

Comprehensive Support and Improvement

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

Schools Identified

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

Schools Identified:

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

Piute Middle School
New Vista Middle School
Desert View Elementary School
RISE
The Leadership Academy

All of the above schools were identified as low-performing.

Support for Identified Schools

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

Comprehensive Needs Assessment and Addressing Resource Inequities

The Lancaster School District has continued its partnership with a third-party contractor to conduct a comprehensive needs assessment for each of the schools identified for support. This assessment, developed collaboratively by the district and its partner, provided a holistic analysis of multiple data sources, including:

CAASPP scores in English Language Arts and Mathematics

State performance indicators, benchmarked against state-determined goals

Formative data from i-Ready diagnostics

Attendance and suspension records

Perception data from the Youth Truth survey platform, gathering input from families, classified and certificated staff, and students

To deepen understanding beyond the quantitative data, the district has worked closely with school site leadership and Instructional Leadership Teams (ILTs) to identify root causes of low performance, aligning these causes to each site's Comprehensive Support and Improvement (CSI) plan and the broader Local Control and Accountability Plan (LCAP).

Identification and Analysis of Resource Inequities

The needs assessment uncovered systemic resource inequities across multiple school sites, which contribute to performance gaps. Common challenges included:

Lack of dedicated time for collaborative planning and data analysis, limiting teachers' ability to reflect on student learning and adjust instruction

Inconsistent access to instructional technology, especially at sites serving high-needs populations, hindering both student engagement and teacher capacity to utilize data for improvement

Leadership instability, with several schools experiencing transitions at the principal or assistant principal level, impacting school culture and continuity of initiatives

These inequities underscore the need for targeted supports—not only in materials and staffing, but also in leadership development, professional learning time, and systems for shared accountability.

Site-Specific Needs and Interventions

RISE

Identified Need: Stronger systems for Social-Emotional Learning (SEL)

Intervention: Strengthening Professional Learning Communities (PLCs) with a focus on SEL indicators and collaborative analysis of student needs

The Leadership Academy (TLA) (Community Day School – scheduled to close June 30, 2025)

Identified Needs: Collaborative planning time, SEL implementation, and wraparound supports including on-site therapists

Intervention: Creation of measurable SEL goals using pre-enrollment and exit screeners due to student transiency; enhanced PLC focus on SEL

Desert View Elementary

Identified Needs: School climate improvement (chronic absenteeism, staff/family engagement), and academic rigor

Intervention: Implementation of AVID to support a culture of academic preparedness and college readiness; targeted support for ILT development

New Vista Middle School

Identified Needs: Consistent leadership and improved school climate

Intervention: Increased collaborative planning time, capacity building for ILT, and participation in AVID conference to enhance school culture and academic engagement

Piute Middle School

Identified Needs: Community-connected leadership, school safety, and shared leadership culture

Intervention: Focused efforts to build collaborative leadership structures, strengthen school safety protocols, and AVID training to support student engagement

District Support and Plan Implementation

To ensure each school is equipped to address its identified needs, Lancaster School District has provided:

Ongoing technical assistance for selecting and implementing evidence-based practices

Embedded coaching for Instructional Leadership Teams

Direct support in integrating CSI plans into the School Plan for Student Achievement (SPSA)

Monthly monitoring by the District School Improvement Team, third-party contractor, and site ILTs

Each SPSA has been developed collaboratively between January and May 2025, incorporating site-specific root causes, measurable outcomes, and clearly aligned funding. All plans are scheduled for approval by the local governing board by June 30, 2025, ensuring readiness for implementation on the first day of the 2025–26 school year.

Looking Ahead

Lancaster School District is committed to sustained, equity-driven improvement. Each identified school will continue implementing a Multi-Tiered System of Support (MTSS) to ensure students receive differentiated academic, behavioral, and social-emotional interventions. The district will continue to support school sites in the following ways:

Monitoring progress through ongoing data reviews

Facilitating ILT coaching and capacity building

Adjusting plans based on evolving site needs and stakeholder feedback

By systematically addressing both academic outcomes and the resource inequities that underlie them, Lancaster aims to build stronger, more equitable schools for all students.

Monitoring and Evaluating Effectiveness

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

Monitoring and Improving Outcomes: A Continuous Improvement Approach

Lancaster School District uses a continuous improvement model to monitor and support student outcomes at identified CSI schools. This approach is based on the Plan-Do-Study-Act (PDSA) cycle from the Carnegie Foundation. Each school works with a district-level improvement team, including a third-party contractor, who provides support and monitoring every other month. These regular check-ins help schools review their data, reflect on progress, and adjust course as needed. To involve educational partners, each site develops its plans with input from its Instructional Leadership Team (ILT) and School Site Council. The district also gathers feedback from English Learner Advisory Committees (ELACs), the District Advisory Council (DAC), and the school board to ensure plans reflect community priorities.

District Support and Oversight

Lancaster will continue to provide a Comprehensive Support and Improvement (CSI) Team from the district office to guide and monitor progress at each site. This includes:

- Focused monitoring of academic growth (in both ELA and math)
- Support for social-emotional learning
- Ongoing attention to equity and school climate
- Walkthroughs with site leaders to observe implementation
- Monitoring of the Multi-Tiered System of Supports (MTSS)

Each site is paired with district personnel who support the school's unique needs. District teams will visit each site up to five times during the year, conduct evidence-based walkthroughs, and meet with ILTs to offer feedback. These visits focus on reviewing formative data (academic, attendance, suspension) and site-identified implementation data. All feedback is aligned with each school's CSI plan and core strategies.

Building Site Capacity

To build the leadership and instructional capacity at each school, the district provides:

- Targeted coaching for principals and ILTs
- Instructional coaching for teachers
- Virtual training and webinars on topics such as:
 - MTSS implementation
 - Social-emotional learning (e.g., Capturing Kids' Hearts, Habits of Mind)
 - Data analysis and planning

However, staffing shortages, especially the lack of substitute teachers, have made it difficult to schedule training during the school day. As a result, much of the professional development occurs on weekends, after school, or during prep periods. If substitute availability improves, the district expects to reduce costs related to extra hours.

Resource Equity and Professional Collaboration in 25–26

In the 2025–26 school year, the district will continue working to dismantle resource inequities by:

Expanding collaborative planning time for teachers, especially in CSI schools

Supporting the growth of Professional Learning Communities (PLCs)

Allocating CSI resources to allow for collaboration outside of regular school hours—on weekends, after school, or during prep periods, particularly at the middle school level

Although no new staff were hired with CSI funds, the district has strengthened the effectiveness of existing personnel—especially school leaders—by equipping them to recognize needs and bring forward the resources necessary to support improvement.