides before-school, after-school, and summer programming that includes academic support, enrichment, and physical activity. Early learning programs, including California State Preschool and Universal Transitional Kindergarten (UTK), support school readiness and early literacy development. To support student health and access to learning, all students have access to free breakfast and lunch each school day, and students participating in after-school programs are provided supper. Additional integrated supports, including access to health services such as dental and vision care, may be available for qualified candidates through community partnerships. These programs and services are designed in response to identified student needs and are intended to improve access, engagement, and academic outcomes. Lancaster School District is committed to providing safe inclusive learning spaces where the whole child is educated, nurtured, and inspired. Lancaster School District where life's journey takes flight!

Reflections: Annual Performance

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

Subsection 1: Reflection of Lancaster School District's Annual Performance of the 2025 CA Dashboard and Local Data

The LEA’s annual performance was reviewed using the 2025 California School Dashboard and YouthTruth Climate Survey results. Overall, the data indicates moderate progress in improving school climate, student engagement, and academic growth, while continuing to highlight challenges in overall academic performance, English learner progress, and consistent school culture across sites. The district serves approximately 13,770 students in grades TK–8, with 88 percent of students identified as socioeconomically disadvantaged, 13 percent English learners, and 3 percent foster youth, which reinforces the importance of targeted academic, behavioral, and social-emotional supports across the system.

Dashboard results show several areas of success related to school climate and student engagement. Chronic absenteeism declined by five percentage points to 31.2%, and the suspension rate decreased by 2.2 percentage points to 4.4%, both resulting in a Yellow performance level. These improvements suggest progress in creating more supportive learning environments and increasing student connection to school. English Language Arts performance also improved by 7 points and mathematics improved by 4.2 points from the prior year, indicating gradual academic growth even though performance remains below standard. Growth measures further demonstrate progress, with 66.8% of students improving their ELA scores and 60.7% improving their mathematics scores from the previous year. Local indicators also show strong system implementation, with the district meeting standards in the areas of academic standards implementation, parent and family engagement, access to a broad course of study, basic services, and local climate measures.

The YouthTruth Climate Survey provides additional context regarding school culture and staff perceptions. Staff reported relatively strong perceptions of professional development and support, with a rating of 3.87 and a percentile rank of 66 compared to other California schools, suggesting that staff generally feel supported in their professional growth and development. Engagement among staff was also identified as a strength, with a rating of 3.93 and 73% of respondents reporting positive perceptions of engagement. However, survey results also identified areas of challenge related to school culture and relationships. Staff rated school culture at 3.52 and relationships at 3.89, placing the district near the 21st and 20th percentiles respectively when compared to other participating schools. These findings suggest that while staff feel supported professionally, there are opportunities to strengthen collaboration, communication, and a shared sense of community across school sites.

Despite areas of progress, the Dashboard data also highlights persistent challenges. English Language Arts performance remains 67.4 points below the state standard and mathematics remains 105.1 points below standard, with mathematics performing at the Orange level. English Learner Progress also remains an area of need, with 44.3% of English learners making progress toward proficiency, representing a decline from the previous year. Chronic absenteeism, although improving, continues to affect a significant portion of students and impacts consistent access to instruction.

In response to these identified needs, the district continues to implement a comprehensive set of strategies through the LCAP to improve outcomes for all students and targeted student groups. Through the professional development of district leaders, the district strengthened professional learning communities, and implemented early literacy initiatives to support improved classroom instruction. The Multi-Tiered System of Supports (MTSS) framework, including the MTSS paraprofessional program, provides additional academic and behavioral intervention for students requiring targeted support. Attendance teams monitor and address chronic absenteeism through early intervention and family outreach, while school climate initiatives such as PBIS, Capturing Kids' Hearts, and trauma-informed practices support safe and inclusive school environments. The district has also expanded student engagement opportunities through arts, music, and enrichment programs, including ELOP programming, to strengthen student connection to school and support overall well-being.

Overall, the district's annual performance reflects meaningful progress in school climate and student engagement while continuing to highlight the need for sustained focus on academic achievement, English learner progress, and consistent school culture across sites. The district will continue refining and strengthening these strategies through the LCAP to ensure improved outcomes for all students, particularly those student groups that continue to experience disparities in academic performance and engagement.

Subsection 2: Lowest Performance Level on One or More State Indicators on the 2023 California School Dashboard

The following schools were identified with the lowest performance level on one or more state indicators on the 2023 California School Dashboard:

Chronic Absenteeism: Lancaster Alternative and Virtual Academies (LAVA), RISE
English Learner Progress Indicator (ELPI): Jack Northrop Elementary, Monte Vista Elementary, Nancy Cory Elementary, Sunnydale Elementary
English Language Arts: Desert View Elementary, El Dorado Elementary, Endeavour Middle School, Joshua Elementary, Linda Verde Dual Language Academy, Monte Vista Elementary, New Vista Middle School, Piute Middle School, Sierra Elementary
Mathematics: Amargosa Creek Middle School, Desert View Elementary, Endeavour Middle School, Joshua Elementary, New Vista Middle School, Piute Middle School, Sierra Elementary
Suspension Rate: Amargosa Creek Middle School, Desert View Elementary, New Vista Middle School, Piute Middle School, RISE, The Leadership Academy

The following student groups within the LEA were identified with the lowest performance level on the 2023 California School Dashboard:

Chronic Absenteeism: American Indian
Suspension Rate: All Students, African American, American Indian, Foster Youth, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, Two or More Races
English Language Arts: All Students, African American, American Indian, English Learners, Foster Youth, Homeless, Socioeconomically Disadvantaged, Students with Disabilities
Mathematics: All Students, African American, Foster Youth, Hispanic, Socioeconomically Disadvantaged, Two or More Races

The following student groups within schools were identified with the lowest performance level on the 2023 California School Dashboard:

Amargosa Creek Middle School

- English Language Arts: African American, English Learners
- Mathematics: African American, English Learners, Hispanic, Socioeconomically Disadvantaged, Two or More Races
- Chronic Absenteeism: Foster Youth
- Suspension Rate: African American, Foster Youth, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, Two or More Races, White

Desert View Elementary School

- English Language Arts: African American, English Learners, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities
- Mathematics: African American, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities
- Suspension Rate: African American, Foster Youth, Socioeconomically Disadvantaged, Students with Disabilities

Discovery Elementary School

- English Language Arts: African American, English Learners, Students with Disabilities
- Mathematics: African American, Students with Disabilities
- Suspension Rate: African American

El Dorado Elementary School

- English Language Arts: African American, English Learners, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities
- Mathematics: Students with Disabilities
- Chronic Absenteeism: Foster Youth, Two or More Races

Endeavour Middle School

- English Language Arts: African American, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities
- Mathematics: African American, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities, White
- Chronic Absenteeism: English Learners, Homeless
- Suspension Rate: Two or More Races

Jack Northrop Elementary School

- English Learner Progress Indicator: English Learners
- English Language Arts: Students with Disabilities
- Mathematics: African American
- Suspension Rate: African American, White

Joshua Elementary School

- English Language Arts: English Learners, Hispanic, Socioeconomically Disadvantaged
- Mathematics: African American, English Learners, Hispanic, Socioeconomically Disadvantaged
- Chronic Absenteeism: Homeless
- Suspension Rate: African American, Two or More Races

Lancaster Alternative and Virtual Academies (LAVA)

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

Lincoln Elementary School

- Chronic Absenteeism: Two or More Races
- Suspension Rate: Students with Disabilities

Linda Verde Dual Language Academy

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

- Mathematics: African American

Mariposa Computer Science Magnet School
- Suspension Rate: African American

Monte Vista Elementary School
- English Learner Progress Indicator: English Learners
- English Language Arts: African American, English Learners, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities
- Chronic Absenteeism: African American, Foster Youth, Two or More Races

Nancy Cory Elementary School
- English Learner Progress Indicator: English Learners
- Chronic Absenteeism: Foster Youth, Two or More Races

New Vista Middle School
- English Language Arts: African American, English Learners, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities, White
- Mathematics: African American, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities, White
- Chronic Absenteeism: White
- Suspension Rate: African American, Foster Youth, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, White

Piute Middle School
- English Language Arts: African American, English Learners, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities
- Mathematics: African American, English Learners, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities
- Suspension Rate: African American, Foster Youth, Homeless, Socioeconomically Disadvantaged, Students with Disabilities

RISE
- Chronic Absenteeism: Socioeconomically Disadvantaged
- Suspension Rate: Socioeconomically Disadvantaged

Sierra Elementary School
- English Language Arts: English Learners, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities
- Mathematics: Socioeconomically Disadvantaged
- Chronic Absenteeism: Foster Youth, White
- Suspension Rate: African American, Foster Youth, Two or More Races, White

Sunnydale Elementary School
- English Learner Progress Indicator: English Learners
- Chronic Absenteeism: Students with Disabilities

- Suspension Rate: African American

The Leadership Academy
- Suspension Rate: African American, Socioeconomically Disadvantaged, Students with Disabilities

The identified needs are addressed through Lancaster School District's goals, actions, and services, including Early Literacy (Action 1.11), Access to Language Development (Action 1.14), Support for Long-Term English Learners (Action 1.15), Professional Learning Communities (Action 1.10), the Multi-Tiered System of Supports (MTSS) and MTSS Paraeducator Program (Actions 2.8 and 1.9), Social-Emotional Learning (Action 2.1), Trauma-Informed Practices (Action 2.3), Culturally Responsive Positive Behavioral Interventions and Supports (PBIS) (Action 2.6), attendance interventions through Attendance and Engagement Supports (Action 3.2), and Student Mental Health Services (Action 2.2). These actions are designed to improve academic achievement, student engagement, attendance, school climate, and outcomes for student groups identified with the lowest levels of performance.

Subsection 3: Learning Recovery Emergency Block Grant (LREBG)

Lancaster School District has unexpended Learning Recovery Emergency Block Grant (LREBG) funds from prior allocations that remain available for expenditure. During the 2026–27 school year, these funds will partially support Goal 1, Action 18 – Learning Center Intervention Services.

Goal 1, Action 18 – Learning Center Intervention Services

This action partially funds certificated Learning Center teachers and classified support staff who provide targeted academic intervention services to students requiring additional support in English Language Arts and mathematics. The action was selected based on the district's learning recovery needs assessment, which identified ongoing academic achievement gaps and unfinished learning among students performing below grade-level expectations.

The action is aligned with the allowable uses of Learning Recovery Emergency Block Grant funds because it provides supplemental academic supports designed to accelerate learning recovery, increase instructional opportunities, and address the academic impacts of disrupted learning. Learning Center teachers and classified support staff deliver evidence-based interventions, small-group instruction, progress monitoring, and individualized academic support that extend and reinforce core classroom instruction.

The district expects this action to address identified student and school needs by providing timely and targeted intervention for students performing two or more grade levels below expectation. Learning Center staff support students through differentiated instruction, academic skill development, and focused intervention aligned to grade-level standards. By increasing access to intensive academic support and reducing student-to-adult ratios during intervention periods, this action is expected to improve student achievement in English Language Arts and mathematics, accelerate learning recovery, and reduce achievement gaps identified through the district's needs assessment process.

Reflections: Technical Assistance

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

A school district becomes eligible for Technical Assistance, also referred to as Differentiated Assistance, when any student group—such as racial or ethnic groups, students with disabilities, English learners, or foster and homeless youth—performs in the lowest performance levels (Red or Orange) on two or more state priority indicators on the California School Dashboard.

The following student groups and indicators are identified for Differentiated Assistance (DA) in the Lancaster School District under the categories of Priority 4--Pupil Achievement and Priority 6--School Climate:

2024 DA Eligible Student Groups
African American: CAASPP (ELA=Red; Math=Red) & Suspension Rate (Red)
Homeless Youth: CAASPP (ELA=Red; Math=Red) & Suspension Rate (Red)
Long-term ELs: CAASPP (ELA=Red; Math=Red) & Suspension Rate (Red)
Socioeconomically Disadvantaged: CAASPP (ELA=Red; Math=Red) & Suspension Rate (Red)
Students w/Disabilities: CAASPP (ELA=Red; Math=Red) & Suspension Rate (Red)

2025 DA Eligible Student Groups
American Indian: CAASPP (ELA=Red; Math=Red), Chronic Absenteeism (Red) & Suspension Rate (Red)

As part of its Differentiated Assistance, Lancaster School District is engaged in a collaborative partnership with the Los Angeles County Office of Education (LACOE) to support continuous improvement and address the needs of student groups identified on the California School Dashboard. Differentiated Assistance efforts will focus on the 2025 identified student group, American Indian students, who demonstrated the lowest performance level (Red) in CAASPP English Language Arts and Mathematics, Chronic Absenteeism, and Suspension Rate. Through this process, the district works with LACOE to analyze data, identify root causes, and implement targeted strategies within the Local Control and Accountability Plan and district to address the factors contributing to these outcomes.

In addition to focusing on the 2025 identified student group, the district and LACOE will continue to monitor and support progress of the student groups that qualified for Differentiated Assistance in 2024. This ongoing collaboration supports the district in strengthening systems of support, refining instructional practices, and implementing strategies designed to improve academic outcomes, increase student engagement, and improve school climate for identified student groups while continuing to close equity gaps across the district.

In the 2024–25 school year, Lancaster School District began a partnership with the California Collaborative for Educational Excellence (CCEE) to receive technical assistance focused on systemic improvement. The district will continue this partnership through the 2026–27 school year to further strengthen districtwide systems and practices. As part of this work, the district also contracted with third-party vendors to conduct a comprehensive needs analysis and root cause analysis and to support the development of instructional leadership teams and principal capacity-building for leading site-level school improvement. This work is intended to strengthen the efficacy and skill levels of the district's instructional leadership and support consistent implementation of effective instructional practices across schools.

As the district transitions into the 2026–27 school year, a key priority will be strengthening the capacity of site-based leadership teams while continuing to develop the skills and effectiveness of instructional leaders. This work includes ongoing improvement of resource allocation, implementation monitoring, and evaluation of effectiveness to ensure programs and services support improved student outcomes.

The following actions in the LCAP address the needs of identified students for differentiated assistance in the areas of ELA and Math:

Action 1.2 - Additional teachers
Action 1.3 - Instructional coaches
Action 1.5- Supplemental materials (intervention)
Action 1.8 - Professional development for Increased Needs
Action 1.8 - MTSS Para-educator program
Action 1.9 - Professional learning communities
Action 1.10 - Early Literacy

The following actions in the LCAP address the needs of identified students for differentiated assistance in the areas of suspension and chronic absenteeism:

Action 2,1 - Social/Emotional Learning support
Action 2.3 - Trauma informed practices
Action 2.6 - Culturally responsive and positive behavior and intervention supports
Action 2.8 - Expanded learning opportunities
Action 2.10 - Increased family engagement for social/emotional support
Action 3.2 - Attendance monitoring
Action 3.3 - Attendance incentives

Comprehensive Support and Improvement

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

Schools Identified

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

New Vista Middle School is the only Title I–funded school identified for Comprehensive Support and Improvement (CSI).

Support for Identified Schools

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

Schools are identified for Comprehensive Support and Improvement (CSI) when they are among the lowest-performing five percent of Title I schools in the state based on multiple indicators reported on the California School Dashboard, including academic performance in English Language Arts and mathematics, chronic absenteeism, suspension rates, and English learner progress.

Lancaster School District supports the development of the CSI plan for New Vista Middle School through a comprehensive school-level needs assessment and ongoing district support. The district partnered with a third-party contractor to analyze multiple data sources, including CAASPP performance in English Language Arts and mathematics, California School Dashboard indicators, formative i-Ready diagnostic data, attendance and suspension records, perception data from the YouthTruth survey collected from students, families, and staff and committee feedback. District staff worked closely with site leadership and the Instructional Leadership Team (ILT) to review the data, identify root causes of low performance, and align the findings with the school's CSI plan, the School Plan for Student Achievement (SPSA), and the district's Local Control and Accountability Plan (LCAP).

Based on the needs assessment, the CSI plan includes evidence-based interventions focused on strengthening leadership stability, improving school climate, and increasing student engagement. Key strategies include increasing collaborative planning time for staff, building the capacity of the Instructional Leadership Team, and participation in AVID professional learning to enhance school culture and academic engagement. Additional evidence-based practices include strengthening Professional Learning Communities (PLCs) to support data-driven instruction, expanding upon and improving a Multi-Tiered System of Support (MTSS) to provide targeted academic and behavioral interventions, and expanding schoolwide positive behavior and relationship-based practices to improve student engagement and reduce suspension rates.

The needs assessment also identified resource inequities that contributed to performance challenges at New Vista Middle School, including limited time for teacher collaboration and data analysis and leadership instability that affected school climate and the continuity of schoolwide initiatives. To address these inequities, the CSI plan incorporates targeted supports such as expanded collaborative planning opportunities and leadership development to strengthen instructional decision-making, improve school culture, and ensure more consistent implementation of schoolwide improvement efforts.

Monitoring and Evaluating Effectiveness

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

Lancaster School District will monitor and evaluate the implementation and effectiveness of the Comprehensive Support and Improvement (CSI) plan for New Vista Middle School through a continuous improvement model grounded in the Plan-Do-Study-Act (PDSA) cycle developed by the Carnegie Foundation. The school works with a district-level improvement team and a third-party contractor who provide monitoring and support every other month. These check-ins allow the school and district teams to review multiple data sources, reflect on progress toward CSI goals, and make adjustments to strategies as needed.

The district will continue to provide a CSI support team from the district office to guide implementation and monitor outcomes. Monitoring includes reviewing academic growth in English Language Arts and mathematics, analyzing chronic absenteeism and suspension data, and evaluating progress related to school climate, social-emotional learning, and the implementation of the Multi-Tiered System of Supports (MTSS). District personnel are assigned to support the school's specific needs and will visit the site to conduct evidence-based classroom walkthroughs, review formative data, and meet with the Instructional Leadership Team (ILT) to provide feedback aligned with the school's CSI plan and identified strategies. The district will also monitor the School Plan for Student Achievement (SPSA) to ensure alignment of resource allocation, goals, and progress toward meeting identified outcomes through the metrics defined in the Local Control and Accountability Plan (LCAP) and the school plan.

To ensure meaningful educational partner engagement and accountability, the development and monitoring of the CSI plan include input from the African American Advisory Council, Associated Student Body, English Learner Advisory Committee, Instructional Leadership Team, Members of Cabinet, School Site Council, and the Superintendent's Advisory Council. The district builds site capacity through targeted coaching for principals and Instructional Leadership Teams, instructional coaching for teachers, and professional learning aligned to MTSS implementation, social-emotional practices, and data analysis to support continuous improvement.

In the 2026–27 school year, the district will continue addressing resource inequities by expanding collaborative planning time for teachers, strengthening Professional Learning Communities (PLCs), and allocating CSI resources to support collaboration outside of the regular school day when necessary. Through this combination of structured monitoring, ongoing coaching, and educational partner engagement, Lancaster School District will continuously evaluate the effectiveness of CSI actions and adjust supports to improve student outcomes at New Vista Middle School.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers	Teachers contributed to the development of the Local Control and Accountability Plan (LCAP) through a shared leadership approach that values educator expertise as essential to continuous improvement and effective decision-making. Lancaster School District gathered input from certificated staff using the YouthTruth Climate Survey and fall LCAP Thought Exchange to inform priorities. The Teachers Association of Lancaster Consultation Committee met monthly, providing opportunities for teachers to engage directly with Executive Cabinet and district leadership to discuss and refine district priorities, instructional initiatives, and LCAP-related goals and resource allocations. Teachers also participated in Instructional Leadership Team (ILT), School Site Council (SSC), English Learner Advisory Committee (ELAC), Department of Student and Family Services (DSFS) engagement efforts, and site-based collaboration structures such as Professional Learning Communities (PLCs) and staff meetings. Input gathered through these structures was brought forward and reviewed with district leadership and used to shape LCAP priorities, actions, and resource allocation decisions as part of the district's continuous improvement process.
Principals	Site administrators contributed to the development of the Local Control and Accountability Plan (LCAP) through a collaborative leadership approach that centers data-informed decision-making and continuous improvement. Lancaster School District gathered input from site administrators using the YouthTruth Climate Survey, fall

Educational Partner(s)	Process for Engagement
	LCAP Thought Exchange, and Hanover Research to inform priorities related to academic achievement, school climate, student supports, and operational needs. Site administrators were represented in Cabinet and participated in Leadership Team (LEAD) meetings, where they collaborated with district leaders to review student performance data and refine LCAP goals, actions, and resource allocations. At the site level, principals facilitated Instructional Leadership Team (ILT), School Site Council (SSC), English Learner Advisory Committee (ELAC), and African American Advisory Council (AAAC) meetings to gather input from educational partners. Input gathered through these structures was brought forward, reviewed with district leadership, and used to inform LCAP priorities, actions, and resource allocation decisions as part of the district's continuous improvement process.
Administrators	District-level administrators contributed to the development of the Local Control and Accountability Plan (LCAP) through a coordinated leadership approach that integrates data analysis, stakeholder voice, and strategic planning to drive continuous improvement. Through Leadership Team (LEAD) and Cabinet meetings, district leaders reviewed data including California Assessment of Student Performance and Progress (CAASPP), English Language Proficiency Assessments for California (ELPAC), attendance, suspension rates, budget projections, and stakeholder input from the YouthTruth Climate Survey, LCAP Thought Exchange, advisory committees, and bargaining units. This information was used to evaluate the effectiveness of current initiatives, identify areas of need, and refine LCAP goals, actions, and resource allocations. This process ensured alignment between the LCAP, Strategic Plan, and site-level plans while supporting fiscal stewardship and a coherent, data-driven system of continuous improvement.
Other School Personnel	School personnel contributed to the development of the Local Control and Accountability Plan (LCAP) through an inclusive approach that values diverse perspectives and promotes shared responsibility in decision-making. Lancaster School District gathered input from classified staff using the fall YouthTruth Climate Survey and fall LCAP Thought Exchange to inform district priorities. Classified personnel

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	participated in Department of Student and Family Services (DSFS) engagement efforts and site-based structures, including School Site Council (SSC), English Learner Advisory Committee (ELAC), and African American Advisory Council (AAAC) meetings, to review student data and provide input aligned to LCAP goals and actions. Classified leaders, including directors, also participated in Cabinet and Leadership Team (LEAD) meetings to support alignment of site and district priorities. Input gathered through these structures was brought forward, reviewed with district leadership, and used to inform LCAP priorities, actions, and resource allocation decisions as part of the district's continuous improvement process.
Local Bargaining Unit (Teachers Association of Lancaster)	The Teachers Association of Lancaster (TAL) contributed to the development of the Local Control and Accountability Plan (LCAP) through structured consultation that elevates teacher voice and supports collaborative decision-making. Lancaster School District gathered input from TAL using the fall YouthTruth Climate Survey and fall LCAP Thought Exchange to inform priorities related to instructional initiatives, school climate, and resource needs. The Teachers Association of Lancaster Consultation Committee (TALC) met monthly with district leadership to review data and discuss and refine district priorities, LCAP goals, actions, and resource allocations. TAL members also participated in site and district structures, including Instructional Leadership Team (ILT), School Site Council (SSC), English Learner Advisory Committee (ELAC), and African American Advisory Council (AAAC) meetings. Input gathered through these structures was brought forward, reviewed with district leadership, and used to inform LCAP priorities, actions, and resource allocation decisions as part of the district's continuous improvement process.
Local Bargaining Unit (California School Employees Association)	The California School Employees Association (CSEA), representing classified staff, contributed to the development of the Local Control and Accountability Plan (LCAP) through a collaborative approach that values classified staff voice as essential to effective systems and continuous improvement. Lancaster School District gathered input from classified bargaining unit members using the fall YouthTruth Climate Survey and fall LCAP Thought Exchange to inform priorities related to school operations, student supports, and working

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	conditions. CSEA representatives participated in ongoing dialogue with district leadership through scheduled labor-management meetings and engagement with site leadership and Cabinet, where feedback was shared, reviewed, and aligned to district goals and resource considerations. Classified staff also contributed through site-based structures, including School Site Council (SSC), English Learner Advisory Committee (ELAC), and African American Advisory Council (AAAC) meetings, providing input aligned to student needs and LCAP actions. Input gathered through these structures was brought forward, reviewed with district leadership, and used to inform LCAP priorities, actions, services, and resource allocation decisions as part of the district's continuous improvement process.
Parents/Families	Parents and families contributed to the development of the Local Control and Accountability Plan (LCAP) through structured consultation, feedback opportunities, and participation in decision-making processes. Lancaster School District gathered input from families using the fall YouthTruth Climate Survey and fall LCAP Thought Exchange to inform district priorities. Families participated in Town Hall meetings, where they reviewed district goals and student performance data, including the California Assessment of Student Performance and Progress (CAASPP), English Language Proficiency Assessments for California (ELPAC), and academic, attendance, and suspension data from the California School Dashboard, and provided input on progress and areas of need. Families also engaged through Department of Student and Family Services (DSFS) events and community meetings, as well as advisory and site-based structures including Parent Teacher Association (PTA) and Parent Teacher Organization (PTO) meetings, Superintendent's Advisory Councils, District English Learner Advisory Committee (DELAC), African American Advisory Council (AAAC), and School Site Council (SSC) meetings. Input gathered through these structures was brought forward and reviewed with district leadership and used to inform LCAP priorities, actions, services, and resource allocation decisions as part of the district's continuous improvement process.
Students	Students contributed to the development of the Local Control and Accountability Plan (LCAP) through a student-centered approach that

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	values student voice as critical to shaping meaningful and responsive learning environments. Lancaster School District gathered input from all students grades 3-8 using the fall YouthTruth Climate Survey. Lunchtime input opportunities to inform priorities related to academic experiences, school climate, safety, engagement, and well-being contributed to the development of the LCAP. Students participated in Associated Student Body (ASB) leadership structures, including student advisory council meetings and the ASB Leadership Symposium, where they engaged with district leadership to share perspectives. Students also served as representatives in School Site Council (SSC) meetings and participated in additional engagement opportunities to increase access and participation. Input gathered through these structures was brought forward, reviewed with district leadership, and used to inform LCAP priorities, actions, supports, and resource allocation decisions as part of the district's continuous improvement process.
African American Advisory Council	The African American Advisory Council (AAAC) and the Student African American Advisory Council provided targeted input into the Local Control and Accountability Plan (LCAP) by elevating the voices and experiences of African American students and families to inform district priorities, supports, and resource allocation. The councils met at least five times throughout the year at various school sites with district leadership to review student performance data, including the California Assessment of Student Performance and Progress (CAASPP), attendance, suspension rates, and school climate indicators, and engaged in dialogue about academic achievement, sense of belonging, culturally responsive practices, and equitable access to opportunities. The student African American Advisory Council provided direct student perspectives on lived experiences and school conditions, while the adult advisory council provided family and community insight and recommendations. The councils also planned and executed community engagement events throughout the year, including events such as the community Black Knowledge Bowl, to further elevate voice and strengthen connections. Feedback from both councils was documented and considered in refining LCAP goals, actions, and services to ensure that district strategies meaningfully

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	addressed equity, engagement, and improved outcomes for African American students. AAAC Dates: 9/3/25; 11/5/25; 12/3/25; 1/14/26; 2/4/26; 3/4/26; 4/1/26; 5/6/26; 5/27/26
District English Learner Advisory Committee (DELAC) / English Learner Advisory Committee (ELAC)	Lancaster School District engaged English Learner Advisory Committee (ELAC) and District English Learner Advisory Committee (DELAC) educational partners in a structured consultation process during the development of the Local Control and Accountability Plan (LCAP) to ensure meaningful input from English learner families. Site-based ELACs met at least five times throughout the year to review school-level data, including multilingual learner progress, English Language Proficiency Assessments for California (ELPAC) scores, reclassification rates, the California Assessment of Student Performance and Progress (CAASPP), attendance, and climate indicators, and provided recommendations related to designated and integrated English Language Development (ELD) instruction, academic supports, family engagement, and student well-being; this input was documented and shared with the district. At the district level, DELAC members participated in meetings throughout the year, received training on the LCAP, state priorities, and multilingual learner funding, reviewed districtwide performance data including ELPAC results, and engaged in dialogue to provide formal recommendations on goals, actions, services, and expenditures impacting multilingual learners. ELAC and DELAC members also planned and executed family engagement events throughout the year, including events such as the Latino Knowledge Bowl, to strengthen community connections and elevate family voice. The district recorded DELAC feedback, considered recommendations in LCAP development, and provided written responses to ensure transparency, compliance, and authentic engagement of multilingual learner families in shaping district priorities. DELAC Dates: 10/02/25; 12/04/25; 2/5/26; 4/02/26; 5/28/26 (Reviewed draft of LCAP)
Parent Advisory Committee (Superintendent Advisory Council)	The Superintendent’s Parent Advisory Council provided meaningful input into the Local Control and Accountability Plan (LCAP) by serving as a representative body of families who met three times throughout

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	the year with the Superintendent to review district priorities, student performance data, and proposed goals and actions. During these meetings, members of Cabinet provided opportunities for questions and answers to support clarity and engagement. During the LCAP development cycle, council members examined information such as the California Assessment of Student Performance and Progress (CAASPP), multilingual learner progress including English Language Proficiency Assessments for California (ELPAC) data, attendance, school climate indicators, and survey feedback, and engaged in dialogue about areas of strength and needed improvement. Parents also provided input on the Strategic Plan and monitored performance using California School Dashboard indicators aligned to district commitment goals. Parents offered recommendations regarding academic supports, communication systems, safety, engagement strategies, and resource allocation, ensuring that family perspectives were reflected in district decision-making. Feedback from these meetings was documented and considered in refining the LCAP to ensure alignment with community needs and priorities. SAC Dates: 9/24/25; 11/12/26; 2/11/26; 5/28/26 (Reviewed draft of LCAP)
School Board	The School Board played a critical governance role in providing feedback on the Local Control and Accountability Plan (LCAP) by reviewing district goals, student performance data, stakeholder input, and proposed expenditures to ensure alignment with the district's vision, strategic priorities, and state requirements. Through public board meetings and study sessions throughout the year, trustees analyzed data including the California Assessment of Student Performance and Progress (CAASPP), English Language Proficiency Assessments for California (ELPAC), attendance, suspension rates, and budget projections, and asked clarifying questions to ensure that goals, actions, and services effectively addressed student needs. The Board considered feedback gathered from educational partners and provided direction to district leadership prior to adoption. The School Board ensured transparency, fiscal stewardship, and accountability by approving the final LCAP and monitoring progress toward identified

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	outcomes. The LCAP public hearing occurred on June 9, 2026, and adoption by the School Board followed on June 16, 2026.
School Site Council (SSC)	School Site Councils (SSCs) played a critical role in providing input for the Local Control and Accountability Plan (LCAP) by reviewing site-level student performance data, identifying needs aligned to state priorities, and ensuring that the School Plan for Student Achievement (SPSA) aligned with district LCAP goals and actions. SSCs, composed of parents, staff, administrators, and students in middle grades, met monthly throughout the year to analyze data such as the California Assessment of Student Performance and Progress (CAASPP), multilingual learner progress including English Language Proficiency Assessments for California (ELPAC), attendance, suspension rates, and survey feedback to identify priority areas for improvement. Through structured meetings and documented recommendations, SSC members provided feedback on proposed strategies, interventions, and resource allocations to ensure that site-level actions supported districtwide LCAP commitments. This collaborative process ensured transparency, alignment between the SPSA and LCAP, and meaningful engagement of school communities in shaping continuous improvement efforts.
Special Education Local Plan Area (SELPA)	The regional Special Education Local Plan Area (SELPA) collaborated with district leadership throughout the year to review data and ensure that the needs of students with disabilities were addressed through a strong commitment to inclusive learning environments. SELPA representatives reviewed indicators such as academic performance, suspension rates, chronic absenteeism, inclusion practices, and progress toward Individualized Education Program (IEP) goals to identify trends and areas requiring additional support. The SELPA provided guidance on compliance, best practices, service delivery models, and resource alignment to strengthen inclusive instruction, access to the core curriculum, and intervention systems. This work included supporting learning centers that utilized a collaborative approach between general education and special education teachers and strengthening Resource Specialist Program (RSP) to Specialized Academic Instruction (SAI) service models within schools. Through this partnership, the district advanced

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	inclusive practices and coordinated efforts to improve outcomes for students with disabilities while aligning with state and federal requirements. Budget planning review date: March 12, 2026.
Student Advisory Committee (Associated Student Body)	Through regular Associated Student Body (ASB) meetings at school sites, regular site meetings with teachers and principals, and a standing monthly meeting with the Superintendent, student leaders reviewed survey results, discussed campus experiences, and provided input on district initiatives and proposed Local Control and Accountability Plan (LCAP) goals and actions. Various members of Cabinet attended ASB meetings to engage directly with students and support dialogue. Associated Student Body (ASB) members collaborated with district directors and supported student lunchtime input opportunities to expand student voice. These members led students in ensuring voice through the fall YouthTruth survey. These conversations allowed students to identify strengths, raise concerns, and recommend improvements related to instruction, extracurricular opportunities, discipline practices, and communication. Their feedback was documented and considered during LCAP drafting to ensure that district priorities reflected authentic student perspectives and supported a positive, inclusive learning environment. ASB Collaborative Dates: 8/6/25; 9/17/25; 11/19/25; 2/02/26; 2/18/26; 3/10/26; 4/15/26; 5/4/26
Teachers of Schools Receiving Equity Multiplier Funds: El Dorado Elementary, Joshua Elementary, Lancaster Alternative Virtual Academy, New Vista Middle, Sierra Elementary, Sunnydale, RISE	Teachers at schools receiving Equity Multiplier funds were engaged throughout the year through survey methods and ongoing collaboration to support improved outcomes for student groups identified on the California School Dashboard with the lowest performance in academic, attendance, and suspension indicators. The district gathered teacher input through the fall YouthTruth survey and the fall Thought Exchange, which served as the needs assessment survey, and disaggregated results to identify site-specific needs. Following discussions regarding funding allocations and intended use, additional feedback was gathered from teachers during regular staff meetings and Instructional Leadership Team (ILT) meetings to inform site-based actions and supports. During Instructional Leadership Team (ILT) meetings, teachers had access to district directors and external consultants to support planning,

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	implementation, and continuous improvement efforts aligned to Equity Multiplier priorities. Through these efforts, teachers helped shape targeted strategies to address the needs of the lowest performing student groups.
Principals of Schools Receiving Equity Multiplier Funds: El Dorado Elementary, Joshua Elementary, Lancaster Alternative Virtual Academy, New Vista Middle, Sierra Elementary, Sunnydale, RISE	Principals of schools receiving Equity Multiplier funds were engaged throughout the year in efforts focused on improving outcomes for student groups identified on the California School Dashboard with the lowest performance in academic, attendance, and suspension indicators. Principals met with district directors, including the Director of Equity, Access, and Outcomes, to review funding allocations, clarify intended use of Equity Multiplier funds, and create plans of action aligned to site needs. Principals analyzed data to identify the lowest performing student groups and worked alongside an assigned external consultant and district director to support the Instructional Leadership Team (ILT) in conducting root cause analysis, identifying areas of need, and developing targeted action plans. Principals led ongoing discussions with staff to gather feedback, monitor implementation, and refine strategies to ensure alignment between school plans and Equity Multiplier funding. Through these processes, principals ensured that site-level decisions were data-driven, responsive to student and staff needs, and aligned to continuous improvement efforts.
Administrators Supporting Schools Receiving Equity Multiplier Funds: El Dorado Elementary, Joshua Elementary, Lancaster Alternative Virtual Academy, New Vista Middle, Sierra Elementary, Sunnydale, RISE	District administrators, including directors, coordinators, and assistant superintendents, were engaged throughout the year in efforts focused on improving outcomes for student groups at all schools receiving Equity Multiplier funds. The district identified on the California School Dashboard with the lowest performance in academic, attendance, and suspension indicators. District administrators analyzed data to identify these student groups and worked with site principals to review performance data, including the California Assessment of Student Performance and Progress (CAASPP), English Language Proficiency Assessments for California (ELPAC), attendance, and suspension trends, to determine areas of need. They collaborated with principals and external consultants to guide root cause analysis and support the development of targeted site-based action plans aligned to Equity Multiplier funding. District administrators participated in monthly

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	Leadership Team (LEAD) meetings and bimonthly Cabinet meetings to share updates, monitor progress, and refine strategies. Through these coordinated efforts, district administrators supported consistent, aligned, and data-driven actions to improve outcomes for student groups with the greatest needs.
Other School Personnel of Schools Receiving Equity Multiplier Funds: El Dorado Elementary, Joshua Elementary, Lancaster Alternative Virtual Academy, New Vista Middle, Sierra Elementary, Sunnydale, RISE	School personnel at schools receiving Equity Multiplier funds were engaged throughout the year in efforts focused on improving outcomes for student groups identified on the California School Dashboard with the lowest performance in academic, attendance, and suspension indicators. Lancaster School District gathered input from classified staff using the fall YouthTruth survey and the fall Thought Exchange, which served as the needs assessment survey. Classified personnel participated in monthly School Site Council (SSC) meetings, at least five English Learner Advisory Committee (ELAC) meetings and African American Advisory Council (AAAC) meetings to review data, goals, and the Equity Multiplier budget and plans. Non-certificated directors participated in Cabinet and Leadership Team (LEAD) meetings to review trends, while school personnel engaged in Instructional Leadership Team (ILT) discussions to support site-based implementation and continuous improvement.
Parent/Families of Schools Receiving Equity Multiplier Funds: El Dorado Elementary, Joshua Elementary, Lancaster Alternative Virtual Academy, New Vista Middle, Sierra Elementary, Sunnydale, RISE	Families of students attending schools receiving Equity Multiplier funds were engaged throughout the year in efforts focused on improving outcomes for student groups identified on the California School Dashboard with the lowest performance in academic, attendance, and suspension indicators. Lancaster School District gathered family input using the fall YouthTruth survey and the fall Thought Exchange, which served as the needs assessment survey, to better understand the needs of these student groups. Families participated in monthly School Site Council (SSC) meetings, where Equity Multiplier goals, plans, and budgets were reviewed and discussed with a focus on addressing the needs of the lowest performing student groups. Additional engagement occurred through English Learner Advisory Committee (ELAC) and African American Advisory Council (AAAC) meetings, where families reviewed disaggregated student data and provided input on targeted supports and strategies. Through these efforts, families helped inform actions

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	and supports designed to improve outcomes for student groups with the greatest needs.
Students of Schools Receiving Equity Multiplier Funds: El Dorado Elementary, Joshua Elementary, Lancaster Alternative Virtual Academy, New Vista Middle, Sierra Elementary, Sunnydale, RISE	Students at schools receiving Equity Multiplier funds were engaged throughout the year in efforts focused on improving outcomes for student groups identified on the California School Dashboard with the lowest performance in academic, attendance, and suspension indicators. Student input was gathered through the fall YouthTruth survey, the fall Thought Exchange, and ongoing school-based discussions. Students participated in Associated Student Body (ASB) meetings, monthly student advisory council meetings with the Superintendent and Cabinet, and monthly School Site Council (SSC) meetings, where Equity Multiplier goals and budgets are discussed, to review data, share experiences, and provide input on supports. Through these opportunities, student voice helped inform targeted actions to address the needs of the lowest performing student groups.

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

The adopted LCAP was influenced by feedback from educational partners. After several meetings, consultations, and discussions with educational partners, the following themes emerged and have impacted the Local Control and Accountability Plan moving forward:

Work with staff on differentiated forms of instruction.
Teachers recognized the need for basic teaching techniques, including Teacher Clarity; however, there is also a need to better engage students through engaging instructional strategies. Parents consistently remarked that students did not feel engaged in lessons, warranting the need for more differentiated instructional strategies that allow teachers to meet the needs of students by targeting individual student needs. The bargaining unit (TAL) remarked on the need to support students with more engaging instruction, which should be driven by site determination and supported by the district office.

Provide resources that allow for increased parental involvement (family engagement).
Families requested greater access to information on how to support students at home. At sites where pilot work with Scholastic and Care Map occurred, this was not an issue; however, other sites identified a need to support the development of a dual capacity framework. This is provided in the 2024–2027 LCAP within actions for both academics and social-emotional learning and behavior (Goals 1, 2, and 3, respectively). Staff identified a need to support families in acquiring the skills to engage in the school setting; however, reflection also indicated a need to better understand how to effectively engage families.

Support teachers with data analysis and preparation for instruction.

Teachers and classified staff identified a need for a stronger understanding and use of data to drive actions and classroom instruction. This has influenced the LCAP in that additional support will be provided for the training of Instructional Leadership Teams (ILTs) and general staff training through LLI. Administrators also identified a need for a clearer understanding of where and how to access data to support structured classroom support.

Ensure students have access to the resources needed to be successful.
Families requested that students be provided with all relevant materials necessary for success in the classroom, with access also available at home. This includes collaboration with the community to provide support to families in areas such as clothing, food, and other basic needs. Staff and administrators also identified the need to continue supporting students with access to resources that promote well-being.

Continue to engage students through the arts, music, and practical courses revolving around trades, financial literacy, and debate.
Students requested instruction that supports and influences future work. This is consistent with parent, family, and community input emphasizing the importance of ensuring students exit K–8 education with the ability to communicate effectively and possess foundational life skills. Teachers also identified the importance of engaging instruction to increase student attendance and engagement. Actions supporting electives, arts, debate, and middle school career and college readiness skills are included in the LCAP under Goal 1: Academics.

Working to support special education students more fully.
Inclusion began in the 2023–2024 school year, with recognition that barriers existed to full implementation. Staff requested training on how to meet the needs of all students within inclusive classroom settings. Families identified a need to better understand how to support students through this process and expressed a desire to be able to prepare students at home for sensitive conversations that may occur.

Equity Multiplier School Consultation (El Dorado Elementary, Joshua Elementary, Lancaster Alternative and Virtual Academies, New Vista Middle School, Sierra Elementary, Sunnydale Elementary, and RISE Community School)

Each Equity Multiplier school conducted its own needs assessment and consultation process with educational partners, including staff, families, students, School Site Councils, English Learner Advisory Committees, and community members. Consultation activities included school-level data reviews, educational partner meetings, YouthTruth survey results, ThoughtExchange feedback, and analysis of California School Dashboard indicators. The district reviewed the findings from each school and identified common themes that informed the development of the LCAP and Equity Multiplier actions. While individual school needs varied, several priorities emerged consistently across the seven schools.

The consultation process influenced the development of Goal 2 (Safe, Supportive, and Inclusive Schools), Goal 3 (Student Engagement and Attendance), and Equity Multiplier actions designed to address disparities in academic achievement, school climate, attendance, and student engagement.

The following themes emerged across one or more Equity Multiplier schools:

1. Social-Emotional Learning, Attendance, and School Climate

Educational partners identified the need to strengthen social-emotional learning, positive behavior supports, attendance interventions, and student connectedness. This feedback aligned with Dashboard indicators showing challenges in chronic absenteeism and suspension rates among student groups at several Equity Multiplier schools. As a result, the district included actions focused on social-emotional learning, PBIS, trauma-informed practices, student engagement, and attendance supports.

2. Leadership Development and School Culture
Staff and community feedback highlighted the importance of strong leadership practices to establish and maintain positive school culture, consistent expectations, and supportive learning environments. This feedback informed actions providing leadership development, coaching, and support for site administrators and instructional leadership teams. YouthTruth results also identified culture, relationships, and school safety as areas requiring continued attention.

3. Collaboration and Continuous Improvement
Educational partners expressed a need for greater opportunities for school leaders and staff to collaborate around improving school climate, student outcomes, and implementation of effective practices. This feedback influenced actions supporting professional learning communities, instructional leadership teams, continuous improvement processes, and shared leadership structures.

4. Engaging and Differentiated Instruction
Multiple schools identified the need for increased access to engaging instruction, targeted interventions, and differentiated supports to accelerate learning for student groups performing below standard. This feedback informed actions related to instructional coaching, professional development, academic interventions, MTSS implementation, and expanded learning opportunities. Academic support and resources were also consistently identified as priorities through educational partner feedback.

Although the specific needs and priorities varied by school, these common themes were consistently reflected across consultation activities and directly influenced the development of the district's Equity Multiplier goals, actions, and resource allocations. Equity Multiplier funds are used to provide increased and improved services that address the unique needs identified by each school while advancing districtwide priorities related to academic achievement, school climate, attendance, and student engagement.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Academics – Every student will demonstrate continuous growth toward mastery of the Common Core State Standards.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This three-year goal was developed during the 2023–2024 school year and was informed by educational partner input indicating a need for increased and improved services for targeted student groups through culturally responsive instructional practices, equitable access to learning opportunities, and increased school-site capacity to implement a Multi-Tiered System of Supports (MTSS). These priorities align with the district's commitment to providing safe, inclusive learning environments where the whole child is educated, nurtured, and inspired, and with the district's Strategic Plan focus on academic growth, equity, and student success. At the time this goal was developed, local assessment data showed signs of academic improvement. On the 2022–2023 i-Ready Diagnostic, 34% of students were meeting or exceeding grade-level expectations in reading and 24% were meeting or exceeding grade-level expectations in mathematics. By 2023–2024, those rates increased to 38% in reading and 28% in mathematics. Despite growth on local measures, these gains had not yet translated into desired outcomes on the California Assessment of Student Performance and Progress (CAASPP), where district performance remained in the Red performance level in both English Language Arts and Mathematics. English learners, foster youth, and low-income students remained in the Red performance level in English Language Arts, while foster youth and low-income students remained in the Red performance level in mathematics and English learners remained in the Orange performance level. Continued academic support remained necessary as approximately 90.5% of students were socioeconomically disadvantaged and approximately 3.5% were identified as systems-involved youth, creating a continued need for targeted academic interventions, enrichment opportunities, and equitable access to high-quality instruction.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Dashboard Local Indicator LCFF Priority 1 - Percentage of students with standards aligned instructional materials	Standard Met 100% of Students have standards aligned material (23-24 SY)	Standard Met 100% of Students have standards aligned materials (24-25 SY)	Standard Met 100% of Students have standards aligned materials (25-26 SY)	Standard Met 100% of Students have standards aligned material	No Difference from Baseline
2	Dashboard Local Indicator LCFF Priority 1 - Appropriately Assigned Teachers	Teacher Assignment Monitoring Data 576.3 Teachers 78.4% Clear credentialed teachers (21-22 SY)	Teacher Assignment Monitoring Data 604.2 Teachers 77.7% Clear Credentialed teachers (22-23 SY)	Teacher Assignment Monitoring Data 610.24 Teachers 73.7% Clear Credentialed teachers (23-24 SY)	Teacher Assignment Monitoring Data Number of Teachers based on enrollment & Contract 90% Clear credentialed teachers	-4.7% Clear credentialed teachers
3	Williams Materials Williams Materials Textbooks Sufficiency Survey	100% Sufficient as measured by Williams (23-24 SY)	100% Sufficient as measured by Williams (24-25 SY)	100% Sufficient as measured by Williams (25-26 SY)	100% sufficient	No Difference from Baseline
4	Local Internal Surveys Teacher Efficacy Surveys	My work gives me a feeling of personal accomplishment Elementary school teachers - 85% Middle school teachers - 76% As measured by Youth Truth (Dec 2024)	Baseline year (24-25 SY): My work gives me a feeling of personal accomplishment Elementary school teachers - 85% Middle school teachers - 76% As measured by Youth Truth (Dec 2024)	My work gives me a feeling of personal accomplishment Elementary school teachers - 80% Middle school teachers - 79% As measured by Youth Truth (Dec 2025)	Elementary and Middle School Teachers 90% feelings of personal accomplishment	5% Positive Response 3% Positive Response

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5	Dashboard CAASPP ELA (Overall)	-71 Below Standard (RED) (23 Dashboard)	-74.4 Below Standard (RED) (24 Dashboard)	-67.4 Below Standard (YELLOW) (25 Dashboard)	-66 Below Standard (ORANGE)	3.6 pts
6	Dashboard CAASPP ELA (African American)	-101.4 Below Standard (RED) (23 Dashboard)	-104.8 Below Standard (RED) (24 Dashboard)	-98.4 Below Standard (ORANGE) (25 Dashboard)	-91 Below Standard (ORANGE)	3 pts
7	Dashboard CAASPP ELA (American Indian)	-108.9 Below Standard (RED) (23 Dashboard)	-85 Below Standard (ORANGE) (24 Dashboard)	-97.6 Below Standard (RED) (25 Dashboard)	-98 Below Standard (ORANGE)	11.3 pts
8	Dashboard CAASPP ELA (Asian)	-1.8 Below Standard (YELLOW) (23 Dashboard)	-47.7 Below Standard (ORANGE) (24 Dashboard)	-13.1 Below Standard (YELLOW) (25 Dashboard)	3 Above Standard (GREEN)	-11.3 pts
9	Dashboard CAASPP ELA (English Learner)	-88.8 Below Standard (RED) (23 Dashboard)	-91.5 Below Standard (RED) (24 Dashboard)	-82.8 Below Standard (ORANGE) (25 Dashboard)	-80 Below Standard (ORANGE)	6 pts
10	Dashboard CAASPP ELA (Filipino)	16.4 Above Standard (GREEN) (23 Dashboard)	-1.9 Below Standard (YELLOW) (24 Dashboard)	3.5 Above Standard (GREEN) (25 Dashboard)	19.4 Above Standard (GREEN)	-12.9 pts
11	Dashboard CAASPP ELA (Foster Youth)	-112.3 Below Standard (RED) (23 Dashboard)	-110.1 Below Standard (RED) (24 Dashboard)	-87.3 Below Standard (ORANGE) (25 Dashboard)	-100 Below Standard (ORANGE)	25 pts
12	Dashboard CAASPP ELA (Hispanic)	-64.8 Below Standard (ORANGE) (23 Dashboard)	-67.5 Below Standard (ORANGE) (24 Dashboard)	-60.5 Below Standard (YELLOW) (25 Dashboard)	-61 Below Standard (YELLOW)	4.3 pts

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
13	Dashboard CAASPP ELA (Homeless)	-105.2 Below Standard (RED) (23 Dashboard)	-104.4 Below Standard (RED) (24 Dashboard)	-93.6 Below Standard (ORANGE) (25 Dashboard)	-95 Below Standard (ORANGE)	11.6 pts
14	Dashboard CAASPP ELA (Pacific Islander)	-94 Below Standard (No Performance Color) (23 Dashboard)	-79.2 Below Standard (No Performance Color) (24 Dashboard)	-58.4 Below Standard (No Performance Color) (25 Dashboard)	-84 Below Standard (ORANGE)	35.6 pts
15	Dashboard CAASPP ELA (Socioeconomically Disadvantaged)	-77.1 Below Standard (RED) (23 Dashboard)	-79.8 Below Standard (RED) (24 Dashboard)	-73.4 Below Standard (ORANGE) (25 Dashboard)	-68 Below Standard (ORANGE)	3.7 pts
16	Dashboard CAASPP ELA (Students with Disabilities)	-138.6 Below Standard (RED) (23 Dashboard)	-140.4 Below Standard (RED) (24 Dashboard)	-133.1 Below Standard (ORANGE) (25 Dashboard)	-127 Below Standard (ORANGE)	5.5 pts
17	Dashboard CAASPP ELA (Two or More Races)	-63.1 Below Standard (ORANGE) (23 Dashboard)	-64 Below Standard (ORANGE) (24 Dashboard)	-60.5 Below Standard (YELLOW) (25 Dashboard)	-60 Below Standard (ORANGE)	2.6 pts
18	Dashboard CAASPP ELA (White)	-39.4 Below Standard (ORANGE) (23 Dashboard)	-60.8 Below Standard (ORANGE) (24 Dashboard)	-36.8 Below Standard (YELLOW) (25 Dashboard)	-36 Below Standard (ORANGE)	2.6 pts
19	Dashboard CAASPP Math (Overall)	-107 Below Standard (RED) (23 Dashboard)	-109.4 Below Standard (RED) (24 Dashboard)	-105.1 Below Standard (ORANGE) (25 Dashboard)	-100 Below Standard (ORANGE)	1.9 pts
20	Dashboard CAASPP Math (African American)	-141.5 Below Standard (RED) (23 Dashboard)	-142.5 Below Standard (RED) (24 Dashboard)	-139.8 Below Standard (RED) (25 Dashboard)	-131 Below Standard (ORANGE)	1.7 pts

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
21	Dashboard CAASPP Math (American Indian)	-125.5 Below Standard (ORANGE) (23 Dashboard)	-114.2 Below Standard (ORANGE) (24 Dashboard)	-135.4 Below Standard (RED) (25 Dashboard)	-115 Below Standard (ORANGE)	-9.9 pts
22	Dashboard CAASPP Math (Asian)	-25.7 Below Standard (YELLOW) (23 Dashboard)	-68.8 Below Standard (ORANGE) (24 Dashboard)	-44.9 Below Standard (YELLOW) (25 Dashboard)	-20 Below Standard (GREEN)	-19.2 pts
23	Dashboard CAASPP Math (English Learner)	-118.3 Below Standard (ORANGE) (23 Dashboard)	-118.9 Below Standard (RED) (24 Dashboard)	-113.5 Below Standard (ORANGE) (25 Dashboard)	-108 Below Standard (ORANGE)	4.8 pts
24	Dashboard CAASPP Math (Filipino)	-17.4 Below Standard (GREEN) (23 Dashboard)	-36.8 Below Standard (ORANGE) (24 Dashboard)	-22.9 Below Standard (GREEN) (25 Dashboard)	-14 Below Standard (GREEN)	-5.5 pts
25	Dashboard CAASPP Math (Foster Youth)	-137.2 Below Standard (RED) (23 Dashboard)	-138.7 Below Standard (RED) (24 Dashboard)	-127.2 Below Standard (ORANGE) (25 Dashboard)	-127Below Standard (ORANGE)	10 pts
26	Dashboard CAASPP Math (Hispanic)	-99.4 Below Standard (RED) (23 Dashboard)	-108 Below Standard (RED) (24 Dashboard)	-97.5 Below Standard (ORANGE) (25 Dashboard)	-95 Below Standard (ORANGE)	1.9 pts
27	Dashboard CAASPP Math (Homeless)	-132.6 Below Standard (ORANGE) (23 Dashboard)	-131.2 Below Standard (RED) (24 Dashboard)	-121.8 Below Standard (ORANGE) (25 Dashboard)	-122 Below Standard (ORANGE)	10.8 pts
28	Dashboard CAASPP Math (Pacific Islander)	-134.6 Below Standard (No Performance Color) (23 Dashboard)	-108.5 Below Standard (No Performance Color) (24 Dashboard)	-114.3 Below Standard (No Performance Color) (25 Dashboard)	-124 Below Standard (ORANGE)	20.3 pts

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
29	Dashboard CAASPP Math (Socioeconomically Disadvantaged)	-112.5 Below Standard (RED) (23 Dashboard)	-115.2 Below Standard (RED) (24 Dashboard)	-110.5 Below Standard (ORANGE) (25 Dashboard)	-110 Below Standard (ORANGE)	2 pts
30	Dashboard CAASPP Math (Students with Disabilities)	-164.8 Below Standard (ORANGE) (23 Dashboard)	-167.4 Below Standard (RED) (24 Dashboard)	-164.2 Below Standard (ORANGE) (25 Dashboard)	-154 Below Standard (ORANGE)	.6 pts
31	Dashboard CAASPP Math (Two or More Races)	-96.9 Below Standard (RED) (23 Dashboard)	-91.3 Below Standard (YELLOW) (24 Dashboard)	-93.7 Below Standard (ORANGE) (25 Dashboard)	-90 Below Standard (ORANGE)	3.2 pts
32	Dashboard CAASPP Math (White)	-75.6 Below Standard (ORANGE) (23 Dashboard)	-93.5 Below Standard (ORANGE) (24 Dashboard)	-72.3 Below Standard (YELLOW) (25 Dashboard)	-65 Below Standard (ORANGE)	3.3 pts
33	End of Year (EOY): iReady Reading (K-8) Overall	38% At or Above Grade Level (23-24 SY; iReady)	35% At or Above Grade Level (24-25 SY iReady)	33% At or Above Grade Level (25-26 SY iReady)	45% At or Above Grade Level	-5% Decrease
34	EOY: iReady Reading (African American)	29% At or Above Grade Level (23-24 SY; iReady)	27% At or Above Grade Level (24-25 SY; iReady)	27% At or Above Grade Level (25-26 SY iReady)	36% At or Above Grade Level	-2% Decrease
35	EOY: iReady Reading (American Indian)	33% At or Above Grade Level (23-24 SY; iReady))	33% At or Above Grade Level (24-25 SY; iReady)	34% At or Above Grade Level (25-26 SY iReady)	40% At or Above Grade Level	1% Increase
36	EOY: iReady Reading (English Learner)	26% At or Above Grade Level(23-24 SY; iReady)	18% At or Above Grade Level (24-25 SY; iReady)	14% At or Above Grade Level (25-26 SY iReady)	31% At or Above Grade Level	-12% Decrease
37	EOY: iReady Reading (Foster Youth)	33% At or Above Grade Level(23-24 SY; iReady)	27% At or Above Grade Level (24-25 SY; iReady)	25% At or Above Grade Level (25-26 SY iReady)	40% At or Above Grade Level	-8% Decrease

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
38	EOY: iReady Reading (Hispanic)	38% At or Above Grade Level(23-24 SY; iReady)	36% At or Above Grade Level (24-25 SY; iReady)	34% At or Above Grade Level (25-26 SY iReady)	45% At or Above Grade Level	-4% Decrease
39	EOY: iReady Reading (Low Income)	36% At or Above Grade Level (23-24 SY; iReady)	33% At or Above Grade Level (24-25 SY; iReady)	31% At or Above Grade Level (25-26 SY iReady)	43% At or Above Grade Level	-5% Decrease
40	EOY: iReady Reading (Students with Disabilities)	14% At or Above Grade Level (23-24 SY; iReady)	15% At or Above Grade Level (24-25 SY; iReady	13% At or Above Grade Level (25-26 SY iReady)	22% At or Above Grade Level	-1% Decrease
41	EOY: iReady Reading (White)	41% At or Above Grade Level(23-24 SY; iReady)	37% At or Above Grade Level (24-25 SY; iReady)	36% At or Above Grade Level (25-26 SY iReady)	48% At or Above Grade Level	-5% Decrease
42	EOY: iReady Math (K-8) Overall	27% At or Above Grade Level(23-24 SY; iReady)	26% At or Above Grade Level (24-25 SY; iReady)	23% At or Above Grade Level (25-26 SY iReady)	34% At or Above Grade Level	-4% Decrease
43	EOY: iReady Math (African American)	18% At or Above Grade Level (23-24 SY; iReady)	18% At or Above Grade Level (24-25 SY; iReady)	16% At or Above Grade Level (25-26 SY iReady)	28% At or Above Grade Level	-2% Decrease
44	EOY: iReady Math (American Indian)	22% At or Above Grade Level (23-24 SY; iReady)	27% At or Above Grade Level (24-25 SY; iReady)	23% At or Above Grade Level (25-26 SY iReady)	30% At or Above Grade Level	1% Increase
45	EOY: iReady Math (English Learner)	21% At or Above Grade Level(23-24 SY; iReady)	15% At or Above Grade Level (24-25 SY; iReady)	10% At or Above Grade Level (25-26 SY iReady)	29% At or Above Grade Level	-11% Decrease
46	EOY: iReady Math (Foster Youth)	23% At or Above Grade Level(23-24 SY; iReady)	17% At or Above Grade Level (24-25 SY; iReady)	19% At or Above Grade Level (25-26 SY iReady)	31% At or Above Grade Level	-4% Decrease
47	EOY: iReady Math (Hispanic)	28% At or Above Grade Level(23-24 SY; iReady)	27% At or Above Grade Level (24-25 SY; iReady)	24% At or Above Grade Level (25-26 SY iReady)	35% At or Above Grade Level	-4% Decrease
48	EOY: iReady Math (Low Income)	26% At or Above Grade Level(23-24 SY; iReady)	24% At or Above Grade Level (24-25 SY; iReady)	21% At or Above Grade Level (25-26 SY iReady)	33% At or Above Grade Level	-5% Decrease

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
49	EOY: iReady Math (Students with Disabilities)	13% At or Above Grade Level(23-24 SY; iReady)	13% At or Above Grade Level (24-25 SY; iReady)	9% At or Above Grade Level (25-26 SY iReady)	21% At or Above Grade Level	-4% Decrease
50	EOY: iReady Math (White)	31% At or Above Grade Level (23-24 SY; iReady)	28% At or Above Grade Level (24-25 SY; iReady)	26% At or Above Grade Level (25-26 SY iReady)	36% At or Above Grade Level	-5% Decrease
51	Renzulli Learning Usage	To be determined (Coming in 24-25)	Not Measured	Not Measured	To be determined after identifying baseline	Not Measured
52	EOY: iReady Reading (K-8) - Above Grade Level	17% At or Above Grade Level (23-24 SY; iReady)	18% At or Above Grade Level (24-25 SY; iReady)	17% At or Above Grade Level (25-26 SY; iReady)	80% At or Above Grade Level	0% (No Change)
53	EOY: iReady Math (K-8) - Above Grade Level	11% At or Above Grade Level (23-24 SY; iReady)	12% At or Above Grade Level (24-25 SY; iReady)	10% At or Above Grade Level (25-26 SY; iReady)	80% At or Above Grade Level	-1% Decrease
54	Local Indicator Priority 2 - Implementation of State Academic Standards	Standard Met in 23-24; 1,669 observations conducted in digital walkthrough tool of Standards Based Instruction in classrooms(23 Dashboard)	Standard Met in 24-25; 3,507 observations conducted in digital walkthrough tool of Standards based instruction in classrooms (24 Dashboard)	Standard Met in 25-26; 2,656 observations conducted in digital walkthrough tool of Standards based instruction in classrooms (25 Dashboard)	Standard Met 4,600 Observations conducted throughout the district via digital walkthrough tool	Standard Met +987 observations conducted throughout the district via digital Walkthrough tool
55	Youth Truth: Professional Development (Elementary Staff) "My professional development over the last year has provided	Youth Truth (2023) 75% Positive Response	Youth Truth (2024) 77% Positive Response	Youth Truth (2025) 72% Positive Response	80% Positive Response	-3% Positive Response

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	me with content support."					
56	Youth Truth: Professional Development (Middle Staff) "My professional development over the last year has provided me with content support."	Youth Truth (2023) 53% Positive Response	Youth Truth (2024) 53% Positive Response	Youth Truth (2025) 60% Positive Response	80% Positive Response	7% Positive Response
57	EOY: iReady Reading (K-2) Overall	K (Overall) - 67% At or Above 1st (Overall) - 38% At or Above 2nd (Overall) - 38% At or Above (23-24 SY; iReady)	K (Overall) - 70% At or Above 1st (Overall) - 35% At or Above 2nd (Overall) - 37% At or Above (24-25 SY; iReady)	K (Overall) - 70% At or Above 1st (Overall) - 36% At or Above 2nd (Overall) - 37% At or Above (25-26 SY; iReady)	K (Overall) - 72% At or Above 1st (Overall) - 43%% At or Above 2nd (Overall) - 43% At or Above	K (Overall) 3% Increase 1st (Overall) -2% Decrease 2nd (Overall) -1% Decrease (25-26 SY; iReady)
58	EOY: iReady Reading (K-2) - Low Income	K (Low Income) - 65% At or Above 1st (Low Income) - 35% At or Above 2nd (Low Income) - 36% At or Above (23-24 SY; iReady)	K (Low Income) - 67% At or Above 1st (Low Income) - 35% At or Above 2nd (Low Income) - 35% At or Above (24-25 SY; iReady)	K (Low Income) - 68% At or Above 1st (Low Income) - 32% At or Above 2nd (Low Income) - 35% At or Above (25-26 SY; iReady)	K (Low Income) - 71%% At or Above 1st (Low Income) - 41% At or Above 2nd (Low Income) - 42%% At or Above	K (Low Income) 3% Increase 1st (Low Income) - 3% Decrease 2nd (Low Income) -1% Decrease
59	Teacher PLC Inventory	To Be Determined in Fall (Coming in Fall of 24)	Not measured in 24-25	Not measured in 25-26	To Be Determined in Fall for 2027	This has not been conducted as of yet

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
60	CAASPP Reading (3rd Grade) - Overall	22.43% Met or Exceeded Standard (23-24 SY)	23.75% Met or Exceeded Standard (24-25 SY)	23.90% Met or Exceeded Standard (25-26 SY)	28% Met or Exceeded	1.47% Increase
61	CAASPP Reading (3rd Grade) - English Learner	14.82% Met or Exceeded Standard (23-24 SY)	5.59% Met or Exceeded Standard (24-25 SY)	7.21% Met or Exceeded Standard (25-26 SY)	20% Met or Exceeded	-7.61% Decrease
62	CAASPP Reading (3rd Grade) - Foster	15.38% Met or Exceeded Standard (23-24 SY)	15.79% Met or Exceeded Standard (24-25 SY)	19.44% Met or Exceeded Standard (25-26 SY)	21% Met or Exceeded	4.06% Increase
63	CAASPP Reading (3rd Grade) - Low Income	20.82% Met or Exceeded Standard (23-24 SY)	21.82% Met or Exceeded Standard (24-25 SY)	22.07% Met or Exceeded Standard (25-26 SY)	27% Met or Exceeded	1.25% Increase
64	EOY: iReady Reading (3rd Grade) - Overall	43% At or Above (23-24 SY; iReady)	44% At or Above (24-25 SY; iReady)	42% At or Above (25-26 SY; iReady)	50% At or Above	-1% Decrease
65	EOY: iReady Reading (3rd Grade) - English Learner	33% At or Above(23-24 SY; iReady)	25% At or Above (24-25 SY; iReady)	21% At or Above (25-26 SY; iReady)	40% At or Above	-12% Decrease
66	EOY: iReady Reading (3rd Grade) - Foster	35% At or Above(23-24 SY; iReady)	45% At or Above (24-25 SY; iReady)	23% At or Above (25-26 SY; iReady)	42% At or Above	-12% Decrease
67	EOY: iReady Reading (3rd Grade) - Low Income	42% At or Above(23-24 SY; iReady)	43% At or Above (24-25 SY; iReady)	40% At or Above (25-26 SY; iReady)	49% At or Above	-2% Decrease
68	EOY: iReady Reading (3rd Grade) - Phonics - Overall	52% At or Above (23-24 SY; iReady)	55% At or Above (24-25 SY; iReady)	53% At or Above (25-26 SY; iReady)	60% At or Above	1% Increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
69	EOY: iReady Reading (3rd Grade) - Phonics - English Learner	42% At or Above (23-24 SY; iReady)	41% At or Above (24-25 SY; iReady)	35% At or Above (25-26 SY; iReady)	50% At or Above	-7% Decrease
70	EOY: iReady Reading (3rd Grade) - Phonics - Foster	45% At or Above(23-24 SY; iReady)	55% At or Above (24-25 SY; iReady)	34% At or Above (25-26 SY; iReady)	53% At or Above	-11% Decrease
71	EOY: iReady Reading (3rd Grade) - Phonics - Low Income	50% At or Above(23-24 SY; iReady)	54% At or Above (24-25 SY; iReady)	49% At or Above (25-26 SY; iReady)	58% At or Above	-1% Decrease
72	Youth Truth: Leadership Capacity	"My Schools Policies are administered fairly and consistently" Elementary School Staff - 67% Positive Response Middle School Staff - 51% positive response As measured by Youth Truth (Dec 2024)	Implemented 2024	"My Schools Policies are administered fairly and consistently" Elementary School Staff - 53% Positive Response Middle School Staff - 66% Positive Response As measured by Youth Truth (Dec 2025)	90% Positive response rate for both Elementary and Middle	Baseline set in 24-25 SY Youth Truth Elementary: -14% Positive Response Middle: 15% Positive Response
73	Youth Truth Culture (Elementary Staff) "My school runs smoothly."	Youth Truth (2023) 52% Positive Response	Youth Truth (2024) 63% Positive Response	Youth Truth (2025) 51% Positive Response	80% Positive Response	-1% Positive Response
74	Youth Truth: Culture (Middle School Staff) "My school runs smoothly."	Youth Truth (2023) 41% Positive Response	Youth Truth (2024) 46% Positive Response	Youth Truth (2025) 62% Positive Response	80% Positive Response	21% Positive Response

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
75	Youth Truth: Culture (Elementary Staff and Middle School Staff) "My school's employees are committed to the success of my school."	Youth Truth (2023) Elementary: 79% Positive Response Middle: 73% Positive Response	Youth Truth (2024) Elementary: 81% Positive Response Middle: 69% Positive Response	Youth Truth (2025) Elementary: 73% Positive Response Middle: 80% Positive Response	Expected All Schools: 80% Positive Response	Youth Truth Elementary: -6% Positive Response Middle: 7% Positive Response
76	English Learner Progress Indicator	46.2% Making Progress (Dashboard 2023)	48% Making Progress (Dashboard 2024)	44.3% Making Progress (Dashboard 2025)	56.2% Making Progress	-1.9% Making Progress
77	English Learner Reclassification Rate	8% Reclassification Rate (23-24 SY; Local Data)	8.4% Reclassification Rate (24-25 SY; Local Data)	18.6% Reclassification Rate (24-25 SY; Local Data)	13.8% Reclassification Rate	10.6% Increase
78	iReady Reading Long Term English Learners	To Be Determined (not currently identified) (23-24 SY)	Still to be Determined (not yet identified in iReady) (24-25 SY)	Still to be Determined (not yet identified in iReady) (25-26 SY)	To Be Determined (not currently identified)	TBD
79	ELA CAASPP Long Term English Learners	To Be Determined (not currently identified) (TBD Fall of 24)	2.11% Met or Exceeded Standard in ELA	3.27% Met or Exceeded Standard in ELA (2024-25 Results)	10% Met or Exceeded Standard in ELA	1.16% Increase
80	Youth Truth: Relationship (Elementary Students) "Does your teacher give you extra help if you need it?	76% Positive Response (Youth Truth Dec 2023)	43% Positive Response (Youth Truth Dec 2024)	47% Positive Response (Youth Truth 2025)	2.75	-29% Positive Response
81	Youth Truth: Relationship (Middle School Students)	Youth Truth (2023) 46% Positive Response	Youth Truth (2024) 44% Positive Response	Youth Truth (2025) 48% Positive Response	80% Positive Response	2% Positive Response

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	"is at least one adult at school who would be willing to help them with a personal problem"					
82	Youth Truth: Engagement (Elementary Families) "I feel empowered to play a meaningful role in decision-making at my school."	Youth Truth (2023) 53% Positive Response	Youth Truth (2024) 54% Positive Response	Youth Truth (2025) 61% Positive Response	80% Positive Response	8% Positive Response
83	Youth Truth: Engagement (Middle School Families) "I feel empowered to play a meaningful role in decision-making at my school."	Youth Truth (2023) 50% Positive Response	Youth Truth (2024) 44% Positive Response	Youth Truth (2025) 46% Positive Response	80% Positive Response	-4% Positive Response
84	Youth Truth: Engagement (Elementary Families) "I feel engaged with my child's school."	Youth Truth (2025) 71% Positive Response			80% Positive Response	N/A
85	Youth Truth: Engagement (Middle School Families) "I feel engaged with my child's school."	Youth Truth (2025) 57% Positive Response			80% Positive Response	N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
86	California Science Test (CAST) Assessment	12.79% Met or Exceeded (CAST Assessment - Dataquest 2023)	12.24% Met or Exceeded (CAST Assessment - Dataquest 2024)	14.20% Met or Exceeded (CAST Assessment - Dataquest 2025)	21% Met or Exceeded	1.41% difference from baseline
87	Local Indicator Priority 3 - Parent and Family Engagement: Building Partnerships for Student Outcomes	Conducted training of 8 schools regarding dual capacity framework (2023 Dashboard)	We have conducted a total of 10 trainings pertaining to the Dual Capacity Framework at this time. (2024-25 SY Data)	We have conducted a total of 4 trainings pertaining to the Dual Capacity Framework at this time. (2025-26 SY Data)	22 Schools Trained in Dual Capacity Framework (2026 Dashboard)	4 less schools from our Baseline Year
88	MOY: DIBELS Percentage of Kinder Students at or above benchmark	DIBELS (Dec. 2024) 28% At or Above Benchmark	N/A	DIBELS (Dec. 2025) 32% At or Above Benchmark	60% At or Above Midyear Benchmark	4% Increase
89	MOY: DIBELS Percentage of First Grade Students at or above benchmark	DIBELS (Dec. 2024) 30% At or Above Benchmark	N/A	DIBELS (Dec. 2025) 34% At or Above Benchmark	60% At or Above Midyear Benchmark	4% Increase
90	MOY: DIBELS Percentage of Second Grade Students at or above benchmark	DIBELS (Dec. 2024) 32% At or Above Benchmark	N/A	DIBELS (Dec. 2025) 31% At or Above Benchmark	60% At or Above Midyear Benchmark	-1% Decrease

Goal Analysis [2025-26]

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

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

Goal 1: Academics – Every student will demonstrate continuous growth toward mastery of the Common Core State Standards. Each year, the district will aim to improve student performance by at least 3 points on the California School Dashboard in both English Language Arts

(ELA) and Mathematics. Progress will be reviewed annually using state and local assessment data to ensure students are steadily moving toward meeting or exceeding standards.

In the 2025–2026 school year, the district largely implemented the actions aligned to this goal, with most actions fully implemented as planned and a small number partially implemented due to capacity and time constraints. Overall implementation resulted in measurable improvements in academic outcomes and strengthened instructional systems. Student performance increased in both English Language Arts and mathematics, with ELA improving by 7 points and mathematics by 4.2 points. Additionally, a majority of students demonstrated growth, with 66.8% improving in ELA and 60.7% in mathematics. These outcomes reflect consistent implementation of instructional supports, targeted interventions, and a continued focus on improving core instruction across sites.

Successes
The district experienced several notable successes in implementation. Significant progress was made in early literacy through strengthened foundational reading practices in the primary grades, contributing to improved student achievement. Leadership development efforts established stronger site-based instructional leadership, and instructional coaching and professional learning opportunities increased consistency in curriculum implementation, grading practices, and collaboration through Professional Learning Communities. The district also strengthened its Multi-Tiered System of Supports through the MTSS paraeducator program, expanding small-group instruction and targeted interventions within general education classrooms. Inclusive practices were successfully expanded, ensuring students with disabilities had increased access to grade-level content. Additionally, structures such as the elementary physical education program supported increased collaboration time for teachers, further strengthening instructional planning and data analysis. Staff feedback indicates that professional development and support remained an area of relative strength, though continued refinement is needed.

Challenges
While implementation was strong overall, a key challenge identified by the district is the lack of consistent and systematic tools to monitor the implementation of instructional practices, including for multilingual learners and Long-Term English Learners. Although Designated and Integrated English Language Development (ELD) supports were implemented, outcome data indicates that effectiveness is not consistently evident across sites and student groups. This suggests variability in how ELD practices and targeted supports are implemented at the classroom level. Additionally, the district lacks a consistent structure for observing, measuring, and providing feedback on the implementation of these practices. As a result, the district will prioritize the development and implementation of structured monitoring systems to strengthen implementation fidelity, ensure alignment of instructional practices, and improve academic outcomes for all programs, including multilingual learners and Long-Term English Learners.

All actions were implemented. However, 3 out of 17 actions were partially implemented with fidelity:

Action 1.2 – Equitable Distribution of Teachers
This action was partially implemented due to ongoing persistent staffing disparities in the region and across sites.

Action 1.14 – Access to Language Development – Multi-Language Learners
This action was implemented as planned; however, it was partially effective, as assessment data reflects progress in language development but inconsistent academic outcomes for English Learners. To strengthen implementation monitoring and improve effectiveness, the district

will need to implement a structured walkthrough and feedback tool to support site and district leaders in observing and measuring the implementation of Designated and Integrated English Language Development (ELD). This will support improved implementation fidelity and alignment of instructional practices across sites.

Action 1.15 – Support for Long-Term English Learners
This action was implemented as planned; however, it was partially effective, as data indicates some improvement alongside continued gaps in academic achievement for Long-Term English Learners. To strengthen monitoring and ensure more consistent outcomes, the district will need to implement a structured approach to observation, feedback, and tracking of instructional practices and targeted supports for Long-Term English Learners across school sites.

These partially implemented actions align directly with the challenges described, particularly related to time constraints, staffing capacity, and consistency of implementation across sites.

There were no substantive changes to the overall intent of the planned actions; however, adjustments were made in response to site-level needs, particularly in how resources and supports were allocated to maximize impact. These refinements reflect a continuous improvement approach rather than a shift in strategy. Overall, implementation of this goal was effective in improving academic outcomes, strengthening instructional leadership, and expanding systems of support, while also identifying the need for continued focus on consistency, capacity building, and sustainable professional learning structures to ensure full and equitable implementation across all sites.

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

Fiscal Stewardship – The district has set a material difference target of less than 20% between planned and actual expenditures and will work to reduce this range over the next three years through stronger budgeting practices at school sites and district-level departments. The following actions experienced material differences that contributed to adjustments in resource allocation and implementation across the Lancaster School District:

Action 1.1 – Teacher Credentialing
This action had a material difference between Budgeted Expenditures and Estimated Actual Expenditures. Actual expenditures exceeded budgeted amounts due to higher-than-anticipated costs for teacher credentialing and certificated salaries, including one-time and ongoing salary increases. In addition, expenditures supporting teacher effectiveness were allocated to this action from related actions. These expenditures supported the implementation of the action and the district’s efforts to recruit, retain, and support qualified certificated staff.

Action 1.2 – Equitable Distribution of Teachers
This action had a material difference between Budgeted Expenditures and Estimated Actual Expenditures due to changes in staffing assignments, difficulty filling positions in high-need areas, and adjustments based on site-specific needs throughout the year.

Actions 1.4, 1.5, and 1.6 – Basic Instructional Supplies and Services and Supplemental Materials, Services and Support – Enrichment

These actions had material differences between Budgeted Expenditures and Estimated Actual Expenditures. Actual expenditures exceeded budgeted amounts due to the purchase of additional instructional, intervention, and enrichment materials and supplies using available prior-year resources. Action 1.5 also included expenditures for early literacy materials and supplies that supported intervention services.

Actions 1.7 – Professional Development Core Teaching Strategies
This action had material differences between Budgeted Expenditures and Estimated Actual Expenditures. Actual expenditures exceeded budgeted amounts due to additional professional development activities supported with available prior-year resources.

Actions 1.14 and 1.15 – English Learners and Long-Term English Learners
These actions were fully implemented as planned during the 2025–26 school year. The variance between Budgeted Expenditures and Estimated Actual Expenditures occurred because the costs associated with these actions were budgeted and expended through related LCAP actions that support instructional services across multiple programs and student groups. Expenditures for certificated staff were included within Action 1.1 (Teacher Credentialing), instructional materials and supplies were included within Actions 1.5 and 1.6, and intervention support provided by classified staff and teacher stipends were included within other district instructional support actions. Because these expenditures were accounted for within existing districtwide actions, costs were not separately tracked under Actions 1.14 and 1.15. The variance reflects accounting and expenditure coding practices rather than a reduction in services. English Learners and Long-Term English Learners continued to receive all planned supports, including designated and integrated English language development, targeted intervention, instructional support, and staff professional learning.

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

Action 1.1 – Teacher Credentialing
This action was effective. The district maintained appropriately credentialed teachers across school sites, supporting stable instructional environments. California School Dashboard results improved from 2024 to 2025, with English Language Arts increasing from red to yellow and Mathematics improving from red to orange, demonstrating measurable academic growth. YouthTruth student data also reflects improvement in relationships (38% to 45% positive) and engagement (40% to 47%), indicating stronger instructional environments. Based on these findings, continued focus on maintaining credentialing and strengthening instructional practices is warranted.

Action 1.2 – Equitable Distribution of Teachers
This action was partially effective. Data indicates that 64% of teachers held a clear credential. California School Dashboard results improved overall; however, CAASPP data shows Foster Youth performed 87.3 points below standard in ELA and 127.2 points below standard in mathematics, while Low-Income students performed 73.4 points below standard in ELA and 110.5 points below in mathematics . These results indicate that despite improved staffing conditions, equitable academic outcomes were not achieved. YouthTruth data further indicates that school culture remains an area of need, with only 28% positive responses, suggesting inequities in student experience persist. These findings demonstrate that while access to qualified teachers improved systemwide, the distribution of effective instruction did not consistently meet the needs of unduplicated student groups. Based on these findings, greater emphasis on equitable assignment practices and targeted instructional support is needed.

Action 1.3 – Instructional Coaching Support

This action was partially effective. Midyear i-Ready data, reflecting first semester performance, indicates that approximately 3% of English Learners, 10% of Low-Income students, and 10% of Foster Youth were at or above grade level in reading, and 2% of English Learners, 5% of Low-Income students, and 6% of Foster Youth were at or above grade level in mathematics. While this represents early progress toward end-of-year outcomes, it does not reflect final performance. YouthTruth staff feedback related to professional development and instructional support indicates that coaching structures were in place but varied in effectiveness across sites, with some staff reporting a need for clearer expectations and more consistent support. Student feedback also reflects improved engagement (3.25 to 3.36) and academic challenge (3.60 to 3.66), suggesting some positive shifts in instructional practice. Based on these findings, increased consistency, clarity, and monitoring of instructional coaching are needed.

Action 1.4 – Basic Instructional Supplies and Services
This action was effective. Materials and services were provided as planned, ensuring access to core instructional resources. California School Dashboard results improved across ELA and mathematics. YouthTruth data shows increases in engagement and academic challenge, suggesting students experienced improved access to learning. Based on these findings, continued emphasis on effective use of instructional materials is appropriate.

Action 1.5 – Supplemental Materials, Supplies, and Services – Intervention
This action was partially effective. California School Dashboard results improved overall; however, CAASPP data indicates that English Learners performed 82.8 points below standard in ELA and 113.5 points below standard in mathematics, Foster Youth performed 87.3 points below standard in ELA and 127.2 points below in mathematics, and Low-Income students performed 73.4 points below standard in ELA and 110.5 points below in mathematics. Midyear i-Ready data also indicates low percentages of these student groups at or above grade level. YouthTruth data shows academic challenge improved from 58% to 62%, indicating increased rigor in instruction. However, these gains have not yet translated into significantly improved achievement outcomes. These findings indicate that while intervention systems are in place, they are not yet consistently accelerating learning for unduplicated student groups. Based on these findings, stronger alignment, intensity, and consistency of intervention delivery are needed.

Action 1.6 – Supplemental Materials, Services, and Supports – Enrichment
This action was partially effective. i-Ready Reading data showed that 45% of all students met annual typical growth expectations. Low-income students demonstrated comparable growth, meeting annual typical growth expectations at rates similar to the all-student group. Additionally, California School Dashboard results showed that Foster Youth improved 22.8 points in English Language Arts and 11.5 points in Mathematics, exceeding the gains of the all-student group, which improved 7.0 points in English Language Arts and 4.2 points in Mathematics. These findings indicate that targeted enrichment opportunities supported academic growth for unduplicated student groups. YouthTruth data also showed student engagement improved from 40% to 47% positive responses, indicating a stronger connection to school. While Foster Youth and socioeconomically disadvantaged students continue to perform below standard on the California School Dashboard English Language Arts and Mathematics Indicators, the growth demonstrated through i-Ready and Dashboard measures suggests that enrichment opportunities contributed to improved academic outcomes and student engagement. Based on these findings, continued implementation and closer alignment of enrichment opportunities to academic outcomes are needed to accelerate achievement and further reduce performance gaps.

Action 1.7 – Professional Development Core Teaching Strategies

This action was effective. Dashboard results improved across ELA and mathematics. YouthTruth data shows academic challenge increased from 58% to 62%, indicating stronger rigor and expectations in classrooms. These findings indicate professional development contributed to improved instructional practice. Based on these findings, continued focus on consistent implementation across sites is appropriate.

Action 1.8 – Professional Development for Increased Needs
This action was partially effective. CAASPP data indicates that English Learners performed 82.8 points below standard in ELA and 113.5 points below in mathematics, and Low-Income students performed 73.4 points below standard in ELA and 110.5 points below in mathematics. YouthTruth data shows student relationships improved from 38% to 45%, indicating a more supportive learning environment. However, academic outcomes for these student groups remain significantly below standard. These findings indicate that while professional development improved classroom environment, it did not consistently improve academic outcomes. Based on these findings, refinement of targeted professional learning is needed.

Action 1.9 – MTSS Para Program
This action was partially effective. i-Ready K–2 reading data showed positive growth for students receiving early literacy support. Across all K–2 students, 17% were performing at or above grade level and 45% met annual typical growth expectations. Socioeconomically disadvantaged students demonstrated similar growth outcomes, with 15% of kindergarten students, 15% of first-grade students, and 23% of second-grade students meeting annual stretch growth expectations. These results indicate that low-income students were making growth at rates comparable to the all-student group. YouthTruth data also showed an increase in student engagement and belonging from 36% to 44%, suggesting stronger support structures for students. However, districtwide academic outcomes indicate that additional support is needed. Socioeconomically disadvantaged students improved 6.4 points in English Language Arts and 4.6 points in Mathematics but remained 73.4 and 110.5 points below standard, respectively. Based on these findings, continued coordination and monitoring of MTSS supports are needed to accelerate achievement and close performance gaps.

Action 1.10 – Professional Learning Communities
This action was effective. California School Dashboard results showed improvement for both the all-student group and unduplicated student groups in English Language Arts and Mathematics. The all-student group improved 7.0 points in English Language Arts and 4.2 points in Mathematics. English Learners improved 8.7 points in English Language Arts and 5.4 points in Mathematics, Foster Youth improved 22.8 points in English Language Arts and 11.5 points in Mathematics, and socioeconomically disadvantaged students improved 6.4 points in English Language Arts and 4.6 points in Mathematics. YouthTruth staff data showed strong perceptions of professional learning and collaboration, with 73% of elementary staff and 71% of middle school staff reporting positive experiences. These findings indicate that PLC structures contributed to improved instructional alignment and academic growth for both the all-student group and unduplicated student groups. While English Learners, Foster Youth, and socioeconomically disadvantaged students continue to perform below standard, each group demonstrated improvement in both English Language Arts and Mathematics during the reporting period. Based on these findings, continued implementation of PLCs is warranted, with an increased emphasis on analyzing student-group data and implementing targeted instructional responses to accelerate outcomes for unduplicated student groups.

Action 1.11 – Early Literacy
This action was partially effective. CAASPP data indicates that only 7.21% of English Learners, 19.44% of Foster Youth, and 22.07% of Low-Income students met or exceeded standards in third-grade reading. Midyear i-Ready data reflects early progress but remains below expected

levels. YouthTruth data shows improvements in engagement and academic challenge, indicating improved classroom experiences. However, literacy outcomes remain below grade level. Based on these findings, strengthening early literacy practices and monitoring progress are needed.

Action 1.12 – Special Education and Inclusive Practices
This action was partially effective. Community feedback identified the need for stronger inclusion supports and resources. YouthTruth data indicates belonging remains low at 44%, reinforcing the need to improve inclusive environments. These findings indicate that while inclusive structures are in place, they are not yet consistently effective across sites. Based on these findings, increased consistency, professional learning, and support structures are needed.

Action 1.13 – Leadership Support and Professional Development
This action was partially effective. YouthTruth staff data shows professional development and support remained relatively strong at 73% positive; however, overall staff engagement declined from prior years. These findings indicate leadership structures were in place but not consistently impactful across sites. Educational partner feedback further indicates a need for stronger alignment and clearer expectations. Based on these findings, stronger leadership alignment and monitoring are needed.

Action 1.14 – Access to Language Development – Multi-Language Learners
This action was partially effective. CAASPP data indicates that English Learners performed 82.8 points below standard in ELA and 113.5 points below standard in mathematics. ELPAC results indicate progress in English language acquisition; however, this progress has not translated into improved academic outcomes. YouthTruth data shows academic challenge increased, indicating improved rigor in classroom instruction. These findings indicate that language development supports are not yet fully aligned with academic expectations. Based on these findings, improved alignment between ELD and core instruction is needed.

Action 1.15 – Support for Long-Term English Learners
This action was partially effective. Data indicates that Long-Term English Learners continue to perform below standard, consistent with overall English Learner performance on CAASPP. YouthTruth data shows improved engagement and relationships, suggesting improved student experience; however, these improvements have not translated into academic gains. These findings indicate that current supports are not yet sufficient to close achievement gaps. Based on these findings, refinement of targeted instructional supports is needed.

Action 1.16 – Additional Classified Support for Academics
This action was partially effective. California School Dashboard results improved overall, with English Language Arts moving from red to yellow and mathematics from red to orange; however, CAASPP data indicates that multiple student groups remain below standard. YouthTruth staff data shows declines in engagement (81% to 73%) and culture (69% to 51%), indicating inconsistent staff experience across sites. These findings indicate that additional classified support did not consistently result in improved academic outcomes. Based on these findings, stronger alignment of classified support to instructional priorities is needed.

Action 1.17 – Increased Family Engagement for Academics
This action was partially effective. California School Dashboard results improved overall; however, CAASPP data indicates continued academic gaps for unduplicated student groups. YouthTruth data shows improvements in engagement (40% to 47%) and relationships (38%

to 45%), indicating stronger student connection to school. However, these improvements did not consistently result in increased academic achievement. These findings indicate that family engagement efforts are not yet sufficiently aligned to academic outcomes. Based on these findings, stronger alignment between engagement strategies and academic outcomes is needed.

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

Goal Description and Goal Explanation – The Goal 1 description and goal explanation were revised to strengthen alignment between identified student needs, district priorities, and the actions and services included within the goal.

Action 1.14 – This action was revised to clarify the services and supports provided to English learners. The updated language more clearly describes the instructional supports, intervention opportunities, and progress-monitoring practices implemented to improve English learner outcomes.

Action 1.15 – This action was revised to clarify the services and supports provided to Long-Term English Learners. The updated language more clearly describes the targeted strategies, interventions, and monitoring practices designed to support language acquisition, academic achievement, and reclassification.

Action 1.16 – This action was removed because the services and supports previously provided through this action, including classified paraeducator support for small-group instruction to support academic growth, have been fully integrated into Action 2.8 – Multi-Tiered Systems of Support (MTSS), reflecting current implementation practices.

Action 1.18 – This action was added to the 2026–27 LCAP to provide targeted academic intervention in inclusive settings through certificated and classified personnel funded fully or partially with Learning Recovery Emergency Block Grant funds. This action is intended to accelerate student learning and improve academic outcomes for students requiring additional support.

Material Differences – The district established a material difference target of less than 20% between planned and actual expenditures and will work to reduce this variance over the next three years through strengthened budgeting practices at both school sites and district-level departments. The following actions received funding increases to strengthen implementation, expand services, or more accurately reflect the resources needed to fully implement each action.

Action 1.9 – MTSS Paraeducator Program (+$1,500,000): Funding was increased to expand classified paraeducator support for targeted small-group instruction and academic intervention through MTSS.

Action 1.12 – Special Education & Inclusive Practices (+$41,700,000): Funding was increased to more accurately reflect districtwide expenditures supporting special education services, inclusive practices, staffing, related services, transportation, and instructional supports.

Action 1.13 – Leadership Support and Professional Development (+$500,000): Funding was increased to strengthen leadership development, instructional coaching, and professional learning for site and district administrators.

Action 1.14 – Access to Language Development: Multi-Language Learners (+$100,000): Funding was increased to expand instructional supports, materials, and professional learning for multilingual learners.

Action 1.15 – Support for Long-Term English Learners (+$75,000): Funding was increased to strengthen targeted interventions and instructional supports that improve English proficiency, academic achievement, and reclassification outcomes.

Action 1.17 – Increased Family Engagement for Academics (+$250,000): Funding was increased to expand family engagement activities, academic workshops, and communication that strengthen partnerships between schools and families in support of student achievement.

Metrics – Several metrics were revised to improve clarity, accuracy, and alignment with current California School Dashboard indicators and local measures used to monitor student outcomes. Target Outcomes – Several target outcomes were revised to align with updated metrics and current baseline performance data. These revisions ensure target outcomes remain measurable, relevant, and aligned to district improvement priorities.

Metrics 1.4 and 1.72 were revised to include specific YouthTruth survey questions, providing additional educational partner feedback to better evaluate the effectiveness of district actions from the perspectives of staff.

Metric 1.84 was added to measure student performance on the California Science Test (CAST), providing an additional indicator of academic achievement and progress in science.

Metric 1.85 was added to measure family engagement, providing additional data to evaluate the effectiveness of district efforts to strengthen meaningful partnerships between schools and families.

As a result of adding Metrics 1.84 and 1.85, existing Metrics 1.86–1.90 were renumbered to maintain the sequential organization of the metrics.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Teacher Credentialing	The district will support all students with qualified and appropriately assigned teachers.	$88,962,942.00	No

Action #	Title	Description	Total Funds	Contributing
1.2	Equitable Distribution of Teachers and Professional Learning	The District will ensure the equitable distribution of teachers to support low-income students and foster youth. Additional certificated staffing and instructional support will be provided to improve access to high-quality instruction and address identified student needs. The district will also provide differentiated professional learning, coaching, and leadership support to strengthen instructional capacity and ensure continuity at school sites experiencing high levels of teacher transiency.	$15,654,162.00	Yes
1.3	Instructional Coaching Support	The district will support and provide instructional coaches to school sites to increase teacher efficacy. This supports teachers towards supporting Foster Youth, Low Income and English Learners. This action will also supporting schools and student groups that received the lowest performance level for English Language Arts and Mathematics on the Dashboard.	$3,179,274.00	Yes
1.4	Basic Instructional Supplies and Services	The district will ensure all students have access to rigorous standards-aligned, culturally relevant instructional materials to support standards-based instruction and learning.	$1,683,761.00	No
1.5	Supplemental Materials, Supplies, and Services - Intervention	The district will provide supplemental materials, services and supports to students in need of intervention such as but not limited to reading programs to support literacy, and implementation of learning centers throughout the school district. Software, literature, and licenses for supplemental applications will be provided to support small group to provide targeted support Foster Youth, English learners, and Low-Income student groups.	$52,568,511.00	Yes
1.6	Supplemental Materials, Services and Supports - Enrichment	The district will provide supplemental materials, services, and support to students in need of enrichment such as but not limited to visual and performing arts programs, elementary and secondary music programs, project-based learning curriculum and teaching, and other enhanced	$881,688.00	Yes

Action #	Title	Description	Total Funds	Contributing
		learning experiences during the school day. This action is principally directed toward foster youth and low-income students.		
1.7	Professional Development Core Teaching Strategies	The district will provide professional development to support the advancement of topics such as standards-based instruction, curriculum, and grading practices, and where appropriate in the implementation of a play-based curriculum (UTK).	$439,979.00	No
1.8	Professional Development for Increased Needs	The district will provide professional development to support the increased needs of our English learners and low income student population to provide for inclusive practices, Strategies towards language development, Universal Design for Learning, Dual Language and Arts Training. This action is supporting schools and student groups that received the lowest performance level for English Language Arts and Mathematics on the Dashboard.	$58,597.00	Yes
1.9	MTSS Para Program	The district will support school sites with Multi-Tiered Systems of Support para-educators to support early learning in grades K-2. This action is principally supporting low income students, and will also support schools and student groups that received the lowest performance level for English Language Arts on the Dashboard.	$1,682,555.00	Yes
1.10	Professional Learning Communities	The district will support schools with time to collaborate, plan, and analyze social emotional, behavioral, and academic data through professional learning communities. This will support our English learners, foster youth, and low income student groups (This work comes as a result of our needs analysis through Differentiated Assistance).	$2,000,000.00	Yes
1.11	Early Literacy	Early Literacy & Foundational Reading - The district will provide materials, training, and support to teachers, administrators, and paraeducators for the implementation of structured literacy through the science of reading. This	$2,000,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		action is supporting our English learners, foster youth, and low-income students. This action will also support schools and student groups that received the lowest performance level for English Language Arts on the Dashboard.		
1.12	Special Education & Inclusive Practices	The district will provide special education services for students who are identified as eligible for the district's special education program.	$41,470,000.00	No
1.13	Leadership Support and Professional Development	The district will provide differentiated (MTSS Framework) coaching to site leadership to increase effectiveness and build their capacity to support teachers and improve student outcomes. Support from the district office will directly support the implementation of goals and strategies in the site's school plan. Capacity will continue to be built to support leadership at all grade levels toward appropriate educational settings (This work comes as a result of our needs analysis through Differentiated Assistance). This is action is targeted towards supporting our English learners, foster youth, and low-income students. This action will also support schools and student groups that received the lowest performance level for English Language Arts and Mathematics on the California Dashboard.	$500,000.00	No
1.14	Access to Language Development: Multi-Language Learners	English Learners will participate in the district’s language acquisition program through designated and integrated English Language Development (ELD) instruction aligned to the California English Language Development Standards. Supports include administration of state and local assessments, bilingual paraeducators at comprehensive school sites, English Learner site leaders, English Learner Advisory Committees (ELAC), and the implementation of Ellevation strategies to support language acquisition, academic language development, and access to grade-level content. Student progress will be monitored through the district’s English Learner monitoring system to ensure timely identification of students requiring additional support.	$100,000.00	No

Action #	Title	Description	Total Funds	Contributing
		Student progress will be regularly monitored using English Learner Progress Indicator (ELPI) data, English language proficiency measures, reclassification rates, and local academic assessment data. District and site staff will use these data sources to identify students who are not making adequate progress toward English proficiency and to evaluate the effectiveness of language acquisition services. Particular attention will be given to addressing the 3.7 percentage point decline in ELPI performance reflected on the 2025 California School Dashboard. Teachers serving English Learners will participate in professional learning focused on effective language acquisition strategies, designated and integrated ELD instruction, academic language development, scaffolding techniques, use of Ellevation to monitor student progress, and strategies that support English Learners' access to rigorous grade-level instruction and achievement in English Language Arts. Professional learning, personnel, and instructional supports associated with this action are funded through related district actions that support professional development, staffing, and instructional services for English Learners. This action is principally directed toward English Learners, who continue to demonstrate academic and language acquisition needs as measured by the English Learner Progress Indicator and English Language Arts performance on the California School Dashboard. The action is intended to improve English language proficiency, increase reclassification rates, accelerate academic achievement, and support progress toward English proficiency for English Learners.		
1.15	Support for Long-Term English Learners	Long-Term English Learners (LTELs) will receive targeted support through districtwide English learner services, instructional programs, and professional learning opportunities. Supports include designated and integrated English Language Development (ELD), ongoing monitoring through the district's English Learner monitoring system, analysis of reclassification data, review of English Language Arts achievement data, and targeted interventions aligned to identified student needs. Instructional supports associated with this action are funded through related district	$75,000.00	No

Action #	Title	Description	Total Funds	Contributing
		actions that support English Learners, professional learning, personnel, and instructional services. Teachers serving Long-Term English Learners will participate in professional learning focused on effective instructional practices for English learners, including academic language development, vocabulary acquisition, literacy acceleration, designated and integrated ELD instruction, and strategies to support access to grade-level content. District and site leadership will regularly review student progress, reclassification status, and academic achievement data to identify students in need of additional support and monitor the effectiveness of instructional practices. This action is principally directed toward Long-Term English Learners, who continue to demonstrate significant academic needs in English Language Arts, performing 113.3 points below standard on the California School Dashboard. The action is intended to improve English language proficiency, increase reclassification rates, accelerate academic achievement, and reduce the number of students remaining classified as Long-Term English Learners.		
1.17	Increased Family Engagement for Academics	The district will support family engagement with programs and support targeting the family's role in the school. This action will support our low-income student group.	$250,000.00	No
1.18	Learning Centers	This is a Learning Recovery Emergency Block Grant (LREBG) action. The district will utilize $1,200,000 in unexpended LREBG funds to provide Learning Center teachers and classified support staff at elementary schools to deliver targeted academic intervention for students performing two or more grade levels below expectation in English Language Arts and/or mathematics. Research supports targeted small-group intervention as an effective strategy for accelerating learning and addressing unfinished learning. Evidence indicates that increased instructional time, targeted intervention, frequent progress monitoring, and differentiated instruction improve	$1,200,000.00	No

Action #	Title	Description	Total Funds	Contributing
		student achievement, particularly for students performing below grade level. Learning Centers provide students with additional opportunities to receive intensive academic support aligned to identified learning needs while maintaining access to core instruction. Through small-group instruction, differentiated support, and increased instructional time, students receive additional assistance to strengthen foundational literacy and mathematics skills, accelerate learning, and improve academic achievement. This action supports Goal 1 by increasing access to timely intervention and reducing academic gaps for students requiring intensive support. The effectiveness of this action will be monitored through i-Ready Reading and Mathematics performance, including the percentage of students performing at or above grade level and measures of typical and stretch growth, as well as local formative assessment data and California Assessment of Student Performance and Progress (CAASPP) results in English Language Arts and mathematics. These metrics will be used to evaluate student growth and the impact of Learning Center interventions on academic achievement.		

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Lancaster School District has developed our revised Goal 2 to meet the needs of our diverse student population. This goal was devised to allow students to receive access to increased social-emotional support by breaking down barriers that exist to support equity. It was also determined that there was a need for scaffolded support to ensure that students have the needed assistance to remain engaged in the school setting. The Lancaster School District has a 90.5% socio-economically disadvantaged student population and has had an increased suspension and chronic absenteeism rate in past years. Due to this, the district will focus this goal on creating positive learning environments and implementing social-emotional support for students. It was also observed that African American students make up 37% of the students who are in Special Education, making them disproportionate by 5% in terms of representation, and requiring that the district address climate concerns in order to better meet the needs of a diverse population.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Youth Truth Belonging (Students) - Elementary Do you feel like an important part of your school?*	Youth Truth Dec 2023 - Students 31% Positive Response 35% Positive Response	Youth Truth Dec 2024- Students 33% Positive Response 39% Positive Response	Youth Truth Dec 2025 - Students 35% Positive Response 42% Positive Response	80% Positive Response 80% Positive Response	4% Increase 7% Increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Youth Truth Belonging and Peer Collaboration "I really feel like a part of my school's community."					
2	Suspensions (Overall)	2023 Dashboard 6.5% (RED)	2024 Dashboard 6.6% (RED)	2025 Dashboard 4.4% (YELLOW)	4% (YELLOW)	-2.1% Decrease
3	Suspensions (African American)	2023 Dashboard 13% (RED)	2024 Dashboard 13.5% (RED)	2025 Dashboard 9.2% (YELLOW)	7% (YELLOW)	-3.8% Decrease
4	Suspensions (American Indian)	2023 Dashboard 8% (RED)	2024 Dashboard 4.4% (YELLOW)	2025 Dashboard 13.3% (RED)	4.6% (YELLOW)	5.3% Increase
5	Suspensions (Asian)	2023 Dashboard 1.5% (YELLOW)	2024 Dashboard 2% (ORANGE)	2025 Dashboard 1.7% (GREEN)	.9% (GREEN)	0.2% Increase
6	Suspensions (English Learner)	2023 Dashboard 2.7% (GREEN)	2024 Dashboard 2.6% (YELLOW)	2025 Dashboard 2.1% (GREEN)	1.8% (GREEN)	-0.6% Decrease
7	Suspensions (Filipino)	2023 Dashboard 0% (BLUE)	2024 Dashboard 0.6% (YELLOW)	2025 Dashboard 0.7% (GREEN)	0% (BLUE)	0.7% Increase
8	Suspensions (Foster)	2023 Dashboard 12.5% (RED)	2024 Dashboard 10.2% (YELLOW)	2025 Dashboard 8.8% (ORANGE)	6.5% YELLOW	-3.7% Decrease
9	Suspensions (Hispanic)	2023 Dashboard 3.6% (ORANGE)	2024 Dashboard 3.6% (ORANGE)	2025 Dashboard 2.2% (GREEN)	2.7% YELLOW	-1.4% Decrease
10	Suspensions (Homeless)	2023 Dashboard 6.3% (RED)	2024 Dashboard 6.9% (RED)	2025 Dashboard 5% (YELLOW)	4% YELLOW	-1.3% Decrease
11	Suspensions (Pacific Islander)	2023 Dashboard 0% (BLUE)	2024 Dashboard 4.4% (ORANGE)	2025 Dashboard 3.2% (YELLOW)	0% (BLUE)	3.2% Increase
12	Suspensions (Socioeconomically Disadvantaged)	2023 Dashboard 6.8% (RED)	2024 Dashboard 6.9% (RED)	2025 Dashboard 4.6% (YELLOW)	4.2% YELLOW	-2.2% Decrease
13	Suspensions (Students with Disability)	2023 Dashboard 8.9% (RED)	2024 Dashboard 9.7% (RED)	2025 Dashboard 6.7% (YELLOW)	4.6% YELLOW	-2.2% Decrease
14	Suspensions (Two or More Races)	2023 Dashboard 7.3% (RED)	2024 Dashboard 6% (YELLOW)	2025 Dashboard 4.1% (YELLOW)	4.7% YELLOW	-3.2% Decrease
15	Suspensions (White)	2023 Dashboard 5.9% (ORANGE)	2024 Dashboard 3.5% (YELLOW)	2025 Dashboard 3.2% (YELLOW)	5.0% YELLOW	-2.7% Decrease

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
16	Chronic Absenteeism (Overall)	2023 Dashboard 41.9% Chronically Absent (YELLOW)	2024 Dashboard 36.2% Chronically Absent (YELLOW)	2025 Dashboard 31.2% Chronically Absent (YELLOW)	29.9% Chronically Absent (YELLOW)	-10.7% Decrease
17	Chronic Absenteeism (African American)	2023 Dashboard 48.8% Chronically Absent (YELLOW)	2024 Dashboard 46.5% Chronically Absent (ORANGE)	2025 Dashboard 42.6% Chronically Absent (YELLOW)	36.8% Chronically Absent (YELLOW)	-6.2% Decrease
18	Chronic Absenteeism (American Indian)	2023 Dashboard 57.7% Chronically Absent (RED)	2024 Dashboard 39.8% Chronically Absent (YELLOW)	2025 Dashboard 54.9% Chronically Absent (RED)	42.5% Chronically Absent (YELLOW)	-2.8% Decrease
19	Chronic Absenteeism (Asian)	2023 Dashboard 19.5% Chronically Absent (YELLOW)	2024 Dashboard 21.6% Chronically Absent (RED)	2025 Dashboard 12.1% Chronically Absent (YELLOW)	13.5% Chronically Absent (YELLOW)	-7.4% Decrease
20	Chronic Absenteeism (English Learner)	2023 Dashboard 34.8% Chronically Absent (YELLOW)	2024 Dashboard 27.1% Chronically Absent (YELLOW)	2025 Dashboard 21.4% Chronically Absent (YELLOW)	22.8% Chronically Absent (YELLOW)	-13.4% Decrease
21	Chronic Absenteeism (Filipino)	2023 Dashboard 10.6% Chronically Absent (YELLOW)	2024 Dashboard 16.7% Chronically Absent (RED)	2025 Dashboard 10.9% Chronically Absent (YELLOW)	9.1% Chronically Absent (GREEN)	0.3% Increase
22	Chronic Absenteeism (Foster)	2023 Dashboard 36.4% Chronically Absent (YELLOW)	2024 Dashboard 32.7% Chronically Absent (YELLOW)	2025 Dashboard 28.2% Chronically Absent (YELLOW)	24.4% Chronically Absent (YELLOW)	-8.2% Decrease
23	Chronic Absenteeism (Hispanic)	2023 Dashboard 39.7% Chronically Absent (YELLOW)	2024 Dashboard 37% Chronically Absent (ORANGE)	2025 Dashboard 26.8% Chronically Absent (YELLOW)	27.7% Chronically Absent (YELLOW)	-12.9% Decrease
24	Chronic Absenteeism (Homeless)	2023 Dashboard 58.1% Chronically Absent (YELLOW)	2024 Dashboard 54.5% Chronically Absent (YELLOW)	2025 Dashboard 44.2% Chronically Absent (YELLOW)	43.1% Chronically Absent (YELLOW)	-13.9% Decrease
25	Chronic Absenteeism (Pacific Islander)	2023 Dashboard 45.2% Chronically Absent (ORANGE)	2024 Dashboard 33.1% Chronically Absent	2025 Dashboard 37.9% Chronically Absent (NO PERFORMANCE COLOR)	30.2% Chronically Absent (YELLOW)	-7.3% Decrease

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
26	Chronic Absenteeism (Socioeconomically Disadvantaged)	2023 Dashboard 43.5% Chronically Absent (YELLOW)	2024 Dashboard 37.9% Chronically Absent (YELLOW)	2025 Dashboard 33% Chronically Absent (YELLOW)	28.5% Chronically Absent (YELLOW)	-10.5% Decrease
27	Chronic Absenteeism (Students with Disabilities)	2023 Dashboard 47.3% Chronically Absent (YELLOW)	2024 Dashboard 43.1% Chronically Absent (YELLOW)	2025 Dashboard 37.4% Chronically Absent (YELLOW)	32.3% Chronically Absent (YELLOW)	-9.9% Decrease
28	Chronic Absenteeism (Two or More Races)	2023 Dashboard 46.9% Chronically Absent (YELLOW)	2024 Dashboard 36.8% Chronically Absent (YELLOW)	2025 Dashboard 34.7% Chronically Absent (ORANGE)	31.9% Chronically Absent (YELLOW)	-12.2% Decrease
29	Chronic Absenteeism (White)	2023 Dashboard 36.2% Chronically Absent (YELLOW)	2024 Dashboard 27.7% Chronically Absent	2025 Dashboard 24.6% Chronically Absent (YELLOW)	24.2% Chronically Absent (YELLOW)	-11.6% Decrease
30	Youth Truth: Resource (Elementary and Middle School Students) "My school has the resources necessary to achieve learning goals."	Youth Truth Dec 2023 Elementary: 69% Positive Response Middle: 63% Positive Response	Youth Truth Dec 2024 Elementary: 71% Positive Resources Middle: 75% Positive Response	Youth Truth Dec 2025 Elementary: 71% Positive Resources Middle: 63% Positive Response	Expected 80% Positive Response	Youth Truth Elementary: 2% Positive Response Middle:0% Positive Response
31	Youth Truth: Emotional and Mental Health (Middle School Students) "When I'm feeling upset, stressed, or having problems, my school has programs or services that can help me."	Youth Truth Dec 2023 Middle: 38% Positive Response	Youth Truth Dec 2024 Middle: 43% Positive Response - Middle	Youth Truth Dec 2025 Middle: 46% Positive Response - Middle	Expected 80% Positive Response	Youth Truth Middle: 8% Positive Response
32	Youth Truth: Emotional and Mental Health (Middle School Students) "When I’m feeling upset, stressed, or having problems, there is an	Youth Truth Dec 2023 Middle 40% Positive Response	Youth Truth Dec 2024 Middle: 44% Positive Response	Youth Truth Dec 2025 Middle: 48% Positive Response	Expected 80% Positive Response	Youth Truth Middle: 8% Positive Response

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	adult from school who I can talk to about it."					
33	Youth Truth: Relationships (Elementary Students) "Is your teacher fair to you?" Youth Truth Relationships (Middle School Students) "Do you think your teacher cares about you?"	Youth Truth Dec 2023 Elementary: 70% Positive Response Middle: 51% Positive Response	Youth Truth Dec 2024 Elementary: 69% Positive Response Middle: 56% Positive Response	Youth Truth Dec 2025 Elementary: 69% Positive Response Middle: 62% Positive Response	Expected All Schools: 80% Positive Response	Youth Truth Elementary: -1% Positive Response Middle: 11% Positive Response
34	Dashboard: Suspensions (RISE)	2023 Dashboard RISE: 40% (RED)	2024 Dashboard RISE: 58.2% (RED)	2025 Dashboard RISE: 30.9% (ORANGE)	Expected RISE: 80.9% (YELLOW)	RISE: -9.1% Decrease
35	Youth Truth: Engagement (Elementary and Middle School Families) "Parent/family members are included in planning school activities."	Youth Truth Dec 2023 Elementary: 53% Positive Middle: 43% Positive	Youth Truth Dec 2024 Elementary: 66% Positive Middle: 52% Positive Response	Youth Truth Dec 2025 Elementary: 64% Positive Middle: 45% Positive Response	Expected All Schools: 80% Positive	Youth Truth Elementary: 11% Positive Response Middle: 2% Positive Response
36	Youth Truth: Culture (Elementary Students) "Do students behave in class?" Youth Truth Culture - Middle Students "Adults from my school treat students with respect."	Youth Truth Dec 2023 Elementary: 14% Positive Response Middle: 50% Positive Response	Youth Truth Dec 2024 Elementary: 15% Positive Response Middle: 55% Positive Response	Youth Truth Dec 2025 Elementary: 15% Positive Response Middle: 59% Positive Response	Expected All Schools: 80% Positive Response	Youth Truth Elementary: 1% Positive Response Middle: 9% Positive Response
37	Youth Truth: Safety (Elementary and Middle School Families)	Youth Truth Dec 2023 Elementary: 69% Positive Response	Youth Truth Dec 2024	Youth Truth Dec 2025	Expected All Schools: 80% Positive Response	Youth Truth Elementary: 6% Positive Response

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	"My child's learning environment is safe."	Middle: 55% Positive Response	Elementary: 71% Positive Response Middle: 63% Positive Response	Elementary: 75% Positive Response Middle: 61% Positive Response		Middle: 6% Positive Response
38	Youth Truth: Culture (Elementary and Middle School Families) "My school creates a friendly environment."	Youth Truth Dec 2023 Elementary: 76% Positive Response Middle: 57% Positive Response	Youth Truth Dec 2024 Elementary: 76% Positive Response Middle: 67% Positive Response	Youth Truth Dec 2025 Elementary: 76% Positive Response Middle: 58% Positive Response	Expected Elementary: 80% Positive Response Middle: 65% Positive Response	Youth Truth Elementary: 0% Positive Response Middle: 1% Positive Response
39	Youth Truth: Relationships (Elementary and Middle School Families) "I feel comfortable approaching teachers about my child's progress."	Youth Truth Dec 2023 Elementary: 88% Positive Response Middle: 79% Positive Response	Youth Truth Dec 2024 Elementary: 90% Positive Response Middle: 78% Positive Response	Youth Truth Dec 2025 Elementary: 88% Positive Response Middle: 79% Positive Response	Expected All Schools: 90% Positive Response	Youth Truth Elementary: 0% Positive Response Middle: 0% Positive Response
40	Youth Truth: Communication and Feedback (Elementary and Middle School Families) "Teachers clearly communicate expectations for my child's progress."	Youth Truth Dec 2023 Elementary: 76% Positive Response Middle: 64% Positive Response	Youth Truth 2024 Elementary: 79% Positive Response Middle: 64% Positive Response	Youth Truth 2025 Elementary: 79% Positive Response Middle: 63% Positive Response	Expected All Schools: 80% Positive Response	Youth Truth Elementary: 3% Positive Response Middle: -1% Positive Response
41	Local Indicator Parent and Family Engagement - Building Relationships with Parents	2023 Dashboard 15 Schools with active Parenting Partner Programs	2024 Dashboard 22 Schools with active Parenting Partners Programs	2024 Dashboard 22 Schools with active Parenting Partners Programs	22 Schools with active Parenting Partner Programs	7 Schools
42	Parent participation as measured by number of parents attending district wide family events	Local Data - School Sites Baseline to be determined in 24-25	Community Schools had a difficult time in ensuring an	Community Schools had a difficult time in ensuring an	Discontinued	Discontinued

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		this metric was not obtainable	accurate count. We will discontinue this metric and hold it locally at the school site.	accurate count. We will discontinue this metric and hold it locally at the school site.		
43	Expulsion Rate - From Local SIS	Local SIS (Currently PowerSchool) 2023-24 SY .01%	Local SIS (Powerschool) 2024-25 SY • .01%	Local SIS (Powerschool) 2024-25 SY • .01%	.01%	No Difference
44	Local Indicator priority 7: Access to Broad course of Study	Site Master Schedules Review of Master Schedules provides that AVID is offered at 3 of 5 middle school sites.	Site Master Schedules Review of Master Schedules provides that AVID is offered at 3 of 5 middle school sites. We are preparing for AVID to be implemented at the 4th in the Fall of 26-27	Site Master Schedules Review of Master Schedules provides that AVID is offered at 3 of 5 middle school sites. We are preparing for AVID to be implemented at the 4th in the Fall of 26-27	4 Middle schools with access to AVID	No Difference from Baseline Year
45	Youth Truth: Resource (Elementary and Middle School Families of English Learners) "My child's school has the resources necessary to achieve learning goals."	Youth Truth Dec 2023 Elementary: 75% Positive Response Middle: 85% Positive Response	Youth Truth 2024 Elementary: 74% Positive Response Middle: 61% Positive Response	Youth Truth 2025 Elementary: 78% Positive Response Middle: 73% Positive Response	Youth Truth Elementary: 80% Positive Response Middle: 90% Positive Response	Youth Truth Elementary: 3% Positive Response Middle: -12% Positive Response

Goal Analysis [2025-26]

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

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

Goal 2: Equitable Learning Practices and Positive Learning Environments

During the 2025–2026 school year, the district largely implemented the actions aligned to this goal, with most actions fully implemented as planned and a small number partially implemented due to capacity, consistency, and scaling challenges. Overall implementation strengthened systems to support school climate, student engagement, and social-emotional and behavioral development. Through the integration of Social Emotional Learning (SEL), student mental health supports, trauma-informed practices, and frameworks such as culturally responsive PBIS, Capturing Kids' Hearts, and Multi-Tiered Systems of Support (MTSS), the district worked to create safe, inclusive, and supportive learning environments. Additional efforts included expanding alternative education options, increasing family engagement, and providing extended learning opportunities. These efforts contributed to improved conditions for student support and engagement, including progress in suspension rate outcomes as reflected on the California School Dashboard.

Successes

The district experienced several notable successes in implementation. A comprehensive system of supports was established to address student social-emotional, behavioral, and mental health needs, reinforced through the integration of SEL, trauma-informed practices, culturally responsive PBIS, and Capturing Kids' Hearts. These frameworks supported stronger expectations for behavior, relationship-building, and student engagement across many sites. Expanded mental health services and the development of behavior support systems increased the district's ability to respond to student needs in a timely and targeted manner.

The district also strengthened its Multi-Tiered System of Supports, improving access to interventions across academic, behavioral, and social-emotional domains. Alternative education programs, including both classroom-based and site-based options, expanded access for students needing more individualized support, providing more responsive and flexible pathways. Expanded Learning Opportunities (ELOP), including enrichment and extended day programming, increased student engagement and connection to school.

Family engagement efforts improved through expanded access to dual capacity training, translation services, and school-sponsored events, strengthening communication and partnerships between schools and families. Overall, systems were in place across the district, and many schools demonstrated strong implementation of climate, engagement, and support structures.

Challenges

While implementation was strong overall, several challenges impacted full execution of all actions. The district experienced variability in implementation across sites, with differences in staff capacity, training, and site-level priorities affecting the consistency and depth of impact. Although key frameworks such as SEL, PBIS, Capturing Kids' Hearts, and MTSS were established, implementation fidelity varied, limiting the overall effectiveness of efforts to improve school culture and student experience. Staff and student feedback indicated ongoing concerns related to school culture, relationships, and engagement, suggesting that these systems were not experienced consistently across all schools.

Additionally, feedback from the Community Thought Exchange identified safety, discipline, and consistent expectations, as well as the need for stronger family engagement and communication, as ongoing areas of concern. While family engagement opportunities increased, participation remained uneven across sites, and additional efforts are needed to ensure all families feel connected and supported. Time constraints and competing priorities also limited the district's ability to provide sustained, differentiated professional learning needed to deepen implementation of complex initiatives such as culturally responsive practices, trauma-informed care, and MTSS. Staff turnover further impacted continuity and consistency of implementation across sites.

All actions were implemented. However, 3 out of 13 actions were partially implemented with fidelity:

Action 2.6 – Culturally Responsive Positive Behavioral Interventions and Supports (PBIS)
This action was partially implemented due to inconsistent site-level fidelity and limited monitoring and accountability systems, resulting in uneven application and increased office-managed behaviors. These findings are based on site walkthroughs, implementation observations, and behavioral data trends. Educational partner feedback, including student survey results indicating lower ratings in culture and belonging, and community feedback identifying safety and discipline as key concerns, further supports the need for more consistent implementation of behavior systems.

Action 2.8 – Multi-Tiered System of Supports (MTSS)
This action was partially effective. Suspension rates improved from Red to Yellow overall, demonstrating an increase of two performance levels on the Dashboard. The overall suspension rate improved to 4.4%, while low-income students improved to 4.6% (Yellow), indicating outcomes comparable to the all-student group. Foster Youth remained substantially higher at 8.8% (Orange), indicating continued disparities in behavioral outcomes. However, YouthTruth engagement data remains at approximately 47% positive, indicating inconsistent student connection and participation. Foster Youth continue to demonstrate inconsistent outcomes. These findings indicate that while MTSS structures are in place, implementation requires strengthening to ensure consistent academic, behavioral, and social-emotional outcomes across sites.

Action 2.11 – Dual Capacity Training (Family Engagement)
This action was partially implemented as the Dual Capacity Framework is still being expanded across school sites. Initial implementation began with a limited number of schools, and while participation has increased, variability remains across sites. These findings are based on program implementation tracking and participation data. Educational partner feedback, including Community Thought Exchange results highlighting the need for stronger family engagement and improved communication, supports continued expansion and refinement of this work.

There were no substantive changes to the overall intent of the planned actions; however, adjustments were made in response to site-level needs, particularly in how supports were scaled, monitored, and refined to improve effectiveness. These refinements reflect a continuous improvement approach rather than a shift in strategy. Overall, implementation of this goal strengthened systems of support for students and families and improved conditions for engagement and school climate, while also identifying the need for continued focus on consistency, capacity building, and sustained implementation across all sites.

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

Fiscal Stewardship – The district has set a material difference target of less than 20% between planned and actual expenditures and will work to reduce this range over the next three years through stronger budgeting practices at school sites and district-level departments. The following actions experienced material differences that contributed to adjustments in resource allocation and implementation across the Lancaster School District:

Actions 2.4 and 2.5 – Alternative Education: Classes and Alternative Education: Site
These actions had material differences between Budgeted Expenditures and Estimated Actual Expenditures. Actual expenditures were lower than budgeted due to reduced staffing requirements following program restructuring within alternative education. Services and supports continued to be provided at the district's remaining alternative education schools.

Action 2.6 – Culturally Responsive Positive Behavioral Interventions and Supports
This action had a material difference between Budgeted Expenditures and Estimated Actual Expenditures. Actual expenditures were lower than budgeted due to reduced staffing requirements associated with school reorganization. Services and supports continued to be provided at the district's remaining schools.

Action 2.7 – Capturing Kids' Hearts
This action had a material difference between Budgeted Expenditures and Estimated Actual Expenditures. Actual expenditures were lower than budgeted because alternative vendors provided comparable professional development and related services.

Action 2.8 – Multi-Tiered Systems of Support
This action had a material difference between Budgeted Expenditures and Estimated Actual Expenditures. Actual expenditures exceeded budgeted amounts due to the purchase of additional materials and supplies to support implementation of the Multi-Tiered Systems of Support framework.

Action 2.9 – Expanded Learning Opportunities
This action had a material difference between Budgeted Expenditures and Estimated Actual Expenditures. Actual expenditures exceeded budgeted amounts because additional state funding was available and utilized to support implementation of expanded learning opportunities. These expenditures were supported through state resources rather than LCFF funds.

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

Action 2.1 – Social Emotional Learning
This action was partially effective. Social-emotional learning supports were implemented across all sites; however, overall outcomes remain inconsistent. YouthTruth data indicates engagement at 52% positive and belonging below 50% positive, suggesting that students do not consistently experience a strong connection to school. Suspension outcomes improved overall, increasing two performance levels on the Dashboard from Red to Yellow, indicating progress in reducing exclusionary discipline. Educational partner feedback identified concerns related to safety, consistency of expectations, and student behavior, reinforcing the need for stronger Tier 1 systems. These findings indicate

that implementation lacks consistency and depth across sites. The district will strengthen alignment across SEL, PBIS, and MTSS, improve monitoring of implementation, and increase focus on belonging and school culture.

Action 2.2 – Student Mental Health Supports
This action was partially effective. Suspension rates improved overall from Red to Yellow, and low-income students improved to 4.6% (Yellow), demonstrating an increase of two performance levels on the Dashboard. However, foster youth remained at 8.8% (Orange), indicating that equitable outcomes have not yet been achieved. YouthTruth data reflects ongoing needs in student well-being, with culture and belonging below 50% positive, suggesting inconsistent access to effective mental health supports. Educational partner feedback indicated that while services were available, consistency across sites and access to Tier 2 supports remain areas of need. These findings indicate that additional targeted supports are required to address disparities for foster youth and other unduplicated student groups. The district will strengthen coordination of services, expand targeted interventions, and improve monitoring of implementation.

Action 2.3 – Trauma Informed Practices
This action was effective. Suspension rates improved from Red to Yellow overall, demonstrating an increase of two performance levels on the Dashboard. English Learners improved from Yellow to Green, Low-Income students improved to Yellow, while Foster Youth declined from Yellow to Orange, indicating mixed results across student groups. Chronic absenteeism improved for nearly all student groups, including All Students (31.2%), Foster Youth (28.2%), and Low-Income students (33.0%). American Indian students were the only student group that did not demonstrate improvement. YouthTruth data indicates moderate improvements in relationships and engagement, with engagement at approximately 47% positive. Educational partner feedback identified improved student regulation and stronger adult-student relationships. While variation in implementation remains, these findings demonstrate that trauma-informed practices contributed to improved behavioral and engagement outcomes. The district will continue to expand implementation and strengthen consistency across sites.

Action 2.4 – Alternative Education: Classes
This action was effective. Suspension rates for low-income students improved from Red to Yellow, demonstrating an increase of two performance levels on the Dashboard and indicating reduced reliance on exclusionary discipline. The overall suspension rate for All Students improved to 4.4%, while Low-Income students improved to 4.6%, indicating outcomes comparable to the districtwide rate. Students participating in alternative education classes demonstrated improved attendance and increased instructional time compared to prior suspension cycles. Educational partner feedback indicates that structured environments and embedded social-emotional supports improved student behavior and classroom stability. While academic outcomes varied across sites, this action contributed to improved behavioral outcomes for low-income students. Continued refinement of entry criteria, instructional expectations, and reintegration processes is needed to ensure consistent outcomes across sites.

Action 2.5 – Alternative Education: Site
This action was ineffective. At RISE, suspension rates for low-income students declined by 28.1%; however, rates remain elevated, indicating continued reliance on exclusionary discipline and limited impact on behavioral stabilization. These findings indicate that current alternative site structures are not effectively meeting the needs of low-income students. The district will redesign this action to strengthen behavioral systems, improve alignment with MTSS and restorative practices, and establish clearer expectations and supports.

Action 2.6 – Culturally Responsive Positive Behaviors Interventions and Supports

This action was partially effective. Suspension rates for low-income students improved from Red to Yellow, demonstrating an increase of two performance levels on the Dashboard. The overall suspension rate for All Students improved to 4.4%, while Low-Income students improved to 4.6%, indicating outcomes comparable to the districtwide rate. However, Foster Youth declined from Yellow to Orange and remained substantially higher at 8.8%, indicating persistent disparities. YouthTruth data shows relationships at moderate levels but belonging below 50% positive, indicating that schoolwide culture and peer belonging require strengthening. Educational partner feedback identified variability in implementation and the need for stronger Tier 1 systems. These findings indicate that while PBIS contributed to improved outcomes for low-income students, additional work is needed to ensure equitable outcomes for all unduplicated student groups.

Action 2.7 – Capturing Kids Hearts
This action was partially effective. YouthTruth results show stronger relationship indicators compared to culture and belonging, which remain below 50% positive, indicating uneven impact on school climate. Foster Youth demonstrated a chronic absenteeism rate of 28.2%, compared to 31.2% for All Students, indicating better attendance outcomes than the district average. Low-Income students demonstrated a chronic absenteeism rate of 33.0%. These findings suggest that improved relationships have not yet translated into consistent attendance improvements across all student groups. Educational partner feedback identified positive impacts on relationships but inconsistent implementation across sites. These findings indicate that while Capturing Kids Hearts supports relationship-building, additional focus is needed to strengthen school culture and improve attendance outcomes.

Action 2.8 – Multi-Tiered Systems of Support
This action was partially effective. Suspension rates improved from Red to Yellow overall, demonstrating an increase of two performance levels on the Dashboard. The overall suspension rate improved to 4.4%, Low-Income improved to 4.6%, while Foster Youth remained substantially higher at 8.8%, indicating continued disparities in behavioral outcomes. However, YouthTruth engagement data remains at approximately 47% positive, indicating inconsistent student connection and participation. Foster Youth continue to demonstrate inconsistent outcomes. These findings indicate that while MTSS structures are in place, implementation requires strengthening to ensure consistent academic, behavioral, and social-emotional outcomes across sites.

Action 2.9 – Expanded Learning Opportunities
This action was partially effective. English Learners demonstrated lower chronic absenteeism (21.4%) compared to All Students (31.2%), Foster Youth (28.2%), and Low-Income students (33.0%), indicating uneven impact across student groups. YouthTruth engagement data remains moderate at approximately 47% positive, suggesting that while expanded learning opportunities support engagement, they have not yet resulted in consistent improvements in attendance. Educational partner feedback indicates that programs are valued; however, access and participation remain inconsistent. These findings indicate a need to strengthen alignment between expanded learning opportunities and attendance outcomes.

Action 2.10 – Increased Family Engagement for Social Emotional Learning
This action was partially effective. Elementary family data reflects slight improvements in resources and safety, while middle school results declined, indicating inconsistent impact across grade levels. Suspension rates improved overall and for low-income students, demonstrating movement from Red to Yellow on the Dashboard. However, unduplicated student groups continue to experience inconsistent outcomes. Educational partner feedback indicates the need for stronger alignment between engagement strategies and student outcomes. The district will strengthen communication, expand targeted workshops, and improve consistency across sites.

Action 2.11 – Dual Capacity Training
This action was partially effective. Dual Capacity Training was implemented at Mariposa Elementary, Jack Northrop Elementary, and Discovery Elementary to strengthen partnerships between families and schools. Participation data indicates that families engaged in training opportunities designed to support student success and strengthen home-school collaboration; however, available evidence is insufficient to demonstrate a measurable impact on student outcomes or family engagement metrics. The district will continue implementation while refining measures to better evaluate effectiveness and impact.

Action 2.12 – Family Translation Services
This action was partially effective. YouthTruth family resource data improved from 69% to 71% at the elementary level and from 63% to 75% at the middle school level, indicating increased access for English learner families. Participation data also indicates increased engagement when translation services were provided. However, inconsistent implementation across sites limited systemwide impact. Educational partner feedback identified the need for more consistent access and earlier scheduling of services. The district will strengthen coordination and ensure equitable access across all sites.

Action 2.13 – School Sponsored Family Events
This action was effective. Events demonstrated strong participation. Educational partner feedback indicates that these events improved access to resources, strengthened relationships, and increased family engagement. These findings demonstrate that this action strengthened family-school partnerships.

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

Action 2.1 – Social-Emotional Learning. This action was revised to clarify the description of services and supports provided through social-emotional learning. The updated language more accurately reflects the strategies and practices implemented to support positive student behavior, school connectedness, and overall student well-being.

Metric 2.45 was updated to include the YouthTruth question asked in the survey.

Funding for Actions 2.10, 2.11, 2.12, 2.13 now reflects projected budgeted expenditures.

Material Differences – The district has set a material difference target of less than 20% between planned and actual expenditures and will work to reduce this range over the next three years through stronger budgeting practices at school sites and district-level departments.

No additional changes are being made at this time. The district will continue implementation of the identified actions, with ongoing refinement of strategies as informed by data, feedback, and progress monitoring. These refinements are part of the continuous improvement process and do not constitute changes to the actions.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Social Emotional Learning	The district will provide all schools with access to social emotional learning supports to address students' social-emotional, behavioral, and wellness needs. Schools will have access to Social Emotional Learning Centers that serve as supportive spaces where students can receive individualized assistance, engage in restorative practices, develop self-regulation skills, and access resources designed to support positive behavior and emotional well-being. Services may include community circles, restorative conversations, conflict resolution support, social-emotional skill development, and opportunities for students to reflect and problem-solve in a structured environment. Students will also have access to counselors, credentialed teachers, and other trained staff who provide support, guidance, and intervention as needed. This action is intended to strengthen school connectedness, improve student well-being, reduce exclusionary discipline practices, and promote positive learning environments that support student success.	$2,210,525.00	No
2.2	Student Mental Health Supports	The district will provide mental health support, and trauma-informed practices at all school sites to support social-emotional development for unduplicated pupil groups student groups utilizing evidence-based social-emotional and trauma-informed learning strategies. This action will support our foster youth, and low-income student groups as well as our student groups that received the lowest performance level for the chronic absenteeism indicator on the Dashboard.	$427,491.00	Yes
2.3	Trauma Informed Practices	The Lancaster School District will provide targeted efforts through district counselors, social workers, and other resources to provide trauma support for foster, homeless, and low-income students. This action is supporting the schools and student groups that received the lowest performance level for the suspension indicator on the Dashboard.	$1,523,450.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.4	Alternative Education: Classes	Students identified with externalized/internalized behaviors will be provided alternative methods of instructional delivery focused on social-emotional learning curriculum at comprehensive school sites. This action will support our low-income student group as well as our schools and student groups that received the lowest performance level for the suspension indicator on the Dashboard.	$147,467.00	Yes
2.5	Alternate Education: Site	Students identified as most at-risk will be provided alternative methods of instructional delivery focused on social-emotional learning at comprehensive school sites. This action is principally directed towards our low-income student group. This action is also supporting The Leadership Academy and RISE who have both received the lowest performance level with regards to suspension on the Dashboard.	$1,051,608.00	Yes
2.6	Culturally Responsive Positive Behaviors Interventions and Supports	The district will support sites in refining, implementing, and monitoring a positive behavior and intervention system. This action will support our low-income and foster youth student groups as well as our schools and student groups that received the lowest performance level for the suspension indicator on the Dashboard.	$2,648,522.00	Yes
2.7	Capturing Kids Hearts	Under the umbrella of Positive Behaviors, Intervention, and Support, the district will provide low-income and foster students with access to a school culture-building program such as Capturing Kids Hearts to build a positive culture. This action will support our low-income and foster student groups as well as our schools and student groups that received the lowest performance level for the suspension indicator on the Dashboard.	$3,018,933.00	Yes
2.8	Multi-Tiered Systems of Support	The district will support sites in developing, implementing, and monitoring multi-tiered systems of support for both academic, behavioral, and social-emotional development and mental health of our low-income students and Foster youth.	$1,355.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.9	Expanded Learning Opportunities	The district will support sites in developing programs to enhance onsite learning to include before and after school programs, as well as weekend and intercession programs to support low-income, foster, and English language learners.	$15,365,280.00	Yes
2.10	Increased Family Engagement for Social Emotional Learning	The district will support families' increased capacity to meet the social-emotional needs of low-income students through programs and supports targeting the family's role in social-emotional development through training, and enhanced opportunities for engagement.	$100,000.00	No
2.11	Dual Capacity Training	The district will support sites in building a dual capacity framework providing training to parents in supporting students in the home, and school staff supporting in providing family engagement opportunities that support student growth. This action is principally directed towards our low-income student groups.	$150,000.00	No
2.12	Family Translation Services	The district will improve upon the required translation services for our English learner families, providing translation services, interpretation, and/or translation devices for parents and community members whose first language is not English at all school site events.This action is principally directed towards our English learner student group and their families.	$100,000.00	No
2.13	School Sponsored Family Events	The district will support schools in providing events such as, but not limited to cultural events, and family leadership events, that focus on the families access to programs to increase and improve services to our low-income, foster, and English language learner student groups.	$100,000.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

As related to Goal 3 - Safe and Supportive Learning Environments, in the 2024-2027 Local Control and Accountability Plan, a review of the relevant data for Lancaster School District was conducted to determine the focused needs and metrics. For our students to have the highest potential for success, we understand that student attendance plays a significant role in whether a student will be successful in the school system. Attendance in Lancaster School District can be best affected by our ability to ensure that students are being provided the opportunity to be a part of a safe and supportive learning community that is conducive to their learning styles. Data suggests that students in Lancaster School District who are often the most vulnerable, experience the greatest gaps in chronic absenteeism. It is our theory of action that if schools create positive learning climates that address the individual needs of students, we will see a significant drop in instances of chronic absenteeism moving forward.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Local Indicator 1 - Access to Safe Clean Facilities (FIT Tool)	FIT Tool 2023 100% facilities in "good repair"	FIT Tool 2024 100% of facilities in "good repair"	FIT Tool 2025 100% of facilities in "good repair"	100% facilities in "good repair"	No Difference
2	Chronic Absenteeism (Overall)	2023 Dashboard 41.9% Chronically Absent (YELLOW)	2024 Dashboard 36.2% Chronically Absent (YELLOW)	2025 Dashboard 31.2% Chronically Absent (YELLOW)	29.9% Chronically Absent (YELLOW)	-10.7% Decrease
3	Chronic Absenteeism (American Indian)	2023 Dashboard 57.7% Chronically Absent (RED)	2024 Dashboard 39.8% Chronically Absent (YELLOW)	2025 Dashboard 54.9% Chronically Absent (RED)	42.5% Chronically Absent (YELLOW)	-2.8% Decrease

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4	Chronic Absenteeism (African American)	2023 Dashboard 48.8% Chronically Absent (YELLOW)	2024 Dashboard 46.5% Chronically Absent (ORANGE)	2025 Dashboard 42.6% Chronically Absent (YELLOW)	36.8% Chronically Absent (YELLOW)	-6.2% Decrease
5	Chronic Absenteeism (Asian)	2023 Dashboard 19.5% Chronically Absent (YELLOW)	2024 Dashboard 21.6% Chronically Absent (RED)	2025 Dashboard 12.1% Chronically Absent (YELLOW)	13.5% Chronically Absent (YELLOW)	-7.4% Decrease
6	Chronic Absenteeism (English Learners)	2023 Dashboard 34.8% Chronically Absent (YELLOW)	2024 Dashboard 27.1% Chronically Absent (YELLOW)	2025 Dashboard 21.4% Chronically Absent (YELLOW)	22.8% Chronically Absent (YELLOW)	-13.4% Decrease
7	Chronic Absenteeism (Filipino)	2023 Dashboard 10.6% Chronically Absent (YELLOW)	2024 Dashboard 16.7% Chronically Absent (RED)	2025 Dashboard 10.9% Chronically Absent (YELLOW)	9.1% Chronically Absent (GREEN)	0.3% Increase
8	Chronic Absenteeism (Foster Youth)	2023 Dashboard 36.4% Chronically Absent (YELLOW)	2024 Dashboard 32.7% Chronically Absent (YELLOW)	2025 Dashboard 28.2% Chronically Absent (YELLOW)	24.4% Chronically Absent (YELLOW)	-8.2% Decrease
9	Chronic Absenteeism (Hispanic)	2023 Dashboard 39.7% Chronically Absent (YELLOW)	2024 Dashboard 37% Chronically Absent (ORANGE)	2025 Dashboard 26.8% Chronically Absent (YELLOW)	27.7% Chronically Absent (YELLOW)	-12.9% Decrease
10	Chronic Absenteeism (Homeless)	2023 Dashboard 58.1% Chronically Absent (YELLOW)	2024 Dashboard 54.5% Chronically Absent (YELLOW)	2025 Dashboard 44.2% Chronically Absent (YELLOW)	43.1% Chronically Absent (YELLOW)	-13.9% Decrease
11	Chronic Absenteeism (Socioeconomically Disadvantaged)	2023 Dashboard 43.5% Chronically Absent (YELLOW)	2024 Dashboard 37.9% Chronically Absent (YELLOW)	2025 Dashboard 33% Chronically Absent (YELLOW)	28.5% Chronically Absent (YELLOW)	-10.5% Decrease
12	Chronic Absenteeism (Students with Disabilities)	2023 Dashboard 47.3% Chronically Absent (YELLOW)	2024 Dashboard 43.1% Chronically Absent (YELLOW)	2025 Dashboard 37.4% Chronically Absent (YELLOW)	32.3% Chronically Absent (YELLOW)	-9.9% Decrease
13	Chronic Absenteeism (Two or More Races)	2023 Dashboard 46.9% Chronically Absent (YELLOW)	2024 Dashboard 36.8% Chronically Absent (YELLOW)	2025 Dashboard 34.7% Chronically Absent (ORANGE)	31.9% Chronically Absent (YELLOW)	-12.2% Decrease
14	Chronic Absenteeism (White)	2023 Dashboard 36.2% Chronically Absent (YELLOW)	2024 Dashboard 27.7% Chronically Absent (YELLOW)	2025 Dashboard 24.6% Chronically Absent (YELLOW)	24.2% Chronically Absent (YELLOW)	-11.6% Decrease

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
15	Attendance Rate (Overall)	2023 - 24 Local SIS - Data Source = PowerSchool 90.81%	2024-25 Local SIS - Data Source = PowerSchool 91.38%	2025-26 Local SIS - Data Source = PowerSchool 92.16%	94%	1.35% Increase
16	Attendance Rate (Socioeconomically Disadvantaged)	2023 - 24 Local SIS - Data Source = PowerSchool 90.40%	2024-25 Local SIS - Data Source = PowerSchool 91.17%	2025-26 Local SIS - Data Source = PowerSchool 91.90%	94%	1.50% Increase
17	Attendance Rate (Foster)	2023 - 24 Local SIS - Data Source = PowerSchool 91.62%	2024-25 Local SIS - Data Source = PowerSchool 91.86%	2025-26 Local SIS - Data Source = PowerSchool 92.75%	94%	1.13% Increase
18	Attendance Rate (English Learner)	2023 - 24 Local SIS - Data Source = PowerSchool 92.21%	2024-25 Local SIS - Data Source = PowerSchool 92.97%	2025-26 Local SIS - Data Source = PowerSchool 93.42%	95%	1.21% Increase
19	Youth Truth Safety - Elementary Families "My child's learning environment is safe."	Youth Truth Dec 2023 69% Positive Response	Youth Truth Dec 2024 71% Positive Response	Youth Truth Dec 2025 75% Positive Response	80% Positive Response	6% Positive Response
20	Youth Truth Safety - Middle Families "My child's learning environment is safe."	YouthTruth Dec 2023 55% Positive Response	Youth Truth Dec 2024 63% Positive Response	Youth Truth Dec 2025 61% Positive Response	80% Positive Response	6% Positive Response
21	Youth Truth Safety - Elementary Staff "Do you feel safe going to school?"	YouthTruth Dec 2023 63% Positive Response	Youth Truth Dec 2024 75% Positive Response	Youth Truth Dec 2025 70% Positive Response	80% Positive Response	7% Positive Response
22	Youth Truth Safety - Middle Staff	YouthTruth Dec 2023 46% Positive Response	Youth Truth Dec 2024	Youth Truth Dec 2025	80% Positive Response	22% Positive Response

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	"I feel safe from harm while at my school."		51% Positive Response	68% Positive Response		
23	Middle School Drop Out Rate	Local SIS Data Source = PowerSchool 2023-24 0%	Local SIS Data Source = PowerSchool 2024-25- 0%	Local SIS Data Source = PowerSchool 2025-26- 0%	0%	No Change
24	Local Indicator Priority 3 - Parents seeking input on decision-making Youth Truth Engagement - Elementary Families "I feel empowered to play a meaningful role in decision-making at my school."	YouthTruth Dec 2023 53% Positive Response	Youth Truth Dec 2024 54% Positive Response	Youth Truth Dec 2025 61% Positive Response	80% Positive Response	8% Positive Response
25	Local Indicator Priority 3 - Parents seeking input on decision-making Youth Truth Engagement - Middle Families "I feel empowered to play a meaningful role in decision-making at my school."	YouthTruth Dec 2023 50% Positive Response	Youth Truth Dec 2024 44% Positive Response	Youth Truth Dec 2025 46% Positive Response	80% Positive Response	-4% Positive Response
26	Youth Truth Resources - Elementary Families "My school has the resources necessary to achieve learning goals."	YouthTruth Dec 2023 69% Positive Response	Youth Truth Dec 2024 71% Positive Response	Youth Truth Dec 2025 71% Positive Response	80% Positive Response	2% Positive Response
27	Youth Truth Resources - Middle Families	YouthTruth Dec 2023 63% Positive Response	Youth Truth Dec 2024	Youth Truth Dec 2025	80% Positive Response	0% Positive Response

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	"My school has the resources necessary to achieve learning goals."		75% Positive Response	63% Positive Response		
28	Local Indicator (Priority 6): Local Climate Survey	2023 Dashboard Administered Youth Truth Survey - 9,350 Survey's complete	2024 Dashboard Administered Youth Truth Survey - 8,728 Survey's completed	2025 Dashboard Administered Youth Truth Survey - 8,539 Survey's completed	Administer Youth Truth Survey - 11,000 survey's complete	-811 Surveys

Goal Analysis [2025-26]

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

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

In the 2025–2026 school year, the district largely implemented the actions aligned to this goal, with all actions in place and several partially implemented due to variability in capacity, consistency, and coordination across sites. Overall implementation resulted in strengthened systems for safety, communication, and student support. The district established clearer structures for attendance monitoring, expanded supervision and safety supports, and increased access to social-emotional and behavioral interventions. Educational partner feedback, including YouthTruth and Community Thought Exchange data, indicates that while systems were established, consistent implementation and impact varied across schools.

Successes

The district experienced several successes in strengthening safe and supportive school environments. Investments in supervision, safety protocols, and communication systems contributed to more structured and responsive school environments. Attendance systems were implemented districtwide, improving the identification of students in need of intervention. Expanded support staff and student services increased access to behavioral and social-emotional supports, and family engagement structures such as Family Ambassadors and community partnerships helped strengthen communication between schools and families. Staff feedback indicates that systems for professional support and communication improved, contributing to more stable school environments.

Challenges

While implementation was strong overall, several challenges impacted full execution and effectiveness. The district experienced variability in implementation across sites, with differences in staffing, scheduling, and site capacity affecting consistency. Student and staff feedback identified ongoing needs related to school culture, belonging, relationships, and perceptions of safety, indicating that systems were not yet producing consistent experiences across all schools.   Community feedback further emphasized concerns related to safety, discipline, and the need for stronger and more consistent family engagement. These challenges highlight the need to strengthen implementation fidelity and alignment across all sites.

All actions were implemented. However, 4 out of 11 actions were partially implemented with fidelity:

Action 3.2 – Attendance Monitoring
This action was partially implemented due to inconsistent execution of monitoring systems and follow-up interventions across sites. YouthTruth middle school student feedback indicates that attendance systems were not consistently improving student connection to school.

Action 3.9 – Increased Family Engagement for Leadership
This action was partially implemented due to variability in participation and communication across sites. YouthTruth data and community feedback indicate that family engagement and communication remain areas of need.

Action 3.10 – Family and Community Schools
This action was partially implemented due to inconsistent implementation and coordination of engagement efforts. YouthTruth synthesis findings reflect variability in the effectiveness of engagement efforts across the district.

Action 3.11 – Family Ambassadors
This action was partially implemented due to inconsistent utilization, outreach, and integration into site systems. YouthTruth findings indicate ongoing gaps in connection, belonging, and communication among students and families.

These partially implemented actions align directly with the challenges described, particularly related to consistency of implementation, staffing capacity, and the need for stronger coordination across sites.

There were no substantive changes to the overall intent of the planned actions; however, adjustments were made, and will continue to be made, in response to site-level needs to improve alignment, coordination, and effectiveness of systems. These refinements reflect a continuous improvement approach rather than a shift in strategy. Overall, implementation of this goal was effective in establishing foundational systems for safety and support, while also identifying the need for continued focus on consistency, student experience, and strengthened family partnerships to ensure full and equitable implementation across all schools.

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

Fiscal Stewardship – The district has set a material difference target of less than 20% between planned and actual expenditures and will work to reduce this range over the next three years through stronger budgeting practices at school sites and district-level departments. The following actions experienced material differences that contributed to adjustments in resource allocation and implementation across the Lancaster School District:

Actions 3.1 and 3.5 – Safe Facilities and Additional Support Staff

These actions had material differences between Budgeted Expenditures and Estimated Actual Expenditures. Actual expenditures exceeded budgeted amounts due to additional facility maintenance, repairs, safety-related expenditures, and higher-than-anticipated staffing costs, including salaries and benefits, necessary to support implementation.

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

Action 3.1 – Safe Facilities
This action was effective. Suspension rates declined from the prior year on the California School Dashboard Suspension Rate Indicator, indicating progress in reducing exclusionary discipline and improving overall school climate. Williams visits and facility monitoring processes supported safe, clean, and well-maintained learning environments across school sites. Educational partner feedback from the YouthTruth survey (students, staff, and families) and Community Thought Exchange indicated that safe and well-maintained campuses supported improved student behavior and engagement; however, feedback also reflected variability in safety practices across sites. Continued focus will be placed on strengthening consistency of implementation and monitoring across all schools to sustain and deepen reductions in suspension.

Action 3.2 – Attendance Monitoring
This action was effective. Chronic absenteeism declined by 10.7 percentage points for All Students, 10.5 percentage points for Low-Income students, and 8.2 percentage points for Foster Youth as reflected on the 2025 California School Dashboard. Because Low-Income students improved at a rate similar to All Students, the attendance gap remained relatively stable. Foster Youth also improved; however, their rate of improvement was lower than that of All Students, indicating the attendance gap widened slightly. These findings suggest that attendance monitoring and intervention systems supported improved attendance outcomes, particularly for Low-Income students, while additional targeted supports remain necessary for Foster Youth. Educational partner feedback indicated improved communication with families regarding attendance concerns and increased awareness of available supports. Continued implementation will focus on strengthening early intervention and attendance monitoring practices.

Action 3.3 – Attendance Incentives
This action was effective. Chronic absenteeism declined by 10.7 percentage points for All Students, 10.5 percentage points for Low-Income students, and 8.2 percentage points for Foster Youth as reflected on the 2025 California School Dashboard. Attendance outcomes for Low-Income students improved at nearly the same rate as All Students, indicating that the gap remained relatively stable. Foster Youth demonstrated improvement; however, gains were smaller than those of All Students, indicating the attendance gap widened slightly. Educational partner feedback indicated that student recognition and attendance incentives positively supported student engagement and awareness of attendance expectations. Continued implementation will focus on refining attendance incentive systems and aligning incentives with broader attendance improvement efforts.

Action 3.4 – Additional Classified Support – Safety
This action was partially effective. Low-Income students demonstrated improved attendance outcomes, with chronic absenteeism declining by 10.5 percentage points compared to a 10.7 percentage point decline for All Students as reflected on the 2025 California School Dashboard. The similarity in improvement rates indicates that attendance outcomes improved while the gap remained relatively stable. Classified personnel provided increased supervision, student support, attendance follow-up, and intervention services intended to address

barriers to engagement and attendance. Educational partner feedback indicated improved supervision and responsiveness to student needs, although implementation varied across sites. Continued implementation will focus on strengthening coordination, training, and consistency of support services.

Action 3.5 – Additional Support Staff
This action was effective. Additional support staff increased the district's capacity to provide intervention, family outreach, and student support services. During implementation, chronic absenteeism for Low-Income students declined by 10.5 percentage points compared to a 10.7 percentage point decline for All Students as reflected on the 2025 California School Dashboard. These results indicate improved attendance outcomes while maintaining a similar gap between student groups. Educational partner feedback indicated improved access to support services and responsiveness to student needs. Continued implementation will focus on strengthening coordination and alignment of support services across school sites.

Action 3.6 – Alternative Educational Settings
This action was effective. Alternative education programs, including Lancaster Alternative and Virtual Academies (LAVA), RISE Community Day School, and The Promise Academy, continued to provide students with individualized supports, smaller learning environments, and targeted interventions designed to improve engagement, attendance, and behavior. Districtwide suspension rates improved by 2.2 percentage points as reflected on the 2025 California School Dashboard, moving from the Red performance level to Yellow. Educational partner feedback indicated that alternative education settings provided important opportunities for students requiring additional academic, behavioral, and social-emotional supports. Continued implementation will focus on strengthening alignment between alternative education programs and districtwide systems of support.

Action 3.7 – District Safety Communication System
This action was partially effective. The districtwide communication system continued to support emergency notifications, routine communication, and information sharing with families, students, and staff. Educational partner feedback through the YouthTruth survey and Community Thought Exchange consistently identified communication and school safety as important priorities. While the communication system provided a reliable method for disseminating information during emergencies and routine operations, survey and feedback results indicate continued opportunities to strengthen perceptions of safety, communication, and connectedness across the district. Continued implementation will focus on improving consistency, accessibility, and effectiveness of district communications.

Action 3.8 – Technology Systems
This action was partially effective. Educational technology continued to provide students with access to digital learning resources, instructional programs, and communication tools both at school and at home. The action supported equitable access to learning opportunities and instructional continuity across school settings. During the implementation period, districtwide performance improved by 7 points in English Language Arts and 4.2 points in Mathematics on the California School Dashboard. While student achievement outcomes improved, available data does not isolate the direct impact of educational technology on those outcomes. Continued implementation will focus on monitoring technology usage and effectiveness in supporting student learning.

Action 3.9 – Increased Family Engagement for Leadership

This action was effective. Parent leadership opportunities continued through School Site Council, ELAC, DELAC, the African American Advisory Council, Superintendent Advisory Committee, and other educational partner groups. Chronic absenteeism for Low-Income students declined by 10.5 percentage points as reflected on the 2025 California School Dashboard. YouthTruth survey results indicated moderate levels of family communication and engagement at both the elementary and middle school levels, suggesting that systems for participation are in place while opportunities remain to expand meaningful involvement. Educational partner feedback indicated that families value opportunities to participate in school decision-making and leadership activities. Continued implementation will focus on strengthening family leadership opportunities and increasing participation across school sites.

Action 3.10 – Family and Community Schools
This action was effective. Chronic absenteeism declined by 10.7 percentage points districtwide as reflected on the 2025 California School Dashboard. Educational partner feedback from the YouthTruth survey and Community Thought Exchange indicated that families experienced improved access to services, resources, and support systems through school and community partnerships. Families also reported positive perceptions regarding communication and relationships with schools. Continued implementation will focus on strengthening coordination of services and maintaining access to supports that address barriers to student engagement and attendance.

Action 3.11 – Family Ambassadors
This action was effective. Districtwide chronic absenteeism declined by 10.7 percentage points as reflected on the 2025 California School Dashboard. Family Ambassadors supported communication, outreach, and connections between schools and families, contributing to increased student engagement and attendance. Educational partner feedback indicated that families experienced improved communication and awareness of available resources and supports. Continued implementation will focus on strengthening outreach efforts and maintaining strong connections between schools and families.

Action 3.12 – Community Partnerships and Schools
This action was effective. Districtwide chronic absenteeism declined by 10.7 percentage points and suspension rates declined by 2.2 percentage points as reflected on the 2025 California School Dashboard. Community partnerships continued to support students and families through access to services, resources, health supports, and engagement opportunities intended to reduce barriers to attendance and participation in school. Educational partner feedback from the YouthTruth survey and Community Thought Exchange identified access to resources and strong family-school partnerships as important contributors to student success. Continued implementation will focus on maintaining and strengthening partnerships that support student engagement, attendance, and overall well-being.

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

The district has set a material difference target of less than 20% between planned and actual expenditures and will work to reduce this range over the next three years through stronger budgeting practices at school sites and district-level department

Action 3.1 – Increased $15,000,000 to expand safe facility improvements, deferred maintenance projects, and campus safety enhancements that support safe, clean, and well-maintained learning environments. The additional funding will strengthen districtwide efforts to provide facilities that promote student engagement, attendance, and positive school climate.

Action 3.6 – Increased $50,000 to expand attendance incentive and recognition programs that encourage regular school attendance.

Action 3.10 – Increased $25,000 to strengthen community partnerships that address barriers to student attendance and engagement.

Action 3.11 – Increased $25,000 to enhance family outreach and engagement efforts that support improved student attendance.

Action 3.12 – Increased $25,000 to expand student engagement activities that promote school connectedness and regular attendance.

No additional changes are being made at this time. The district will continue implementation of the identified actions, with ongoing refinement of strategies as informed by data, feedback, and progress monitoring. These refinements are part of the continuous improvement process and do not constitute changes to the actions.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Safe Facilities	The school district will ensure that all facilities are clean, safe, up-to-date, and secure spaces conducive to learning/work for all grade levels, students and teachers.	$38,274,619.00	No
3.2	Attendance Monitoring	The district is committed to addressing issues surrounding chronic absenteeism and will ensure a rapid response to chronic absenteeism through a monitoring system to support the identification of chronically absent students. Extra hours and identified services for attendance teams will further support students who are found to be chronically absent. This action is principally directed toward our foster youth and low-income student groups.	$311,218.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.3	Attendance Incentives	The district will work with school sites to determine adequate attendance incentives for students to ensure students are present. This action is principally directed toward our foster youth and low-income student groups.	$6,932,639.00	Yes
3.4	Additional Classified Support - Safety	The district will provide additional support from trained classified personnel to support behavior while providing extended support for low-income students and will provide subject matter experts to train classified personnel to provide additional support.	$10,437,437.00	Yes
3.5	Additional Support Staff	The district will support school sites with additional certificated counselors, certificated staff, and administrative support to ensure increased safety in all schools. This action is principally directed toward our low-income student group.	$81,891.00	Yes
3.6	Alternative Educational Settings	The district will support alternative instructional programs focused on social-emotional learning such as but not limited to social-emotional learning centers, to support the specific needs of our low-income students in need of social-emotional intervention.	$50,000.00	No
3.7	District Safety Communication System	The district will sustain a communication system that supports communication throughout the district to secure responses to emergencies.	$147,313.00	No
3.8	Technology Systems	The district will support students with appropriate educational technology to increase access to learning both at school and in the home.	$18,900.00	No
3.9	Increased Family Engagement for Leadership	The district will support family engagement with programs and support targeting the family's role in their student's education. Schools will complete family engagement audits, to identify the site's engagement practices. Using that data, schools will support communication and training	$106,512.00	Yes

Action #	Title	Description	Total Funds	Contributing
		to provide more targeted practices for parents to become leaders on their site. This action is principally directed toward our low-income student groups.		
3.10	Family and Community Schools	The district will support families in streamlining access to resources through the district's community school program by securing partnerships with various public and private entities.	$25,000.00	No
3.11	Family Ambassadors	The district will provide family ambassadors to serve as liaisons between the school and low income & families of Foster youth to provide resources and support towards student attendance.	$25,000.00	No
3.12	Community Partnerships and Schools	The district will provide for community partnerships to support community schools at all sites to support low-income families and Foster Youth. Services for families and the community will include but not be limited to telemedical health services, and immunization clinics.	$25,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Goal 4: Increasing Teacher Effectiveness in Equity Multiplier Schools By the end of the 2026–27 school year, Equity Multiplier schools (El Dorado Elementary, Joshua Elementary, Lancaster Alternative and Virtual Academies, New Vista Middle, RISE, Sierra Elementary, and Sunnydale Elementary) will increase the stability and effectiveness of participating teaching populations by 3% at each identified school site, as measured by Teacher Assignment Monitoring Outcomes (TAMO) data and YouthTruth Culture and Professional Development measures. The following student groups were identified at the lowest performance level on one or more state indicators based on the 2025 California School Dashboard Student Group Reports: El Dorado Elementary School • English Language Arts: Socioeconomically Disadvantaged, Students with Disabilities, Hispanic • Mathematics: African American, Students with Disabilities • Science: African American, Students with Disabilities • Suspension Rate: All Students, African American, Hispanic, Socioeconomically Disadvantaged Joshua Elementary School • English Language Arts: Hispanic • Mathematics: All Students, African American, English Learners, Hispanic, Socioeconomically Disadvantaged • Chronic Absenteeism: Students with Disabilities, African American, White, Two or More Races Lancaster Alternative and Virtual Academies (LAVA) • Chronic Absenteeism: All Students, African American, Socioeconomically Disadvantaged, Students with Disabilities, White New Vista Middle School • English Language Arts: All Students, African American, English Learners, Long-Term English Learners, Socioeconomically Disadvantaged, Students with Disabilities, White	Equity Multiplier Focus Goal

Goal #	Description	Type of Goal
	• Mathematics: All Students, African American, English Learners, Homeless Youth, Long-Term English Learners, Socioeconomically Disadvantaged Students with Disabilities, White • Science: All Students, African American, English Learners, Socioeconomically Disadvantaged, Students with Disabilities • Chronic Absenteeism: All Students, African American, Socioeconomically Disadvantaged, Students with Disabilities, Two or More Races • Suspension Rate: African American RISE • Chronic Absenteeism: All Students, African American, Socioeconomically Disadvantaged • Suspension Rate: All Students, African American, Socioeconomically Disadvantaged Sierra Elementary School • English Language Arts: English Learners • Chronic Absenteeism: English Learners, Foster Youth • Suspension Rate: Foster Youth Sunnydale Elementary School • Chronic Absenteeism: Students with Disabilities Review of Teacher Assignment Monitoring Outcomes (TAMO) data identified challenges related to educator effectiveness, credentialing, subject matter authorization, and workforce stability within Equity Multiplier schools. Under the California Department of Education's ESSA reporting requirements, an ineffective teacher includes individuals teaching under emergency permits, teachers who are misassigned outside their authorized credential area, or individuals without a credential, permit, or authorization to teach in California. As a result, this goal was developed to strengthen teacher effectiveness, credentialing, workforce stability, leadership capacity, and professional learning at Equity Multiplier schools through targeted recruitment, retention, professional learning, coaching, and support for appropriate credentialing and authorization. These efforts are intended to improve access to effective educators and support improved student achievement, engagement, attendance, and school climate outcomes for identified student groups.	

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Goal 4 was developed to address educator effectiveness, workforce stability, and instructional capacity at the district's Equity Multiplier schools. For the 2026–27 school year, Equity Multiplier funding eligibility was determined for El Dorado Elementary, Joshua Elementary, Lancaster Alternative and Virtual Academies (LAVA), New Vista Middle School, RISE, Sierra Elementary, and Sunnydale Elementary. These schools were identified through the Local Control Funding Formula (LCFF) Equity Multiplier based on prior-year student instability rates greater than 25 percent and socioeconomically disadvantaged student rates greater than 70 percent.

Review of the California School Dashboard, Teaching Assignment Monitoring Outcomes (TAMO), YouthTruth survey results, ThoughtExchange feedback, and site-level needs assessments identified a continued need to strengthen instructional capacity and workforce stability at these schools. Student groups at the identified Equity Multiplier schools demonstrated low performance across multiple state indicators, including English Language Arts, Mathematics, Chronic Absenteeism, Suspension Rate, and English Learner Progress. Student groups identified in the lowest performance levels included English learners, foster youth, socioeconomically disadvantaged students, students with disabilities, African American students, Hispanic students, homeless students, and students identifying with two or more races. These results indicated a need for consistent access to effective educators, strong instructional leadership, and schoolwide systems that support student achievement and engagement.

In addition to student outcome data, the district reviewed LCFF Priority 1 data related to teacher assignments and educator effectiveness. Teaching Assignment Monitoring Outcomes identified variation among Equity Multiplier schools in the percentage of teachers holding clear credentials as well as the percentage of teachers identified as out-of-field, intern, ineffective, or incomplete assignments. For example, New Vista Middle reported 63.5 percent of teachers holding clear credentials and 27.8 percent identified as ineffective assignments. RISE reported 31.8 percent clear credentials and 45.5 percent ineffective assignments. Sierra Elementary reported 72.2 percent clear credentials and 17.6 percent ineffective assignments, while El Dorado Elementary reported 73.8 percent clear credentials with 9.8 percent intern assignments. These data highlighted the importance of supporting teacher effectiveness, recruitment, retention, assignment monitoring, and professional growth.

Educational partner feedback from staff, site leadership teams, School Site Councils, and community engagement processes further identified a need to strengthen school culture, leadership development, professional learning, collaboration, and support systems for educators. Stakeholders consistently emphasized the importance of ensuring that schools serving students with the greatest needs have access to effective teachers, stable instructional programs, and strong site leadership.

As a result, Goal 4 was developed to support LCFF Priority 1 by increasing teacher effectiveness, strengthening leadership capacity, improving workforce stability, and expanding access to high-quality professional learning at Equity Multiplier schools. Through these efforts, the district seeks to improve academic achievement, student engagement, attendance, and school climate outcomes for student groups experiencing the greatest disparities.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	TAMO - Desert View Fiscal Year: 23-24	Teacher Assignment Monitoring - 2021-22 4% Ineffective Teachers	Teacher Assignment Monitoring - 2022-23 5.2% Ineffective Teachers	Teacher Assignment Monitoring - 2023-24 10.5% Ineffective Teachers	1% Ineffective Teachers	6.5% Difference
2	TAMO - El Dorado Fiscal Year: 23-24 and 24-25	Teacher Assignment Monitoring - 2021-22 0% Ineffective Teachers	Teacher Assignment Monitoring - 2022-23 9.9% Ineffective Teachers	Teacher Assignment Monitoring - 2023-24 6.6% Ineffective Teachers	0% Ineffective Teachers	6.6% Difference
3	TAMO - Joshua Fiscal Year: 23-24 and 24-25	Teacher Assignment Monitoring - 2021-22 14.3% Ineffective Teachers	Teacher Assignment Monitoring - 2022-23 16.7% Ineffective Teachers	Teacher Assignment Monitoring - 2023-24 4.5% Ineffective Teachers	10% Ineffective Teachers	-9.8% Difference
4	TAMO - LAVA Fiscal Year: 23-24 and 24-25	Teacher Assignment Monitoring - 2021-22 36.5% Ineffective Teachers	Teacher Assignment Monitoring - 2022-23 0% Ineffective Teachers	Teacher Assignment Monitoring - 2023-24 0.2% Ineffective Teachers	20% Ineffective Teachers	-36.3% Difference
5	TAMO - New Vista Fiscal Year: 23-24 and 24-25	Teacher Assignment Monitoring - 2021-22 9.5% Ineffective Teachers	Teacher Assignment Monitoring - 2022-23 21.8% Ineffective Teachers	Teacher Assignment Monitoring - 2023-24 27.8% Ineffective Teachers	6% Ineffective Teachers	18.3% Difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6	TAMO - Piute Fiscal Year: 23-24	Teacher Assignment Monitoring - 2021-22 6.2% Ineffective Teachers	Teacher Assignment Monitoring - 2022-23 20.9% Ineffective Teachers	Teacher Assignment Monitoring - 2023-24 32.3% Ineffective Teachers	3% Ineffective Teachers	26.1% Difference
7	TAMO - The Promise Academy Fiscal Year: 23-24 and 24-25	Teacher Assignment Monitoring - 2021-22 22.7% Ineffective Teachers	Teacher Assignment Monitoring - 2022-23 34.7% Ineffective Teachers	Teacher Assignment Monitoring - 2023-24 26.1% Ineffective Teachers	15% Ineffective Teachers	3.4% Difference
8	TAMO - RISE Fiscal Year: 23-24 and 24-25	Teacher Assignment Monitoring - 2021-22 0% Ineffective Teachers	Teacher Assignment Monitoring - 2022-23 0% Ineffective Teachers	Teacher Assignment Monitoring - 2023-24 45.5% Ineffective Teachers	0% Ineffective Teachers	45.5% Difference
9	TAMO - Sierra Fiscal Year: 23-24 and 24-25	Teacher Assignment Monitoring - 2021-22 3.9% Ineffective Teachers	Teacher Assignment Monitoring - 2022-23 6.6% Ineffective Teachers	Teacher Assignment Monitoring - 2023-24 17.6% Ineffective Teachers	.9% Ineffective Teachers	13.7% Difference
10	TAMO - Sunnydale Fiscal Year: 23-24	Teacher Assignment Monitoring - 2021-22 10.7% Ineffective Teachers	Teacher Assignment Monitoring - 2022-23 4.5% Ineffective Teachers	Teacher Assignment Monitoring - 2023-24 14.1% Ineffective Teachers	5% Ineffective Teachers	3.4% Difference
11	TAMO - The Leadership Academy Fiscal Year: 23-24 and 24-25	Teacher Assignment Monitoring - 2021-22 0% Ineffective Teachers	Teacher Assignment Monitoring - 2022-23	Teacher Assignment Monitoring - 2023-24	0% Ineffective Teachers	51.9% Difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			19.5% Ineffective Teachers	51.9% Ineffective Teachers		
12	TAMO - Lincoln Fiscal Year: 24-25	Teacher Assignment Monitoring - 2022-23 12.1% Ineffective Teachers	Teacher Assignment Monitoring - 2023-24 14.2% Ineffective Teachers	N/A	8% Ineffective Teachers	2.1% Difference
13	TAMO - Monte Vista Fiscal Year: 24-25	Teacher Assignment Monitoring - 2022-23 3.2% Ineffective Teachers	Teacher Assignment Monitoring - 2023-24 13.0% Ineffective Teachers	N/A	1% Ineffective Teachers	9.8% Difference
14	Youth Truth Staff Culture "My school's employees are committed to the success of my school."	Youth Truth Dec 2023 DV: 71% Positive Response ED: 80% Positive Response JO: 74% Positive Response LAVA: 92% Positive Response NVMS: 68% Positive Response PIMS: 63% Positive Response TPA: 80% Positive Response RISE: Not Enough Students (Community Day) SI: 84% Positive Response SU: 74% Positive Response	Youth Truth Dec 2024 DV: 83% Positive Response ED: 71% Positive Response JO: 76% Positive Response LAVA: 65% Positive Response NVMS: 59% Positive Response PIMS: 54% Positive Response TPA: 93% Positive Response RISE: 55% Positive Response SI: 78% Positive Response SU: 94% Positive Response	Youth Truth Dec 2025 DV: 69% Positive Response ED: 58% Positive Response JO: 59% Positive Response LAVA: 87% Positive Response NVMS: No Data (Minimal Number of Staff) PIMS: 63% Positive Response TPA: 78% Positive Response RISE: No Data (Minimal Number of Staff) SI: 59% Positive Response	DV: 80% Positive Response ED: 85% Positive Responses JO: 80% Positive Response LAVA: 95% Positive Response NVMS: 80% Positive Response PIMS: 80% Positive Response TPA: 85% Positive Response RISE: No Baseline to Assess SI: 90% Positive Response SU: 80% Positive Response TLA: No Baseline to Assess	DV: -2% ED: -22% JO: -15% LAVA: -5% NVMS: No Comparison PIMS: 0% TPA: -2% RISE: No Comparison SI: -25% SU: -10% TLA: No Comparison LI: -34% MV: 6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		TLA: Not Enough Students (Small School) LI: 89% Positive Response MV: 66% Positive Response	TLA: 55% Positive Response LI: 79% Positive Response MV: 74% Positive Response	SU: 64% Positive Response TLA: School Closed LI: 55% Positive Response MV: 72% Positive Response	LI: 80% Positive Response MV: 80% Positive Response	
15	Youth Truth (African American) "Do students in your class treat the teacher with respect?	Youth Truth Dec 2023 DV: 34% Positive Response ED: 44% Positive Response JO: 17% Positive Response SI: 29% Positive Response SU: 36% Positive Response LI: 28% Positive Response MV: No Data RISE: No Data (Minimal Number of Students)	Youth Truth Dec 2024 DV: 29% Positive Response ED: 38% Positive Response JO: 20% Positive Response SI: 28% Positive Response SU: 47% Positive Response LI: 27% Positive Response MV: 38% Positive Response RISE: No Data (Minimal Number of Student)	Youth Truth Dec 2025 DV: 29% Positive Response ED: 20% Positive Response JO: 23% Positive Response SI: 32% Positive Response SU: 23% Positive Response LI: 35% Positive Response MV: 43% Positive Response RISE: No Data (Minimal Number of Student)	All Schools: 80% Positive Response	DV: -5% ED: -24% JO: 6% SI: 3% SU: -13% LI: 7% MV: No Comparison RISE: No Comparison
16	Youth Truth "Students from my school treat adults with respect."	Youth Truth Dec 2023 NVMS: 13% Positive Response PIMS: 20% Positive Response RISE: 67% Positive Response LAVA: 75% Positive Response	Youth Truth Dec 2024 NVMS: 14% Positive Response PIMS: 15% Positive Response RISE: 36% Positive Response	Youth Truth Dec 2025 NVMS: 17% Positive Response PIMS: 24% Positive Response RISE: No Data (Minimal Number of Student)	All Schools: 80% Positive Response	NVMS: 4% PIMS: 4% RISE: No Comparison LAVA: -2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			LAVA: 67% Positive Response	LAVA: 73% Positive Response		
17	Youth Truth: Professional Development Measure - Elementary Staff "My professional development over the last year has provided me with content support."	Youth Truth Dec 2023 DV: 83% Positive Response ED: 100% Positive Response JO: 91% Positive Response SI: 77% Positive Response SU: 83% Positive Response TPA: 55% Positive Response LAVA: Too few responses LI: 79% Positive Response MV: 77% Positive Response	Youth Truth Dec 2024 DV: 76% Positive Response ED: 79% Positive Response JO: 78% Positive Response SI: 90% Positive Response SU: 86% Positive Response TPA: 78% Positive Response LAVA: 78% Positive Response LI: 78% Positive Response MV: 80% Positive Response	Youth Truth Dec 2025 DV: 83% Positive Response ED: 77% Positive Response JO: 60% Positive Response SI: 55% Positive Response SU: 66% Positive Response TPA: 61% Positive Response LAVA: 89% Positive Response LI: 56% Positive Response MV: 85% Positive Response	All Schools: 80% Positive Response	DV: -0% ED: -23% JO: -31% SI: -22% SU: -17% TPA: 6% LAVA: No Comparison LI: -23% MV: 8%
18	Youth Truth Professional Development Measure - Middle Staff "My professional development over the last year has provided me with content support."	Youth Truth Dec 2023 NVMS: 51% Positive Response PIMS: 33% Positive Response	Youth Truth Dec 2024 NVMS: 50% Positive Response PIMS: 54% Positive Response	Youth Truth Dec 2025 NVMS: No Data (Minimal Number of Staff) PIMS: 56% Positive Response	All Schools: 80% Positive Response	NVMS: No Comparison PIMS: -23%

Goal Analysis [2025-26]

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

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

Goal 4: Increasing Teacher Effectiveness in Equity Multiplier Schools
In the 2025–2026 school year, the actions aligned to this goal were implemented at Equity Multiplier schools based on identified need, including El Dorado Elementary, Joshua Elementary, Lancaster Alternative and Virtual Academy, Lincoln Elementary, Monte Vista Elementary, New Vista Middle, Promise Academy, Sierra Elementary, and RISE. Implementation was determined at the site level, with each school developing and implementing strategies aligned to its student population. Each site used available data, including Teacher Assignment Monitoring Outcomes (TAMO) and YouthTruth Culture and Professional Development measures, to identify areas of need and align supports to improve teacher stability, effectiveness, and school climate.

Successes
Equity Multiplier schools continued to strengthen foundational systems to support teacher effectiveness, professional learning, and staff collaboration aligned to district priorities. Site leaders engaged in data analysis using TAMO and YouthTruth measures to inform planning and monitor progress. Professional learning opportunities were implemented to strengthen instructional practices and increase access to content support for teachers. Several sites demonstrated strength in YouthTruth Professional Development measures, including Lancaster Alternative and Virtual Academy (89%) and Monte Vista Elementary (85%), which exceeded the 80 percent target, as well as El Dorado Elementary (77%), which approached the target. Structures such as professional learning communities and leadership team meetings supported shared planning, data analysis, and coordination of supports. These efforts contributed to improved alignment of site-based actions to the goal of increasing teacher effectiveness and strengthening school culture.

Challenges
Although actions were implemented across all Equity Multiplier schools, effectiveness varied by site. TAMO data indicates continued variability in ineffective teacher rates across schools, reflecting ongoing challenges in improving teacher stability and effectiveness. The Antelope Valley region, including Lancaster School District, continues to experience a shortage of qualified teachers, which impacts the ability to reduce ineffective teacher rates and maintain staffing stability across sites. YouthTruth Staff Culture data indicates that several schools remain below the 80 percent target for staff perceptions of collective commitment, including El Dorado Elementary (58%), Joshua Elementary (59%), Sierra Elementary (59%), and Lincoln Elementary (55%), while Monte Vista Elementary (72%) demonstrated comparatively stronger results. New Vista Middle and RISE did not report data due to a minimal number of staff. YouthTruth Professional Development data also reflects variability in staff perceptions of content support, with several sites below the 80 percent target, including Joshua Elementary (60%), Sierra Elementary (55%), Promise Academy (61%), and Lincoln Elementary (56%), while Monte Vista Elementary (85%) and Lancaster Alternative and Virtual Academy (89%) exceeded the target. These findings indicate that while systems and supports were implemented, outcomes have not yet resulted in consistent improvements in teacher effectiveness or staff culture across Equity Multiplier schools. Implementation varied based on site-specific needs and capacity, resulting in differences in the effectiveness of supports.

All actions were implemented at the site level and reflect site-based differentiation aligned to Equity Multiplier requirements. No substantive changes were made to the planned actions. Ongoing refinement will continue to focus on improving consistency, effectiveness, and sustainability of implementation across Equity Multiplier schools. Overall, implementation of this goal was partially effective, as systems were strengthened while highlighting the need for continued focus on improving teacher effectiveness and staff culture across sites.

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

Actions 4.1 and 4.3 – Recruitment and Retention of Qualified Teachers and Support for New and Early Career Teachers
These actions had material differences between Budgeted Expenditures and Estimated Actual Expenditures. Actual expenditures exceeded budgeted amounts due to increased support provided to Equity Multiplier schools through external service providers and targeted assistance focused on strengthening school culture, climate, leadership capacity, and collaborative practices. As implementation evolved across sites, support was adjusted to respond to identified needs and build site-level capacity.

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

An ineffective teacher is defined as an individual whose assignment is authorized by an emergency permit that does not require possession of a full teaching credential, a teacher who is misassigned outside of their authorized credential area, or an individual who holds no credential, permit, or authorization to teach in California. Under the California Department of Education (CDE) Teacher Assignment Monitoring Outcomes (TAMO) reporting within the Every Student Succeeds Act (ESSA), this definition is based on authorization status rather than classroom performance.

The following actions are designed to increase the stability and effectiveness of the teaching workforce at Equity Multiplier schools, including El Dorado Elementary, Joshua Elementary, Lancaster Alternative and Virtual Academy, Lincoln Elementary, Monte Vista Elementary, New Vista Middle, Promise Academy, Sierra Elementary, and RISE, as measured by Teacher Assignment Monitoring Outcomes (TAMO) and YouthTruth Culture and Professional Development measures.

Action 4.1 – Recruitment and Retention of Qualified Teachers
This action was partially effective. Implementation focused on supporting sites in building and sustaining a consistent and qualified teaching workforce. TAMO data indicates continued variability in ineffective teacher rates across Equity Multiplier schools, demonstrating that staffing stability and effectiveness have not yet improved consistently across sites. The Antelope Valley region, including Lancaster School District, continues to experience a shortage of qualified teachers, which presents ongoing challenges in reducing ineffective teacher rates and improving staffing stability. YouthTruth Staff Culture data, measured by the statement "My school's employees are committed to the success of my school," remained below the 80 percent target at most sites, including El Dorado (58%), Joshua (59%), Sierra (59%), and Lincoln (55%), while Monte Vista (72%) demonstrated comparatively stronger results and Lancaster Alternative and Virtual Academy exceeded the target at 87%. New Vista Middle and RISE did not report data due to a minimal number of staff responses. These findings indicate that while recruitment and retention strategies were implemented, outcomes have not yet resulted in consistent improvements in teacher stability, effectiveness, or staff culture across sites. Continued focus includes strengthening targeted recruitment and retention strategies and improving alignment of staffing supports to site-specific needs.

Action 4.2 – Professional Development and Instructional Support

This action was partially effective. Implementation included professional learning focused on instructional practices and teacher clarity to improve teacher effectiveness. YouthTruth Professional Development data, measured by the statement “My professional development over the last year has provided me with content support,” indicates variability across sites. Positive response rates exceeded the 80 percent target at Lancaster Alternative and Virtual Academy (89%) and Monte Vista Elementary (85%), while El Dorado (77%), Joshua (60%), Promise Academy (61%), Sierra (55%), and Lincoln (56%) remained below the target. These findings indicate that while professional development was implemented and shows strength at select sites, it has not yet resulted in consistent improvements in teacher effectiveness across all Equity Multiplier schools. Continued focus includes improving consistency of professional learning implementation and aligning supports to identified site-specific needs.

Action 4.3 – Support for New and Early Career Teachers
This action was partially effective. Supports for new and early career teachers were implemented to improve teacher stability and effectiveness; however, outcomes varied across sites. TAMO data indicates that variability in ineffective teacher rates persists across Equity Multiplier schools, suggesting that current supports have not yet resulted in consistent improvements in teacher effectiveness. The regional shortage of qualified teachers continues to impact staffing stability, particularly at sites with higher rates of ineffective teacher assignments. YouthTruth Professional Development data further reflects variability in staff perceptions of content support, with several sites remaining below the 80 percent target. These findings indicate that while induction and support systems were implemented, they have not yet resulted in consistent improvements in teacher stability, effectiveness, or staff culture across sites. Continued focus includes strengthening induction and mentoring systems and improving alignment of supports to site-specific needs.

Action 4.4 – Teacher Collaboration and Professional Learning Communities
This action was partially effective. Implementation focused on strengthening collaboration and professional learning communities to support teacher effectiveness and school culture. YouthTruth Staff Culture data indicates that most Equity Multiplier schools remain below the 80 percent target for staff commitment to school success, reflecting ongoing challenges in building consistent staff culture across sites. YouthTruth Professional Development data also indicates variability in perceptions of content support, with several sites below the target. TAMO data further reflects variability in instructional capacity across sites, indicating that collaborative structures have not yet resulted in consistent improvements in teacher effectiveness. These findings indicate that while collaboration structures were implemented, outcomes remain inconsistent across Equity Multiplier schools. Continued focus includes strengthening expectations for collaboration, increasing monitoring, and providing differentiated supports to improve consistency in teacher effectiveness and staff culture across sites.

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

The Local Control Funding Formula (LCFF) Equity Multiplier provides additional funding to local educational agencies for allocation to school sites with prior-year nonstability rates greater than 25 percent and socioeconomically disadvantaged (low-income) student rates greater than 70 percent. The following information identifies the years in which each school received Equity Multiplier funding based on eligibility determined from the prior year’s data.

Goal Description, State Priorities, and Goal Explanation

The Goal 4 description, state priorities, and goal explanation were revised to strengthen alignment with educator equity needs, teacher assignment monitoring data, and the actions designed to increase access to appropriately credentialed and effective educators at Equity Multiplier schools.

Metrics and target outcomes were updated to reflect current performance levels and improve alignment with teacher assignment monitoring data and local measures of educator effectiveness and stability.

Action titles and descriptions were revised to better align with educator equity requirements, leadership development, professional learning communities, and accountability measures. These revisions more clearly reflect the strategies being implemented to address identified staffing and credentialing needs. Based on reflection of implementation and effectiveness data from the 2025–26 school year, Goal 4 action titles and descriptions were revised to more clearly align with Equity Multiplier requirements related to educator effectiveness, credentialing, assignment monitoring, workforce stability, leadership capacity, and accountability. While the intent of the goal remained unchanged, the revised actions establish a stronger connection between identified needs in Teaching Assignment Monitoring Outcomes (TAMO) data and the strategies used to address those needs. These refinements were informed by TAMO data, YouthTruth results, site-level needs assessments, and educational partner feedback and strengthen alignment between the goal, actions, metrics, and Equity Multiplier requirements.

Funded 2024–2025: Desert View Elementary, El Dorado Elementary, Joshua Elementary, Lancaster Alternative and Virtual Academy, New Vista Middle, Piute Middle, Promise Academy, Sierra Elementary, RISE, Sunnydale, The Leadership Academy

Funded 2025–2026: El Dorado Elementary, Joshua Elementary, Lancaster Alternative Virtual Academy, Lincoln Elementary, Monte Vista Elementary, New Vista Middle, Promise Academy, Sierra Elementary, RISE

To be funded 2026–2027: El Dorado Elementary, Joshua Elementary, Lancaster Alternative Virtual Academy, New Vista Middle, RISE, Sierra Elementary, Sunnydale

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Recruitment and Retention of Qualified Teachers	Equity Multiplier schools will implement recruitment, retention, assignment monitoring, credentialing support, and leadership development strategies to increase access to appropriately credentialed and authorized teachers and reduce ineffective teacher assignments identified through Teaching Assignment Monitoring Outcomes (TAMO) data. Supports may include recruitment activities, assistance with credential and authorization	$5,342,947.00	No

Action #	Title	Description	Total Funds	Contributing
		requirements, monitoring of teacher assignments, retention efforts, staffing support, and leadership development opportunities for site administrators and teacher leaders. This action is designed to strengthen workforce stability, leadership capacity, and educator effectiveness at Equity Multiplier schools. This action supports LCFF Priorities 1 (Basic Services), 4 (Pupil Achievement), and 6 (School Climate) and is measured through TAMO data and YouthTruth Staff Culture responses.		
4.2	Professional Development and Instructional Support	Equity Multiplier schools will provide professional learning, coaching, instructional support, and leadership development opportunities for teachers, teacher leaders, and site administrators to strengthen instructional effectiveness and leadership equity. Professional learning will focus on evidence-based instructional practices, formative assessment, standards-based instruction, culturally responsive practices, instructional leadership, and equitable access to leadership development opportunities. This action is intended to build the capacity of educators and leaders to support improved outcomes for student groups experiencing the greatest disparities. This action supports LCFF Priorities 1 (Basic Services), 2 (Implementation of State Academic Standards), 4 (Pupil Achievement), and 8 (Other Pupil Outcomes) and is measured through YouthTruth Professional Development responses, TAMO data, and student outcome measures.	$519,294.00	No
4.3	Support for New and Early Career Teachers	Equity Multiplier schools will implement professional learning communities, collaborative planning structures, mentoring, coaching, and induction supports designed to strengthen teacher effectiveness and instructional capacity. Teachers, teacher leaders, and administrators will engage in regular collaboration focused on student learning, instructional planning, data analysis, intervention planning, and continuous improvement. Professional learning communities will serve as a primary structure for supporting new and early career teachers, strengthening instructional practice, and building collective efficacy across school sites. This action supports LCFF Priorities 1 (Basic Services), 4 (Pupil Achievement), 5 (Pupil Engagement), and 6 (School Climate) and is measured through	$112,000.00	No

Action #	Title	Description	Total Funds	Contributing
		YouthTruth Professional Development responses, YouthTruth Staff Culture responses, and TAMO data.		
4.4	Teacher Collaboration and Professional Learning Communities	Equity Multiplier schools will implement systems of accountability, monitoring, and continuous improvement to strengthen teacher effectiveness, educator credentialing, instructional quality, and school culture. Site administrators, teacher leaders, and district leaders will engage in ongoing review of TAMO data, YouthTruth results, implementation data, and student outcomes to monitor progress toward goal metrics and identify areas requiring additional support. Continuous improvement processes will be used to strengthen implementation fidelity, workforce effectiveness, and equitable outcomes for students. This action supports LCFF Priorities 1 (Basic Services), 4 (Pupil Achievement), 5 (Pupil Engagement), 6 (School Climate), and 8 (Other Pupil Outcomes) and is measured through TAMO data, YouthTruth Staff Culture responses, YouthTruth Professional Development responses, and goal metrics.	$1,253,974.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Goal 5: Equity Multiplier Schools – Academic Achievement, Attendance, School Climate, and English Learner Progress By the end of the 2026–27 school year, Equity Multiplier schools (El Dorado Elementary, Joshua Elementary, Lancaster Alternative and Virtual Academies, New Vista Middle, RISE, Sierra Elementary, and Sunnydale Elementary) will improve outcomes for student groups performing at the lowest performance level on one or more state indicators as measured by the California School Dashboard. Equity Multiplier schools will increase English Language Arts and Mathematics performance by at least 3 Distance from Standard points annually, increase English Learner Progress by at least 2 percentage points annually and maintain or achieve the Increased performance level on the English Learner Progress Indicator, reduce Chronic Absenteeism by at least 0.5 percentage points annually, and reduce Suspension Rates by at least 0.3 percentage points annually for identified student groups. The following student groups were identified at the lowest performance level on one or more state indicators based on the 2025 CA Dashboard Student Group Reports: El Dorado Elementary School • English Language Arts: Socioeconomically Disadvantaged, Students with Disabilities, Hispanic • Mathematics: African American, Students with Disabilities • Science: African American, Students with Disabilities • Suspension Rate: All Students, African American, Hispanic, Socioeconomically Disadvantaged Joshua Elementary School • English Language Arts: Hispanic • Mathematics: All Students, African American, English Learners, Hispanic, Socioeconomically Disadvantaged • Chronic Absenteeism: Students with Disabilities, African American, White, Two or More Races Lancaster Alternative and Virtual Academies (LAVA)	Equity Multiplier Focus Goal

Goal #	Description	Type of Goal
	• Chronic Absenteeism: All Students, African American, Socioeconomically Disadvantaged, Students with Disabilities, White New Vista Middle School • English Language Arts: All Students, African American, English Learners, Long-Term English Learners, Socioeconomically Disadvantaged, Students with Disabilities, White • Mathematics: All Students, African American, English Learners, Homeless Youth, Long-Term English Learners, Socioeconomically Disadvantaged, Students with Disabilities, White • Science: All Students, African American, English Learners, Socioeconomically Disadvantaged, Students with Disabilities • Chronic Absenteeism: All Students, African American, Socioeconomically Disadvantaged, Students with Disabilities, Two or More Races • Suspension Rate: African American RISE • Chronic Absenteeism: All Students, African American, Socioeconomically Disadvantaged • Suspension Rate: All Students, African American, Socioeconomically Disadvantaged Sierra Elementary School • English Language Arts: English Learners • Chronic Absenteeism: English Learners, Foster Youth • Suspension Rate: Foster Youth Sunnydale Elementary School • Chronic Absenteeism: Students with Disabilities The district will address identified needs by enhancing culturally relevant practices among teachers and staff, providing targeted academic and English Learner supports, implementing attendance and restorative interventions, and increasing access to social-emotional learning environments that strengthen school climate, culture, student engagement, and academic achievement.	

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal was developed in response to the identification of Equity Multiplier schools for the 2026–27 school year: El Dorado Elementary, Joshua Elementary, Lancaster Alternative and Virtual Academies, New Vista Middle, RISE, Sierra Elementary, and Sunnydale Elementary. Analysis of the California School Dashboard and local data identified significant needs in academic achievement, English Learner progress, chronic absenteeism, and suspension rates among student groups at these schools. Educational partners indicated a need for increased and differentiated services to address barriers to learning, strengthen culturally relevant instructional practices, improve student engagement, and provide targeted academic and social-emotional supports. Educational partners also noted that students experiencing chronic absenteeism, disengagement, or exclusionary discipline often require additional interventions to access learning successfully. This goal and its associated actions were developed to improve academic achievement, attendance, school climate, and English Learner outcomes through targeted interventions, restorative practices, and increased access to social-emotional learning environments.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Dashboard: CAASPP ELA (ALL) Distance from Standard	2023 Dashboard ED: - 84.3 (RED) JO: -110 (RED) MV: -81.2 (RED) NVMS: -98.2 (RED) SI: -79.2 (RED)	2024 Dashboard ED: -88.8 (RED) JO: -112.9 (RED) MV: -80.4 (RED) NVMS: -102.2 (RED) SI: -87.1 (RED)	2025 Dashboard ED: -84.2 (ORANGE) JO: -96.9 (ORANGE) MV: -62.8 (YELLOW) NVMS: -101.6 (RED) SI: -75.5 (ORANGE)	ED: -73. 8 (ORANGE) JO: -97.9 (ORANGE) MV: -65.4 (ORANGE) NVMS: -87.2 (ORANGE) SI: -72.1 (ORANGE)	ED: 0.1 pts. JO: 13.1 pts. MV: 18.4 pts. NVMS: -3.4 pts. SI: 3.7 pts. LAVA: N/A LI: N/A PA: N/A
2	Dashboard: CAASPP ELA (English Learners) Distance from Standard	2023 Dashboard ED: -79.3 (RED) JO: -105 (RED) NVMS: -116.5 (RED) SI: -73.1 (RED) MV: -77.1 (RED)	2024 Dashboard ED: -96 (RED) JO: -126.4 (RED) NVMS: -110 (ORANGE) SI: -74.4 (RED) MV: -79.8(RED)	2025 Dashboard ED: -74.3 (ORANGE) JO: -102.3 (ORANGE) NVMS: -108.8 (RED) SI: -83.8 (RED) MV: -74.3 (ORANGE)	ED: -70 (ORANGE) JO: -96 (ORANGE) NVMS: -105 (ORANGE) SI: -64 (ORANGE) MV: -74 (ORANGE)	ED: 5.0 pts. JO: 2.7 pts. NVMS: 7.7 pts. SI: -10.7 pts. MV: 2.8 pts.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3	Dashboard: CAASPP ELA (Long-Term English Learners) Distance from Standard	2025 Dashboard NVMS: -121.7 (RED)			NVMS: -112.7 (ORANGE)	NVMS: N/A
4	Dashboard: CAASPP ELA (Homeless)	NVMS: -126.6 (NPC)	NVMS: -144.2 (RED)	2025 Dashboard NVMS: -134.8 (ORANGE)	NVMS: -129.2 (ORANGE)	NVMS: -8.2 pts.
5	Dashboard: CAASPP ELA (Socioeconomically Disadvantaged) Distance from Standard	2023 Dashboard ED: -86.6 (RED) JO: -110.8 (RED) NVMS: -100.6 (RED) SI: -81.8 (RED) MV: -87.2 (RED)	2024 Dashboard ED: -90.3 (RED) JO: -112.8 (RED) NVMS: -103.1 (RED) SI: -90.6 (RED) MV: -86.2 (RED)	2025 Dashboard ED: -87.5 (RED) JO: -97.4 (ORANGE) NVMS: -102.6 (RED) SI: -78.4 (ORANGE) MV: -67.9 (YELLOW)	ED: -76 (ORANGE) JO: -96 (ORANGE) NVMS: -90 (ORANGE) SI: -69 (ORANGE) MV: -80.2 (ORANGE)	ED: -0.9 pts. JO: 13.4 pts. NVMS: -2.0 pts. SI: 3.4 pts. MV: 19.3 pts.
6	Dashboard: CAASPP ELA (Students with Disabilities) Distance from Standard	2023 Dashboard ED: -153.6 (RED) LI: -122 (ORANGE) NVMS: -159.2 (RED) SI: -139 (RED)	2024 Dashboard ED: -153.7 (RED) LI: -128.4 (RED) NVMS: -156.4 (RED) SI: -157.2 (RED)	2025 Dashboard ED: -155.5 (RED) LI: -124.8 (ORANGE) NVMS: -160.9 (RED) SI: -139.3 (ORANGE)	ED: -143 (ORANGE) LI: -118.4 (ORANGE) NVMS: -149 (ORANGE) SI: -129 (ORANGE)	ED: -1.9 pts. LI: -2.8 pts. NVMS: -1.7 pts. SI: -0.3 pts.
7	Dashboard: CAASPP ELA (African American) Distance from Standard	2023 Dashboard ED: -110.2 (RED) JO: -129.5 (ORANGE) LAVA: -77.3 (ORANGE) LI: -91.9 (ORANGE) MV: -108.1 (RED) NVMS: -117.8 (RED) SI: -104.5 (ORANGE)	2024 Dashboard ED: -107.5 (RED) JO: -129.3 (RED) LAVA: -97.5 (RED) LI: -90.9 (RED) MV: -109.8 (RED) NVMS: -126.1 (RED) SI: -119.4 (RED)	2025 Dashboard ED: -104.4 (ORANGE) JO: -107.2 (ORANGE) LAVA: -36.7 (No Performance Color) LI: -83.2 (ORANGE)	ED: -100 (ORANGE) JO: 114.3 (ORANGE) LAVA: 82.5 (ORANGE) LI: -85 (ORANGE) MV: -100 (ORANGE)	ED: 5.8 pts. JO: 22.3 pts. LAVA: 40.6 pts. LI: 8.7 pts. MV: 8.6 pts. NVMS: -11.8 pts. SI: 0.7 pts.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				MV: -99.5 (ORANGE) NVMS: -129.6 (RED) SI: -103.8 (ORANGE)	NVMS: -108 (ORANGE) SI: 104.4 (ORANGE)	
8	Dashboard: CAASPP ELA (Hispanic) Distance from Standard	2023 Dashboard ED: -71.3 (RED) JO: -93.1 (RED) MV: -75.5 (RED) NVMS: -87.1 (RED) SI: -73.6 (RED)	2024 Dashboard ED: -74.8 (RED) JO: -87.7 (ORANGE) MV: -88.8 (RED) NVMS: -95.8 (RED) SI: -50.8 (YELLOW)	2025 Dashboard ED: -72.4 (RED) JO: -90.3 (RED) MV: -54.2 (YELLOW) NVMS: -88.6 (ORANGE) SI: -67.1 (ORANGE)	ED: -62 (ORANGE) JO: -82.3 (ORANGE) MV: -80.8 (ORANGE) NVMS: -88 (ORANGE) SI: -62 (ORANGE)	ED: -1.1 pts. JO: 2.8 pts. MV: 21.3 pts. NVMS: -1.5 pts. SI: 6.5 pts.
9	Dashboard: CAASPP ELA (White) Distance from Standard	2023 Dashboard NVMS: -96 (RED)	2024 Dashboard NVMS: -76 (ORANGE)	2025 Dashboard NVMS: -109.3 (RED)	NVMS: -85 (ORANGE)	NVMS: -13.3
10	Dashboard: CAASPP Math (ALL)	2023 Dashboard JO: -131 (RED) MV: -89.1 (YELLOW) SI: -96.1 (RED) 2025 Dashboard NVMS: -152.5 (RED)	2024 Dashboard JO: -138 (RED) MV: -96.5 (RED) SI: -98.8 (RED)	2025 Dashboard JO: -142.7(RED) MV: -87.1 (YELLOW) SI: -93.6 (Yellow)	JO: 123 (ORANGE) MV: 81.5 (ORANGE) SI: 83.8 (ORANGE) NVMS: -143.5 (ORANGE)	JO: -11.7 pts. MV: 2.0 pts. SI: 2.5 pts. 2025 Dashboard NVMS: N/A
11	Dashboard CAASPP Math (English Learners) Distance from Standard	2023 Dashboard ED: -77.5 (RED) JO: -117.2 (RED) 2025 Dashboard NVMS: -158.6 (RED)	2024 Dashboard ED: -104.7 (RED) JO: -141.6 (RED)	2025 Dashboard ED: -70.4 (YELLOW) JO: -142.3 (RED)	ED: -89.7 (ORANGE) JO: -107 (ORANGE) NVMS: -143.5 (ORANGE)	ED: 7.1 pts. JO: -25.1 pts. NVMS: N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
12	Dashboard CAASPP Math (Long-Term English Learners) Distance from Standard	2025 Dashboard NVMS: -173.1 (RED)			NVMS: -164.1 (ORANGE)	NVMS: N/A
13	Dashboard: CAASPP Math (Homeless) Distance from Standard	2025 Dashboard NVMS: 171.1 (RED)			NVMS: -162.1 (ORANGE)	NVMS: N/A
14	Dashboard CAASPP Math (Socioeconomically Disadvantaged) Distance from Standard	2023 Dashboard JO: -130.6 (RED) LAVA: -112.4 (ORANGE) MV: -94.5 (YELLOW) NVMS: -159.8 (RED) SI: -99 (RED)	2024 Dashboard JO: -137.3 (RED) LAVA: -111.1 (RED) MV: -101.7 (RED) NVMS: -153.4 (ORANGE) SI: -101.6 (RED)	2025 Dashboard JO: -143.4 (RED) LAVA: -38.3 (YELLOW) MV: -90.9 (YELLOW) NVMS: -153.7 (RED) SI: - 94.7 (YELLOW)	JO: -120 (ORANGE) LAVA: 96.1 (ORANGE) MV: -91.7 (ORANGE) NVMS: -149 (ORANGE) SI: -89 (ORANGE)	JO: -12.8 pts. LAVA: 74.1 pts. MV: 3.6 pts. NVMS: 6.1 pts. SI: 4.3 pts.
15	Dashboard CAASPP Math (Students with Disabilities) Distance from Standard	2023 Dashboard ED: -160.2 (RED) LI: -118.9 (ORANGE) MV: -104.6 (ORANGE) NVMS: -201.5 (RED) SI: -139.5 (ORANGE)	2024 Dashboard ED: -166.5 (RED) LI: -123.2 (RED) MV: -133 (RED) NVMS: -199.2 (RED) SI: -151.1 (RED)	2025 Dashboard ED: -176.5 (RED) LI: -135.9 (RED) MV: -103.2 (ORANGE) NVMS: -197.8 (RED) SI: -134.2 (ORANGE)	ED: -150 (ORANGE) LI: -118 (ORANGE) MV: -128 (ORANGE) NVMS: -191 (ORANGE) SI: 136.1 (ORANGE)	ED: -16.3 pts. LI: -17.0 pts. MV: 1.4 pts. NVMS: 3.7 SI: 5.3 pts.
16	Dashboard: CAASPP Math (African American) Distance from Standard	2023 Dashboard JO: -156.4 (RED) LI: -100.1 (ORANGE) MV: -108.1 (RED) NVMS: -181.6 (RED) 2025 Dashboard ED: -113.1 (RED)	2024 Dashboard JO: -159.7 (RED) LI: -97.7 (RED) MV: -133.7 (RED) NVMS: -173 (ORANGE)	2025 Dashboard JO: -159.8 (RED) LI: -98 (RED) MV: -119.2 (ORANGE) NVMS: -173 (RED)	JO: -143 (ORANGE) LI: -90.7 (ORANGE) MV: -120 (ORANGE) NVMS: -172 (ORANGE)	JO: -3.4 pts. LI: 2.1 pts. MV: -11.1 pts. NVMS: 8.6 pts. ED: N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					ED: -104.1 (ORANGE)	
17	Dashboard: CAASPP Math (Hispanic) Distance from Standard	2023 Dashboard JO: -112.6 (RED) LAVA: -104.7 (ORANGE) NVMS: -145.3 (RED) SI: -85.5 (YELLOW)	2024 Dashboard JO: -112.1 (RED) LAVA: -108.6 (RED) NVMS: -149 (RED) SI: -79.7 (YELLOW)	2025 Dashboard JO: -133.4 (RED) LAVA: -19.2 (GREEN) NVMS: -143.4 (ORANGE) SI: -87.3 (ORANGE)	JO: -100 (ORANGE) LAVA: 93.6 (ORANGE) NVMS: -138 (ORANGE) SI: -64.7 (ORANGE)	JO: -20.8 pts. LAVA: 85.5 pts. NVMS: 1.9 pts. SI: -1.8 pts.
18	Dashboard: CAASPP Math (White) Distance from Standard	2023 Dashboard NVMS: -149.3 (RED)	2024 Dashboard NVMS: -126.4 (ORANGE)	2025 Dashboard NVMS: -124.7 (RED)	NVMS: -130 (ORANGE)	NVMS: 24.6 pts.
19	Dashboard: CAASPP Chronic Absenteeism (ALL)	2023 Dashboard: LI: 39.8% (ORANGE) NVMS: 41.4% (YELLOW) PA: 74.6% (ORANGE) 2025 Dashboard LAVA: 6% (ORANGE) RISE: 61.4% (ORANGE)	2024 Dashboard: LI: 41.7% (RED) NVMS: 46.3% (RED) PA: 60.8% (ORANGE)	2025 Dashboard: LI: 33.8% (YELLOW) NVMS: 46.7% (RED) PA: 52% (ORANGE)	LI: 38.7% (YELLOW) NVMS: 43.3% (YELLOW) PA: 57.8% (YELLOW) LAVA: 5.5% (ORANGE) RISE: 60.9% (ORANGE)	LI: -6.0% NVMS: 5.3% PA: -22.6% LAVA: N/A RISE: N/A
20	Dashboard: Chronic Absenteeism (English Learners)	2023 Dashboard LI: 19.8%(YELLOW) LAVA: 30.9% (RED) MV: 30.8% (ORANGE) 2025 Dashboard SI: 25.9 (RED)	2024 Dashboard LI: 22.2% (RED) LAVA: 3.6% (No Performance Color) MV: 30.8% (RED)	2025 Dashboard LI: 10.8% (YELLOW) LAVA: 5% (No Performance Color) MV: 32.7% (RED)	LI: 12% (YELLOW) LAVA: 20% (YELLOW) MV: 20% (YELLOW) SI: 25.4% (RED)	LI: -9.0% LAVA: -25.9% MV: 1.9% SI: N/A
21	Dashboard: Chronic Absenteeism (Foster Youth)	2023 Dashboard ED: 48.9% (RED) LI: 23.5% (ORANGE)	2024 Dashboard ED: 35% (ORANGE)	2025 Dashboard ED: 33.3% (ORANGE)	ED: 40% (YELLOW) LI: 30% (YELLOW)	ED: -15.6% LI: -6.8% SI: -8.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SI: 54.1% (RED)	LI: 41.3% (RED) SI: 25.7% (ORANGE)	LI: 16.7% (YELLOW) SI: 45.5% (RED)	SI: 50 % (YELLOW)	
22	Dashboard: Chronic Absenteeism (Homeless)	2023 Dashboard JO: 68.7% (RED) LAVA: 59.7% (RED) MV: 46.2% (ORANGE) NVMS: 64.8% (ORANGE)	2024 Dashboard JO: 71.2% (RED) LAVA: 22.2% (No Performance Color) MV: 61.9% (RED) NVMS: 65.5% (RED)	2025 Dashboard JO: 59.8% (ORANGE) LAVA: 10% (No Performance Color) MV: 43.3% (ORANGE) NVMS: 58.1% (ORANGE)	JO: 58% (YELLOW) LAVA: 49% (YELLOW) MV: 50% (YELLOW) NVMS: 62.5% (YELLOW)	JO: -8.9% LAVA: -49.7% MV: -2.9% NVMS: -6.7%
23	Dashboard: Chronic Absenteeism (Socioeconomically Disadvantaged)	2023 Dashboard LAVA: 39.4% (RED) LI: 39.9% (ORANGE) NVMS: 42.1% (YELLOW) RISE: 90.9% (RED) PA: 78.8% (ORANGE)	2024 Dashboard LAVA: 4% (BLUE) LI: 42.5% (RED) NVMS: 47.3% (RED) RISE: 77.3% (ORANGE) PA: 63.4% (ORANGE)	2025 Dashboard LAVA: 6.2% (ORANGE) LI: 34.8% (YELLOW) NVMS: 47.5% (RED) RISE: 63.6% (ORANGE) PA: 57.1% (ORANGE)	LAVA: 29% (YELLOW) LI: -32% (YELLOW) NVMS:44.3% (YELLOW) RISE: 80% (YELLOW) PA: 60.4% (YELLOW)	LAVA: -33.2% LI: -5.1% NVMS: 5.4% RISE: -27.3% PA: -21.7%
24	Dashboard: Chronic Absenteeism (Students with Disabilities)	2023 Dashboard LI: 37.9% (ORANGE) PA: 74.6% (ORANGE) SU: 56.6% (RED) 2025 Dashboard JO: 52.2% (RED) NVMS: 47.1% (RED) LAVA: 9.7% (ORANGE)	2024 Dashboard LI: 45% (RED) PA: 60.8% (ORANGE) SU: 38.6% (ORANGE)	2025 Dashboard LI: 33.3% (ORANGE) PA: 52% (ORANGE) SU: 39.4% (RED)	LI: 42% (YELLOW) PA: 57.8% (YELLOW) SU: 46.6% (YELLOW) JO: 51.7% (RED) NVMS: 46.6% (RED) LAVA: 9.2% (ORANGE)	LI: -4.6% PA: -22.6% SU: -17.2% JO: N/A NVMS: N/A LAVA: N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
25	Dashboard: Chronic Absenteeism (African American)	2023 Dashboard LAVA: 48.9% (RED) LI: 42.9 % (YELLOW) NVMS: 41.4% (YELLOW) 2025 Dashboard JO: 52.6% (RED) RISE: 65.7% (ORANGE)	2024 Dashboard LAVA: 4.5% (GREEN) LI: 50.5% (RED) NVMS: 50.8% (RED)	2025 Dashboard LAVA: 12.1% (ORANGE) LI: 43.6% (YELLOW) NVMS: 57.5% (RED)	LAVA: 30% (YELLOW) LI: 40% (YELLOW) NVMS: 47.8% (YELLOW) JO: 52.1% (RED) RISE: 65.2% (ORANGE)	LAVA: -36.8% LI: 0.7% NVMS: 16.1% JO: N/A RISE: N/A
26	Dashboard: Chronic Absenteeism (Hispanic)	2023 Dashboard JO: 52.2% (YELLOW) LAVA: 34.3% (RED) LI: 37.3% (ORANGE) NVMS: 40.4% (YELLOW)	2024 Dashboard JO: 55.3% (RED) LAVA: 3.1% (GREEN) LI: 45.9% (RED) NVMS: 47.7% (RED)	2025 Dashboard JO: 43% (YELLOW) LAVA: 2.7% (GREEN) LI: 25.8% (YELLOW) NVMS: 38.5% (YELLOW)	JO: 52.3% (YELLOW) LAVA: 24% (YELLOW) LI: 20% (YELLOW) NVMS: 44.7% (YELLOW)	JO: -9.2% LAVA: -31.6% LI: -11.5% NVMS: -1.9%
27	Dashboard: Chronic Absenteeism (White)	2023 Dashboard SI: 47.5% (RED) 2025 Dashboard JO: 35.5% (RED)	2024 Dashboard SI: 30.6% (YELLOW)	2025 Dashboard SI: 25% (ORANGE)	SI: 37.5% (YELLOW) JO: 35% (RED)	SI: -22.5% JO: N/A
28	Dashboard: Chronic Absenteeism (Two or More Races)	2023 Dashboard ED: 57.1% (RED) LAVA: 46.5% (RED) SI: 38.8% (ORANGE) 2025 Dashboard JO: 56.9% (RED) NVMS: 61.3% (RED)	2024 Dashboard ED: 52.7% (ORANGE) LAVA: 15% (No Performance Color) SI: 42.9% (RED)	2025 Dashboard ED: 50% (ORANGE) LAVA: 5.6% (No Performance Color) SI: 35.6% (ORANGE)	ED: 47% (YELLOW) LAVA: 36% (YELLOW) SI: 39.9% (YELLOW) JO: 56.4% (RED) NVMS: 60.8% (RED)	ED: -7.1% LAVA: -40.9% SI: -3.2% JO: N/A NVMS: N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
29	Dashboard: Suspension (ALL)	2023 Dashboard JO: 3.9% (ORANGE) RISE: 40% (RED) 2025 Dashboard ED: 4.2% (RED)	2023 Dashboard JO: 6.7% (RED) RISE: 58.2% (RED)	2025 Dashboard JO: 2.6% (GREEN) RISE: 30.9% (ORANGE)	JO: 4.7% (YELLOW) RISE: 56.2% (YELLOW) ED: 3.9% (ORANGE)	JO: -1.3% RISE: -9.1% ED: N/A
30	Dashboard: Suspension (Foster)	2023 Dashboard JO: 8.1% (ORANGE) NVMS: 21.9% (RED) 2025 Dashboard SI: 6.4% (RED)	2024 Dashboard JO: 18.4% (RED) NVMS: 22.2% (RED)	2025 Dashboard JO: 0% (BLUE) NVMS: 18% (ORANGE)	JO: 16.4% (YELLOW) NVMS: 17% (YELLOW) SI: 6.1% (ORANGE)	JO: -8.1% NVMS: -3.9% SI: N/A
31	Dashboard: Suspension (Homeless)	2023 Dashboard NVMS: 20.8% (RED)	2024 Dashboard NVMS: 15.7% (ORANGE)	2025 Dashboard NVMS: 12% (YELLOW)	NVMS: 16% (YELLOW)	NVMS: -8.8%
32	Dashboard: Suspension (Socioeconomically Disadvantaged)	2023 Dashboard JO: 4.1% (ORANGE) NVMS: 19.4% (RED) RISE: 40% (RED) 2025 Dashboard ED: 4.2% (RED)	2024 Dashboard JO: 7% (RED) NVMS: 14.2% (YELLOW) RISE: 60.4% (RED)	2025 Dashboard JO: 2.8% (RED) NVMS: 11.8% (YELLOW) RISE: 32.3% (ORANGE)	JO: 5% (YELLOW) NVMS: 16.4% (YELLOW) RISE: 30% (YELLOW) ED: 3.9% (ORANGE)	JO: -1.3% NVMS: -7.6% RISE: -7.7% ED: N/A
33	Dashboard: Suspension (Students with Disabilities)	2023 Dashboard JO: 3% (GREEN) MV: 1.5% (YELLOW) NVMS: 23.1% (RED) SI: 5.6% (ORANGE)	2024 Dashboard JO: 6.7% (RED) MV: 5.6% (RED) NVMS: 16.5% (YELLOW) SI: 6.6% (RED)	2025 Dashboard JO: 2.4% (GREEN) MV: 5.6% (RED) NVMS: 11.1% (YELLOW) SI: 6.3% (ORANGE)	JO: 4.7% (YELLOW) MV: 6.7% (YELLOW) NVMS: 19% (YELLOW) SI: 4.6% (YELLOW)	JO: -0.6% MV: 4.1% NVMS: -12.0% SI: 0.7%
34	Dashboard: Suspension (African American)	2023 Dashboard JO: 7% (RED)	2024 Dashboard JO: 11% (RED)	2025 Dashboard	JO: 4% (YELLOW) LI: 6% (YELLOW)	JO: -2.5% LI: -4.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		LI: 5.1% (YELLOW) MV: 4.2% (YELLOW) NVMS: 31.6% (RED) RISE: 45.5% (NPC) SU: 4.7% (RED) 2025 Dashboard ED: 6.8% (RED)	LI: 8.9% (RED) MV: 7.2% (RED) NVMS: 22.4% (YELLOW) RISE: 61% (RED) SU: 9.4% (RED)	JO: 4.5% (YELLOW) LI: 0.6% (BLUE) MV: 7.2% (RED) NVMS: 23.5% (RED) RISE: 38.1% (ORANGE) SU: 4.8% (YELLOW)	MV: 6.2% (YELLOW) NVMS: 26% (YELLOW) RISE: 59% (YELLOW) SU: 3.7% (YELLOW) ED: 6.5% (ORANGE)	MV: 3% NVMS: -8.1% RISE: -7.4% SU: 0.1% ED: N/A
35	Dashboard: Suspension (Hispanic)	2025 Dashboard ED: 3.1% (RED)			ED: 2.8% (YELLOW)	ED: N/A
36	Dashboard: Suspension (White)	2023 Dashboard NVMS: 17% (RED)	2024 Dashboard NVMS: 7.5% (GREEN)	2025 Dashboard NVMS: 6.3% (GREEN)	NVMS: 14% (YELLOW)	NVMS: -10.7%
37	Dashboard: Suspension (Two or More Races)	2023 Dashboard JO: 6.7% (RED)	2024 Dashboard JO: 15.8% (RED)	2025 Dashboard JO: 5.6% (YELLOW)	JO: 3.7% (YELLOW)	JO: -1.1%
38	Dashboard: Science (All)	2025 Dashboard NVMS: 33.5 (RED)			NVMS: 35.5 (ORANGE)	NVMS: N/A
39	Dashboard: Science (English Learners)	2025 Dashboard NVMS: 34.4 (RED)			NVMS: 36.4 (ORANGE)	NVMS: N/A
40	Dashboard: Science (Socioeconomically Disadvantaged)	2025 Dashboard NVMS: 33.4 (RED)			NVMS: 35.4 (ORANGE)	NVMS: N/A
41	Dashboard: Science (Students with Disabilities)	2025 Dashboard ED: 24.9 (RED) NVMS: 30 (RED)			ED: 26.9 (ORANGE) NVMS: 32 (ORANGE)	ED: N/A NVMS: N/A
42	Dashboard: Science (African American)	2025 Dashboard ED: 32.2 (RED) NVMS: 28.3 (RED)			ED: 34.2 (ORANGE) NVMS: 30.3 (ORANGE)	ED: N/A NVMS: N/A

Goal Analysis [2025-26]

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

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

Goal 5: Improving Student Outcomes in Equity Multiplier Schools
During the 2025–2026 school year, the actions aligned to this goal were implemented at the nine Equity Multiplier schools identified for funding: El Dorado Elementary, Joshua Elementary, Lancaster Alternative and Virtual Academies (LAVA), Lincoln Elementary, Monte Vista Elementary, New Vista Middle School, Promise Academy, RISE, and Sierra Elementary. These schools implemented site-based strategies designed to improve student outcomes in English Language Arts, mathematics, chronic absenteeism, suspension, and school climate through instructional improvement, targeted intervention, inclusive practices, attendance supports, and social-emotional learning services.

Successes

All nine Equity Multiplier schools participated in the implementation of Teacher Clarity professional development and ongoing instructional support. School leaders received monthly support through Instructional Leadership Team meetings focused on implementation monitoring, instructional walkthroughs, learning intentions, success criteria, formative assessment practices, and instructional planning. Equity Multiplier schools had access to Teacher Clarity professional learning through Corwin and district-led coaching supports throughout the school year. Targeted academic intervention services were expanded through Equity Multiplier funding. Schools utilized intervention teachers and support staff to provide supplemental English Language Arts and mathematics intervention for students requiring additional support. Intervention services were implemented through site-based models, including small-group instruction, push-in support, pull-out intervention, and Learning Center services designed to accelerate student learning and provide additional instructional time. Elementary Equity Multiplier schools implemented Walk to Learn structures designed to provide differentiated instruction based on student need. These structures allowed students to receive targeted support or enrichment aligned to current skill levels while maintaining access to grade-level standards and instruction. Equity Multiplier schools also expanded access to social-emotional and behavioral supports. Several sites established Social Emotional Learning Centers staffed by counselors, teachers, and support personnel to provide restorative practices, community circles, behavioral intervention, conflict resolution support, and access to social-emotional resources. SEL Centers were implemented at schools including El Dorado Elementary, Joshua Elementary, Sierra Elementary, and additional participating Equity Multiplier sites. Schools utilized Equity Multiplier resources to support inclusive practices through co-planning, collaboration between general education and special education staff, and efforts to increase student access to core instruction. Sites also utilized funding to strengthen attendance supports, family outreach, student engagement activities, and school climate initiatives aligned with site-identified needs. Implementation of these actions aligned with educational partner priorities identified through ThoughtExchange feedback and other consultation activities, including increased academic support, stronger student relationships, improved school climate, enhanced safety, and expanded social-emotional supports.

Challenges

While all actions were implemented, implementation varied across schools based on staffing, scheduling, student needs, and site capacity. Because Equity Multiplier funding is allocated at the site level, schools selected implementation models that best aligned to local needs, resulting in differences in the intensity and structure of services across sites.

Action 5.4 – Enhanced Inclusive Practices was implemented across participating schools; however, implementation remains in the early stages of development. Schools continued building staff capacity related to inclusive instructional practices, collaboration between general education and special education staff, and reducing barriers to access for diverse student groups. Additional professional development and ongoing coaching remain necessary to support consistent implementation across classrooms and schools.

Action 5.5 – Transportation Support experienced implementation challenges during the school year. Transportation services were more limited than originally anticipated due to logistical constraints, rising transportation costs, and the district's reliance on contracted transportation providers. As a result, transportation supports were not expanded to the degree originally planned.

Action 5.6 – Social Emotional Learning Centers were successfully established at participating sites; however, implementation varied based on staffing availability, training, and site readiness. While structures and services were established, schools remain in the process of refining procedures, expanding utilization, and ensuring consistent access for students.

An additional challenge involved the rapid implementation of Equity Multiplier funding. Because school eligibility is determined annually and may change from year to year, schools were required to develop and implement plans within a limited timeframe while also considering long-term sustainability. This created challenges related to staffing, resource allocation, and maintaining programs that may be dependent upon future funding eligibility. Despite these challenges, all nine Equity Multiplier schools implemented the actions associated with this goal during the 2025–2026 school year.

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

Actions 5.1, 5.3, and 5.5 – Teacher Clarity, Walk to Learn, and Transportation Support
These actions had material differences between Budgeted Expenditures and Estimated Actual Expenditures. Actual expenditures were lower than budgeted due to the allocation of certain expenditures to related actions, lower-than-anticipated implementation costs, multi-year planning to support the sustainability of services, and transportation costs that were lower than originally projected. Despite these differences in expenditures, the actions were implemented as planned.

Action 5.2 – Targeted Intervention
This action had a material difference between Budgeted Expenditures and Estimated Actual Expenditures. Actual expenditures exceeded budgeted amounts due to additional intervention services, materials, and supports provided to address the academic needs of students at Equity Multiplier schools. Despite the increased expenditures, the action was implemented as planned.

Action 5.4 – Enhanced Inclusive Practices
This action had a material difference between Budgeted Expenditures and Estimated Actual Expenditures. Actual expenditures exceeded budgeted amounts due to additional costs associated with supporting inclusive practices and services based on student and site needs.

Action 5.6 – SEL Center
This action had a material difference between Budgeted Expenditures and Estimated Actual Expenditures. Actual expenditures were higher than budgeted due to staffing and implementation costs being higher than originally projected. Despite this difference, Social-Emotional Learning Center services were implemented and provided to students as planned.

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

The following schools received Equity Multiplier funds during the 2024–2025 and/or 2025–2026 school year. The Fall 2025 California School Dashboard results below informed the evaluation of actions in Goal 5.

El Dorado Elementary: These actions were partially effective. Across Dashboard indicators, the number of student group results in the Red performance level increased from 10 in 2024 to 11 in 2025, indicating that outcomes did not improve as intended despite implementation.

Joshua Elementary: These actions were effective. Across Dashboard indicators, the number of student group results in the Red performance level decreased from 19 in 2024 to 10 in 2025.

Lancaster Alternative and Virtual Academy: These actions were effective. Across Dashboard indicators, the number of student group results in the Red performance level decreased from 4 in 2024 to 0 in 2025.

Lincoln Elementary: These actions were effective. Across Dashboard indicators, the number of student group results in the Red performance level decreased from 12 in 2024 to 3 in 2025.

Monte Vista Elementary: These actions were effective. Across Dashboard indicators, the number of student group results in the Red performance level decreased from 13 in 2024 to 5 in 2025.

New Vista Middle: These actions were partially effective. Across Dashboard indicators, the number of student group results in the Red performance level increased from 17 in 2024 to 26 in 2025, indicating a decline in overall outcomes. However, English Learners improved from Red to Green, and Long-Term English Learners improved from Red to Blue, demonstrating targeted areas of progress.

Promise Academy: These actions were partially effective. The number of student groups in the Orange performance level remained at 3 in both 2024 and 2025, indicating no change in outcomes using these metrics.

Sierra Elementary: These actions were effective. Across Dashboard indicators, the number of student group results in the Red performance level decreased from 11 in 2024 to 4 in 2025.

RISE: These actions were effective. Across Dashboard indicators, the number of student group results in the Red performance level decreased from 3 in 2024 to 0 in 2025.

The Leadership Academy: These actions were effective. Across Dashboard indicators, the number of student group results in the Red performance level decreased from 8 in 2024 to 0 in 2025.

Action 5.1 – Teacher Clarity
This action was partially effective. Teacher Clarity professional development and implementation support were provided at El Dorado Elementary, Joshua Elementary, Lancaster Alternative and Virtual Academies (LAVA), Lincoln Elementary, Monte Vista Elementary, New Vista Middle, The Promise Academy, RISE, and Sierra Elementary to strengthen English Language Arts (ELA) and mathematics instruction. The action was effective at Joshua Elementary, where the number of student group results in the Red performance level decreased from 19 to 10, LAVA, where Red indicators decreased from 4 to 0, Lincoln Elementary, where Red indicators decreased from 12 to 3, Monte Vista Elementary, where Red indicators decreased from 13 to 5, and Sierra Elementary, where overall Dashboard outcomes improved. The action was less effective at El Dorado Elementary, where Red indicators increased from 10 to 11, and at New Vista Middle, where Red indicators increased from 17 to 26. However, New Vista Middle demonstrated notable improvement for English Learners, improving from Red to Green, and Long-Term English Learners, improving from Red to Blue. Promise Academy and RISE demonstrated mixed results. These findings indicate that strengthened instructional practices supported improved academic outcomes at several Equity Multiplier schools; however, effectiveness varied based on site implementation and identified needs.

Action 5.2 – Targeted Intervention
This action was partially effective. Targeted intervention supports were implemented at Equity Multiplier schools based on site-identified academic needs. The action was effective at Joshua Elementary, LAVA, Lincoln Elementary, Monte Vista Elementary, and Sierra Elementary, where overall Dashboard outcomes improved and the number of student groups performing in the Red level decreased. Joshua Elementary reduced Red indicators from 19 to 10, LAVA reduced Red indicators from 4 to 0, Lincoln Elementary reduced Red indicators from 12 to 3, and Monte Vista Elementary reduced Red indicators from 13 to 5. The action was less effective at El Dorado Elementary and New Vista Middle, where Red indicators increased, and at Promise Academy and RISE, where outcomes remained mixed. Because intervention models varied according to site-identified needs, effectiveness differed across schools.

Action 5.3 – Walk to Learn
This action was effective. Walk to Learn structures were implemented at participating elementary Equity Multiplier schools to provide differentiated instruction and targeted support. Joshua Elementary, Sierra Elementary, Lincoln Elementary, and Monte Vista Elementary demonstrated improved Dashboard outcomes and reductions in Red indicators. Joshua Elementary reduced Red indicators from 19 to 10, Lincoln Elementary reduced Red indicators from 12 to 3, and Monte Vista Elementary reduced Red indicators from 13 to 5. These outcomes suggest that flexible grouping structures and targeted instruction supported improved academic outcomes for student groups. Results varied across schools based on implementation and identified site priorities.

Action 5.4 – Enhanced Inclusive Practices
This action was partially effective. Enhanced Inclusive Practices were implemented to improve access to instruction and support for English Learners, Students with Disabilities, and other student groups requiring additional services. The action was effective at Joshua Elementary, LAVA, Lincoln Elementary, Monte Vista Elementary, and Sierra Elementary, where overall Dashboard outcomes improved and Red indicators decreased. New Vista Middle demonstrated improvement for English Learners and Long-Term English Learners, despite an overall increase in Red indicators, suggesting that implementation positively impacted some student groups. The action was less effective at

El Dorado Elementary, Promise Academy, and RISE, where outcomes remained mixed or Red indicators increased. These findings indicate that inclusive practices produced positive outcomes at some schools but were not yet consistently effective across all Equity Multiplier sites.

Action 5.5 – Transportation Support
This action was partially effective. Transportation support was implemented at Monte Vista Elementary and included transportation assistance for students with disabilities across Equity Multiplier schools. Monte Vista Elementary demonstrated improvement in overall Dashboard outcomes, reducing Red indicators from 13 to 5. While transportation support improved access to school for participating students, chronic absenteeism remained an area of concern at several Equity Multiplier schools. Because transportation support was not implemented as a primary strategy across all sites and attendance outcomes varied, the effectiveness of this action was limited.

Action 5.6 – Social Emotional Learning Centers
This action was partially effective. Social Emotional Learning Centers were implemented at El Dorado Elementary and Joshua Elementary to provide restorative practices, counseling supports, and social-emotional resources. Joshua Elementary demonstrated improved overall outcomes, reducing Red indicators from 19 to 10. El Dorado Elementary demonstrated mixed results, with Red indicators increasing from 10 to 11. Educational partner feedback identified continued needs related to belonging, relationships, school climate, and student engagement. While Social Emotional Learning Centers increased access to social-emotional supports, outcomes indicate that effectiveness varied across participating schools and additional implementation is needed to determine the long-term impact on student outcomes.

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

The Local Control Funding Formula (LCFF) Equity Multiplier provides additional funding to local educational agencies for allocation to school sites with prior-year nonstability rates greater than 25 percent and socioeconomically disadvantaged (low-income) student rates greater than 70 percent. The following information identifies the years in which each school received Equity Multiplier funding based on eligibility determined from the prior year’s data.

Goal Description and Goal Explanation: The Goal 5 description and goal explanation were revised to strengthen alignment with Equity Multiplier requirements, identified student needs, and the three-year analysis of California School Dashboard and local data.

Actions: Action descriptions were revised to clarify the services and supports provided to address the needs of students and student groups identified at Equity Multiplier schools.

Metrics: Metrics were updated to reflect the current Equity Multiplier school eligibility determinations and ensure alignment with the schools and student groups being monitored for improvement.

Funded 2024–2025: Desert View Elementary, El Dorado Elementary, Joshua Elementary, Lancaster Alternative and Virtual Academy, New Vista Middle, Piute Middle, Promise Academy, Sierra Elementary, RISE, Sunnydale, The Leadership Academy

Funded 2025–2026: El Dorado Elementary, Joshua Elementary, Lancaster Alternative Virtual Academy, Lincoln Elementary, Monte Vista Elementary, New Vista Middle, Promise Academy, Sierra Elementary, RISE To be funded 2026–2027: El Dorado Elementary, Joshua Elementary, Lancaster Alternative Virtual Academy, New Vista Middle, RISE, Sierra Elementary, Sunnydale

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

Actions

Action #	Title	Description	Total Funds	Contributing
5.1		A third-party consultant will provide professional learning, coaching, and implementation support in Teacher Clarity at Equity Multiplier schools. Teacher Clarity is an evidence-based instructional framework that helps students understand what they are learning, why they are learning it, and how success will be measured. The consultant will support teachers in developing learning intentions and success criteria, using formative assessment practices, monitoring student progress, and providing timely feedback.	$100,000.00	No
5.2		Equity Multiplier schools will provide targeted academic intervention through Learning Center models staffed by certificated English Language Arts and Mathematics intervention teachers. Intervention teachers will work collaboratively with general education and special education staff to provide targeted instruction, small-group intervention, and differentiated support for students identified as needing additional academic assistance. At schools where facility space is limited, intervention services may be delivered through a push-in Learning Center model. This action supports improvements in English Language Arts, Mathematics, and English Learner Progress indicators.	$1,084,046.00	No
5.3	Walk to Learn	Equity Multiplier schools will implement a Walk to Learn instructional model to provide targeted Tier II academic support during the school day. Funds will support teacher release time, substitute costs, collaborative planning, instructional materials, and staffing necessary to organize flexible student	$100,000.00	No

Action #	Title	Description	Total Funds	Contributing
		groups based on academic need. Through Walk to Learn, students receive differentiated small-group instruction while other students participate in extended core instruction. This action supports improvements in English Language Arts and Mathematics achievement.		
5.4	Enhanced Inclusive Practices	Equity Multiplier schools will provide teachers with professional learning, coaching, instructional resources, and staffing support to implement enhanced inclusive practices. Funds support differentiated instruction, scaffolding strategies, co-teaching opportunities, small-group instruction, and Project-Based Learning experiences that increase access to grade-level content for all students, including English Learners, students with disabilities, and students requiring additional academic support. This action supports improvements in English Language Arts, Mathematics, English Learner Progress, student engagement, and school climate.	$1,200,656.00	No
5.5	Transportation Support	The district will seek out opportunities to increase transportation to support student attendance in regular day and extended day learning activities.	$100,000.00	No
5.6	SEL Center	Equity Multiplier schools will provide students with access to Social-Emotional Learning Centers designed to support social-emotional development and improve school climate through restorative practices. Funds will support staffing, materials, professional learning, and resources necessary to implement restorative circles, conflict resolution strategies, student wellness supports, counseling services, and other social-emotional learning activities. Social-Emotional Learning Centers will provide students with access to safe spaces, relationship-building opportunities, and interventions that promote positive behavior, connectedness, and engagement. This action supports improvements in Chronic Absenteeism, Suspension Rates, and school climate outcomes.	$73,151.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$56,374,661	$7,175,658

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
38.639%	0.000%	$0.00	38.639%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	**Action:** Equitable Distribution of Teachers and Professional Learning **Need:** In the 22-23 school year on the ELA CAASPP, Lancaster School Districts' foster youth scored 112.3 below standard, and the low-income student group scored 77.1 below standard whereas the ALL STUDENT group scored 71	This action funds the salary and benefits the additional certificated teacher salaries and benefits at school sites serving high concentrations of Foster Youth and Low-Income students. Foster Youth and Low-Income students continue to perform below standard in English Language Arts and mathematics. Access to qualified, experienced, and appropriately assigned teachers provides greater instructional stability and continuity of instruction at schools serving high	Teacher Assignment Monitoring Data (Metric - Goal 1, Metric 2) Local Indicator LCFF Priority 1 - Appropriately Assigned Teachers (Goal 1 Metric 1) CAASPP ELA - Foster Youth & Low-Income Students

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	below standard. All groups were in the RED performance band. Showing a gap of 41.3 points for foster youth, and a 6.1-point gap for low-income students in English language arts. In mathematics in the 22-23 school year foster youth scored 137.2 below standard, while low-income students scored 112.5 below standard. The ALL STUDENT group scored 107 below standard. Providing a gap for foster youth of 30.2 points, and a gap for low-income students of 5.5. Schools with the highest needs often have the highest frequency of inexperienced, uncredentialed, or long-term substitute teachers. Based on a review of data throughout Lancaster School District that was taken as a result of a Federal Program Monitoring cycle in 2023, we have identified the schools with the highest propensity of maladaptive behaviors, as well as low student achievement. As a result of analysis of both TAMO and our internal dashboard data that suggests that more experienced teachers relocate to the west side of the district, our most at-risk student groups are taught by teachers who have less experience. The students who see this disparity most, are our foster, and low-income student groups. Principals and leadership teams at high-needs schools stated that they have problems keeping more experienced teachers in high-needs sites	concentrations of these student groups. The district will monitor hiring, placement, retention, and assignment practices to ensure equitable access to effective educators and will provide differentiated support and incentives designed to improve teacher stability at schools serving the highest concentrations of unduplicated pupils. This will lower the class sizes to better serve students for increased student achievement. This action is being provided on an LEA-wide basis because teacher assignment and staffing practices are implemented across the district while principally addressing the need for instructional stability and access to qualified educators for Foster Youth and Low-Income students. Effectiveness will be measured through Teacher Assignment Monitoring Outcome (TAMO) data, Local Indicator Priority 1 data, teacher retention rates, and academic outcomes for Foster Youth and Low-Income students on CAASPP English Language Arts and Mathematics as compared to All Students.	CAASPP Math - Foster Youth & Low-Income Students

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	The need identified is to first identify the schools with the highest needs, and with the highest propensity of inexperienced teachers based on federal definitions, and then to provide differentiated support to enhance teacher quality and preparedness to those sites, or to identify proper supports in keeping well-trained teachers at sites that are deemed to have higher needs, serving our targeted student groups of Foster and/or low-income students. Unduplicated students need teachers who are stable and well-trained at school sites. **Scope:** LEA-wide		
1.3	**Action:** Instructional Coaching Support **Need:** In the 22-23 school year on the ELA CAASPP, Lancaster School District's foster youth scored 112.3 below standard, and the low-income student group scored 77.1 below standard. The English learner student group scored 88.8 below standard whereas the ALL STUDENT group scored 71 below standard. All groups were in the RED performance band. Foster youth subsequently have a gap of 41.3 points, low-income students have a gap of 6.1 points, and we experienced a 17.8 gap for English language learners in English language arts.	English Learners, Foster Youth, and Low-Income students continue to demonstrate lower academic outcomes than All Students in English Language Arts and mathematics. This action provides both site and district instructional coaches who support teachers through model lessons, classroom coaching, collaborative planning, professional learning communities, and data analysis focused on improving instructional practices. Coaches work directly with teachers to strengthen implementation of instructional strategies designed to address the identified academic needs of English Learners, Foster Youth, and Low-Income students. This action is being provided on an LEA-wide basis because instructional coaching structures are available across the district while principally addressing the instructional needs of English	Teacher Efficacy Surveys (Goal 1 Metric 3) iReady Reading - Overall (Goal 1 Metric 32) iReady Reading - African American iReady Reading - American Indian iReady Reading - English Learner iReady Reading - Foster iReady Reading - Hispanic iReady Reading - Low Income iReady Reading - SWD iReady Reading - White iReady Math - Overall

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	In mathematics, in the 22-23 school year foster youth scored 137.2 below standard English learners scored 118.3 points below standard, while low-income students scored 112.5 below standard. The ALL STUDENT group scored 107 below standard. There is a gap for foster youth of 30.2 points, English learners had 11.3 points, and a gap for low-income students of 5.5 points. We learned from our educational partners, consisting of instructional staff, principals, and parents that there was a need to support teachers in ensuring consistency in instruction across the site, and articulation through the support of instructional coaches to support unduplicated students. As we experience that the Lancaster School District has struggled to maintain a stable teaching force, overturning 10% of the teaching population year over year, we have identified that there needs to be sustainability in our educational programs and training and support for teachers being implemented through site instructional coaches. There is a continuous need to support new teachers through targeted coaching strategies to provide unduplicated students with consistent learning opportunities. **Scope:** LEA-wide	Learners, Foster Youth, and Low-Income students. Effectiveness will be measured through i-Ready Reading and Mathematics results for students in grades K–8, including English Learners, Foster Youth, and Low-Income students, teacher efficacy survey data, and CAASPP English Language Arts and Mathematics results for grades 3–8 as compared to All Students.	iReady Math - African American iReady Math- American Indian iReady Math- English Learner iReady Math- Foster iReady Math- Hispanic iReady Math- Low Income iReady Math- SWD iReady Math- White CAST
1.5	**Action:** Supplemental Materials, Supplies, and Services - Intervention	English Learners, Foster Youth, and Low-Income students continue to demonstrate significant learning gaps in English Language Arts and	CAASPP ELA - African American

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: In the 22-23 school year on the ELA CAASPP, Lancaster School District's foster youth scored 112.3 below standard, and the low-income student group scored 77.1 below standard. The English learner student group scored 88.8 below standard whereas the ALL STUDENT group scored 71 below standard. All groups were in the RED performance band. Foster youth subsequently have a gap of 41.3 points, low-income students have a gap of 6.1 points, and we experienced a 17.8 gap for English language learners in English language arts. In the Mathematics CAASPP in the 22-23 school year foster youth scored 137.2 below standard, English learners scored 118.3 points below standard, while low-income students scored 112.5 below standard. The ALL STUDENT group scored 107 below standard. There is a gap for foster youth of 30.2 points, English learners had 11.3 points, and a gap for low-income students of 5.5 points. Based on educational partner feedback and an analysis of the data for ELs, Foster Youth, and Low-Income, it was determined that there was a need for our students to have additional academic support in all subjects specifically ELA and math to access the curriculum at grade level. **Scope:**	mathematics as measured by local and state assessment data. While chronic absenteeism contributes to unfinished learning for some students, this action was developed primarily to address persistent academic achievement gaps through targeted intervention services and instructional supports. Students will receive supplemental materials, small-group instruction, social-emotional arts programming, project-based learning opportunities, learning center support, tutoring services, and other targeted intervention supports designed to accelerate learning and improve academic achievement. This action is being provided on an LEA-wide basis because access to intervention and supplemental instructional supports benefits all students while principally directing services toward English Learners, Foster Youth, and Low-Income students. Effectiveness will be measured through i-Ready Reading and Mathematics results, CAASPP English Language Arts and Mathematics results, and student participation in intervention programs.	CAASPP ELA - English Learner CAASPP ELA - Foster CAASPP ELA - Low Income CAASPP Math - African American CAASPP Math - English Learner CAASPP Math - Foster CAASPP Math - Low Income iReady Reading - African American iReady Reading - English Learner iReady Reading - Foster iReady Reading - Low Income iReady Math - African American iReady Math - English Learner iReady Math - Foster iReady Math - Low

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
1.6	**Action:** Supplemental Materials, Services and Supports - Enrichment **Need:** In the 23-24 school year, it was observed that 75% of our foster and low-income student groups identified for enrichment scored at or above grade level on the district's formative iReady reading assessment compared to 34% of the all-student group scoring at or above grade level. 70% of students in enrichment scored at or above grade level in mathematics whereas 24% of the all-student group scored at or above grade level in mathematics. Based on feedback from our families, and teaching staff and an analysis of the data, it was observed that the district needs to ensure that we maintain and even increase support for our students in enrichment. We determined a need to identify supports that supplement the core curriculum to ensure low-income and foster students receive engaging rigorous instruction. **Scope:** LEA-wide	Foster Youth and Low-Income students often have reduced access to enrichment opportunities beyond the core instructional program due to economic barriers and limited access to supplemental learning experiences. This action expands access to enrichment opportunities designed to increase engagement, extend learning, and provide opportunities that may otherwise be unavailable to these student groups. Students will receive access to project-based learning experiences, enrichment materials, differentiated instructional supports, and extended learning opportunities that promote deeper learning, student engagement, creativity, collaboration, and application of academic skills beyond grade-level expectations. This action is being provided on an LEA-wide basis because enrichment opportunities are available to all students while principally addressing the identified need for increased access to extended learning opportunities among Foster Youth and Low-Income students. Effectiveness will be measured by monitoring i-Ready Reading and Mathematics outcomes, CAASPP English Language Arts and Mathematics results, chronic absenteeism rates, and student engagement data for Foster Youth and Low-Income students as compared to All Students to determine whether achievement and engagement gaps are being reduced.	Renzulli Learning usage iReady Reading (Low Income) - At or Above Grade Level iReady Math (Low Income)- At or Above Grade Level

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.8	**Action:** Professional Development for Increased Needs **Need:** In the 22-23 school year on the ELA CAASPP, Lancaster School District's low-income student group scored 77.1 below standard. The English learner student group scored 88.8 below standard whereas the ALL STUDENT group scored 71 points below standard. All groups were in the RED performance band. Low-income students subsequently have a gap of 6.1 points, while we experienced a 17.8 gap for English language learners in English language arts. We also saw that in the 22-23 school year English learners scored 118.3 points below standard in mathematics, while low-income students scored 112.5 below standard. The ALL STUDENT group scored 107 below standard. There is a gap for English learners of 11.3 points and a gap for low-income students of 5.5 points. We also saw that 56.2% of our English learners made progress on the English language progress Indicators. This was seen to be an increase from the previous year, however, still shows that we need improvement in supporting all of our English learners making progress.	English Learners and Low-Income students continue to demonstrate lower academic outcomes than their peers in English Language Arts and mathematics. In addition, the 2025 California School Dashboard identified a 3.7 percentage point decline in the English Learner Progress Indicator (ELPI), demonstrating the need for increased support for English Learners. This action provides professional learning for teachers, administrators, and support staff focused on effective instructional strategies, differentiated instruction, language acquisition, academic language development, and supports designed to improve outcomes for English Learners and Low-Income students. This action is being provided on an LEA-wide basis because improved instructional practices benefit all students while principally addressing the identified needs of English Learners and Low-Income students. Effectiveness will be measured through CAASPP English Language Arts and Mathematics results, i-Ready Reading and Mathematics data, English Learner Progress Indicator (ELPI) results, and English Learner reclassification rates.	CAASPP ELA - English Learners CAASPP ELA - Low Income CAASPP Math - English Learners CAASPP Math - Low Income iReady Reading - English Learners iReady Reading - Low Income iReady Math - English Learners iReady Math - Low Income Youth Truth Student Belonging - Elementary Youth Truth Student Belonging - Middle

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	There is currently a lack of structure to support Low-income and English learners in the areas of inclusive practices, language development, and support for prevention strategies for unduplicated students past tier 1 instruction. Although we grew in ELPI we are still seeing a majority of our EL students not reclassifying signifying they are not meeting standards in terms of CAASPP English language arts scores. Based on a review of data and information received from our educational partner groups consisting of teachers, site administration, and parent groups consisting of our District English Advisory Council, and our Superintendents Advisory Council we concluded that there is an increased need to support students in academic strategies that provide access to educational programs. **Scope:** LEA-wide		
1.9	**Action:** MTSS Para Program **Need:** 65% of Kindergarten students in the Lancaster School District are scoring at or above grade level in reading, whereas 65% of low-income students score in the same band based on iReady reading results. By first grade, 36% of are scoring at or above grade level in reading, whereas 31% of low-income students score at	The acquisition and support of Multi-Tiered Systems of Support paraeducators in the K-2 classroom will provide low-income students in those classes with access to trained adult support in the areas of early reading instruction, including an emphasis on both phonics, phonemic awareness, and vocabulary development. The district will train paraeducators in the Science of Reading, to support students in acquiring literacy skills towards comprehension. This action will service low-income students in providing for an	iReady Reading (K-2) Overall iReady Reading (K-2) Low Income

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	or below grade level. In second grade the number percentage of students scoring at or above grade level in the overall student group is 38%, whereas 35% of their low-income peers are scoring at or above grade level. Based on a review of data with our parent groups, elementary Principals, and early education teachers, we determined there to be a need to support low-income students with more access to adults to support small group instruction, while supporting reading strategies with a whole child approach. Partners suggested that underperformance in reading causes our schools to consistently be i a position of having to provide intervention in later grade levels, keeping our students from being able to access more rigorous content. **Scope:** LEA-wide	intensive small-group instructional experience in the K-2 classroom. This action is being provided on an LEA-wide basis because there is a positive effect both academically and socially when students have access to positive adult relationships throughout our district, therefore we find it beneficial to provide the district as a whole with access to the MTSS Para resources.	
1.10	**Action:** Professional Learning Communities **Need:** In the 22-23 school year on the ELA CAASPP, Lancaster School District's foster youth scored 112.3 below standard, and the low-income student group scored 77.1 below standard. The English learner student group scored 88.8 below standard whereas the ALL STUDENT group scored 71 below standard. All groups were in the RED performance band. Foster	1) at the elementary level, we will be able to support teachers with time during the day by supporting a pullout PE program provided by credentialed PE teachers. This will allow for up to two days a week for teachers at the elementary level to collaborate around student achievement and monitoring cycles. 2) At the middle school level, this will support unduplicated pupils by providing teachers with extra time after school on top of their prep periods	CAASPP ELA - English Learners CAASPP ELA - Foster CAASPP ELA - Low Income CAASPP Math - English Learners CAASPP Math - Foster CAASPP Math - Low Income iReady Reading - English Learners

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	youth subsequently have a gap of 41.3 points, low-income students have a gap of 6.1 points, and we experienced a 17.8 gap for English language learners in English language arts. In mathematics in the 22-23 school year foster youth scored 137.2 below standard, English learners scored 118.3 points below standard, while low-income students scored 112.5 below standard. The ALL STUDENT group scored 107 below standard. There is a gap for foster youth of 30.2 points, English learners had 11.3 points, and a gap for low-income students of 5.5 points. Based on educational partner feedback directly from teachers, Principals, and classified instructional staff, we identified a need for collaborative structures that need to be supported for teachers during the school day, allowing them time to plan, create assessments, analyze those assessments, and monitor Foster, low-income, and English learner student progress. Research shows that a rigorous monitoring cycle will provide early intervention for students. Based on feedback from partners, this is also true in Lancaster, as parents and families, state that students are better prepared for academic success when teachers are working together collaboratively. It was also concluded that teachers felt they needed more time in targeted collaboration to build collective efficacy, and a team environment at the school sites in order to	to provide for collaboration around planning, data analysis, and support with intervention. 3) This action will support unduplicated pupils through support to teachers in terms of materials, data, and supplies to support professional learning communities. 4) Finally, training will be supported for teachers in how to conduct time efficient, and productive PLCs through one of two PLC models (PLC+, or Solution Tree). This action identifies and supports teachers with time in and outside of the school day to provide for Collaborative Teams via the PLC process. PLC's will increase and improve services to unduplicated pupil groups as it provide for increased monitoring of these student groups. PLCs promote equity and inclusion by ensuring that every student receives the support they need to succeed, regardless of their background or abilities. Our teachers will have the opportunity to work together to identify and address disparities in achievement, helping to create a more equitable learning environment for Lancaster school district students throughout the district, while targeting EL, Foster, and Low-Income student groups. This action will be provided throughout the Lancaster School District as it supports unduplicated pupils and through that collaboration, all students will be provided the benefit of that work.	iReady Reading - Foster iReady Reading - Low Income iReady Math - English Learners iReady Math - Foster iReady Math - Low Income Teacher PLC Inventory - Youth Truth Teacher PD - Elementary Youth Truth Teacher PD - Middle

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	better support English learners, Foster youth and low-income students. **Scope:** LEA-wide		
1.11	**Action:** Early Literacy **Need:** In the 22-23 school year on the ELA CAASPP, Lancaster School District's foster youth scored 112.3 below standard, and the low-income student group scored 77.1 below standard. The English learner student group scored 88.8 below standard whereas the ALL STUDENT group scored 71 below standard. All groups were in the RED performance band. Foster youth subsequently have a gap of 41.3 points, low-income students have a gap of 6.1 points, and we experienced a 17.8 gap for English language learners in English language arts. We also observed that in the 23-24 school year, overall 43% of 3rd graders scored at or above grade level on the district iReady reading assessment whereas only 30% of EL students, 36% of foster Students, and 41% of low-income students scored at or above grade level. Our success with low-income students in this space comes from the fact that the overall student group is composed of 91% low-income students. When considering students who are not low-income, 50% of the overall score is at or above grade level. This suggests that gaps	This action supports English Learners, Foster Youth, and Low-Income students by strengthening foundational literacy skills through implementation of Heggerty, SIPPS, Science of Reading practices, and targeted small-group instruction. Early literacy skills are critical to future academic success, and local assessment data indicates a need to strengthen literacy outcomes for unduplicated student groups. Students in Transitional Kindergarten through Grade 2 will be monitored through Heggerty assessments, SIPPS mastery data, i-Ready Reading diagnostic assessments, and local literacy screening measures. Grade 3 students will additionally be monitored through i-Ready Reading and CAASPP English Language Arts results. Implementation of this action will be monitored through classroom walkthroughs, literacy implementation reviews, instructional coaching feedback, and analysis of assessment data to ensure literacy practices are implemented consistently and effectively across school sites. This action is being provided on an LEA-wide basis because foundational literacy instruction is implemented across all elementary schools while principally addressing the identified literacy needs	CAASPP Reading (3rd Grade) - Overall CAASPP Reading (3rd Grade) - English Learners CAASPP Reading (3rd Grade) - Foster CAASPP Reading (3rd Grade) - Low Income iReady Reading (3rd Grade) - Overall iReady Reading (3rd Grade) - English Learners iReady Reading (3rd Grade) - Foster iReady Reading (3rd Grade) - Low Income iReady Reading (3rd Grade) - Overall - Phonics iReady Reading (3rd Grade) - English Learners - Phonics iReady Reading (3rd Grade) - Foster - Phonics iReady Reading (3rd Grade) - Low Income - Phonics

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	exist among our students in the 3rd grade in terms of our unduplicated student groups, and their counterparts in terms of reading. We have determined that our unduplicated pupil groups have gaps in reading based on iReady scores. This action provides targeted support for unduplicated student groups in the area of early literacy. Community Challenges: Lancaster, like many communities, faces challenges such as poverty, homelessness, and limited access to healthcare and social services. These community challenges can impact students' overall well-being and ability to focus on learning, including early literacy development. Socioeconomic Factors: Many students in the Lancaster School District come from low-income families, which can impact their access to books, literacy-rich environments, and early childhood education opportunities. Limited access to resources outside of school can hinder early literacy development. Quality of Instruction: The effectiveness of early literacy instruction can vary widely depending on teacher training, resources, and curriculum. Students require additional support if they are not receiving high-quality instruction in foundational literacy skills such as phonemic awareness, phonics, fluency, vocabulary, and comprehension.	of English Learners, Foster Youth, and Low-Income students. Effectiveness will be measured through Heggerty assessments, SIPPS mastery data, i-Ready Reading diagnostic assessments, local literacy screening measures, and CAASPP English Language Arts results for English Learners, Foster Youth, and Low-Income students as compared to All Students.	

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	The Lancaster School District met with educational partners consisting of teachers, families, and site administration, and determined that there is a need to continue to support our students in grades K-2 in terms of early literacy. Furthermore, feedback from primary grade teachers informs us that the gap in reading skills grows with each subsequent year making grade-level skills difficult to master. Students need many opportunities to learn and practice early literacy skills in the classroom with varied techniques and strategies. **Scope:** LEA-wide		
2.2	**Action:** Student Mental Health Supports **Need:** Foster students in the Lancaster School District were suspended at a rate of 12.5% based on the CA Dashboard. Low-income students in the Lancaster School District were suspended at a rate of 6.8% based on the CA Dashboard. The Overall student group was suspended at a rate of 6.5% based on the CA Dashboard. Data suggests that foster students were suspended at a rate 6% higher than the overall student group, whereas low-income students were suspended at a rate of .3% more than their peers.	Low-Income students and Foster Youth continue to demonstrate increased social-emotional, behavioral, and mental health needs that impact attendance, engagement, and access to learning. This action provides targeted mental health supports through counselors, social workers, mental health professionals, community partnerships, trauma-informed practices, restorative practices, and access to behavioral health resources. Teachers and staff will receive professional development focused on trauma-informed practices and restorative approaches to support students' social-emotional well-being. This action is being provided on an LEA-wide basis because counselors, social workers, and mental health supports are available across the	Youth Truth Resource Measure Youth Truth Emotional& Mental Health - Middle School Dashboard - Suspensions (Overall) Dashboard - Suspension (Foster) Dashboard - Suspension (Low-Income)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	After reviewing survey data from educational partners to include teachers and families, it was suggested by partners that there is a need to support both low-income and foster youth with a formalized SEL program that is evidence-based to regulate behaviors of our unduplicated students experiencing trauma. Staff and families suggested the need for students to receive programming in coping skills and social-emotional learning. We believe our unduplicated student groups would benefit from a structured Social Emotional Learning program that is explicitly taught and integrated during the school day focusing on self-regulation and coping strategies. **Scope:** LEA-wide	district while principally addressing the identified social-emotional and behavioral needs of Low-Income students and Foster Youth. Effectiveness will be measured through suspension rates, chronic absenteeism rates, YouthTruth Climate Survey results, and local climate survey data for Low-Income students and Foster Youth as compared to All Students.	
2.3	**Action:** Trauma Informed Practices **Need:** Based on the California dashboard, foster students in the Lancaster School District were suspended at a rate of 12.5%. low-income students in the Lancaster School District were suspended at a rate of 6.8% based on the California dashboard. the overall student group was suspended at a rate of 6.5% based on the California dashboard. Data suggests Foster students were suspended at a rate 6% higher than the overall student group, whereas low-income students were suspended at 3% more than their peers.	This action will address the above-mentioned need for trained mental health professionals by providing for the following: 1) Counselors at each school site to support trauma-informed practices and restorative practices. 2) Social workers on school sites support work with restorative practices and trauma-informed practices and provide access to needed resources for families and students. 3) Professional development and training for the above-mentioned positions to support restorative practices, trauma-informed practices, and other tier two and tier 3 interventions to support low-	Youth Truth Relationships - Elementary Youth Truth Belonging - Elementary Youth Truth Belonging and Peer Collaboration - Middle Youth Truth Relationships - Middle Dashboard - Suspensions (Overall) Dashboard - Suspensions (Foster Youth) Dashboard - Suspensions (Low-Income)

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	Low-income students in the Lancaster School District experience chronic absenteeism at a rate of 43 and a half percent, whereas Foster youth experienced chronic absenteeism at a rate of 36.4%. the overall student rate for chronic absenteeism was 41.9%. although we experienced growth from the 21-22 school year to the 22-23 school year, teachers and site administrators still expressed the deep need to ensure that low-income and Foster students had targeted access to trauma-informed practices to support mental health and their attendance in schools. Educational Partners consisting of staff, parents, and site administrators remarked on surveys and in focus groups that there was a need to ensure that the district secured and ensured access to train staff that could support both trauma-informed practices and student mental health. **Scope:** LEA-wide	income and Foster youth with their social and emotional needs. Overall, this action will provide increased services to Foster and low-income student groups as they will receive greater access to counselors to support behavior and mental health this action will provide counselors to support students, along with social workers, all encompassed by our student and Family Services department. This action was identified on an LEA-wide basis as there were increased suspensions and behaviors throughout the district. As a result, the addition of counselors and social workers will benefit students throughout the district and support their social emotional and mental health needs.	Dashboard Chronic Absenteeism (Overall) Dashboard Chronic Absenteeism (Foster Youth) Dashboard Chronic Absenteeism (Low-Income)
2.4	**Action:** Alternative Education: Classes **Need:** Based on the California dashboard, low-income students in the Lancaster School District were suspended at a rate of 6.8% based on the California dashboard. The overall student group was suspended at a rate	This action will increase services by providing a space for low-income students experiencing trauma to regulate their behaviors. This action will provide a space for students to regulate behaviors when they experience times of maladaptive behavior. Low-income students will be serviced by being provided;	Suspension rates (Low-Income)

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	of 6.5%. Although the rate was not significantly higher based on the CA dashboard, we found that that student group was still scoring in the RED band regarding suspension, and above the state average by 2% for low-income students. Based on the feedback from educational partners to consist of parents, teachers, and students who are currently exhibiting dysregulated behaviors. As a result of this expressed behavior, it was determined that there was a need to support low-income students with courses, and classes within the regular school day that would serve in place of suspension to offer social emotional, and behavioral support, and get students to return to class to continue academic learning. **Scope:** LEA-wide	1) Intensive, at the moment trauma informed lessons 2) Intense social-emotional learning supports from trained personnel to include the school counselor, and/or psychologist. This action will be provided on an LEA-wide basis, as all students will benefit during times of dysregulation from access to supports that help them to regulate behaviors. Furthermore, it will provide adult assistance to students who experience the effects of maladaptive behaviors.	
2.5	**Action:** Alternate Education: Site **Need:** Students at The Leadership Academy in Lancaster School District experienced suspension at a rate of 43.2%, while students at RISE experienced suspension at a rate of 40%. The school district as a whole had a suspension rate of 6%, and students at both schools were in the RED band for performance. Low Income suspension rate at The Leadership Academy was 63.2% on the	Low-Income students enrolled in alternative education settings often experience significant academic, behavioral, attendance, and social-emotional challenges that require supports beyond the core alternative education program. In addition to the core alternative education program, Low-Income students at RISE and The Leadership Academy will receive increased access to counseling services, social-emotional learning supports, restorative practices, behavior intervention, individualized academic supports, project-based learning opportunities, and targeted	RISE: Suspension - Low-income The Leadership Academy Suspension - Low-income

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	2024 Dashboard, an increase of 19% from the previous year. Low Income suspension rate at Rise was 60.4% on the 2024 Dashboard, an increase of 20.4% from the previous year. Educational partners at both schools consisting of parents, and teachers identified a need for some of our most at-promised students to be provided opportunities for learning in our RISE program with extended efforts towards social-emotional learning and trauma-informed practices as a result of adverse childhood experiences. This program is geared towards supporting the emotional and behavioral needs of some of our most adversely affected youth in the district. **Scope:** Schoolwide	case management designed to address the unique needs of students experiencing significant barriers to success. This action is being provided schoolwide at RISE and The Leadership Academy because the enrolled student population is predominantly composed of Low-Income students and the services provided are designed to address the unique needs of that student group. Effectiveness will be measured through attendance rates, suspension rates, credit and academic progress measures, and student engagement data.	
2.6	**Action:** Culturally Responsive Positive Behaviors Interventions and Supports **Need:** 55% of Middle School Students in Lancaster School District only reported positively towards feelings of belonging and peer collaboration on the Youth Truth Climate Survey. With a relationship score of 35%. 28% of Elementary School Students in Lancaster School District reported positively towards feelings of Belonging, whereas 80%	In order to address this need for both low-income and foster students, the district will increase services and support in terms of behavior and access to incentives to support positive behavior. Supporting the direct teaching of Positive Behaviors, Interventions and Supports. This action provides support targeted at low-income and foster students who struggle in the school setting. This allows the district to support these students in teaching them behaviors, by utilizing a token economy, setting explicit direct rules and behaviors, and teaching appropriate behavior, before penalizing students for common disciplinary mistakes.	Youth Truth Belonging - Elementary Youth Truth Relationships - Elementary Youth Truth Belonging and Peer Collaboration - Middle Youth Truth Relationships - Middle Dashboard - Suspensions (Low Income) Dashboard- Suspensions (Foster)

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	reported positively regarding relationships (higher than Middle School) Evidence suggests that students do not feel connected to the academic institutions they attend. Furthermore, students must have a feeling of belonging as both research and evidence suggest. This resulted in 6.8% of our low-income students being suspended, while 12.5% of our foster students were suspended in the 23 Dashboard. Educational partners consisting of teachers, site administrators, and parents identified a need for our educational system to routinely teach behaviors in school, as many of our low-income and foster students struggle to learn the habits to successfully navigate the social institution of school. **Scope:** LEA-wide	This action is provided on an LEA-wide basis as it will support all students who come to us struggling with behaviors.	
2.7	**Action:** Capturing Kids Hearts **Need:** Foster youth and low income students in Lancaster School District in both middle and elementary school reported feeling disengaged from school as they felt limited access to relationships with adults as a result of our Youth Truth Survey. This was evident in	As a result of the above-identified need the district, along with the support of educational partners has determined the following: 1) This action will increase services to foster students by supporting the school climate via training of teachers to work cohesively with students identified, targeting foster students. 2) Capturing Kids Hearts will be trained among the district. CKH is a program instituted by the	Youth Truth Culture - Elementary (Foster) Youth Truth Engagement - Elementary (Foster) Youth Truth Relationships - Elementary (Foster) Youth Truth Culture - Middle (Foster) Youth Truth Engagement - Middle(Foster)

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	or chronic absenteeism indicator for foster youth who scored at a rate of 36.4% and low-income students who at the rate of 37.9% Students identified as Foster youth had a suspension rate of 12.5% on the 2023 Dashboard. Low-income students had a suspension rate of 6.8% on the 2023 Dashboard. Families and staff identified a need via survey research and focus groups targeted work with students and staff around creating a positive school climate for unduplicated pupil groups. Educational partners further reported that there is a need to ensure that we are creating safe environments while increasing positive relationships among adults and students. **Scope:** LEA-wide	Lancaster school district that supports schools in building a culture of mutual respect, and honor among both students and staff. 3) Classified staff will be trained in CKH strategies 4) Families will be supported with CKH strategies in the home. Capturing Kids' Hearts emphasizes the importance of building positive relationships between students and educators. By focusing on relational capacity, the program helps create a supportive and inclusive school environment where students feel valued, respected, and connected to their teachers and peers. The program focuses on engaging students in the learning process by making connections between academic content and their interests, experiences, and goals. By fostering a sense of ownership and relevance, Capturing Kids' Hearts helps increase student motivation, participation, and achievement. This action will support our unduplicated pupil groups however, will benefit students district-wide. This is an LEA-wide action, as supporting students with a positive climate will increase and support all students with attending school at a more regular basis.	Youth Truth Relationship - Middle (Foster) Dashboard Chronic Absenteeism - Foster Youth Dashboard Chronic Absenteeism- Low Income Dashboard Chronic Absenteeism- African American
2.8	**Action:** Multi-Tiered Systems of Support **Need:** Foster students in the Lancaster School District were suspended at a rate of 12.5% based on the CA Dashboard. Low-income students in the Lancaster School District were	As a result of this identified need, the Lancaster School District will support unduplicated students through a Multi-Tiered System of Support. This action will consist of the following: 1) Support for students in a Multi-tiered system of support that allows students to be provided resources before exhibiting problematic behaviors.	Youth Truth Engagement - Elementary Youth Truth Engagement - Middle Dashboard suspensions - Low income

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	suspended at a rate of 6.8% based on the CA Dashboard. The Overall student group was suspended at a rate of 6.5% based on the CA Dashboard. Data suggests that foster students were suspended at a rate 6% higher than the overall student group, whereas low-income students were suspended at a rate of .3% more than their peers. Low-socioeconomic students and Foster youth in Lancaster have exhibited a want and need for support as is evidenced by Youth Truth Academi engagement measure as well as family meetings. There is a documented need for support in the area of both academics and SEL, thus we need to support in such a way as to offer support to both in a differentiated way (All, Some, Few). Educational partners, consisting of parents, and teachers corroborated this need during focus groups, as they have witnessed increased suspension rates as a result of physical aggression which we determined with partners and our community experts to be a result of significant trauma due to the poverty throughout Lancaster. **Scope:** LEA-wide	2) A proactive approach to discipline. MTSS can support low-income and Foster students in the Lancaster School District by providing early intervention, personalized support, equitable access to resources, data-driven decision-making, collaborative problem-solving, tiered interventions, and a positive school climate. By addressing the unique needs of low-income students within a comprehensive and integrated framework, MTSS can help ensure that all students have the opportunity to succeed academically and thrive socially and emotionally. 3) Provide training for teachers with a focus on MTSS, as well as support for families in the home. This action will be provided on a district-wide basis to ensure that all students in Lancaster School District have access to a whole-child teaching approach that supports social-emotional, academic, and behavioral needs for all students as it benefits all students to have supports such as this in place.	
2.9	**Action:** Expanded Learning Opportunities **Need:**	English Learners, Foster Youth, and Low-Income students identified through the district's Unduplicated Pupil Percentage (UPP) data have expressed a need for increased access to	Youth Truth Resources - Families Middle Youth Truth Resources - Families Elementary

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	Chronic absenteeism has been seen to be 34.8% for EL Students, 36.4% for Foster youth, and 43.5% for low-socio-economic students. In contrast, the district has an overall 41.9% rate of chronic absenteeism. Although rates for EL and Foster are lower, it has been a consistent effort to ensure expanded learning opportunities that allow students to be at school later in the day. Educational partners consisting of families and students have provided this information to us based on Thought Exchange open-ended surveys throughout the year, that indicated the need to create reasons for students to want to be engaged in through interest-based expanded learning opportunities. **Scope:** LEA-wide	academic support, enrichment opportunities, and extracurricular activities beyond the regular school day. This action provides after-school tutoring, language development opportunities, homework assistance, enrichment programs, mental health support, counseling services, and interest-based learning opportunities designed to increase student engagement and academic achievement. This action is being provided on an LEA-wide basis because expanded learning opportunities benefit all students while principally addressing the needs of English Learners, Foster Youth, and Low-Income students. Effectiveness will be measured through program participation rates, attendance data, academic performance data, and student engagement survey results.	Youth Truth Relationships - Elementary Youth Truth Relationships - Middle Chronic Absenteeism - English Learners Chronic Absenteeism - Foster Youth Chronic Absenteeism - Low Income
3.2	**Action:** Attendance Monitoring **Need:** We identified that the overall attendance in the district for 2023–24 was 90.80%. Attendance for low-income students was 90.41%, creating an attendance gap of 0.41%. Foster youth attendance was 85.39%, creating a gap of 5.41% when compared to all students. Educational partner feedback, including surveys, ThoughtExchange responses, and stakeholder engagement activities, identified	As a result of the abovementioned need, the following action is being put into place to support both our Foster and low-income student groups to intervene early in terms of chronic absenteeism. 1) The district will provide a Lancaster Interactive Dashboard that will ensure that we monitor our unduplicated student groups to ensure regular attendance. 2) When we observe groups or students trending chronically absent, we will provide interventions to include work with our families, and family ambassadors to support families that are struggling with attendance.	Attendance (Foster Youth) Attendance (Socioeconomically Disadvantaged) Chronic Absenteeism (Foster Youth) Chronic Absenteeism (Socioeconomically Disadvantaged)

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	attendance as a significant concern for both low-income students and foster youth. Families and staff reported that barriers such as transportation challenges, housing instability, family responsibilities, health concerns, school transitions, and social-emotional needs contribute to inconsistent attendance and reduced engagement in school. Educational partners also emphasized the importance of strengthening relationships between schools, families, and community agencies to improve attendance outcomes. Families expressed a desire for increased communication, outreach, and support when attendance concerns arise. Stakeholders further noted that foster youth and low-income students often experience additional challenges outside of school that can affect their ability to attend regularly and remain connected to school. Based on attendance data and educational partner input, the district identified a need to strengthen attendance support systems, family engagement, case management, and early intervention efforts for low-income students and foster youth in order to improve attendance and increase access to instructional time. **Scope:** LEA-wide	3) We will provide extra hours to support staff in maintaining attendance teams that support student attendance. This action will support the district in monitoring chronic absenteeism for low-income and Foster youth and will allow LESD to support and identify headwinds and issues that may be symptomatic of greater, more serious issues that our students are experiencing. This action is targeted to support foster and low-income student groups as they are generally the most impacted by adverse childhood experiences that result in chronic absenteeism in Lancaster, however, all schools will receive access to this action. This action will be implemented LEA-wide to ensure that all students are being monitored for attendance. All students will benefit from the interventions that will be provided as a result of the monitoring cycles, and attendance teams being supported through this action.	

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3.3	**Action:** Attendance Incentives **Need:** Foster students in the Lancaster School District were chronically absent in 22-23 at 36.4%, and low-income students were chronically absent at 43.5%. The overall rate of chronic absenteeism in Lancaster School District was 41.9%. Although we saw drops in chronic absenteeism, we still acknowledge that there is a significant amount of work regarding monitoring our Foster, and low-income student populations. During focus groups with our educational partners consisting of families and staff, they identified the need to support attendance in schools through the use of school-based incentives. Identifying and supporting attendance in schools will increase academic achievement, and support students in strong behavioral programs. Incentives will support student attendance and support engagement for low-income students. The need for this action was determined through observance of both our Attendance rates of low-income students and Foster Youth, as well as follow-up meetings with family groups and staff. **Scope:** LEA-wide	This action will address the needs of our students in supporting attendance by providing an engaging and healthy school environment while providing for incentives for attending regularly. This action is in support of our PBIS program, and will further provide students with academically based activities to support their learning and attendance in schools. This action will be applied on a district-wide basis to ensure that all schools and student are given support in their attendance in schools. All students will benefit from the opportunity and incentive to be present in school, although the action will be targeting both foster and low-income student groups.	Attendance Rates (Socioeconomically Disadvantaged) Attendance Rates (Foster Youth) Chronic Absenteeism (Socioeconomically Disadvantaged) Chronic Absenteeism (Foster Youth)
3.4	**Action:** Additional Classified Support - Safety	As a result of the above need, the district and educational partners collaborated to identify the	Youth Truth Safety - Elementary Families

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	Need: We identified that the overall attendance in the district for 2023–24 was 90.80%. Attendance for low-income students was 90.41%, creating an attendance gap of 0.41%. Additionally, 69% of low-income families at the elementary level responded positively to the question, "My child's learning environment is safe," while only 55% of low-income middle school families responded positively to the same question. Although a majority of families reported a safe environment, educational partners indicated that these results do not reflect the level of safety and security they expect for students. Through consultation with families, teachers, and community members, educational partners identified concerns regarding violence in neighborhoods surrounding district schools and the impact of these conditions on student well-being and attendance. ThoughtExchange feedback further reinforced concerns related to student safety, school climate, and the need for additional support for students experiencing social-emotional challenges. Families consistently reported that safety concerns both on and around school campuses can create barriers to regular attendance and engagement. Based on attendance data, climate survey results, and educational partner input, the district identified a need to strengthen student safety, social-emotional support, and school	need for additional classified support personnel to maintain safety on our school campuses. This action specifically will support unduplicated students in the following ways: 1) Students will have access to additional safety support personnel during the school day. 2) Safety personnel will be trained to identify safety concerns. 3) Safety personnel will be trained to support the social and emotional needs of students experiencing trauma. This action allows for additional Personnel to be placed throughout the schools that are impacted most by neighborhood instances of violence. This action will take place on a district-wide basis as all students will benefit from the support of additional classified personnel about safety on our campuses.	Youth Truth Safety - Middle Families Youth Truth Safety - Elementary Staff Youth Truth Safety - Middle Staff Attendance Rate - Overall Attendance Rate - Low-Income Attendance Rate - English learner Attendance Rate - Foster

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	connectedness for low-income students in order to improve attendance and engagement. **Scope:** LEA-wide		
3.5	**Action:** Additional Support Staff **Need:** 69% of low-income families at the elementary level responded positively to the question "My child's learning environment is safe." 55% of low-income middle school families responded positively to the same question. Although a majority of families report a safe environment, this information is far from where Lancaster School District and our partners feel we should be in terms of student safety. Our educational partners, consisting of families, identified a need for additional administrative support to work with our low-income students in the moment when elevated using restorative practices. These resources were requested by families via our youth truth safety measure to support low-income students with additional adult support that would be available in the schools as we previously stated it was determined through our youth truth safety measure, that many communities in and around Lancaster schools are residing in neighborhoods with a history of	Low-Income students continue to experience higher rates of suspension and behavioral incidents than desired, indicating a need for increased access to restorative practices, behavior interventions, and positive student-adult relationships. This action provides additional Assistant Principals and site administrators trained in restorative practices, conflict resolution, student intervention, and behavior support systems. Administrators work collaboratively with school teams to strengthen implementation of restorative practices, provide intervention supports, facilitate conflict resolution, and build positive student-adult relationships that support student engagement and school connectedness. This action is being provided on an LEA-wide basis because additional administrative support structures are available throughout the district while principally addressing the behavioral and social-emotional needs of Low-Income students. Effectiveness will be measured through suspension rates, chronic absenteeism rates, and school climate survey results for Low-Income students as compared to All Students.	Youth Truth Safety - Elementary Families Youth Truth Safety - Middle Families Chronic Absenteeism - Low Income

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	violence as reported by our educational partners. **Scope:** LEA-wide		
3.9	**Action:** Increased Family Engagement for Leadership **Need:** Families of low-income in elementary schools scored Lancaster School District at a 3.33 on a scale from 1-5 on our local climate survey whereas the overall family score for elementary schools was a 3.66.in engagement In our middle school family survey families of low-income students scored Lancaster School District at a 3.0 on a scale from 1-5, whereas families representing all middle school students scored the district at a 3.66 with regards to engagement. We collaborated with our educational partners to identify possible root causes and were informed by families that there was a need to support them with materials that could support their decision-making and leadership practices toward being engaged in their students' schools. In essence, our low-income families shared that they needed support, and training to better engage in supporting and leading in decision-making in the school. They identified that they felt that there was a lack of decision-making capacity on the part of parents and community and that they did not feel engaged	To help low-income families support their children in their education through supporting and being a part of the leadership of their campuses while enhancing their engagement in academic processes, the district will implement this action with a target of: 1) Providing family engagement opportunities that support working with parents on strategies to support their child in the home. 2) Providing staff training on how to effectively support parents in building their efficacy towards supporting the school in decision-making. 3) Train parents through our Parenting Partners program to support appropriate engagement with the school and home. This action supports the above need by providing for training and support of families to be involved in the decision-making processes and governance of school structures. This will further bring families to the table to be a part of the decision-making process and promote their understanding of the system as a whole. This is being provided on a district-wide basis to support families in their knowledge of the academic system while supporting their students with their voice in governance.	Youth Truth Engagement - Elementary Families (low-income) Youth Truth Engagement - Middle Families (low-income) Chronic absenteeism (Low Income)

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	in the process for the students in the community. Lancaster School District partners determined that engaging families in academics would empower families to be advocates for their children's education. Lancaster families determined that when they are knowledgeable about educational policies, practices, and resources, they can effectively advocate for their child's needs and contribute to positive changes within the school and community. **Scope:** LEA-wide	This action will be provided on an LEA-wide basis, as all students will benefit from having families and communities more firmly involved in the educational program for students. Involving the community and families builds a continuity between the home and school.	

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness

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

Not Applicable

Additional Concentration Grant Funding

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

Lancaster School District will utilize 15 percent Additional Concentration Grant Add-On funding to increase the number of certificated teachers and classified Multi-Tiered System of Supports (MTSS) paraeducators providing direct services to students at schools with unduplicated pupil percentages greater than 55 percent. These staff provide direct academic and behavioral support to students through classroom instruction, small-group instruction, targeted intervention, academic support, behavioral support, and implementation of Multi-Tiered System of Supports. Additional staffing is provided through Goal 1, Action 1.2 (Equitable Distribution of Teachers). Because Lancaster School District schools exceed the 55 percent unduplicated pupil threshold, the district utilizes these funds to increase staffing based on student enrollment, unduplicated pupil counts, academic performance data, intervention needs, and site staffing levels. The district prioritizes schools demonstrating the greatest need for additional instructional and intervention support to ensure students have increased access to direct services and targeted assistance.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	Not Applicable	1:26
Staff-to-student ratio of certificated staff providing direct services to students	Not Applicable	1:21

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$145,902,287	56,374,661	38.639%	0.000%	38.639%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$165,934,060.00	$111,137,995.00	$11,201,150.00	$17,599,492.00	$305,872,697.00	$227,924,004.00	$77,948,693.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Teacher Credentialing	All	No			All Schools	2024-2027	$85,880,866.00	$3,082,076.00	$70,951,596.00	$14,638,286.00	$720,500.00	$2,652,560.00	$88,962,942.00	0%
1	1.2	Equitable Distribution of Teachers and Professional Learning	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	2024-2027	$14,896,796.00	$757,366.00	$12,107,005.00	$1,146,290.00	$101,105.00	$2,299,762.00	$15,654,162.00	0%
1	1.3	Instructional Coaching Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$3,069,077.00	$110,197.00	$3,170,471.00	$0.00	$0.00	$8,803.00	$3,179,274.00	0%
1	1.4	Basic Instructional Supplies and Services	All	No			All Schools	2024-2027	$46,407.00	$1,637,354.00	$1,477,979.00	$70,332.00	$0.00	$135,450.00	$1,683,761.00	
1	1.5	Supplemental Materials, Supplies, and Services - Intervention	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$39,624,490.00	$12,944,021.00	$26,337,837.00	$19,817,881.00	$0.00	$6,412,793.00	$52,568,511.00	0%
1	1.6	Supplemental Materials, Services and Supports - Enrichment	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	2024-2027	$943.00	$880,745.00	$333,136.00	$545,416.00	$0.00	$3,136.00	$881,688.00	0%
1	1.7	Professional Development Core Teaching Strategies	All	No			All Schools	2024-2027	$369,979.00	$70,000.00	$54,051.00	$0.00	$0.00	$385,928.00	$439,979.00	0%
1	1.8	Professional Development for Increased Needs	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	2024-2027	$1,788.00	$56,809.00	$1,788.00	$0.00	$0.00	$56,809.00	$58,597.00	0%
1	1.9	MTSS Para Program	Low Income	Yes	LEA-wide	Low Income	All Schools	2024-2027	$1,578,555.00	$104,000.00	$1,681,979.00	$0.00	$0.00	$576.00	$1,682,555.00	0%
1	1.10	Professional Learning Communities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$2,000,000.00	$0.00	$2,000,000.00	$0.00	$0.00	$0.00	$2,000,000.00	0%

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.11	Early Literacy	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$2,000,000.00	$0.00	$2,000,000.00	$0.00	$0.00	$0.00	$2,000,000.00	0%
1	1.12	Special Education & Inclusive Practices	Students with Disabilities	No			All Schools	2024-2027	$33,470,000.00	$8,000,000.00	$0.00	$38,000,000.00	$0.00	$3,470,000.00	$41,470,000.00	0%
1	1.13	Leadership Support and Professional Development	English Learners, Foster Youth, Low Income	No			All Schools	2024-2027	$0.00	$500,000.00	$250,000.00	$0.00	$0.00	$250,000.00	$500,000.00	0%
1	1.14	Access to Language Development: Multi-Language Learners	English Learners	No				2024-2027	$0.00	$100,000.00	$100,000.00	$0.00	$0.00	$0.00	$100,000.00	0%
1	1.15	Support for Long-Term English Learners	Long Term English Learners	No				2024-2027	$0.00	$75,000.00	$75,000.00	$0.00	$0.00	$0.00	$75,000.00	0%
1	1.17	Increased Family Engagement for Academics	Low Income	No			All Schools	2024-2027	$0.00	$250,000.00	$0.00	$250,000.00	$0.00	$0.00	$250,000.00	0%
1	1.18	Learning Centers	All	No			Elementary Schools	2025-2027	$1,200,000.00	$0.00	$0.00	$1,200,000.00	$0.00	$0.00	$1,200,000.00	0
2	2.1	Social Emotional Learning	All	No			All Schools	2024-2027	$2,142,779.00	$67,746.00	$2,198,615.00	$840.00	$0.00	$11,070.00	$2,210,525.00	0%
2	2.2	Student Mental Health Supports	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	2024-2027	$53,423.00	$374,068.00	$53,423.00	$359,950.00	$0.00	$14,118.00	$427,491.00	0%
2	2.3	Trauma Informed Practices	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	2024-2027	$1,226,903.00	$296,547.00	$486,120.00	$40,138.00	$0.00	$997,192.00	$1,523,450.00	0%
2	2.4	Alternative Education: Classes	Low Income	Yes	LEA-wide	Low Income	All Schools	2024-2027	$141,484.00	$5,983.00	$147,467.00	$0.00	$0.00	$0.00	$147,467.00	0%
2	2.5	Alternate Education: Site	Low Income	Yes	School wide	Low Income	All Schools Specific Schools: RISE	2024-27	$1,040,756.00	$10,852.00	$0.00	$1,051,247.00	$0.00	$361.00	$1,051,608.00	0%
2	2.6	Culturally Responsive Positive Behaviors Interventions and Supports	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	2024-2027	$487,908.00	$2,160,614.00	$2,608,823.00	$0.00	$0.00	$39,699.00	$2,648,522.00	0%

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.7	Capturing Kids Hearts	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	2024-2027	$0.00	$3,018,933.00	$3,018,150.00	$0.00	$0.00	$783.00	$3,018,933.00	0%
2	2.8	Multi-Tiered Systems of Support	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	2024-2027	$0.00	$1,355.00	$1,355.00	$0.00	$0.00	$0.00	$1,355.00	0%
2	2.9	Expanded Learning Opportunities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$4,444,871.00	$10,920,409.00	$0.00	$15,365,280.00	$0.00	$0.00	$15,365,280.00	0%
2	2.10	Increased Family Engagement for Social Emotional Learning	Low-income	No			All Schools	2024-2027	$0.00	$100,000.00	$0.00	$100,000.00	$0.00	$0.00	$100,000.00	0%
2	2.11	Dual Capacity Training	Low-income	No			Specific Schools: Mariposa, Jack Northrop, Discovery	2024-2027	$0.00	$150,000.00	$0.00	$150,000.00	$0.00	$0.00	$150,000.00	0%
2	2.12	Family Translation Services	English Learners	No			All Schools	2024-2027	$80,000.00	$20,000.00	$100,000.00	$0.00	$0.00	$0.00	$100,000.00	0%
2	2.13	School Sponsored Family Events	English Learners, Foster Youth, Low Income	No			All Schools	2024-2027	$0.00	$100,000.00	$0.00	$100,000.00	$0.00	$0.00	$100,000.00	0%
3	3.1	Safe Facilities	All	No				2024-2027	$17,571,329.00	$20,703,290.00	$20,924,485.00	$7,055,744.00	$10,017,837.00	$276,553.00	$38,274,619.00	0%
3	3.2	Attendance Monitoring	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	2024-2027	$0.00	$311,218.00	$311,218.00	$0.00	$0.00	$0.00	$311,218.00	0%
3	3.3	Attendance Incentives	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	2024-2027	$1,892,524.00	$5,040,115.00	$5,072,420.00	$1,855,816.00	$0.00	$4,403.00	$6,932,639.00	0%
3	3.4	Additional Classified Support - Safety	Low Income	Yes	LEA-wide	Low Income	All Schools	2024-2027	$7,541,888.00	$2,895,549.00	$8,446,969.00	$1,979,401.00	$0.00	$11,067.00	$10,437,437.00	0%
3	3.5	Additional Support Staff	Low Income	Yes	LEA-wide	Low Income	All Schools	2024-2027	$30,391.00	$51,500.00	$30,391.00	$51,500.00	$0.00	$0.00	$81,891.00	0%
3	3.6	Alternative Educational Settings	Low income	No			All Schools Specific Schools: The Leadership	2024-2027	$0.00	$50,000.00	$50,000.00	$0.00	$0.00	$0.00	$50,000.00	0%

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							Academy, RISE, and Lancaster Alternative Virtual Academy									
3	3.7	District Safety Communication System	All	No			All Schools	2024-2027	$147,313.00	$0.00	$147,313.00	$0.00	$0.00	$0.00	$147,313.00	0%
3	3.8	Technology Systems	All	No				2024-2027	$0.00	$18,900.00	$18,900.00	$0.00	$0.00	$0.00	$18,900.00	0%
3	3.9	Increased Family Engagement for Leadership	Low Income	Yes	LEA-wide	Low Income	All Schools	2024-2027	$0.00	$106,512.00	$105,439.00	$0.00	$0.00	$1,073.00	$106,512.00	0%
3	3.10	Family and Community Schools	All	No			All Schools	2024-2027	$0.00	$25,000.00	$0.00	$25,000.00	$0.00	$0.00	$25,000.00	0%
3	3.11	Family Ambassadors	Foster Youth Low Income	No			All Schools	2024-2027	$0.00	$25,000.00	$0.00	$25,000.00	$0.00	$0.00	$25,000.00	0%
3	3.12	Community Partnerships and Schools	Low Income and Foster Youth	No				2024-2027	$0.00	$25,000.00	$0.00	$25,000.00	$0.00	$0.00	$25,000.00	
4	4.1	Recruitment and Retention of Qualified Teachers	All Students, Black/African American, English Learners, Foster Youth, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities, Two or More Races, and White	No			Specific Schools: El Dorado Elementary, Joshua Elementary, Lancaster Alternative Virtual Academy, New Vista Middle, RISE, Sierra Elementary, Sunnydale	2024-2027	$5,164,522.00	$178,425.00	$158,087.00	$4,476,415.00	$361,708.00	$346,737.00	$5,342,947.00	0%

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
4	4.2	Professional Development and Instructional Support	All Students, Black/African American, English Learners, Foster Youth, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities, Two or More Races, and White	No			Specific Schools: El Dorado Elementary, Joshua Elementary, Lancaster Alternative Virtual Academy, New Vista Middle, RISE, Sierra Elementary, Sunnydale	2024-2027	$519,294.00	$0.00	$298,675.00	$0.00	$0.00	$220,619.00	$519,294.00	0%
4	4.3	Support for New and Early Career Teachers	All Students, Black/African American, English Learners, Foster Youth, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities, Two or More Races, and White	No			Specific Schools: El Dorado Elementary, Joshua Elementary, Lancaster Alternative Virtual Academy, New Vista Middle, RISE, Sierra Elementary, Sunnydale	2024-2027	$0.00	$112,000.00	$0.00	$112,000.00	$0.00	$0.00	$112,000.00	0%
4	4.4	Teacher Collaboration and Professional Learning Communities	All Students, Black/African American, English Learners, Foster Youth, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities, Two or	No			All Schools Specific Schools: El Dorado Elementary, Joshua	2024-2027	$1,253,974.00	$0.00	$1,115,368.00	$138,606.00	$0.00	$0.00	$1,253,974.00	0%

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
			More Races, and White				Elementary, Lancaster Alternative Virtual Academy, New Vista Middle, RISE, Sierra Elementary, Sunnydale									
5	5.1		All All Students, Black/African American, English Learners, Foster Youth, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities, Two or More Races, and White	No			Specific Schools: El Dorado Elementary, Joshua Elementary, Lancaster Alternative Virtual Academy, New Vista Middle, RISE, Sierra Elementary, Sunnydale	2024-2027	$0.00	$100,000.00	$100,000.00	$0.00	$0.00	$0.00	$100,000.00	
5	5.2		All All Students, Black/African American, English Learners, Foster Youth, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities, Two or More Races, and White.	No			All Schools Specific Schools: El Dorado Elementary, Joshua Elementary, Lancaster Alternative Virtual Academy	2024-2027	$45,744.00	$1,038,302.00	$0.00	$1,084,046.00	$0.00	$0.00	$1,084,046.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							, New Vista Middle, RISE, Sierra Elementary, Sunnydale									
5	**5.3**	Walk to Learn	All All Students, Black/African American, English Learners, Foster Youth, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities, Two or More Races, and White.	No			All Schools Specific Schools: El Dorado Elementary, Joshua Elementary, Lancaster Alternative Virtual Academy, New Vista Middle, RISE, Sierra Elementary, Sunnydale	2024-2027	$0.00	$100,000.00	$0.00	$100,000.00	$0.00	$0.00	$100,000.00	0%
5	**5.4**	Enhanced Inclusive Practices	All All Students, Black/African American, English Learners, Foster Youth, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities, Two or More Races, and White.	No			All Schools Specific Schools: El Dorado Elementary, Joshua Elementary, Lancaster Alternative Virtual Academy, New Vista Middle, RISE, Sierra	2024-2027	$0.00	$1,200,656.00	$0.00	$1,200,656.00	$0.00	$0.00	$1,200,656.00	0%

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							Elementary, Sunnydale									
5	5.5	Transportation Support	All All Students, Black/African American, English Learners, Foster Youth, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities, Two or More Races, and White.	No			All Schools Specific Schools: El Dorado, Sierra, Joshua, RISE, Sunnydale	2024-2027	$0.00	$100,000.00	$0.00	$100,000.00	$0.00	$0.00	$100,000.00	0%
5	5.6	SEL Center	All All Students, Black/African American, English Learners, Foster Youth, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities, Two or More Races, and White.	No			All Schools Specific Schools: El Dorado Elementary, Joshua Elementary, Lancaster Alternative Virtual Academy, New Vista Middle, RISE, Sierra Elementary, Sunnydale	2024-2027	$0.00	$73,151.00	$0.00	$73,151.00	$0.00	$0.00	$73,151.00	0%

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$145,902,287	56,374,661	38.639%	0.000%	38.639%	$67,913,991.00	0.000%	46.548 %	**Total:**	$67,913,991.00
								LEA-wide Total:	$67,913,991.00
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.2**	Equitable Distribution of Teachers and Professional Learning	Yes	LEA-wide	Foster Youth Low Income	All Schools	$12,107,005.00	0%
1	**1.3**	Instructional Coaching Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,170,471.00	0%
1	**1.5**	Supplemental Materials, Supplies, and Services - Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$26,337,837.00	0%
1	**1.6**	Supplemental Materials, Services and Supports - Enrichment	Yes	LEA-wide	Foster Youth Low Income	All Schools	$333,136.00	0%
1	**1.8**	Professional Development for Increased Needs	Yes	LEA-wide	English Learners Low Income	All Schools	$1,788.00	0%
1	**1.9**	MTSS Para Program	Yes	LEA-wide	Low Income	All Schools	$1,681,979.00	0%
1	**1.10**	Professional Learning Communities	Yes	LEA-wide	English Learners Foster Youth	All Schools	$2,000,000.00	0%

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
1	1.11	Early Literacy	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,000,000.00	0%
2	2.2	Student Mental Health Supports	Yes	LEA-wide	Foster Youth Low Income	All Schools	$53,423.00	0%
2	2.3	Trauma Informed Practices	Yes	LEA-wide	Foster Youth Low Income	All Schools	$486,120.00	0%
2	2.4	Alternative Education: Classes	Yes	LEA-wide	Low Income	All Schools	$147,467.00	0%
2	2.5	Alternate Education: Site	Yes	Schoolwide	Low Income	Specific Schools: RISE	$0.00	0%
2	2.6	Culturally Responsive Positive Behaviors Interventions and Supports	Yes	LEA-wide	Foster Youth Low Income	All Schools	$2,608,823.00	0%
2	2.7	Capturing Kids Hearts	Yes	LEA-wide	Foster Youth Low Income	All Schools	$3,018,150.00	0%
2	2.8	Multi-Tiered Systems of Support	Yes	LEA-wide	Foster Youth Low Income	All Schools	$1,355.00	0%
2	2.9	Expanded Learning Opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$0.00	0%
3	3.2	Attendance Monitoring	Yes	LEA-wide	Foster Youth Low Income	All Schools	$311,218.00	0%
3	3.3	Attendance Incentives	Yes	LEA-wide	Foster Youth Low Income	All Schools	$5,072,420.00	0%
3	3.4	Additional Classified Support - Safety	Yes	LEA-wide	Low Income	All Schools	$8,446,969.00	0%
3	3.5	Additional Support Staff	Yes	LEA-wide	Low Income	All Schools	$30,391.00	0%
3	3.9	Increased Family Engagement for Leadership	Yes	LEA-wide	Low Income	All Schools	$105,439.00	0%

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$245,500,170.00	$336,885,361.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Teacher Credentialing	No	$88,962,942	$122,818,843
1	**1.2**	Equitable Distribution of Teachers	Yes	$15,654,162	$11,628,167
1	**1.3**	Instructional Coaching Support	Yes	$3,179,274	$3,221,202
1	**1.4**	Basic Instructional Supplies and Services	No	$1,683,761	$4,404,272
1	**1.5**	Supplemental Materials, Supplies, and Services - Intervention	Yes	$52,568,511	$64,659,149
1	**1.6**	Supplemental Materials, Services and Supports - Enrichment	Yes	$881,688	$10,401,349
1	**1.7**	Professional Development Core Teaching Strategies	No	$439,979	$973,127
1	**1.8**	Professional Development for Increased Needs	Yes	$58,597	$62,027
1	**1.9**	MTSS Para Program	Yes	$104,576	$101,576
1	**1.10**	Professional Learning Communities	Yes	$2,000,000	$2,145,879

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.11	Early Literacy	Yes	$2,000,000	$2,200,000
1	1.12	Special Education & Inclusive Practices	No	$0	$0
1	1.13	Leadership Support and Professional Development	No	$0	$0
1	1.14	Access to Language Development: Multi-Language Learners	No	$0	$0
1	1.15	Support for Long-Term English Learners	No	$0	$0
1	1.16	Additional Classified Support for Academics	No	$0	$0
1	1.17	Increased Family Engagement for Academics	No	$0	$0
2	2.1	Social Emotional Learning	No	$2,210,525	$2,616,214
2	2.2	Student Mental Health Supports	Yes	$427,491	$440,355
2	2.3	Trauma Informed Practices	Yes	$1,523,450	$1,236,082
2	2.4	Alternative Education: Classes	Yes	$147,467	$26,469
2	2.5	Alternate Education: Site		$1,051,608	$124,220
2	2.6	Culturally Responsive Positive Behaviors Interventions and Supports	Yes	$2,648,522	$777,289
2	2.7	Capturing Kids Hearts	Yes	$3,018,933	$191,460

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	**2.8**	Multi-Tiered Systems of Support	Yes	$1,355	$7,803
2	**2.9**	Expanded Learning Opportunities	Yes	$15,365,280	$34,964,723
2	**2.10**	Increased Family Engagement for Social Emotional Learning	No	$0	$0
2	**2.11**	Dual Capacity Training	No	$0	$0
2	**2.12**	Family Translation Services	No	$0	$0
2	**2.13**	School Sponsored Family Events	No	$0	$0
3	**3.1**	Safe Facilities	No	$23,762,071	$33,191,352
3	**3.2**	Attendance Monitoring	Yes	$311,218	$274,878
3	**3.3**	Attendance Incentives	Yes	$6,932,639	$6,240,752
3	**3.4**	Additional Classified Support - Safety	Yes	$10,437,437	$10,168,139
3	**3.5**	Additional Support Staff	Yes	$81,891	$444,989
3	**3.6**	Alternative Educational Settings	No	$0	$0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.7	District Safety Communication System	No	$147,313	$146,313
3	3.8	Technology Systems	No	$18,900	$20,375
3	3.9	Increased Family Engagement for Leadership	Yes	$106,512	$114,246
3	3.10	Family and Community Schools	No	$0	$0
3	3.11	Family Ambassadors	No	$0	$0
3	3.12	Community Partnerships and Schools	No	$0	$0
4	4.1	Enhanced Leadership for Culture and Climate	No	$5,342,947	$13,711,975
4	4.2	Enhance Support for Leadership for Equity	No	$519,294	$632,378
4	4.3	Enhance Support for Collaboration	No	$0	$108,678
4	4.4	Leadership Support for Accountability	No	$1,253,974	$1,319,959
5	5.1	Teacher Clarity	No	$100,000	$0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
5	**5.2**	Targeted Intervention	No	$1,084,046	$5,126,661
5	**5.3**	Walk to Learn	No	$100,000	$1,200
5	**5.4**	Enhanced Inclusive Practices	No	$1,200,656	$2,157,482
5	**5.5**	Transportation Support	No	$100,000	$76,622
5	**5.6**	SEL Center	No	$73,151	$149,156

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$53,999,657	$66,336,012.00	$60,545,521.75	$5,790,490.25	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Equitable Distribution of Teachers	Yes	$12,107,005.00	$7,977,280.00	0%	0%
1	1.3	Instructional Coaching Support	Yes	$3,170,471.00	$135,899.61	0%	0%
1	1.5	Supplemental Materials, Supplies, and Services - Intervention	Yes	$26,337,837.00	$32,225,079.471	0%	0%
1	1.6	Supplemental Materials, Services and Supports - Enrichment	Yes	$333,136.00	$4,798,569.50	0%	0%
1	1.8	Professional Development for Increased Needs	Yes	$1,788.00	$15,655.00	0%	0%
1	1.9	MTSS Para Program	Yes	$104,000.00	$101,000.00	0%	0%
1	1.10	Professional Learning Communities	Yes	$2,000,000.00	$0.00	0%	0%
1	1.11	Early Literacy	Yes	$2,000,000.00	$0.00	0%	0%
2	2.2	Student Mental Health Supports	Yes	$53,423.00	$58,706.90	0%	0%
2	2.3	Trauma Informed Practices	Yes	$486,120.00	$453,281.78	0%	0%
2	2.4	Alternative Education: Classes	Yes	$147,467.00	$26,469.00	0%	0%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	**2.6**	Culturally Responsive Positive Behaviors Interventions and Supports	Yes	$2,608,823.00	$739,144.62	0%	0%
2	**2.7**	Capturing Kids Hearts	Yes	$3,018,150.00	$91,100.00	0%	0%
2	**2.8**	Multi-Tiered Systems of Support	Yes	$1,355.00	$0.00	0%	0%
2	**2.9**	Expanded Learning Opportunities	Yes	$0.00	$20,000.00	0%	0%
3	**3.2**	Attendance Monitoring	Yes	$311,218.00	$274,878.31	0%	0%
3	**3.3**	Attendance Incentives	Yes	$5,072,420.00	$3,380,533.18	0%	0%
3	**3.4**	Additional Classified Support - Safety	Yes	$8,446,969.00	$10,037,970.38	0%	0%
3	**3.5**	Additional Support Staff	Yes	$30,391.00	$96,159.00	0%	0%
3	**3.9**	Increased Family Engagement for Leadership	Yes	$105,439.00	$113,795.00	0%	0%

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$139,917,177	$53,999,657	0.00%	38.594%	$60,545,521.75	0.000%	43.272%	$0.00	0.000%

Local Control and Accountability Plan Instructions

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).

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

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

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

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

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

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

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
  - If the LEA has unexpended LREBG funds the LEA must provide the following:
    - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
    - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
      - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
      - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
        - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
      - Actions may be grouped together for purposes of these explanations.
      - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
  - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

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

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

School districts and COEs: *EC Section 52060(g)* and *EC Section 52066(g)* specify the educational partners that must be consulted when developing the LCAP:

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

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

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

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

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

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

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

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and

- For charter schools, see *Education Code* Section 47606.5.
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

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

- The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
    - The school or schools to which the goal applies

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

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

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

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

- The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
  - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
  - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
  - Indicate the school year to which the baseline data applies.
  - The baseline data must remain unchanged throughout the three-year LCAP.
    - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
    - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

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

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
  - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
  - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
  - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
  - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
    - The reasons for the ineffectiveness, and
    - How changes to the action will result in a new or strengthened approach.

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

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

Required Actions

For English Learners and Long-Term English Learners

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

- Professional development for teachers.
- If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
  - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
  - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
  - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).
  - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
  - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).

- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

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

Statutory Requirements

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

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

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

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

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

Total Percentage to Increase or Improve Services for the Coming School Year

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

Action Tables

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

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

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

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

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

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

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.

- **5. Total Planned Percentage of Improved Services**
  - This percentage is the total of the Planned Percentage of Improved Services column.

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

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

    The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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