



# Local Control Accountability Plan

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

| Local Educational Agency (LEA) Name | Contact Name and Title                            | Email and Phone                  |
|-------------------------------------|---|----------------------------------|
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## Plan Summary [2021-22]

### General Information

A description of the LEA, its schools, and its students.

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

We believe...

That high expectations, support, and positive relationships result in higher achievement. In treating everyone with respect.

That every person has unique strengths.

That public education is a vital part of our democratic society.

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

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

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

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

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

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

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

Lancaster School District is a network of twenty-two (22) school sites committed to educational excellence for the students whom we serve by empowering our community's youth to reach their full potential. We strive to work alongside the community in order to create an atmosphere and environment that will prepare our students for the 21st-century workforce.

Lancaster School District is comprised of grades ranging from Early Childhood Education through to grade eight. The district is located in the northernmost portions of Los Angeles County in the Antelope Valley. We serve a population of 14,356 students. We have a total of 12,572 (86.4%) students who are identified as socio-economically disadvantaged, 1,757 (12%) English Language Learner students, 506 (3.4%) foster students, and 526 (4%) homeless students. Our district demographics are reflective of the greater Lancaster community and are comprised of 8,079 (56%) Hispanic students, 4,012 (27.5%) African American students, 1,368 (9%) White students, 637 (4%) students who claim two or more races, 201 (1%) Filipino students, 301 (2%) Asian students, 74 (.5%) American Indian/Alaskan Native students, and 27 (.1%) Pacific Islander students.

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

We serve students with many programs. AVID Secondary is currently implemented at four (4) of our five (5) middle schools, and AVID Elementary is implemented at nine (9) of our schools (K-5 and K-6 schools). We have implemented Positive Behaviors, Interventions, and Supports (PBIS) in all of our schools in order to assist our students in reaching the district's behavior expectations. We have instituted Science, Technology, Engineering, and Mathematics (STEM) at four (4) of our five (5) middle schools. We have one (1) Science, Technology, Engineering, Arts, and Mathematics Academy (STEAM), three (3) schools focusing on visual and performing arts (VAPA), one (1) Dual Language Immersion/media arts (DLI) Academy that will be a full K-8 school by the fall of 2021. Lancaster has two (2) Coding Magnet School and Gifted and Talented Education programs instituted at all comprehensive sites. We have implemented and integrated arts into our students' educational experience, and have implemented iReady reading and math diagnostics, Read 180, and Systems 44 for

students struggling in acquiring literacy skills. Finally, to further support the effective development and utilization of 21st-century learning skills, we have committed to a focus on effective technology integration districtwide. To actively engage families in the educational experiences of our students, the Welcome and Wellness Center and school sites offer training and support for adults to enhance our families' capacity to work with their children in the home., We have also contracted with Family Leadership inc. to provide services and support for families through a program called Parenting Partners, and we are pleased to work collaboratively with UCLA to provide a 24/7 online and/or telephone helpline for families/students that may need academic or technology assistance. We have supplemented our tutoring support with a subsequent contract with The Princeton Review to allow for a second tutoring partner called tutor.com. A program that allows for 24/7 access to certified tutors to provide our upper-grade-level students with the support needed to achieve at high standards. We have received multiple grants throughout the years that will be assisting in our endeavors to meet the needs of our community, such as the Student Success and Academic Enrichment grant, a grant helping us scale up the social-emotional learning, and family engagement throughout the district; the MTSS Sums grant, a grant assisting in the implementation of our multi-tiered systems and supports; the Annenberg grant that is assisting us in scaling up our visual arts programming at five (5) of our visual and performing arts schools; we have been actively expanding our art program with the use of Technology Enhanced Arts Learning from the Los Angeles County Office of Education, and we continue to be a TELA Associate which allows us to assist in incorporating art in education specific to English language learners with our dual language/media arts academy. Moving into the 2021-22 school year, we will continue to work with families to increase their literacy skills as well as those literacy skills of our students through both our Latino Literacy Project, as well as our Family Literacy Project. We have provided computer classes, to allow parents to access the parent portal and to assist in monitoring the academic achievement of their students, and have worked with families to learn basic skills utilizing Google Apps for Education, as well as providing families email access to keep in constant contact with their teachers. In order to more fully engage families, we have also brought on Family Ambassadors to facilitate the two-way communication needed to provide for a successful learning environment for students and promote relationships among the community and the school sites. All sites have implemented English Language Advisory Committees (ELAC's) as well as School Site Councils (SSC's). At the district level, we host family and community opportunities to advise the district via our District English Language Advisory Committee (DELAC), African American Advisory Council (AAAC), Superintendent's Advisory Council (SAC), District Budget Advisory Committee (DBAC), and via participation in our Lancaster's Listening forum on educational opportunities hosted at various family nights and Local Control and Accountability Plan advisory sessions.

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

## Reflections: Successes

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

Data was not available via the CA Dashboard pertaining to academics such as ELA and Mathematics for the 20-21 school year. Due to that fact, the District is providing information from our most recent dashboard representative of the 2018-19 school year:

Academic:

We have identified the following areas as strengths based on the data received from the California Dashboard released in December of 2019.

Increased academic achievement pertaining to ELA for the following student groups:

\*Students with Disabilities, American Indian, Homeless, Socio-economically disadvantaged.

Student groups that scored in the GREEN area pertaining to ELA

\*Filipino

Increased academic achievement pertaining to MATH for the following student groups:

\*African American, Homeless, Students with Disabilities, English Learners, Hispanic, and Socio-economically Disadvantaged

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

\*Filipino

Student groups that MAINTAINED pertaining to MATH:

\*Asian

Chronic Absenteeism:

Student groups who DECLINED in CHRONIC ABSENTEEISM were:

\*Pacific Islander

Suspension

Student groups who DECLINED in SUSPENSION rate were:

\*African American, Foster Youth, Two or More Races, Students with Disabilities, American Indian, Pacific Islander, Socio-economically Disadvantaged, Hispanic, White, Asian, and Filipino

Student groups who scored in the BLUE for SUSPENSION rate were:

\* Asian and Filipino

Student groups who scored in the GREEN domain for suspension rate:

\*Hispanic and White

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

In terms of READING OVERALL, we observed the following:

36% of our student population was at a Tier I level.

19% of our student population was observed to be mid to above grade level

17% of our student population was observed to be Early On Grade level

36% of Hispanic/Latinx students were at or above grade level

27% of African American students were at or above grade level

39% of white students were at or above grade level

14% of our special education students were at or above grade level

33% of low-income students were at or above grade level

22% of English learners were at or above grade level

In terms of MATHEMATICS OVERALL, we observed the following:

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

12% of our student population was observed to be mid to above grade level

13% of our student population was observed to be Early On Grade level

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

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

27% of white students were at or above grade level

9% of our special education students were at or above grade level

23% of low-income students were at or above grade level

16% of English learners were at or above grade level

Based on the above data we were able to deduce that the following were considered to be reasons as to how and why saw growth in the dashboard released in 2019.

In Goal 1: Academics, Options, and Excellence, we experienced many successes throughout the 2019-20 school year. Professional development was targeted during the school year and focused on social-emotional learning, teacher collaboration, and equitable academic strategies. During school closures, we found that we were able to take more time to train and develop teachers in the use of technology. In the Spring of 2019-20, we were able to extend course offerings and focus our efforts on digital and virtual learning strategies. This provided

the district with a clear focus, and common direction in terms of getting teachers interested in the world of virtual learning, and the use of technology. This included leveraging our relationships with our vendors, and other groups to help our teachers gain access to the required training that was needed for the 20-21 school year. We were able to expand our Virtual Learning Academy (LAVA) as we have seen an increase in interest and student enrollment in this option. The district will continue to build on these successes by continuing to assess our students using the iReady diagnostic system and continuing to train and focus teachers on the use of High Priority Standards. The district will continue to monitor sites closely through our Instructional Leadership Team (ILT) walkthroughs with an emphasis on identifying that great first instruction is taking place.

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

We were able to bridge the gap between special education and general education. An example of this was the movement towards a co-teaching model. We have developed a plan for reentry in order to provide co-teaching supports for both students and teachers. At the end of the 2019-20 school year, our special education program, effectively transferred to virtual IEP meetings, allowing us to keep our most vulnerable learners at the forefront. We began to provide inclusion opportunities for students with disabilities through a learning center model. Moving into this year's LCAP, we are going to see a stronger presence of the learning center model and many of our schools will be using this model to grapple with lost learning opportunities.

We also began implementation of High Priority Standards in all subjects in order to reduce the breadth of learning standards, while going deeper into the agreed-upon standards that provide impact for students. Our Educational Services Department created an English Language Arts (ELA) handbook, that provides English language development (ELD) strategies linked to ELA in order to secure the knowledge that our teachers see ELA and ELD as running a concurrent path to literacy. This has also paved the way for our teachers to successfully integrate English language development into their daily routine.

When schools closed in March of 2020, both the district and bargaining units began to discuss the response that would take place. The district was able to work with both bargaining units to provide for refined job duties in order to continue the core functions of the district until the end of the school year. All parties continued to communicate in order to ensure that all were in agreement in building schedules and enlisting assistance in creating an educational system for students as they were in quarantine.

In Goal 2: Culture, the district focused on our English language learner (EL) student group. One of the major successes was the development of our EL Design Team. This team has begun to work towards providing a cohesive and engaging experience for English language learners in Lancaster School District. One of the initial tasks that this team undertook was the re-development of the EL Master Plan. Whereas the plan was present in Lancaster, we were able to refine this plan to provide for successive supports to EL students. We were able to define professional development around language learning and were able to work with the team to bring about increased awareness of ELD. We began to work closely with Ellevations, a program used to monitor EL students and were able to expand training of this system to all relevant parties throughout the district, ie administrators, and EL chairs. In 20-21, we worked to provide training to all teachers in the district. The EL

team provided for the development of an EL website, as well as creating a strong virtual presence. We also created a set of formative language development assessments that were utilized to gauge learning loss, throughout the year. We worked with our bilingual Paraeducators to provide outreach to our EL families, providing resources to them and also working with EL students to increase their acquisition of the academic language.

Goal 3 for Lancaster School District addresses the creation of an equitable climate for Lancaster students. We have seen many successes over the past two years. We implemented a district dashboard called the Lancaster Interactive Dashboard or LID, to help with monitoring student attendance. This was extremely helpful in monitoring for students who were not attending lessons during the pandemic at both the district and at the school sites and was also used to corroborate data during instructional leadership team meetings. We look to train staff on this dashboard in the Summer of 2020-21. Counselors worked to address trauma as schools closed, and during the period of distance learning. This was a significant success, as they contacted families, provided resources to families and students while working through circumstances to maintain students mental health. The District was successful in developing a multi-tiered attendance intervention system that we were able to carry into the 20-21 school year. We were able to implement training that promoted equitable classrooms while addressing the social-emotional health of our students. In this, we were able to align our second-step social-emotional learning program to the needs that were identified throughout the year.

In terms of safety and attendance, we successfully implemented the CatapultEMS system, as 85% of all staff in the district were trained to submit incident reports and respond to alerts in this system. All site safety teams have received additional training to utilize the tools available within the system. Silent drills in which staff practice accounting for themselves and students have been conducted in all schools and at the district office and will be an ongoing activity for the district office to retain readiness. Beginning in May 2021, all schools conducted all drills within the CatapultEMS system. Currently, CatapultEMS is being used as a communication tool between schools and the district office to alert staff when students exhibit COVID symptoms while on campus; the information collected in the incident report allows the Facilities night crews to know which rooms on campus need to be disinfected. We were very proactive in providing safety measures for those people who were on campuses, in order to limit any contamination in terms of illness. We have successfully set up a district counseling website that is easily accessed from the district website. Resources on the district counseling website include attendance information, community resources, COVID-19 preparation and response information, foster resources, homeless resources, among others. The website also addresses equity issues and current events with a page dedicated to race and equity and another all about heritage, culture, and awareness. There are also direct links to the counselors' site counseling websites. Each counselor has created a counseling website for their school site. Resources that are available include information about lunchtime social groups, social-emotional learning tools, mindfulness activities, a digital referral to be seen by a counselor that can be completed by staff, families, or students, staff resources, family resources, and more. Every week throughout the school year, the counselors created unique videos focused on Social-Emotional Learning (SEL) for each grade level. The videos cover all the Second Step SEL curriculum in addition to topics such as Kelso's Choice conflict resolution, bullying prevention lessons, transitioning to middle school/high school, growth mindset, and digital citizenship. The counselors include the video link in a lesson plan for the teachers to use with their classes. Discussion questions and supplementary resources on the topic are included in the lesson plans. The counselors offered daily lunch bunch groups during distance learning and continuing into hybrid learning. The lunch bunch groups allow students an opportunity to engage in informal activities and discussions that are led by the school counselor. The lunch bunch groups may have been the only opportunity for our students to socialize with their peers while participating in distance learning. Prior to students returning to in-person learning, the counselors created a newsletter that was distributed to families to address how they can prepare their students for coming back to in-person learning and possible anxiety associated with being back in school after a year. Tips were included to make their

transition back to school successful. Counselors also continued with our Circle of Friends (having non-disabled students coming together for a weekly social group)

District Nurses worked to develop the first District School Nurses Website. The Website contains information including school immunization information, and resource to address health, and wellness. In addition, their bios provided on each of our school Nurses as well as resources on common childhood illnesses and current health-related topics, such as COVID-19. The School Nurses also created instructional videos that help to explain COVID safety protocols such as proper mask-wearing and hand washing. Videos are available on the Nurse's Website. The site also includes a monthly Health and Wellness Newsletter that is a combined effort of all school Nurses and which contains information regarding topics of interest such as research on the efficacy of each vaccine available to combat COVID-19. Lancaster Nurses continue to be in direct contact with the families of our students with health concerns. They participate in IEP meetings for students with health concerns and have developed Individual Health Plans (IHP's) for students that require a variety of supports and accommodations in order to participate fully in both our distance learning and hybrid programs. They also continued to follow up with families of students who are not up to date on required immunizations. School Nurses are also an integral part of the school attendance teams at each of their sites.

Finally, we were able to reopen during the latter part of the school year due to the creation of a COVID Reopening Plan that outlined the comprehensive measures the school district takes to return students and staff to in-person learning. It also outlines the expectations that students and families need to follow to prevent COVID transmission in the classroom and school. In order to secure this plan, the Los Angeles County Department of Public Health (LACDPH), Liaison worked with schools and LACDPH to ensure schools had all required protocols and procedures in place, reported positive COVID cases as required, and worked with LACDPH to complete outbreak investigations as necessary.

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

Goal 4 addresses family and community engagement. We were successful in securing communication with the community through our monthly Superintendent's newsletter, a solidified media presence, and through our department Newsletters that were created to update the community, i.e. our Counselor's Corner, and our EL Newsletter. We connected with the community monthly, in terms of getting feedback via focus groups, and surveys, while our Family Ambassadors continued to connect with families to educate them on available resources. Throughout school closures, we made concerted efforts to connect with families when we lost communication or could not contact students.

Ultimately, we were very successful in providing various avenues for community district interactions.

In terms of offering training to parents we continued to utilize our Parenting Partner program to build the capacity of families to work with their students at home, and successfully provided both Parenting Partners training at 19 of 21 sites, and had our counseling department offer over 25 different caregiver training sessions. Caregiver trainings were offered in English and Spanish, recorded, and uploaded to the district counseling website for on-demand access for our families. As we moved to technology platforms, we provided training to families on how to access the platforms, and how to monitor student progress.

We continued and enhanced work with our Welcome and Wellness Center to provide opportunities for access to resources to our foster, and homeless families, while providing access to mental health resources and agencies through school-based mental health. Finally, throughout the pandemic, we continued to offer a food program to our students in order to ensure that they had the ability to maintain school-based nutrition.

## Reflections: Identified Need

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

Data was not available via the CA Dashboard pertaining to academics such as ELA and Mathematics. Due to that fact, the District is providing information from our most recent dashboard representative of the 2018-19 school year, as well as formative data in order to determine areas of need.

### Academic:

In terms of English Language Arts, it was observed the ALL STUDENT GROUP had an ORANGE distinction overall. We have identified the following areas of challenge based on the data received from the California Dashboard released in December of 2019.

DECREASED in academic achievement pertaining to ELA for the following student groups:

\*Foster Youth (RED)

MAINTAINED or had minimal growth in academic achievement pertaining to ELA for the following student's groups:

\*African American (RED), English Learners (ORANGE); Hispanic (ORANGE); Two or More Races (ORANGE); White (ORANGE)

Student groups that scored in the RED area pertaining to ELA

\*African American; Foster Youth

Student groups who scored in the ORANGE area pertaining to ELA:

English Learners; Hispanic; Two or More Races; Students with Disabilities; and White Student groups

In terms of Mathematics, it was observed that the ALL STUDENT GROUP had a YELLOW distinction overall. Thus providing the fact that gaps persist between student groups and the ALL student group.

DECREASED academic achievement pertaining to MATH for the following student groups:

\*American Indian;

Student groups that scored in the RED domain pertaining to MATH, causing a gap to be identified for the following student groups:

\*American Indian; Foster Youth

\*\*\*A gap was observed with American Indian, and Foster Youth Student groups.

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

\*African American; Homeless; Two or More Races; Students with Disabilities; White

Chronic Absenteeism:

Pertaining to the ALL STUDENT group, the 19-20 level of achievement regarding Chronic Absenteeism was an ORANGE.

Student groups who INCREASED in CHRONIC ABSENTEEISM were:

\*American Indian; African American; Students with disabilities; Homeless; Asian; Socioeconomically Disadvantaged; Two or More Races; and White

Student groups who were seen to be in the RED category pertaining to CHRONIC ABSENTEEISM:

\*American Indian; African American; Students with disabilities; Homeless; Foster Youth

Student groups who were seen to be in the ORANGE category pertaining to CHRONIC ABSENTEEISM:

\*Asian; English Learners; Hispanic; Socioeconomically Disadvantaged; Two or More Races; White

Suspension

Pertaining to the ALL STUDENT group, the 19-20 level of achievement regarding Suspension was a YELLOW.

Student groups who INCREASED in SUSPENSION were:

\*N/A

Student groups who were seen to be in the RED category pertaining to SUSPENSION:

\*Homeless

\*\*\*A gap was identified between our Homeless student group and the ALL student group.

Student groups who were seen to be in the ORANGE category pertaining to SUSPENSION:

\*African American; Foster Youth; Two or More Races; Students with Disabilities

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

In terms of READING OVERALL, we observed the following:

31% of our student population was at a Tier III level.

38% of students were seen to be two or more grade levels below

25% of Hispanic/Latinx students were two or more years below grade level

46% of African American students were two or more years below grade level

36% of white students were two or more years below grade level

69% of our special education students were two or more years below grade level

40% of low-income students were two or more years below grade level

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

In terms of MATHEMATICS OVERALL, we observed the following:

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

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

35% of Hispanic/Latinx students were two or more years below grade level

50% of African American students were two or more years below grade level

35% of white students were two or more years below grade level

69% of our special education students were two or more years below grade level

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

49% of English learners were two or more years below grade level

Based on the state definition of achievement gap being two or more levels below the all student group, we have determined that both the American Indian and Foster Youth student groups are experiencing a gap in mathematics.

In the 19-20 school year the district worked towards narrowing the gap for both the American Indian and Foster Youth student groups with regards to mathematics. We increased the frequency of afterschool tutoring to assist these student groups. In the Middle levels, we will focus on providing access to tutor.com, and at the elementary levels, we will work with the UCLA Bruin Network to assist both families and students in gaining proficiency in mathematics.

We have identified that a key issue for both of these student groups is Numbers and Operations (information derived from our iReady diagnostic), thus we will focus on early identification of gaps in this area in order to increase student achievement.

We also identified that our Homeless student group is experiencing a gap with regards to suspension. This means that our Homeless student group was suspended to a higher degree than our All student group on the 18-19 California School Dashboard.

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

In the 2019-2020 school year the district had determined to provide for an attendance campaign entitled "Strive for less than 5," in which we worked with the community, families, businesses, and staff in order to decrease rates of chronic absenteeism among all of our student groups, but specific to our homeless population. As we believe this gap persists, we will continue to provide the support of our students in order to increase engagement.

Lancaster students had access to exceptional virtual instruction this year. However, not all students respond well to the online environment. Lost in-person instruction and learning loss is an obstacle that we are anticipating. From Early Childhood Education to 8th grade, students lost out on virtually a year of classroom teaching and learning which has left some students struggling in areas associated with socio-emotional development. The Lancaster School District will respond to this need in the 21-22 school year with a multi-faceted approach.

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

It is absolutely imperative to locate our disengaged students in order to ensure that there is a continuous focus on academic excellence for students who were not attending online instruction, and for students who were in situations that were not conducive to their learning needs. Furthermore, as there was a loss to in-person instruction, Lancaster School District has determined the need to provide for an extension of after-school, intercession, and Summer learning activities, tied to the instruction that students receive within the classroom. Lancaster School District will provide for multiple extended learning opportunities.

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

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

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

## LCAP Highlights

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

Lancaster School Districts LCAP provides evidence of a multi-disciplinary, proactive approach to education. It provides for the use of a Multi-Tiered System of Support (MTSS) to make in-depth training for teachers and administrators in the area of universal design for learning (UDL) available. UDL is a methodology of education that anticipates where students may experience hardships and provides for educators to proactively teach students in a way that they will be able to receive instruction. The Lancaster LCAP approaches education from the standpoint that the whole child must be instructed. There is an overt focus on both academics and social-emotional learning, along with a focus on engaging the family. Below are specific areas in which the Lancaster School District will work with the community and stakeholders to fully provide the education that is necessary for the growth of students.

### Academics -

Lancaster School District is specifically proud to be able to continue training our teachers in explicit work incorporating equitable strategies for teaching and learning. This work addresses the needs identified by stakeholders with the goal of meeting the needs of a diverse student population. LSD will implement an MTSS framework, that will put students first in our planning, allowing for schedules to reflect the needs of both the community and our students. As a result of the work that was done within the 2017-20 school years, under the previous LCAP, LSD will also continue to advance and enhance after school and extended school programs in order to bring about positive opportunities for our low income, foster, and English learner student groups to explore areas of interest both within and outside of the school day. English language development will also be a focus for the district as we return to school, we have identified the various needs of our language learners, and have structured a program around integrated language instruction. This will be a focus of learning, targeted towards English language learners. We will continue to monitor our English language learners and provide supports to ensure that students reclassify before leaving our system of schools.

We are focusing our systems around literacy, and building an early literacy framework. This is being supported by the LCAP and School Plans through personnel that will support learning labs, as well as personal learning time.

### Social-Emotional Learning -

Social-Emotional Learning is also addressed in this LCAP. Especially as we return to schools, the LSD system has identified that there is going to be a significant amount of emphasis on social-emotional learning. Lancaster has hired counselors at every school site, as well as other support staff to assist both families and students in working through and coping with the significant social changes that are taking place as a result of the pandemic. The district will continue with our positive behavior, interventions, and supports, and layer in social-emotional equity-based programs that will allow our students to have positive relationships with adults within our schools.

### Safety -

Safety is a focus of this year's LCAP. We have put various health and safety measures in place as a result of the COVID -19 pandemic. However, we will be doing a significant amount of training in terms of safety, and in the purchase of safety systems in order to alert families of issues that may be of concern.

#### Family and Community Engagement -

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

## Comprehensive Support and Improvement

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

### Schools Identified

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

Schools in the Lancaster School District that were identified for Comprehensive Support and Improvement (CSI) on the 2019 dashboard were: The Leadership Academy, John and Jacquelyn Miller Elementary, and Lincoln Elementary. These schools have continued their status into the 2020-21 school year, and will continue to do so in the 2021-22 school year due to the fact that the California schools dashboard system, has not updated schools academic status, and the CAASPP has not been administered for these sites since their original identification as 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.

At the end of the 2019-20 school year, Lancaster School District employed the assistance of a 3rd party contractor to assist in the completion of a comprehensive needs assessment for each of the sites identified above. The needs assessment that was developed by the district provided a review of data for each of the impacted sites, that included a full data review of all CAASPP data, state indicators that were measured based in relation to state-determined goals, formative assessment data through i-Ready assessments (the districts adopted diagnostic assessment system), attendance data, formative suspension data, as well as survey data utilizing the districts survey system, Youth Truth, to provide for a review of perception data from families, staff (both classified and certificated) and students. In order to supplement the survey data, the needs assessment also provided for interviews of the following stakeholder groups - teachers, instructional leadership teams, families, students, counselors, classified staff (that included site secretaries, noon duty aides, and recreation leaders).

psychologists, and instructional coaches, as well as the administrative teams including Principals, and Assistant Principals where possible. Through this needs assessment we were able to identify resource inequities, and found that across all sites, there was the need to provide time for collaborative planning and data analysis. Furthermore, at some sites, we observed that technology was not readily available at all sites, and therefore training in the use of educational technology was not equitably distributed among all sites. Among each site, the resource inequities that were observed were the following:

Lincoln - technology acquisition, teacher retention, and collaborative planning time.

Miller - collaborative planning time

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

Lancaster School District has supported the schools in their identification of evidence-based practices and resources through the abovementioned comprehensive needs assessment, and engagement of stakeholder groups. Upon completing the needs assessment, the district, utilizing our third-party contractor, brought the results of the needs assessment to the site. While the site provided the information to their School Site Councils, we worked with the site leadership teams to develop, and identify evidence-based practices to support each site in the needs that were identified. Evidenced-based practices were determined based upon specific needs and root cause analysis. The LEA further provided support by providing a separate CSI addendum to their SPSA, that pulled out the actions within their SPSA (approved by the local governing board) and further explicated specific steps to be taken and finances to be tied to each action. As we continue throughout the year, we are continuing to support sites and their Instructional Leadership Teams in the implementation of said practices, and are providing sites with both monitoring and time in which we are in virtual classes, and are meeting with their ILT's with a very specific goal of working towards a strong implementation of their chosen evidenced-based practices.

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

Lincoln - increased time in terms of collaborative teaming; focus on data-driven instruction; small group instruction and discussions, and work pertaining to lesson studies (instructional walkthroughs including teachers).

Miller - increased time in collaborative teams (to include the enhancement of Professional Learning Communities); a focus on data-driven instruction and discussions; and small group instruction.

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

Each site will also undergo training and implementation of a multi-tiered system of supports to address the individual needs of each of these sites. All evidence-based interventions were determined with the needs of the sites in mind, and through a process facilitated through each sites' instructional leadership team.

The Lancaster School District provided for all of the above in terms of needs assessments and required that each of the sites create, maintain, and locally monitor their CSI plans within their School Plan for Student Achievement. School plans were developed in April - late

May and were approved on June 16th of 2020. At the time, school plans are being actively monitored by both the district offices school improvement team, our previously stated 3rd party contractor, as well as the sites' instructional leadership team. The process for which the LEA has developed for monitoring and improving outcomes for students at these sites was centered around a model of continuous improvement that was developed based on research from the Carnegie Foundation. A plan, do, study, act model has been applied to each of the sites, in which there is a core improvement team from the district level, to include our 3rd party contractor, who is to contact and work with the schools every other month in order to ensure continuous monitoring of data for improvement, and allowing for sites' ILT reflection in order to change course when necessary.

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

### **Monitoring and Evaluating Effectiveness**

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

Lancaster School District will continue to provide a Comprehensive Support and Improvement Team from the district office to address the needs of the sites identified. In that team, the LEA is providing for increased monitoring pertaining to the academic (both math and language arts) and social-emotional needs of students who attend these schools. Meetings will include a walk-through with site leadership. District Leadership will be providing increased monitoring of initiatives on these sites, as well as monitoring of an effective implementation around a multi-tiered system of supports.

As discussed above, the LEA has determined district office personnel, who were chosen to work with each of these sites pertaining to the needs of the site. The district officials will visit each of the sites for walkthroughs at various points throughout the year (the intent was to schedule walkthroughs five times throughout the year and to meet with instructional leadership teams after those walkthroughs). After the completion of walkthroughs, the district office team members provide targeted feedback based upon the site's implementations of plans, and their signature practices (also included in their plans). All walks include an evidence-based walkthrough form, tailored for the sites being observed. We are collecting data specific to the needs of the site, however, we consistently review formative academic data, attendance, and suspension data. Implementation data determined as relevant by the site instructional leadership team is also collected and analyzed. Stakeholders are kept abreast of the implementation of plans through site advisory committees. In order to build the capacity of each of the impacted sites, we continue to provide for targeted training, and coaching of site leadership through a targeted leadership model, as well as by building the capacity of teachers through a targeted instructional coaching model. As we are limited in our ability to do in-person training this year, this will be completed through virtual meetings with the district office, as well as webinars focusing on implementation of MTSS, social-emotional learning (CKH, Habits of Mind etc.), and webinars on data analysis and action-oriented planning.

# Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

Lancaster School District has a rigorous stakeholder engagement process in terms of the development of the Local Control and Accountability Plan. In the 2020-21 school year, all stakeholders in the Lancaster School District were provided with multiple opportunities to participate, be trained in data analysis, dialog around core instruction, and participate in the plan development and analysis.

All stakeholders (i.e. the Board of Education, community members, families, pupils, and both certificated, and classified bargaining unit members) have taken part in, developing the goals, objectives, actions, and services seen in this plan. They have assisted in identifying needs and reviewing budget expenditures, regarding the LCAP, along with the Lancaster School District Cycle of Continuous Improvement. The Lancaster School District team completed a needs assessment in order to identify successes and challenges by conducting data reviews regarding academics, behaviors, attendance, and discipline throughout the academic year. Based on the needs assessments, observations, quarterly data digs, professional dialogues, reviews of various data dashboards, academic outcomes, and conditions for learning that address and affect culture, climate, and engagement we were able to develop the action/services for the 2021-24 LCAP. LSD has established several district advisory committees and family engagement forums including the following:

DELAC - District English Language Advisory Council (serves as the English Learner Parent Advisory Committee)- meets 5 times throughout the school year in the evenings, and is representative of our English Language Learner community. The designee was available for discussion and feedback pertaining to any concerns in this meeting and provided both an overview of the LCAP and the LCAP process prior to the adoption of the LCAP by the district's Board of Trustees.

SAC - Superintendents' Advisory Committee (serves as the parent advisory committee) - meets 3 times throughout the school year in the afternoons, and is representative of parents district-wide with special focus given to Foster and Low-Income students. Questions were responded to, by the Superintendent designee in writing throughout the stakeholder engagement process.

ELAC - English Language Advisory Committees - representative of EL community of each site. Each site sends 1-2 representatives to be active with DELAC. However, both the SPSA for each site and the LCAP are discussed, and all sites are able to provide feedback

AAAC - African American Advisory Committee - Meets at each site throughout the year, and is representative of the Lancaster School District's African American community and students. Feedback is provided from

Equity Design Team – meets four times throughout the year on Saturdays to discuss planning around equitable practices. This group is made up of teachers, admin, and classified staff.

The bargaining unit was allotted time in order to review actions and services put into the LCAP, and provided with the ability to provide input.

LCAP Family Nights/Committee Meetings (Lancaster's Listening) - In order to allow families to provide input and feedback into the 21-24 LCAP, Lancaster School District provided for multiple LCAP family nights in order to allow families throughout the district to provide input.

LCAP Board Forum - The Lancaster School District held a board forum where the district invited both bargaining units, as well as the board to provide feedback on the LCAP and district planning. It must be noted that we did experience some technical difficulties during this forum, however, were able to provide the opportunity for the board and the community to provide feedback.

District Site Leadership Team - The DSLT for Lancaster School District is made up of Teachers, Administrators, Bargaining Unit Members from both our teacher's association, as well as our classified association.

SELPA - This stakeholder group provides feedback specific to our Special Education population, and ensures the needs of Special Education Students at the forefront of the LCAP.

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

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

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

\*\*\*The Lancaster School District notified members of the public of the opportunity to submit written comments regarding specific actions during stakeholder engagement meetings, and at the Public Hearing held on June 1, 2021. The LCAP was adopted at the following board meeting on June 15th, 2021.

#### A summary of the feedback provided by specific stakeholder groups.

The District English Language Advisory Council (DELAC) provided an emphasis, and desire towards an increased reclassification rate for Lancaster School District English learners. Tutoring was also a significant factor for this stakeholder group.

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

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

LCAP Family Nights/Committee Meetings LCAP Board Forum - During these meetings, the significant data received provided that families were concerned with safety measures being taken as we returned to school. This group was also concerned with returning students to

classrooms with significantly lower class sizes than have been provided in the past. They also expressed a desire to provide equitable learning environments in the classroom for their students.

The District Site Leadership Team (DSLTL) provided feedback regarding the use of specific positions within the district i.e. the use of counselors, and assistant principals. This group also helped to take stakeholder feedback create actions.

#### A description of the aspects of the LCAP that were influenced by specific stakeholder input.

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

1. Increased instance and frequency of family training that increases a family's capacity to assist their students will continue. There was a desire from stakeholders for the district to support family nights, and specific activities focused on working with students on educational activities at home. From this, we have provided the intent to maintain our relationships with various organizations such as Parenting Partners, and have looked at expanding our base to other training opportunities for families. Another aspect of the LCAP that was influenced was the use of district coaches to provide academic training to parents on the various aspects of both math and reading.
2. The need for a designated parent space, i.e. a district parent training center, was provided as a need by families. Due to this request, we are in process of identifying a space within the district that will appropriately fill the need for families in this area. This information was derived directly from our work during LCAP family nights, as well as during our English Learner Advisory Committees and DELAC.
3. Build relationships through the continuity of our core social-emotional programs
4. Build and create a culture conducive to student learning where equity is at the focus of student learning, meeting student needs where they are, and scaffolding effectively. This was derived from our SAC and allows us to also bring about relevance to the educational system.
5. Build capacity of leadership throughout the organization in order to monitor instruction, and work with their specific student groups. We will continue into the 21-22 school year to develop leaders by conducting district walkthroughs with the help of consultants to build the capacity of our site leaders.
6. We will continue to build a dual capacity for both families and teachers, by providing training for both families and teachers. . Parents are now in a position and want to assist schools, we will begin the work of training teachers, and staff in best practices in parent and family involvement This was derived directly from feedback offered by our families, and our Equity Design Team.

7. Building solidified Multi-Tiered Systems of Support (MTSS) throughout the district at all sites in order to provide both intervention where necessary and enrichment to all students.

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

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

10. Building a safe place both physically and socially. The Lancaster School District will be implementing community circles in the fall of 2021. This was a direct request from families in order to allow for students to remain engaged in the school setting.

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

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

13. As a result of information received from our DELAC, we have identified specific language programs, and methods that we will be training teachers on during the upcoming 21-22 school year. Further, we will be providing an emphasis on access to MTSS for our language learners.

# Goals and Actions

## Goal

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

An explanation of why the LEA has developed this goal.

Although CAASPP was not administered in either the 19-20 or 20-21 school years, the scores that Lancaster has received prior to the pandemic in terms of English language Arts, Mathematics, and English language development have been consistent for the preceding years. We have remained at 18% meeting or exceeding standards in mathematics, and 32% meeting or exceeding standards in English Language Arts. Our formative assessments are also reflective of this. Subsequently, our English language learners are currently in the yellow tier for mathematics, and orange tier for English language arts, this is also reflected in our formative assessments in both math and reading. Low-income students are yellow in both ELA and Math, and Foster students are red in both ELA and math. Lancaster School District is 86.7% low income, and due to the achievement of targeted student groups it has been determined by various stakeholder groups that Lancaster school district will provide increased and improved services for targeted students groups, that will benefit all student groups, with increased access to culturally relevant teaching pedagogy, a focus on equity for all student groups, and a significant increase in the capacity of school sites to effectively implement a multi-tiered system of support, allowing for access to both enrichment, and intervention where needed.

## Measuring and Reporting Results

| Metric                                      | Baseline     | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|--------------|----------------|----------------|----------------|-----------------------------|
| ELA CAASPP - Overall Student Group          | -44.9/Orange |                |                |                | -35.9/Yellow                |
| ELA CAASPP - English Learners Student Group | -53.9/Orange |                |                |                | -38.9/Yellow                |
| ELA CAASPP - Foster Youth Student Group     | -74.7/Red    |                |                |                | -59.7/Yellow                |
| ELA CAASPP - Homeless Student Group         | -66.2/Yellow |                |                |                | -51.2/Yellow                |

| Metric  | Baseline               | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|------------------------|----------------|----------------|----------------|-----------------------------|
| ELA CAASPP - Low Income Student Group                       | -49.8/Yellow           |                |                |                | -33.3/Yellow                |
| ELA CAASPP - Students with Disabilities Student Group       | -128/Orange            |                |                |                | -107/Orange                 |
| ELA CAASPP - African American Student Group                 | -73.7/Red              |                |                |                | -52.7/Yellow                |
| ELA CAASPP - American Indian/Alaskan Native Student Group   | -47.7/Yellow           |                |                |                | -38.7/Yellow                |
| ELA CAASPP - Asian Student Group                            | .1/Yellow              |                |                |                | 9.1/Green                   |
| ELA CAASPP - Filipino Student Group                         | 36.5/Green             |                |                |                | 45.5/Blue                   |
| ELA CAASPP - Hispanic Student Group                         | -39.4/Orange           |                |                |                | -30.4/Yellow                |
| ELA CAASPP - Native Hawaiian/Pacific Islander Student Group | -31.5/No Current Color |                |                |                | -22.5/Yellow                |
| ELA CAASPP - White Student Group                            | -18.3/Orange           |                |                |                | -9.3/Yellow                 |
| ELA CAASPP - Two or More Races Student Group                | -48.3/Orange           |                |                |                | -33.3/Yellow                |
| Math CAASPP - Overall student group                         | -84.6/Yellow           |                |                |                | -75.6/Yellow                |

| Metric   | Baseline               | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|------------------------|----------------|----------------|----------------|-----------------------------|
| Math CAASPP - English Learner Student Group                | -91.2/Yellow           |                |                |                | -76.2/Yellow                |
| Math CAASPP - Foster Youth Student Group                   | -107.8/Red             |                |                |                | -86.8/Yellow                |
| Math CAASPP - Homeless Student Group                       | -103.5/Orange          |                |                |                | -82.5/Yellow                |
| Math CAASPP - Low Income Student Group                     | -89.6/Yellow           |                |                |                | -74.6/Yellow                |
| Math CAASPP - Students with Disabilities Student Group     | -165.2/Orange          |                |                |                | -135.5/Orange               |
| Math CAASPP - African American Student Group               | -117.4/Orange          |                |                |                | -93.4/Yellow                |
| Math CAASPP - American Indian/Alaskan Native Student Group | -100.2/Red             |                |                |                | -78.2/Yellow                |
| Math CAASPP - Asian Student Group                          | -20.2/Yellow           |                |                |                | -11.2/Green                 |
| Math CAASPP - Filipino Student Group                       | 0/Green                |                |                |                | 9/Green                     |
| Math CAASPP - Hispanic Student Group                       | -78.4/Yellow           |                |                |                | -69.4/Yellow                |
| Math CAASPP - Native                                       | -70.2/No Current Color |                |                |                | -61.2/Yellow                |

| Metric  | Baseline                    | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|-----------------------------|----------------|----------------|----------------|-----------------------------|
| Hawaiian/Pacific Islander Student Group                       |                             |                |                |                |                             |
| Math CAASPP - White Student Group                             | -54.2/Orange                |                |                |                | -45.2/Yellow                |
| Math CAASPP - Two or More Races Student Group                 | -84.4/Orange                |                |                |                | -75.4/Yellow                |
| iReady - Reading Overall student group                        | 34% At or Above Grade Level |                |                |                | 49% At or Above Grade Level |
| iReady - Reading English learners student group               | 23% At or Above Grade Level |                |                |                | 44% At or Above Grade Level |
| iReady -Reading Low Income Student Group                      | 33% At or Above Grade Level |                |                |                | 48% At or Above Grade Level |
| iReady - Reading Students with Disabilities Student Group     | 12% At or Above Grade Level |                |                |                | 42% At or Above Grade Level |
| iReady - Reading African American Student Group               | 24% At or Above Grade Level |                |                |                | 45% At or Above Grade Level |
| iReady - Reading American Indian/Alaskan Native Student Group | 32% At or Above Grade Level |                |                |                | 47% At or Above Grade Level |
| iReady - Reading Asian Student Group                          | 57% At or Above Grade Level |                |                |                | 72% At or Above Grade Level |
| iReady - Reading Hispanic Student Group                       | 37% At or Above Grade Level |                |                |                | 52% At or Above Grade Level |

| Metric   | Baseline                                    | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24                 |
|--|---|----------------|----------------|----------------|---|
| iReady - Reading White Student Group                       | 37% At or Above Grade Level                 |                |                |                | 52% At or Above Grade Level                 |
| iReady - Math Overall Student Group                        | 20% At or Above Grade Level                 |                |                |                | 35% At or Above Grade Level                 |
| iReady - Math English Learners Student Group               | 13% At or Above Grade Level                 |                |                |                | 31% At or Above Grade Level                 |
| iReady - Math Low Income Student Group                     | 18% At or Above Grade Level                 |                |                |                | 33% At or Above Grade Level                 |
| iReady - Math Students with Disabilities                   | 8% At or Above Grade Level                  |                |                |                | 27% At or Above Grade Level                 |
| iReady - Math African American Student Group               | 14% At or Above Grade Level                 |                |                |                | 32% At or Above Grade Level                 |
| iReady - Math American Indian/Alaskan Native Student Group | 20% At or Above Grade Level                 |                |                |                | 35% At or Above Grade Level                 |
| iReady - Math Asian Student Group                          | 41% At or Above Grade Level                 |                |                |                | 56% At or Above Grade Level                 |
| iReady - Math Hispanic Student Group                       | 21% At or Above Grade Level                 |                |                |                | 36% At or Above Grade Level                 |
| iReady - Math White Student Group                          | 22% At or Above Grade Level                 |                |                |                | 37% At or Above Grade Level                 |
| CAST   | 14.25% Meeting or exceeding state standards |                |                |                | 23.25% Meeting or exceeding state standards |

| Metric  | Baseline   | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24                     |
|---|--|----------------|----------------|----------------|---|
| Local Indicator - Implementation of Academic Standards              | Standard Met   |                |                |                | Standard Met                                    |
| Local Indicator - Access to Broad Course of Study                   | Standard Met   |                |                |                | Standard Met                                    |
| Local Indicator - Basics: Teacher (Williams Report/SARC)            | Standard Met   |                |                |                | Standard Met                                    |
| Local Indicator - Basics: Teacher (Williams Report/SARC)            | Standard Met   |                |                |                | Standard Met                                    |
| Local Indicator - Basics: Instructional Materials (Williams Report) | Standard Met   |                |                |                | Standard Met                                    |
| Middle School Drop Out Rate   | 0%   |                |                |                | 0%  |
| Youth Truth Student Academic Challenge                              | Elementary School - 2.62 (1-3)<br>Middle School - 3.88 (1-5) |                |                |                | Elementary School - 2.75<br>Middle School - 3.9 |
| Youth Truth Student Engagement                                      | Elementary School - 2.83 (1-3)<br>Middle School - 3.51 (1-5) |                |                |                | Elementary School - 2.9<br>Middle School - 4.0  |
| Youth Truth Staff Professional Development                          | Elementary School - 4.14 (1-5)                               |                |                |                | Elementary School - 4.2<br>Middle School - 4.0  |

| Metric                                    | Baseline                       | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|--------------------------------|----------------|----------------|----------------|-----------------------------|
|   | Middle School - 3.97 (1-5)     |                |                |                |                             |
| Youth Truth Student Instructional Methods | Elementary School - 2.68 (1-3) |                |                |                | Elementary School - 2.75    |

## Actions

| Action # | Title  | Description   | Total Funds     | Contributing |
|----------|--|---|-----------------|--------------|
| 1        | Teacher Credentialing                        | The Human Resources department will provide all students access to teachers who are fully qualified and appropriately assigned.   | \$69,905,899.00 | No           |
| 2        | Implementation of Common State Standards     | The Educational Services Department will ensure all students have access to rigorous standards aligned instructional materials  | \$9,715,603.00  | No           |
| 3        | Inclusive Practices                          | The Educational Services Department will provide training and support for all staff implementing inclusive practices and interventions that support Low-Income, Foster, and English language learners in achieving academic expectations.   | \$1,287,986.00  | Yes          |
| 4        | Culturally Relevant Professional Development | The Educational Services Department will provide teachers, staff, and administrators, access to high-quality professional development, coaching, and feedback related to the implementation of high priority standards (to include the California ELD standards) using a variety of culturally relevant delivery methods in order to engage English learners and low-income student groups. | \$139,377.00    | Yes          |
| 5        | Intervention and enrichment                  | The district will provide sites with classified paraeducators, and certificated support staff to support a multi-tiered system of support for low-income, foster, and English learner student groups. Administrative  | \$40,912,588.00 | Yes          |

| Action # | Title                              | Description  | Total Funds | Contributing |
|----------|------------------------------------|--|-------------|--------------|
|          |                                    | support will monitor and provide feedback to ensure high-quality, rigorous instruction, and intervention, are implemented in core content areas and language development.  |             |              |
| 6        | Professional Learning Communities  | The Educational Services Department in conjunction with the Innovation and Technology Department will provide opportunities and structures for teachers and staff to collaborate using data, both formative and summative, to inform instructional decisions related to closing the achievement gap for low-income, foster, and English learners student groups. | \$200.00    | Yes          |
| 7        | Alternative instructional settings | Teachers will provide alternative methods of delivery to meet the increased needs of low-income, and foster students who need increased access to social-emotional development. This will include distance learning/hybrid programs, and alternative educational settings in order to address social-emotional needs of low income students.                     | \$15,351.00 | Yes          |

## Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

**A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.**

# Goals and Actions

## Goal

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

An explanation of why the LEA has developed this goal.

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

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

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

## Measuring and Reporting Results

| Metric                                | Baseline  | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24                           |
|---------------------------------------|---|----------------|----------------|----------------|---|
| Suspension - Overall                  | 5% (Yellow) of students suspended at least one time   |                |                |                | .2% (Blue) of students suspended at least one time    |
| Suspension - Low Income Student Group | 5.3% (Yellow) of students suspended at least one time |                |                |                | 4.4% (Yellow) of students suspended at least one time |

| Metric  | Baseline   | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24                           |
|---|--|----------------|----------------|----------------|---|
| Suspension - Foster Youth Student Group               | 7.6% (Orange) of students suspended at least one time  |                |                |                | 4.6% (Yellow) of students suspended at least one time |
| Suspension - Homeless Student Group                   | 6.2% (Red) of students suspended at least one time     |                |                |                | 3.2% (Yellow) of students suspended at least one time |
| Suspension - English Learners Student Group           | 2.4% (Yellow) of students suspended at least one time  |                |                |                | 1.5% (Green) of students suspended at least one time  |
| Suspension - African American Student Group           | 10.4% (Orange) of students suspended at least one time |                |                |                | 7.4% (Yellow) of students suspended at least one time |
| Suspension - Hispanic Student Group                   | 2.4% (Green) of students suspended at least one time   |                |                |                | 1.5% (Green) of students suspended at least one time  |
| Suspension - Two or More Races Student Group          | 6.2% (Orange) of students suspended at least one time  |                |                |                | 3.2% (Yellow) of students suspended at least one time |
| Suspension - Students with Disabilities Student Group | 8.9% (Orange) of students suspended at least one time  |                |                |                | 5.9% (Yellow) of students suspended at least one time |
| Suspension - American Indian Student Group            | 3.8% (Yellow) of students suspended at least one time  |                |                |                | 2.9% (Green) of students suspended at least one time  |
| Suspension - Asian Student Group                      | 0% (Blue) of students suspended at least one time      |                |                |                | 0% (Blue) of students suspended at least one time     |
| Suspension - Pacific Islander Student Group           | 3.2% (Yellow) of students suspended at least one time  |                |                |                | 2.3% (Green) of students suspended at least one time  |

| Metric   | Baseline  | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24                         |
|--|---|----------------|----------------|----------------|---|
| Suspension - Filipino Student Group  | .5% (Blue) of students suspended at least one time  |                |                |                | 0% (Blue) of students suspended at least one time   |
| Suspension - White Student Group   | 2.9% (Green) of students suspended at least one time  |                |                |                | 2% (Green) of students suspended at least one time  |
| Expulsion rate - Overall   | .04% (6 expulsions) - Data cannot be disaggregated as the number of students expelled is under the reportable number. |                |                |                | .01%  |
| English Language Progress Indicator (percent of students making growth towards language proficiency) | 47.2% Making progress in English language Development   |                |                |                | 55% Making progress in English language development |
| English Learner Reclassification (2019-20)   | 4.1% Reclassification rate  |                |                |                | 13.8% Reclassification Rate                         |
| English Language Proficiency Assessment  | 16.4% Well Developed (4)  |                |                |                | 25% Well Developed (Level 4)                        |
| Youth Truth Relationship Measure Staff   | Elementary - 4.22 (1-5)<br>Middle - 4.08 (1-5)  |                |                |                | Elementary - 4.3 (1-5)<br>Middle - 4.1 (1-5)        |
| Youth Truth Culture Measure Staff  | Elementary - 4.06 (1-5)<br>Middle - 3.90 (1-5)  |                |                |                | Elementary - 4.1 (1-5)<br>Middle - 4.0 (1-5)        |

| Metric                                   | Baseline                                       | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24                   |
|--|--|----------------|----------------|----------------|---|
| Youth Truth Relationship Measure Student | Elementary 2.81 (1-3)<br>Middle 3.87 (1-5)     |                |                |                | Elementary - 2.85 (1-3)<br>Middle - 4.0 (1-5) |
| Youth Truth Culture Measure Student      | Elementary - 2.51 (1-3)<br>Middle - 3.71 (1-5) |                |                |                | Elementary - 2.6 (1-3)<br>Middle - 4.0 (1-5)  |
| Youth Truth Belonging Measure Student    | Elementary - 2.58 (1-3)<br>Middle - 3.37 (1-5) |                |                |                | Elementary - 2.68 (1-3)<br>Middle - 4.0 (1-5) |
| Youth Truth Resources Measure Families   | Elementary - 3.85 (1-5)<br>Middle - 3.88 (1-5) |                |                |                | Elementary - 4.0 (1-5)<br>Middle - 4.0 (1-5)  |

## Actions

| Action # | Title                      | Description  | Total Funds    | Contributing |
|----------|----------------------------|--|----------------|--------------|
| 1        | Counseling services        | Counselors will provide small group and individual support targeted towards foster students to ensure their social/emotional and behavioral needs are addressed through social-emotional programs (such as but not limited to Second Step) based on their needs. | \$3,404,430.00 | Yes          |
| 2        | Culturally responsive PBIS | Pupil Safety and Attendance will work with sites to develop, monitor, and implement a culturally responsive Positive Behavior Interventions and Support plan at each school site.  | \$239,540.00   | No           |

| Action # | Title  | Description  | Total Funds  | Contributing |
|----------|--|--|--------------|--------------|
| 3        | Multi-Tiered Systems of Support                      | The Department of Equity, Access, and Student Outcomes will provide a tiered system of support for academics, social/emotional, and behavior through the implementation of a Multi-tiered System of Support that targets low-income students' need for individualized, small group, and personalized, equitable learning environments.             | \$560,175.00 | Yes          |
| 4        | Culturally responsive training                       | The Department of Equity, Access and Student Outcomes will provide professional development, coaching support, and monitoring for staff in order to address disproportionality on programs and practices that will support low-income, foster, and English learners to ensure that these student groups have access to rigorous content standards. | \$46,807.00  | Yes          |
| 5        | Extended learning opportunities                      | The Department of Alternative Learning Opportunities will implement extended learning opportunities, (i.e. Saturday, Intercession, and Summer School) to provide intervention and enrichment for low-income students.  | \$508,083.00 | Yes          |
| 6        | Increased language development services through MTSS | The Educational Services Department will provide a multi-tiered system of support to meet the needs of English learners in order to increase language development. Language development will be monitored for EL students utilizing a technology-based monitoring system such as Ellevations.  | \$620,998.00 | Yes          |

## Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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**A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.**

# Goals and Actions

## Goal

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

An explanation of why the LEA has developed this goal.

As related to Goal 3 - safe and supportive learning environments, in the 2021-22 Local Control and Accountability Plan, a review of the relevant data for Lancaster School District was conducted to determine the focused needs and metrics. In order for our students to have the highest potential of success, we understand that student attendance plays a significant role in whether a student will be successful in the school system. Attendance in Lancaster School District can be best affected by our ability to ensure that students are being provided the opportunity to be a part of a safe and supportive learning community that is conducive to their learning styles.

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

## Measuring and Reporting Results

| Metric   | Baseline                          | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24       |
|--|-----------------------------------|----------------|----------------|----------------|-----------------------------------|
| Chronic Absenteeism - Overall                    | 17.6% Chronically Absent (Orange) |                |                |                | 8.6% Chronically Absent (Blue)    |
| Chronic Absenteeism - English Learners           | 11.6% Chronically Absent (Orange) |                |                |                | 2.6% Chronically Absent (Blue)    |
| Chronic Absenteeism - Foster                     | 20.1% Chronically Absent (Red)    |                |                |                | 5.10% Chronically Absent (Green)  |
| Chronic Absenteeism - Homeless                   | 33.2% Chronically Absent (Red)    |                |                |                | 18.2% Chronically Absent (Yellow) |
| Chronic Absenteeism - Students with Disabilities | 24.2% Chronically Absent (Red)    |                |                |                | 9.20% Chronically Absent (Green)  |

| Metric   | Baseline                                       | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24                   |
|--|--|----------------|----------------|----------------|---|
| Chronic Absenteeism - Low Income                     | 18.4% Chronically Absent (Orange)              |                |                |                | 6.4% Chronically Absent (Green)               |
| Chronic Absenteeism - African American               | 26% Chronically Absent (Red)                   |                |                |                | 11.10% Chronically Absent (Yellow)            |
| Chronic Absenteeism - American Indian/Alaskan Native | 24% Chronically Absent (Red)                   |                |                |                | 9% Chronically Absent (Yellow)                |
| Chronic Absenteeism - Asian                          | 9.0% Chronically Absent (Orange)               |                |                |                | 1% Chronically Absent (Blue)                  |
| Chronic Absenteeism - Pacific Islander               | 16.1% Chronically Absent (Yellow)              |                |                |                | 7.1% Chronically Absent (Green)               |
| Chronic Absenteeism - Hispanic                       | 14.5% Chronically Absent (Orange)              |                |                |                | 5.5% Chronically Absent (Green)               |
| Chronic Absenteeism - Two or More Races              | 17.8% Chronically Absent (Orange)              |                |                |                | 5.8% Chronically Absent (Green)               |
| Chronic Absenteeism -White                           | 12.7% Chronically Absent (Orange)              |                |                |                | 3.7% Chronically Absent (Blue)                |
| Chronic Absenteeism - Filipino                       | 3.7% Chronically Absent (Yellow)               |                |                |                | 1% Chronically Absent (Blue)                  |
| Attendance rates                                     | 94.74%   |                |                |                | 96%   |
| Youth Truth Staff Safety Measure                     | Elementary - 4.15 (1-5)<br>Middle - 3.91 (1-5) |                |                |                | Elementary - 4.25 (1-5)<br>Middle - 4.0 (1-5) |
| Youth Truth Family Safety Measure                    | Elementary - 3.91 (1-5)<br>Middle - 3.8 (1-5)  |                |                |                | Elementary - 4.0 (1-5)<br>Middle - 4.0 (1-5)  |
| Local Indicator - Basics: Facilities (FIT Tool)      | Standard Met                                   |                |                |                | Standard Met                                  |

# Actions

| Action # | Title                            | Description  | Total Funds     | Contributing |
|----------|----------------------------------|--|-----------------|--------------|
| 1        | Facilities                       | The School District will ensure that all facilities are clean and safe and are conducive to learning   | \$16,681,296.00 | No           |
| 2        | Technology Systems               | The Innovation and Technology Department in conjunction with Pupil Safety and Attendance will develop and implement a system for tracking students who are chronically absent to insure rapid response and intervention are deployed to students.                      | \$60,214.00     | No           |
| 3        | Support Personnel - Safe Schools | The school district will provide additional classified support to sites in order to increase safety measures, and provide extended support to low-income student groups within the school setting.   | \$6,966,520.00  | Yes          |
| 4        | Safe Schools                     | The district will provide additional certificated, and administrative support, to ensure and increase safety at all schools and facilities with increased monitoring as we implement various campus safety programs for our low-income student group (i.e. Playworks). | \$8,558,502.00  | Yes          |
| 5        | Alternative Educational Programs | School sites will provide alternative schools/programs to offer placement for low-income and foster students as an alternative to suspension and expulsion, while increasing low-income student access to mental health services, and social-emotional learning.       | \$85,740.00     | Yes          |
| 6        | Safety Professional Development  | Pupil Safety and Attendance will provide training for staff on the identification and response to safety concerns posed by the increased instance of safety concerns in low-income communities.  | \$0.00          | Yes          |

| Action # | Title                          | Description  | Total Funds | Contributing |
|----------|--------------------------------|--|-------------|--------------|
| 7        | District Communication Systems | The district will provide for district communication systems to effectively respond to situations that pose safety concerns in low income communities. | \$0.00      | Yes          |

## Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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**A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.**

# Goals and Actions

## Goal

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

An explanation of why the LEA has developed this goal.

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

## Measuring and Reporting Results

| Metric                                  | Baseline                                       | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24                    |
|---|--|----------------|----------------|----------------|--|
| Youth Truth Staff Engagement Measure    | Elementary - 4.27 (1-5)<br>Middle - 4.11 (1-5) |                |                |                | Elementary - 4.37 (1-5)<br>Middle - 4.21 (1-5) |
| Youth Truth Family Engagement Measure   | Elementary - 3.66 (1-5)<br>Middle - 3.53 (1-5) |                |                |                | Elementary - 4.0 (1-5)<br>Middle - 4.0 (1-5)   |
| Youth Truth Family Relationship Measure | Elementary - 4.14 (1-5)<br>Middle - 3.98 (1-5) |                |                |                | Elementary - 4.24 (1-5)<br>Middle - 4.1 (1-5)  |
| Youth Truth Family Culture Measure      | Elementary - 3.94 (1-5)<br>Middle - 3.83 (1-5) |                |                |                | Elementary - 4.1 (1-5)<br>Middle - 4.0 (1-5)   |

| Metric  | Baseline                                      | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24                  |
|---|---|----------------|----------------|----------------|--|
| Youth Truth Family Communication and Feedback Measure | Elementary - 3.98 (1-5)<br>Middle - 3.8 (1-5) |                |                |                | Elementary - 4.1 (1-5)<br>Middle - 4.0 (1-5) |

## Actions

| Action # | Title                                   | Description  | Total Funds    | Contributing |
|----------|---|--|----------------|--------------|
| 1        | Increased Family Engagement             | School sites and the district will implement programs and supports for families to increase their engagement throughout the school year.   | \$7,599,866.00 | No           |
| 2        | Family Resources - Welcome and Wellness | The Welcome and Wellness Center will be a centralized location in order for low-income, families to enroll, secure access to resources, services, and programs to increase family engagement.  | \$953,125.00   | Yes          |
| 3        | Parent Training                         | The district will assist sites in implementing parent support and training programs and opportunities for both virtual and face-to-face environments that increase parent capacity to assist students in academic achievement and the social development of low-income students. | \$51,953.00    | Yes          |
| 4        | Family Translation Services             | School Sites will be supported by the district in providing translation services for parents and community members whose first language is not English.  | \$427,579.00   | Yes          |
| 5        | Family Ambassadors                      | The district will provide each school with a family ambassador who will serve as a liaison between the school and low-income families, provide resources for parents, recruit volunteers, and both coordinate and assist in the communication of parent workshops.               | \$67,165.00    | Yes          |

| Action # | Title                          | Description  | Total Funds | Contributing |
|----------|--------------------------------|--|-------------|--------------|
| 6        | School Sponsored Family Events | Schools will provide a variety of events that promote information focused on the engagement of families in programs to provide increased and improved services towards our low-income, and English learner student groups. Family events will target information for low-income, and English learner student groups, and families. | \$49,315.00 | Yes          |

## Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

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**A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.**

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

|  |  |
|--|--|
| Percentage to Increase or Improve Services | Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students |
| 35.28%                                     | \$1,805,552  |

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

## Required Descriptions

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

Goal 1 Action 3, 5; Goal 2 Action 3

After assessing the needs, conditions, and circumstances of our foster youth, low income, and English language learners, we learned that these student groups have historically scored below the district average on the CAASPP in English language arts, and Mathematics. In ELA, Foster Youth scored -73.7, Low-income students scored -49.8 and English learners scored -53.9, while the district scored -44.9. In Mathematics, the district scored -84.6, while Foster youth scored -107.8; Low-income scored -89.6, and English learners scored -91.2. In order to address this condition of our foster youth, low-income and English learner student groups, we will provide training to teachers on inclusive practices to address the fact that these students are often excluded from the educational program while bringing about training for universal design for learning. We will also be providing sites with access to and training on multi-tiered systems of supports while providing increased access for the target populations to Paraeducators to support both academic and social-emotional development. Extra time will be allowed to certificated staff to provide for the increase in monitoring the MTSS program as we implement. Goal 1, Actions 3 and 5, and Goal 2 Action 3 provide the additional time and support for the district-wide implementation of both Universal Design for Learning/Inclusive practices, and the Multi-Tiered Systems of support. These actions were developed with the needs of Foster youth, Low-Income, and English learners, and were developed on an LEA-wide basis. We expect that all students who were scoring either 1 or 2+ years below grade level in either Mathematics or ELA will benefit from these actions. However, because of the lower than district-wide average, we fully expect Foster youth, low-income, and English learners to benefit significantly from the support. We expect that these three groups will increase significantly more than the average academic performance rate of all students, and we will measure this outcome with both our formative assessment iReady, Formative Language Assessment, and the Summative CAASPP.

Goal 1 Action 4, 6; Goal 2 Action 4

After assessing the needs, conditions, and circumstances of our foster youth, low income, and English language learners, we learned that these student groups are extremely diverse groups of students, on top of who fall into being either English learners, foster youth, or low income. Furthermore, they have historically scored below the district average on the CAASPP in English language arts, and Mathematics. In ELA Foster Youth scored -73.7, Low-income students scored -49.8 and English learners scored -53.9, while the district scored -44.9. In Mathematics, the district scored -84.6, while Foster youth scored -107.8; Low-income scored -89.6, and English learners scored -91.2. In order to address this condition of our foster youth, low-income, and English learner student groups, we are going to provide a focused academic curriculum that incorporates culturally relevant teaching strategies such as project-based learning, to help our students access knowledge at their differentiated level. We will provide increased monitoring of these students via grade-level collaborative teams, and a focus on foster youth, EL, and low-income student achievement. This will allow us to address instances where these student groups are disproportionately excluded from the academic program due to systemic barriers such as schedules (i.e. receiving the only intervention, or being excluded from intervention due to one's language status). Goal 1 Actions 4 and 6, along with Goal 2 Action 4 will provide for increase training pertaining to culturally relevant teaching strategies on high priority standards, provide for extra time for teachers to provide for PLC's and allow for increased coaching support of teachers as well as monitoring of academic progress for our foster youth, low income, and English learners. These actions are being provided on a district-wide level, and we expect that all students will benefit from these practices. As we have witnessed lower achievement among these groups, we expected to see a higher amount of academic achievement, and that these student groups will increase on the CA dashboard in the coming years and administration of the CAASPP. We also expect to see a higher degree of achievement on our formative assessments for both math and reading, along with language development specifically for our EL student group.

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

The Lancaster School District assessed the needs, conditions, and circumstances of our low income and foster groups, we learned that these student groups experience increase instances of trauma, and are in need of extended assistance as these groups are both experiencing learning gaps as referenced by Lancaster School District formative assessments, and state summative assessments. They have historically scored below the district average on the CAASPP in English language arts, and Mathematics. In ELA Foster Youth scored

- 73.7, Low-income students scored -49.8 and English learners scored -53.9, while the district scored -44.9. In Mathematics, the district scored -84.6, while Foster youth scored -107.8; Low-income scored -89.6, and English learners scored -91.2. They have also been observed to have a higher instance of chronic absenteeism as a result of their circumstances. Foster youth had a 24% chronic absenteeism rate, and our SED student group had an 18.4% rate in 19-20 whereas the ALL student group is listed as 17.6% in regards to chronic absenteeism. In order to address this condition of our low-income and foster youth in this area, we have proposed an option for students in terms of attendance should they not be able to attend school physically. At the middle level, we adopt virtual academies that allow students to still be a part of the learning environment, however, be able to attend class from home. We have also provided extended learning opportunities in order to allow students to engage with the academic curriculum on the weekends and during intercession. Finally, in reference to these student groups, we have provided classes that will allow for students to receive extensive social-emotional learning and mental health assistance via our counselors. Goal 1 Action 7 provides for A hybrid learning setting with alternative methods to allow students to be able to access learning at home. Goal 2 Action 5 provides extended access to academic curriculum and enrichment to help to reduce learning gaps, and allow for students to get extra help outside of the normal school day, and outside of the normal classroom, and Goal 3 Action 5 provide for

increased student access to programs that allow for trauma intervention. Allowing students to get the increased mental health that they may need from home circumstances. These actions are being provided on an LEA-wide basis and the expectation is that we will see these student groups secure higher achievement, as a result of lower chronic absenteeism rates.

#### Goal 2 Action 1

The Lancaster School District assessed the needs, conditions, and circumstances of our foster groups, we learned that our foster students experienced an increased rate of suspension, i.e. 7.6% versus the district rate of 5%. After conducting a focus group, we determined that much of the time this is due to past trauma. In order to address this condition of our foster students, we have provided for a social-emotional program that is targeted towards these students, and we will utilize counselors to deliver small group instruction pertaining to this program as a Tier II intervention. Goal 2 Action 1 provides access to both the counselors and the program to be provided to students. We fully expect that all students will experience success as a result of having a counselor on-site and that being provided a social-emotional program will also be of great benefit. However, we believe that we will see a significant positive outcome in terms of behavior from our foster students as a result of the small group work that they will be doing with counselors. Based on qualitative data from Youth Truth Surveys, and our feedback from staff the counselor's work has been successful, and we have seen positive gains with this population as a result. In the 2019-20 school year we saw a decline in suspension for Foster youth by 1.3%. Therefore, suggesting that this action is having a positive impact on our schools.

#### Goal 3 Action 4

In the 19-20 school year, prior to the pandemic, we saw increased amounts of safety concerns in the neighborhoods where our schools exist. Furthermore, we saw increased amounts of inappropriate play, much of it coming from our low-income student group who experienced a 5.3% suspension rate. In order to assist in maintaining safety for our low-income students, and to work with them to teach appropriate play, we will develop and implement a program related to teaching students appropriate outside behavior. Goal 3 Action 4 will provide the personnel to ensure the increased safety of this program within the school while providing the increased monitoring for both positive and maladaptive student behaviors. This action is being provided on an LEA-wide basis, however will benefit all students as they will all have access to the program. However, because of the increased suspension rate on the part of low-income students, we expect that low-income students will experience significant decreases in suspension.

#### Goal 3 Actions 6, 7

We assessed the needs, conditions of our school sites pertaining to low income areas in which the district operates. Much of the surrounding area/community is low income, and thus we have seen increased criminal activity around the school areas. Subsequently, as our students come from some of these low income areas, they experience trauma as a result. At the end of 2019-20 school year we saw that parents and students did not see their campuses as safe as a result of activity that had taken place (information gathered from our Youth Truth survey; disaggregated for SED). Goal 3 Actions 6 and 7 will provide for increased training of staff on how to deal with circumstances that arise, and provide a district wide communication system that will allow all faculty and families to be made aware of dangers in the area, allowing for quicker response time on the part of the district. As this is an LEA Wide action, we fully expect to see 100%

of our students reap the benefits of safety, however we expect our low income students to specifically have an increased disposition regarding safety, reducing both anxiety, and trauma while in the school setting. We expect to see increased scores on our school safety measure, as well as increased attendance as a result of these actions.

#### Goal 4 Action 2, 3, 5

After assessing the needs of our low-income student groups and their families, we learned that many families are unaware of positive ways in which to engage their students in academic measures at home, nor do they know where to access resources that can help them to better address the needs of their students. In order to address this condition of low-income students, we will continue to work with outside organizations and agencies in order to provide training and resources to families so that they can address students' needs in the home. Goal 4, Actions 2, 3, and 5 provide for a centralized location for resources and training, as well as the continuation of our Parenting Partner program while incorporating our Family Ambassadors to both make contact with families while providing resources, and continue to facilitate training for families regarding best practices in the home in order to create a continual learning environment for students. All students and families can benefit from these actions, however, we expect that our low-income families will increase their rate of positive engagement with their school setting, and furthermore, be a part of school decision-making as a result of the training and work. These actions are being continued from the 2017-20 LCAP as we saw increased scores on our Annual Youth Truth Climate survey, and on formative surveys regarding satisfaction of resources being provided, and knowledge of the availability of those resources.

#### Goal 4 Action 6

After assessing the needs of our low income and EL students and families, we learned that many of our family's lack understanding of the programs that are provided within the school, and when knowing about the programs, do not know the specifics about the program being provided. This was evidenced in the 19-20 school year as we saw decreased scores in our Youth Truth survey pertaining to communication. We realize that when families do not know of the existence of programs within the school setting, they often do not get their students involved in the opportunities that could benefit them. Specific to our low-income and EL families, and students we saw decreased participation in various programs of choice. In order to address the condition of this need for both EL and low-income students and families, we will provide increased opportunities for teachers to provide information to families outside of the school day in order to secure more parent knowledge and more student involvement in programs of choice. Goal 4 Action 6, provides for extra time for teachers district-wide to conduct these information sessions, in the language of the family. Whereas all students will benefit, we expect to see higher involvement of both our low-income and EL families in various programs of choice throughout the district. This will be a targeted action in the 21-22 school year, and will likely take place both virtually and in person.

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

The estimated supplemental grant funds of \$1,805,552 in Lancaster are based on the district calculation coming from FCMAT.

The planned actions in the 2021-22 LCAP would increase/improve services by at least the percentage calculated as compared to the services provided for all students, resulting in the required proportional increase or improvement in services for UDP of 35.28%. The descriptions below explain how services for English learners, low-income students, and foster youth are being increased or improved by the required 35.28%.

#### Foster Youth -

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

#### Socioeconomically Disadvantaged Students -

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

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

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

#### English Learners -

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

# Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

*For additional questions or technical assistance related to the completion of the LCAP template, please contact the local 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](mailto:lcff@cde.ca.gov).*

# Introduction and Instructions

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

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

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

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders 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 stakeholder engagement tool.

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

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

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders 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 stakeholders 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 stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to 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 or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

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

# Plan Summary

## Purpose

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

## Requirements and Instructions

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

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

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

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

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

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

# Stakeholder Engagement

## Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, 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 stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (EC 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

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

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

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

## Requirements and Instructions

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

### **Local Control and Accountability Plan:**

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

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

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

**Prompt 1:** “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups 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 stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

**Prompt 2:** “A summary of the feedback provided by specific stakeholder groups.”

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

**Prompt 3:** “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

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

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

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

## Goals and Actions

### Purpose

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

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

### Requirements and Instructions

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

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

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

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

### ***Focus Goal(s)***

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

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

### ***Broad Goal***

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

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

### ***Maintenance of Progress Goal***

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

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

### ***Measuring and Reporting Results:***

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

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

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

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

Complete the table as follows:

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

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

| Metric  | Baseline  | Year 1 Outcome  | Year 2 Outcome  | Year 3 Outcome  | Desired Outcome for Year 3 (2023-24)  |
|---|---|---|---|---|---|
| Enter information in this box when completing the LCAP for <b>2021–22</b> . | Enter information in this box when completing the LCAP for <b>2021–22</b> . | Enter information in this box when completing the LCAP for <b>2022–23</b> . Leave blank until then. | Enter information in this box when completing the LCAP for <b>2023–24</b> . Leave blank until then. | Enter information in this box when completing the LCAP for <b>2024–25</b> . Leave blank until then. | Enter information in this box when completing the LCAP for <b>2021–22</b> . |

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

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

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

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

**Goal Analysis:**

Enter the LCAP Year

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

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

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

### **Purpose**

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students 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 stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

### **Requirements and Instructions**

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

**Percentage to Increase or Improve Services:** Identify the 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).

**Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students:** Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

**Required Descriptions:**

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

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

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

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

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

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

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

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

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

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

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

## **For School Districts Only:**

### **Actions Provided on an LEA-Wide Basis:**

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

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

### **Actions Provided on a Schoolwide Basis:**

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

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

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

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

## Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

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

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant 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.
- **Increased / Improved:** Type "Yes" if the action is included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:

- **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), 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”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
  - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
  - **Total Non-Personnel:** This amount will be automatically calculated.
- **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).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.

## Total Expenditures Table

| LCFF Funds       | Other State Funds | Local Funds | Federal Funds   | Total Funds      |
|------------------|-------------------|-------------|-----------------|------------------|
| \$119,811,199.00 | \$35,182,847.00   | \$6,200.00  | \$13,858,066.00 | \$168,858,312.00 |

| Totals: | Total Personnel  | Total Non-personnel |
|---------|------------------|---------------------|
| Totals: | \$151,771,591.00 | \$17,086,721.00     |

| Goal | Action # | Student Group(s)                               | Title  | LCFF Funds      | Other State Funds | Local Funds | Federal Funds  | Total Funds     |
|------|----------|--|--|-----------------|-------------------|-------------|----------------|-----------------|
| 1    | 1        | All  | Teacher Credentialing                        | \$55,906,285.00 | \$12,874,023.00   |             | \$1,125,591.00 | \$69,905,899.00 |
| 1    | 2        | All  | Implementation of Common State Standards     | \$7,148,730.00  | \$1,128,206.00    |             | \$1,438,667.00 | \$9,715,603.00  |
| 1    | 3        | English Learners<br>Foster Youth<br>Low Income | Inclusive Practices                          | \$354,466.00    | \$17,553.00       |             | \$915,967.00   | \$1,287,986.00  |
| 1    | 4        | English Learners<br>Low Income                 | Culturally Relevant Professional Development | \$57,070.00     |                   |             | \$82,307.00    | \$139,377.00    |
| 1    | 5        | English Learners<br>Foster Youth<br>Low Income | Intervention and enrichment                  | \$23,386,039.00 | \$8,310,644.00    | \$6,000.00  | \$9,209,905.00 | \$40,912,588.00 |
| 1    | 6        | English Learners<br>Foster Youth<br>Low Income | Professional Learning Communities            |                 |                   | \$200.00    |                | \$200.00        |
| 1    | 7        | Low Income                                     | Alternative instructional settings           | \$2,500.00      |                   |             | \$12,851.00    | \$15,351.00     |
| 2    | 1        | Foster Youth<br>Low Income                     | Counseling services                          | \$3,127,968.00  | \$216,196.00      |             | \$60,266.00    | \$3,404,430.00  |
| 2    | 2        | All  | Culturally responsive PBIS                   | \$110,618.00    |                   |             | \$128,922.00   | \$239,540.00    |
| 2    | 3        | Low Income                                     | Multi-Tiered Systems of Support              | \$326,443.00    | \$45,606.00       |             | \$188,126.00   | \$560,175.00    |
| 2    | 4        | English Learners<br>Foster Youth<br>Low Income | Culturally responsive training               | \$32,649.00     |                   |             | \$14,158.00    | \$46,807.00     |
| 2    | 5        | Low Income                                     | Extended learning opportunities              | \$163,288.00    | \$333,499.00      |             | \$11,296.00    | \$508,083.00    |

| Goal | Action # | Student Group(s)               | Title  | LCFF Funds     | Other State Funds | Local Funds | Federal Funds | Total Funds     |
|------|----------|--------------------------------|--|----------------|-------------------|-------------|---------------|-----------------|
| 2    | 6        | English Learners               | Increased language development services through MTSS | \$413,378.00   | \$107,750.00      |             | \$99,870.00   | \$620,998.00    |
| 3    | 1        | All                            | Facilities   | \$9,291,879.00 | \$7,255,262.00    |             | \$134,155.00  | \$16,681,296.00 |
| 3    | 2        | All                            | Technology Systems                                   | \$49,120.00    |                   |             | \$11,094.00   | \$60,214.00     |
| 3    | 3        | Low Income                     | Support Personnel - Safe Schools                     | \$4,804,898.00 | \$2,123,399.00    |             | \$38,223.00   | \$6,966,520.00  |
| 3    | 4        | Low Income                     | Safe Schools   | \$6,363,687.00 | \$2,175,564.00    |             | \$19,251.00   | \$8,558,502.00  |
| 3    | 5        | Low Income                     | Alternative Educational Programs                     | \$7,040.00     | \$70,400.00       |             | \$8,300.00    | \$85,740.00     |
| 3    | 6        | Low Income                     | Safety Professional Development                      |                |                   |             |               | \$0.00          |
| 3    | 7        | Low Income                     | District Communication Systems                       |                |                   |             |               | \$0.00          |
| 4    | 1        | All                            | Increased Family Engagement                          | \$6,944,067.00 | \$479,472.00      |             | \$176,327.00  | \$7,599,866.00  |
| 4    | 2        | Low Income                     | Family Resources - Welcome and Wellness              | \$858,030.00   |                   |             | \$95,095.00   | \$953,125.00    |
| 4    | 3        | Low Income                     | Parent Training                                      | \$45,502.00    |                   |             | \$6,451.00    | \$51,953.00     |
| 4    | 4        | English Learners               | Family Translation Services                          | \$362,960.00   | \$45,273.00       |             | \$19,346.00   | \$427,579.00    |
| 4    | 5        | Low Income                     | Family Ambassadors                                   | \$5,267.00     |                   |             | \$61,898.00   | \$67,165.00     |
| 4    | 6        | English Learners<br>Low Income | School Sponsored Family Events                       | \$49,315.00    |                   |             |               | \$49,315.00     |

## Contributing Expenditures Tables

| Totals by Type           | Total LCFF Funds | Total Funds     |
|--------------------------|------------------|-----------------|
| <b>Total:</b>            | \$40,360,500.00  | \$64,655,894.00 |
| <b>LEA-wide Total:</b>   | \$39,584,162.00  | \$63,607,317.00 |
| <b>Limited Total:</b>    | \$776,338.00     | \$1,048,577.00  |
| <b>Schoolwide Total:</b> | \$49,315.00      | \$49,315.00     |

| Goal | Action # | Action Title                                 | Scope    | Unduplicated Student Group(s)                  | Location    | LCFF Funds      | Total Funds     |
|------|----------|--|----------|--|-------------|-----------------|-----------------|
| 1    | 3        | Inclusive Practices                          | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | \$354,466.00    | \$1,287,986.00  |
| 1    | 4        | Culturally Relevant Professional Development | LEA-wide | English Learners<br>Low Income                 | All Schools | \$57,070.00     | \$139,377.00    |
| 1    | 5        | Intervention and enrichment                  | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | \$23,386,039.00 | \$40,912,588.00 |
| 1    | 6        | Professional Learning Communities            | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools |                 | \$200.00        |
| 1    | 7        | Alternative instructional settings           | LEA-wide | Low Income                                     | All Schools | \$2,500.00      | \$15,351.00     |
| 2    | 1        | Counseling services                          | LEA-wide | Foster Youth<br>Low Income                     | All Schools | \$3,127,968.00  | \$3,404,430.00  |
| 2    | 3        | Multi-Tiered Systems of Support              | LEA-wide | Low Income                                     |             | \$326,443.00    | \$560,175.00    |
| 2    | 4        | Culturally responsive training               | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | \$32,649.00     | \$46,807.00     |
| 2    | 5        | Extended learning opportunities              | LEA-wide | Low Income                                     | All Schools | \$163,288.00    | \$508,083.00    |

| Goal | Action # | Action Title   | Scope                                    | Unduplicated Student Group(s)  | Location    | LCFF Funds     | Total Funds    |
|------|----------|--|--|--------------------------------|-------------|----------------|----------------|
| 2    | 6        | Increased language development services through MTSS | Limited to Unduplicated Student Group(s) | English Learners               | All Schools | \$413,378.00   | \$620,998.00   |
| 3    | 3        | Support Personnel - Safe Schools                     | LEA-wide                                 | Low Income                     | All Schools | \$4,804,898.00 | \$6,966,520.00 |
| 3    | 4        | Safe Schools   | LEA-wide                                 | Low Income                     | All Schools | \$6,363,687.00 | \$8,558,502.00 |
| 3    | 5        | Alternative Educational Programs                     | LEA-wide                                 | Low Income                     | All Schools | \$7,040.00     | \$85,740.00    |
| 3    | 6        | Safety Professional Development                      | LEA-wide                                 | Low Income                     | All Schools |                | \$0.00         |
| 3    | 7        | District Communication Systems                       | LEA-wide                                 | Low Income                     | All Schools |                | \$0.00         |
| 4    | 2        | Family Resources - Welcome and Wellness              | LEA-wide                                 | Low Income                     | All Schools | \$858,030.00   | \$953,125.00   |
| 4    | 3        | Parent Training                                      | LEA-wide                                 | Low Income                     | All Schools | \$45,502.00    | \$51,953.00    |
| 4    | 4        | Family Translation Services                          | Limited to Unduplicated Student Group(s) | English Learners               | All Schools | \$362,960.00   | \$427,579.00   |
| 4    | 5        | Family Ambassadors                                   | LEA-wide                                 | Low Income                     | All Schools | \$5,267.00     | \$67,165.00    |
| 4    | 6        | School Sponsored Family Events                       | LEA-wide Schoolwide                      | English Learners<br>Low Income | All Schools | \$49,315.00    | \$49,315.00    |

# Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local 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](mailto:lcff@cde.ca.gov).

## Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (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 Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

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

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders 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 stakeholder engagement tool.

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

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

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders 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 stakeholders 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 stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to 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 or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

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

# Plan Summary

## Purpose

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

## Requirements and Instructions

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

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

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

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

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

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

# Stakeholder Engagement

## Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, 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 stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (EC 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

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

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

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

## Requirements and Instructions

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

### **Local Control and Accountability Plan:**

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

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

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

**Prompt 1:** “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups 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 stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

**Prompt 2:** “A summary of the feedback provided by specific stakeholder groups.”

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

**Prompt 3:** “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

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

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

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

## Goals and Actions

### Purpose

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

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

### Requirements and Instructions

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

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

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

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

### ***Focus Goal(s)***

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

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

### ***Broad Goal***

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

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

### ***Maintenance of Progress Goal***

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

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

### ***Measuring and Reporting Results:***

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

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

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

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

Complete the table as follows:

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

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

| Metric  | Baseline  | Year 1 Outcome  | Year 2 Outcome  | Year 3 Outcome  | Desired Outcome for Year 3 (2023-24)  |
|---|---|---|---|---|---|
| Enter information in this box when completing the LCAP for <b>2021–22</b> . | Enter information in this box when completing the LCAP for <b>2021–22</b> . | Enter information in this box when completing the LCAP for <b>2022–23</b> . Leave blank until then. | Enter information in this box when completing the LCAP for <b>2023–24</b> . Leave blank until then. | Enter information in this box when completing the LCAP for <b>2024–25</b> . Leave blank until then. | Enter information in this box when completing the LCAP for <b>2021–22</b> . |

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

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

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

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

**Goal Analysis:**

Enter the LCAP Year

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

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

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

### **Purpose**

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students 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 stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

### **Requirements and Instructions**

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

**Percentage to Increase or Improve Services:** Identify the 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).

**Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students:** Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

**Required Descriptions:**

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

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

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

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

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

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

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

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

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

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

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

## **For School Districts Only:**

### **Actions Provided on an LEA-Wide Basis:**

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

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

### **Actions Provided on a Schoolwide Basis:**

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

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

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

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

## Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

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

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant 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.
- **Increased / Improved:** Type "Yes" if the action is included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:

- **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), 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”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
  - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
  - **Total Non-Personnel:** This amount will be automatically calculated.
- **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).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.