



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Lancaster School District

CDS Code: 19-64667

School Year: 2025-26

LEA contact information:

Dr. Melissa Wood

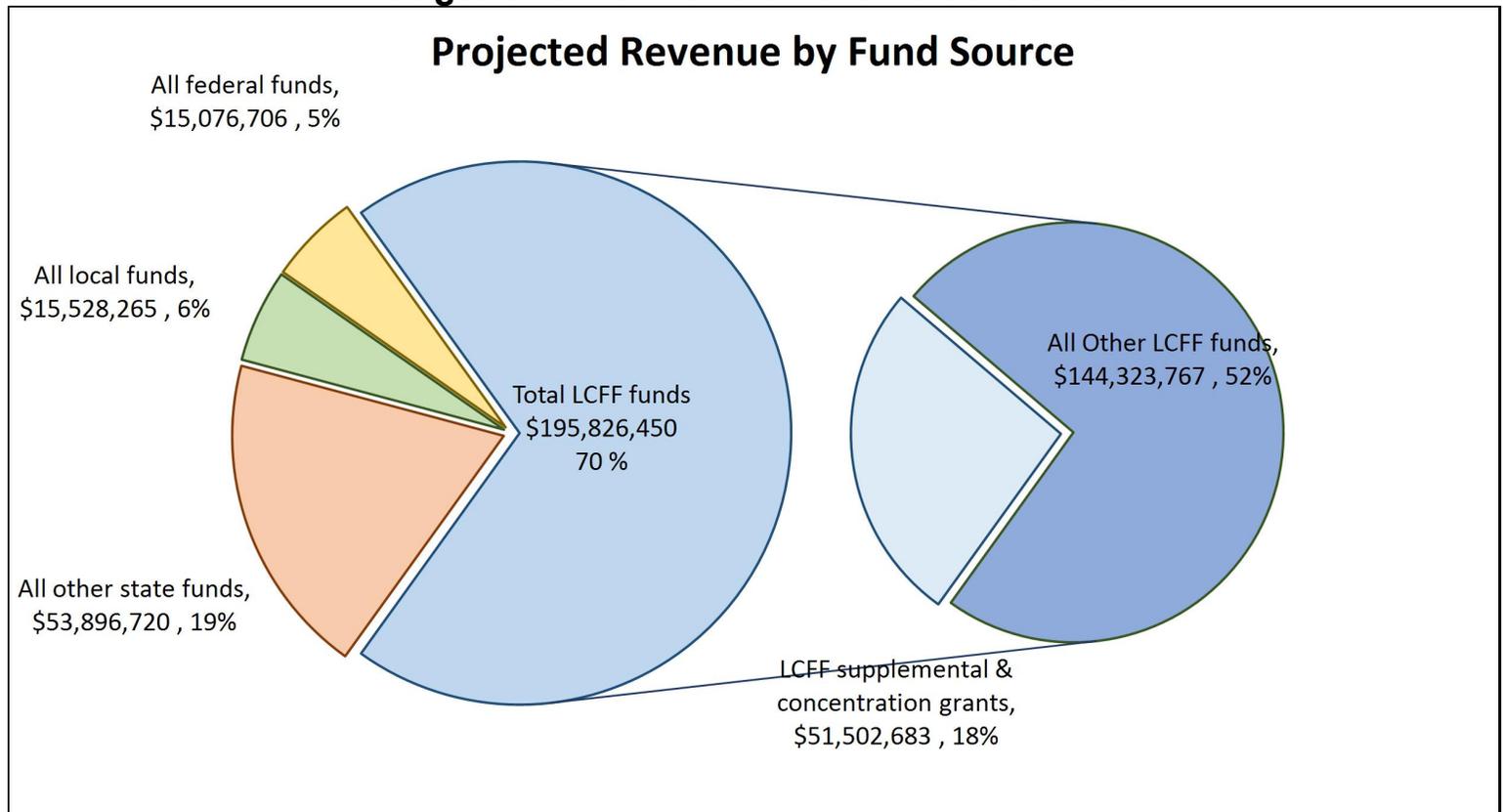
Director Compliance & Accountability

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661-723-0351

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2025-26 School Year



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

The text description for the above chart is as follows: The total revenue projected for Lancaster School District is \$280,328,141.00, of which \$195,826,450.00 is Local Control Funding Formula (LCFF), \$53,896,720.00 is other state funds, \$15,528,265.00 is local funds, and \$15,076,706.00 is federal funds. Of the \$195,826,450.00 in

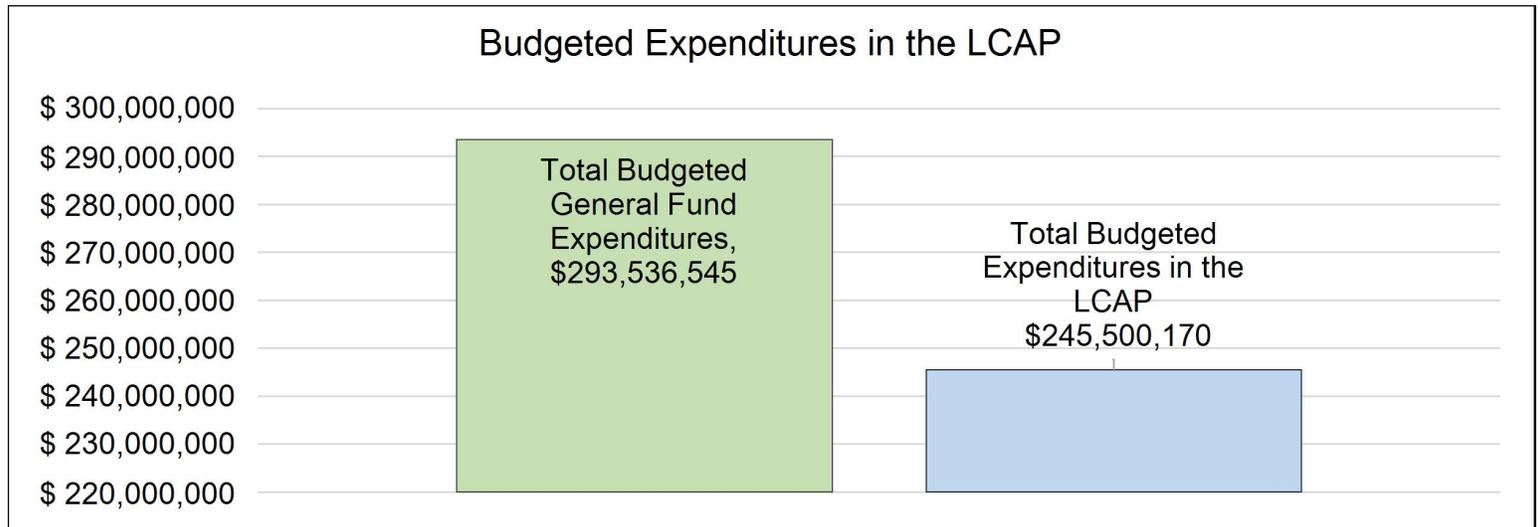
LCFF Funds, \$51,502,683 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The charts in the Budget Overview for Parents are automatically generated based on your updates in the input form of the standalone template in DTS. There is no need to insert images.

Please contact DTS if you would like support with overlapping labels. Thank you!

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



This chart provides a quick summary of how much Lancaster School District plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Lancaster School District plans to spend \$293,536,545 for the 2025-26 school year. Of that amount, \$245,500,170 is tied to actions/services in the LCAP and \$48,036,375 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

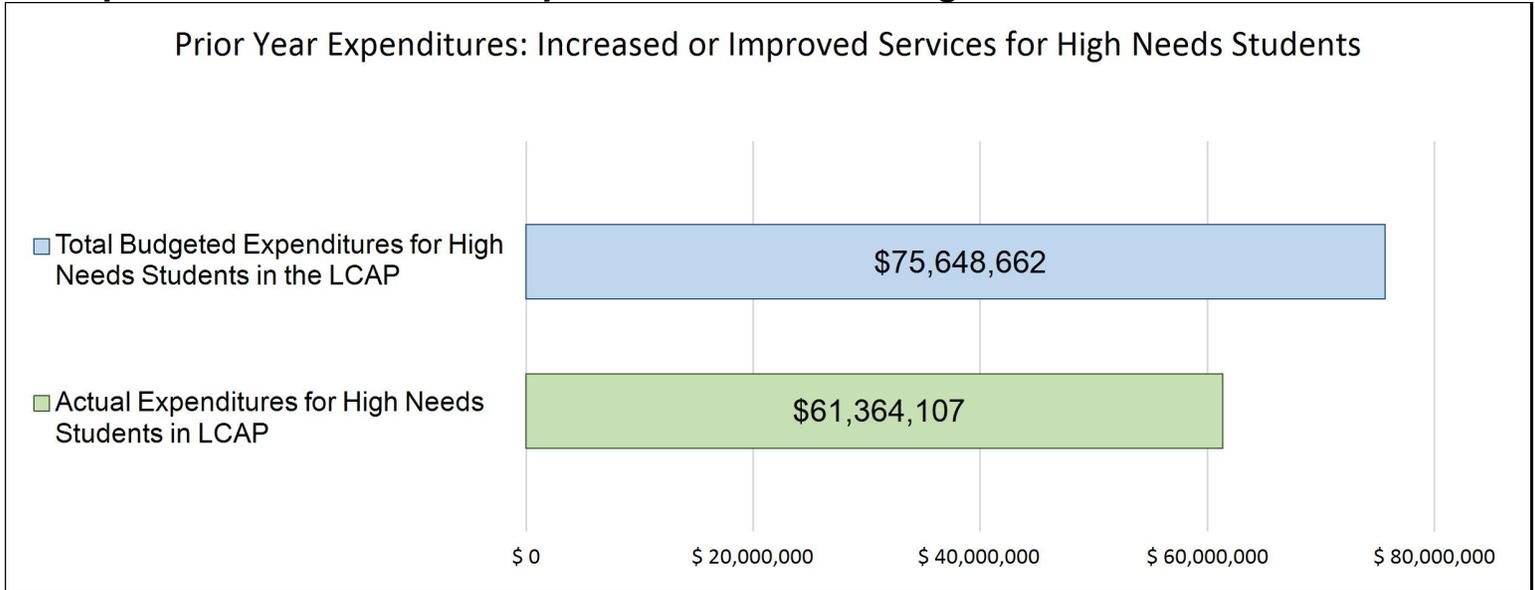
The difference in general fund budgeted expenditures for the school year that are not reflected in the LCAP is primarily attributed to districtwide operational costs that fall outside the scope of the LCAP's targeted goals and actions. These expenditures include general allocations for essential services such as routine maintenance, custodial services, utilities, and the ongoing upkeep of school grounds and facilities. While these functions are critical to ensuring safe, clean, and functional learning environments, they are considered core operational expenses and are therefore not itemized within the LCAP, which focuses on actions directly tied to improving student outcomes and addressing the needs of specific student groups.

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Lancaster School District is projecting it will receive \$51,502,683 based on the enrollment of foster youth, English learner, and low-income students. Lancaster School District must describe how it intends to increase or improve services for high needs students in the LCAP. Lancaster School District plans to spend \$66,336,012 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



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

The text description of the above chart is as follows: In 2024-25, Lancaster School District's LCAP budgeted \$75,648,662 for planned actions to increase or improve services for high needs students. Lancaster School District actually spent \$61,364,107 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of \$14,014,555 had the following impact on Lancaster School District's ability to increase or improve services for high needs students:

The material difference is minimal, as the district strategically utilized one-time funding sources in the previous year to support specific actions aimed at addressing the needs of high-needs student populations. These one-time funds allowed schools to implement and expand initiatives such as community-based events and family engagement activities. As we continued to enhance and refine these actions, we were able to transition the funding source to our Community Schools grant. This allowed us to maintain and in some cases expand support for students and families without drawing from ongoing LCFF resources. As such, while there may be shifts in how expenditures are reported, the actual services and supports provided remained consistent or improved, resulting in no significant material difference in the implementation of these actions.



Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Lancaster School District	Dr. Melissa Wood Director Compliance & Accountability	woodm@lancsd.org 661-723-0351

Plan Summary [2025-26]

General Information

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

Lancaster School District: A Commitment to Student Success

At Lancaster School District, we believe every child has the potential to succeed. Our mission is to provide a high-quality education in a safe, inclusive, and respectful environment, ensuring all students have the opportunity to thrive academically and personally. We are guided by core beliefs that shape our approach to education. We know that high expectations, strong support, and positive relationships lead to student success. Every child deserves respect and a safe place to learn, and we recognize the importance of community involvement in education. Each student has unique strengths, and they can achieve their goals with the right support. Open and honest communication builds trust, strengthening our partnerships with families.

Our district serves 14,827 students from preschool through 8th grade across 23 schools. Most of our students (90.5%) face economic challenges, and we are dedicated to supporting English learners, foster youth, and homeless students. Our diverse student body reflects the broader Lancaster community, with many 8,646 Hispanic students and 3,780 African American students. Based on the 2024 California School Dashboard, the Lancaster School District was identified to receive direct technical assistance (DTA), in addition to differentiated aid (DA) from both the California Collaborative for Educational Excellence as well as the Los Angeles County Office of Education. In addition to receiving assistance from both state and county entities, various schools were identified as eligible to receive equity multiplier funds from the state because they had high non-transiency rates (above 25%) and a socio-economically disadvantaged student population percentage above 70%. Ten (10) schools in the Lancaster School District will be receiving this support to enhance their improvement efforts. The following 10 schools are: El Dorado, Joshua, Lancaster Alternative and Virtual Academies, Lincoln, Monte Vista,

New Vista, The Promise Academy, RISE, and Sierra. It should be noted that in the 24-25 school year, the Lancaster School District closed The Leadership Academy.

To help students succeed, we offer a variety of programs tailored to their needs. Our AVID program prepares students for college, while STEM and STEAM initiatives provide hands-on learning in Science, Technology, Engineering, Arts, and Math. The Dual Language Immersion program offers instruction in both English and Spanish, fostering bilingual proficiency. We also have Coding Magnet Schools, early literacy programs to ensure children read at grade level by third grade, and Positive Behavior Support programs that promote kindness and respect. To track academic progress, we use i-Ready Diagnostics in reading and math.

Our commitment extends beyond the classroom. We partner with local organizations to provide students with essential resources such as food, clothing, and healthcare. Collaborations with universities help us bring high-quality teachers to our schools, ensuring students receive the best education possible.

We understand that family engagement is key to student success. That's why we offer workshops and resources to help parents navigate online tools, monitor their child's progress, and communicate effectively with teachers. Families are also encouraged to participate in school and district advisory councils, ensuring their voices are heard in decision-making.

Some of our schools receive additional funding to support students who need it most. These funds help improve reading and math achievement, attendance, and behavior support, ensuring that every child receives the assistance they need to excel.

Looking ahead, we remain focused on strengthening academic programs, creating positive learning environments, and using data to drive student success. By fostering strong partnerships with families and the community, we can ensure that every student in Lancaster School District has the tools they need to reach their full potential.

At Lancaster School District, we believe in our students' futures, and together, we will help them take flight.

Reflections: Annual Performance

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

Part A: Reflection of Lancaster School District's Annual Performance on the 2024 CA Dashboard and Local Data

Successes

2024 California Dashboard Data Analysis

The California School Dashboard, released in December 2024, has provided updated and comprehensive data on student performance and progress. The following summary highlights key areas of strength and improvement within the Lancaster School District, as reflected in the 2024 results.

Academic Performance (Indicator - English Language Arts, Mathematics, and English Language Progress Indicator)
English Language Arts (ELA)

The Lancaster School District had one student group—Filipino students—scored in the medium performance range for English Language Arts. While this was a highlight, further analysis revealed notable progress among other student groups. American Indian students decreased their distance from the standard by 23.9 points, indicating meaningful academic growth, despite remaining in the very low status range.

Foster youth students gained 2.2 points, and homeless students improved by 0.8 points, showing positive movement in these historically underserved groups.

Mathematics

In mathematics, the district also had one student group—students identifying as two or more races—score in the medium range, with a growth of 5.5 points from the previous year.

The homeless student group demonstrated a modest gain of 1.4 points in math performance.

English Language Progress Indicator

English language acquisition, English Learners in the Lancaster School District scored in the Medium (Yellow) performance band overall. Notably, 1.8% more English Learners demonstrated adequate growth in their English language development compared to the previous year, indicating positive momentum in language acquisition efforts.

Conditions and Climate - (Indicator - Chronic Absenteeism)

The Lancaster School District saw a positive overall trend in chronic absenteeism, with a district-wide decline of 5.7 points, placing the district in the medium status range.

Several student groups also achieved medium status in chronic absenteeism, including:

- American Indian students
- English learners
- Foster youth
- Homeless students
- Long-term English learners
- Students identifying as two or more races
- Socioeconomically disadvantaged students
- Students with disabilities
- White students

Although the following student groups remained in the low status range for chronic absenteeism, each showed improvement through reductions in absenteeism rates:

African American students
Hispanic students
Pacific Islander students

Conditions and Climate (Indicator - Suspension)

In reviewing the 2024 California School Dashboard, the Lancaster School District identified several strengths related to school conditions and climate, particularly in suspension rates.

The following student groups scored in the Medium (Yellow) performance level for suspension rates:

American Indian
English Learners
Filipino
Foster Youth
Two or More Races
White

Additionally, we observed notable declines in suspension rates among several student groups, demonstrating progress in school climate and behavior support efforts:

American Indian students: 4.3% decrease
Foster Youth: 2.2% decrease
Two or More Races: 1.3% decrease
White students: 2.4% decrease

While the district has not yet reached its desired performance levels in all areas, this data reflects positive growth within specific student groups, highlighting the impact of ongoing efforts to improve school culture and support systems.

The Lancaster School District continues to utilize the i-Ready Diagnostic in both Reading and Mathematics to identify student needs and inform instruction throughout the school year. While final diagnostic data is not yet available at the time of this planning, we have analyzed the Mid-Year data.

Diagnostic results, collected between November and December 2024, to assess current performance trends and guide instructional planning.

Reading – Mid-Year Diagnostic Insights

At the mid-year mark, 25% of the overall student population scored at Tier I or above, indicating they are reading at or above grade level. Performance across key student groups is as follows:

Hispanic/Latinx students: 27% at or above grade level
African American students: 20% at or above grade level
White students: 27% at or above grade level

Students with disabilities: 8% at or above grade level
Low-income students: 24% at or above grade level
English Learners: 9% at or above grade level
Migrant students: 17% at or above grade level
Foster youth: 19% at or above grade level
Students experiencing homelessness: 19% at or above grade level

Mathematics – Mid-Year Diagnostic Insights

In mathematics, 13% of the student population scored at Tier I, reflecting a 3% increase from the 2022–23 school year. Performance by student group includes:

Hispanic/Latinx students: 14% at or above grade level
African American students: 9% at or above grade level
White students: 15% at or above grade level
Students with disabilities: 6% at or above grade level
Low-income students: 12% at or above grade level
English Learners: 5% at or above grade level
Migrant students: 13% at or above grade level
Foster youth: 11% at or above grade level
Students experiencing homelessness: 9% at or above grade level

These mid-year findings provide a valuable snapshot of student progress and continue to inform targeted instructional strategies and supports as we move toward the end-of-year assessment window.

Areas of Challenge – California School Dashboard (December 2024)

Based on the most recent data from the December 2024 California School Dashboard, the Lancaster School District has identified several key areas requiring targeted improvement.

Overall District Performance

The district received a Red performance level—the lowest—on the following statewide indicators:

Suspension Rate (Overall)
English Language Arts (Overall)
Mathematics (Overall)

These results have contributed to the district's continued identification for Technical Assistance and Differentiated Assistance under the California accountability system.

Student Group Performance

The 2024 Dashboard also highlights performance concerns among specific student groups. The following groups were identified as low-performing (Red performance level) in the respective indicators:

Chronic Absenteeism
Asian
Filipino

Suspension Rate
African American
Homeless
Long-Term English Learners (LTEL)
Socioeconomically Disadvantaged
Students with Disabilities

It is important to note that the number of student groups scoring in the red for suspension decreased from seven (7) in 2023 to five (5) in 2024, reflecting some improvement in this area.

English Language Arts
African American
English Learners
Foster Youth
Homeless
Long-Term English Learners
Socioeconomically Disadvantaged
Students with Disabilities

Mathematics
African American
American Indians
English Learners
Foster Youth
Hispanic
Homeless
Long-Term English Learners
Socioeconomically Disadvantaged
Students with Disabilities

These identified challenges underscore the need for continued focus on equity-driven instructional practices, student engagement strategies, and targeted supports to accelerate progress for our most underserved student populations.

Celebrations and Areas of Growth: 2024–25

During the 2024–25 school year, the Lancaster School District made significant progress in strengthening the monitoring and evaluation of programs. A more cohesive system of accountability was established at both the school and district levels, reinforcing the understanding that the success of any program or initiative depends on the quality of its implementation.

Key Celebrations

- Early Literacy Gains: We celebrate the successful implementation of early literacy programs, including Heggerty and SIPPS, which have contributed to notable growth in reading fluency among students in grades K–2.
- Instructional Leadership and Support: The district launched a cohesive system of training and differentiated support for school sites. This includes the development of Instructional Leadership Teams and enhanced coaching for principals to support site-based implementation.
- Family and Community Engagement: Community outreach efforts expanded significantly. The district hosted multiple events to connect families with academic resources, social-emotional supports, and essential services, helping to strengthen school-home partnerships.
- Arts Education: Through increased funding for the arts, Lancaster expanded its elementary music program by growing the number of music teachers from three to seven, achieving a 2:1 school-to-music teacher ratio—a major step in improving access to arts education.
- Elementary Physical Education: Our elementary PE program was enhanced to allow teachers dedicated time to analyze student data during Professional Learning Communities (PLCs) held during the school day.
- Multi-Tiered System of Supports (MTSS): Continued investment in MTSS has ensured that students in grades K–2 have access to highly trained paraeducators, supporting small group instruction and individualized interventions.
- Learning Center Expansion: Following successful pilot implementation, the district is expanding its Learning Center program to provide Tier 2 academic interventions across all school sites.
- Inclusive Practices: Inclusion efforts have strengthened access to core instruction for students with disabilities, allowing them to participate alongside their general education peers while receiving targeted small group support.
- Social-Emotional Learning and Mentorship: New SEL programs and community-based mentorship initiatives were launched to support students with Tier 2 social-emotional needs, helping address mental health and behavior through proactive measures.
- Expanded Learning Opportunities: Our Expanded Learning Department continues to offer after-school academic enrichment and extracurricular activities that support whole-child development.

Areas for Continued Growth

- Despite our progress, the district recognizes several areas in need of focused improvement:
- Expansion of Social-Emotional Supports: There is a growing need to broaden access to SEL resources, particularly for students dealing with trauma, behavioral challenges, or mental health concerns.
- Behavioral Challenges in Middle School: While suspension rates have not significantly increased, there has been a rise in office discipline referrals at the middle school level. Site administrators are working diligently to minimize the use of exclusionary discipline practices and promote restorative approaches.
- Integrated English Language Development (I-ELD): The implementation of I-ELD remains a challenge. Continued professional development and program refinement are needed to support English Learners in achieving reclassification and accessing grade-level content.

Part B: Lowest Performance Level on One or More State Indicators on the 2023 CA Dashboard for Schools within the LEA, any student group within the LEA. and any student group within a school within the LEA.

Lancaster School District student groups identified areas of challenge on CA Dashboard 2023:

All Students: Suspension, ELA, Math (Red)
English Learners: ELA (Red)
Foster Youth: Suspension, ELA, Math (Red)
Homeless: Suspension, ELA (Red)
Socioeconomically Disadvantaged: Suspension, ELA, Math (Red)
Students with Disabilities: Suspension, ELA, Math (Red)
African American: Suspension, ELA, Math (Red)
American Indian: Absenteeism, Suspension, ELA (Red)
Asian: Absenteeism, Suspension, ELA, Math (Yellow)
Filipino: Absenteeism (Yellow)
Hispanic: Math (Red)
Native Hawaiian/Pacific Islander: Absenteeism (Orange)
White: Suspension, ELA, Math (Orange)
Two or More Races: Suspension, Math (Red)

Schools identified areas of challenge based on CA Dashboard in 2023:

The following schools were low-performing in the following indicators

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

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

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

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

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

The following information reflects student groups within the LEA that had the lowest performance level based on the 2023 CA Dashboard indicators for Lancaster School District (District wide):

Chronic Absenteeism: American Indian (2023)

Suspension: All, African American, American Indian, foster youth, homeless, two or more races, socioeconomically disadvantaged, students with disabilities (2023)

English language arts: All, African American, American Indian, English learners, foster youth, homeless, socioeconomically disadvantaged, students with disabilities (2023)

Math: All, African American, foster youth, Hispanic, two or more races, socioeconomically disadvantaged (2023)

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

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

Amargosa Creek Middle: Mathematics, Suspension

English Language Arts: African-American, English Learners

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

Chronic Absenteeism: Foster Youth

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

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

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Targeted Actions to support Chronic Absenteeism and Suspensions are Culturally Responsive PBIS (2.6) & Trauma Informed Practices (2.3)

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

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

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

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

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

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

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

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

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

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

Mathematics: African American, Students with Disabilities

Suspension: African American

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

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

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

El Dorado Elementary School: English Language Arts

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

Mathematics: students with disabilities

Chronic Absenteeism: Foster Youth, Two or More Races

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

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

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

Endeavour Middle School: English Language Arts, Mathematics

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

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

Suspension: Two or More Races

Chronic Absenteeism: English Learners, Homeless

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

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Targeted Actions to support Chronic Absenteeism and Suspensions are Culturally Responsive PBIS (2.6) & Trauma Informed Practices (2.3)

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

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

Mathematics: African American

ELA: Students with Disabilities

Suspension: African American, White

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

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

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

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

Joshua Elementary: English Language Arts, Mathematics

English Language Arts: English Learners, Hispanic, Socioeconomic Disadvantage

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

Suspension: African American, Two or More Races

Chronic Absenteeism: Homeless

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

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

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

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

Lancaster Alternative Virtual Academy: Chronic Absenteeism

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

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

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

Suspension: Students with Disabilities

Chronic Absenteeism: Two or More Races

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

Targeted Actions to support Chronic Absenteeism and Suspension are also Culturally Responsive PBIS (2.6) and Trauma-Informed Practices (2.3)

Linda Verde Dual Language Academy: English Language Arts

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

Mathematics: African American

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

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

Suspension: African-American

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

Monte Vista Elementary School: English learner progress indicator, English language arts

English language arts: African American, English Learners, Hispanic, Socioeconomically Disadvantaged, Students with Disability

Chronic Absenteeism: African American, Foster Youth, Two or More Races

Targeted Actions to support Chronic Absenteeism are Culturally Responsive PBIS (2.6), Capturing Kids Hearts (2.7) & Trauma Informed

Practices (2.3)

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

Nancy Cory Elementary School: English Learner Progress

Chronic Absenteeism: Foster Youth, Two or More Races

Targeted Actions to support chronic absenteeism are Culturally Responsive PBIS (2.6) & Capturing Kids Hearts (2.7)

New Vista Middle School: Suspension, English Language Arts, Mathematics

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

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

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

Chronic Absenteeism: White

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

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

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

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

Piute Middle School: Suspension, English Language Arts, Mathematics

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

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

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

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

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

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

Rise: Chronic Absenteeism, Suspension

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Chronic Absenteeism: Socioeconomically Disadvantaged

Suspension: Socioeconomically Disadvantaged

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

Targeted Actions to support Chronic Absenteeism and Suspensions are Culturally Responsive PBIS (2.6) & Trauma Informed Practices (2.3)

Sierra Elementary School: English Language Arts, Mathematics

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

Mathematics: Socioeconomically Disadvantaged

Suspension: African-American, Foster Youth, Two or More Races, White

Chronic Absenteeism: White, Foster Youth

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

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

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

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

Sunnydale: English Learner Progress Indicators

Suspension: African-American

Chronic Absenteeism: Students with Disabilities

Targeted Actions to support chronic absenteeism and suspension are Culturally Responsive PBIS (2.6); Capturing Kids Hearts (2.7) & and trauma-informed practices (2.3)

The Leadership Academy: Suspension

Suspension: African American, Socioeconomically Disadvantaged, Students with a Disability

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

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

Part C:

The Lancaster School District has expended ALL LREBG funds.

Reflections: Technical Assistance

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

A school district becomes eligible for Differentiated Assistance when any student group meets the criteria for two or more Local Control Funding Formula (LCFF) state priorities. The Lancaster School District met this threshold based on student group performance in the areas of Pupil Achievement and School Climate, as measured by the California Assessment of Student Performance and Progress (CAASPP) and suspension rates, respectively.

Schools and student groups identified as low-performing on the CA Dashboard

The following students groups and indicators are identified for Differentiated Assistance District-wide (Year 2 indicates that the student group was in their second year of Differentiated Assistance; however, they made upward growth and are no longer in the lowest performance level (red), but continued to receive support):

African American (2023 & 2024)

Indicators: Suspension Rate, CAASPP English Language Arts (ELA), and Mathematics (all Red)

American Indian (Year 2)

Indicators: Chronic Absenteeism, Suspension Rate, CAASPP ELA (Red), and Mathematics (Orange)

Foster Youth (Year 2)

Indicators: Suspension Rate, CAASPP ELA and Mathematics (both Red)

Homeless Youth (2023 & 2024)

Indicators: Suspension Rate, CAASPP ELA (Red), and Mathematics (Orange)

Socioeconomically Disadvantaged (2023 & 2024)

Indicators: Suspension Rate, CAASPP ELA and Mathematics (both Red)

Students with Disabilities (2023 & 2024)

Indicators: Suspension Rate, CAASPP ELA (Red), and Mathematics (Orange)

Two or More Races (Year 2)

Indicators: Suspension Rate, CAASPP ELA (Orange), and Mathematics (Red)

Long-Term English Learners (2024)

Indicators: English Language Arts, Math, and Suspension

Support and Partnerships for Continuous Improvement

In response to these identified needs, Lancaster School District is actively engaging in a multi-layered system of support:

The district partners with the Los Angeles County Office of Education (LACOE) to support continuous improvement aligned with its differentiated assistance status.

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

In the 2024–25 school year, Lancaster also entered into a partnership with the California Collaborative for Educational Excellence (CCEE) to receive technical assistance targeted at systemic improvement.

Additionally, the district contracted with a third-party vendor to conduct:

- Needs analysis
- Root cause analysis
- Support for instructional leadership team development
- Principal capacity-building for leading site-level school improvement

This comprehensive support structure reflects Lancaster’s core philosophy:

“All improvement is local.”

That is, those closest to the challenge—our site leaders and educators—should be empowered and supported to develop effective, context-specific solutions with district guidance.

Looking Ahead to 2025–26

Currently, the district meets monthly with its third-party provider to monitor progress and support principals through individualized coaching sessions. As we transition into the 2025–26 school year, a central focus will be on:

- Building the capacity of site-based leadership teams
- Streamlining internal processes
- Improving resource alignment to better meet student needs

Lancaster School District remains committed to sustained, data-driven improvement rooted in equity, accountability, and community collaboration.

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

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

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

- Action 2,1 - Social/Emotional Learning support

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

Comprehensive Support and Improvement

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

Schools Identified

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

Schools Identified:

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

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

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

Support for Identified Schools

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

Comprehensive Needs Assessment and Addressing Resource Inequities

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

CAASPP scores in English Language Arts and Mathematics

State performance indicators, benchmarked against state-determined goals

Formative data from i-Ready diagnostics

Attendance and suspension records

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

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

Identification and Analysis of Resource Inequities

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

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

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

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

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

Site-Specific Needs and Interventions

RISE

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

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

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

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

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

Desert View Elementary

Identified Needs: School climate improvement (chronic absenteeism, staff/family engagement), and academic rigor
Intervention: Implementation of AVID to support a culture of academic preparedness and college readiness; targeted support for ILT development

New Vista Middle School

Identified Needs: Consistent leadership and improved school climate

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

Piute Middle School

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

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

District Support and Plan Implementation

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

Ongoing technical assistance for selecting and implementing evidence-based practices

Embedded coaching for Instructional Leadership Teams

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

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

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

Looking Ahead

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

Monitoring progress through ongoing data reviews

Facilitating ILT coaching and capacity building

Adjusting plans based on evolving site needs and stakeholder feedback

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

Monitoring and Evaluating Effectiveness

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

Monitoring and Improving Outcomes: A Continuous Improvement Approach

Lancaster School District uses a continuous improvement model to monitor and support student outcomes at identified CSI schools. This approach is based on the Plan-Do-Study-Act (PDSA) cycle from the Carnegie Foundation. Each school works with a district-level improvement team, including a third-party contractor, who provides support and monitoring every other month. These regular check-ins help schools review their data, reflect on progress, and adjust course as needed.

To involve educational partners, each site develops its plans with input from its Instructional Leadership Team (ILT) and School Site Council. The district also gathers feedback from English Learner Advisory Committees (ELACs), the District Advisory Council (DAC), and the school board to ensure plans reflect community priorities.

District Support and Oversight

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

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

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

Building Site Capacity

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

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

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

Resource Equity and Professional Collaboration in 25–26

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

Expanding collaborative planning time for teachers, especially in CSI schools

Supporting the growth of Professional Learning Communities (PLCs)

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

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

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Lancaster School District Families	<p>The Lancaster School District used various surveying methods throughout the year to consult with families on the Local Control and Accountability Plan moving into the 2025-26 school year. This included Youth Truth, the use of ongoing and frequent Thought Exchanges, and an overall LCAP needs assessment survey.</p> <p>Families are also engaged in LCAP input evenings hosted by the Director of Continuous Improvement, Compliance and Accountability (CICA). These Meetings are called Town Hall Meetings</p> <p>The Director of CICA collaborates with other departments, such as the Department of Student and Family Services, to secure various voices from educational partners. This group comprises community members, families, students, teachers, site administration, district office administration, and classified personnel.</p> <p>The Director of CICA engages families through the Superintendent's Advisory Council, as well as through the District English Learner Advisory Council.</p> <p>There is also a regular review of the LCAP, and feedback is given at twenty-three school site councils throughout the district.</p>
Lancaster School District Teachers	The Lancaster School District used various surveying methods throughout the year to consult with certificated staff on the Local

Educational Partner(s)	Process for Engagement
	<p>Control and Accountability Plan moving into the 2025-26 school year. This included Youth Truth, the use of ongoing and frequent Thought Exchanges, and an overall LCAP needs assessment survey.</p> <p>Teachers are also engaged in LCAP input evenings hosted by the Director of Continuous Improvement, Compliance and Accountability (CICA) focused specifically on the needs of certificated personnel.</p> <p>The Director of CICA collaborates with other departments, such as the Department of Student and Family Services, to secure various voices from educational partners. This group comprises community members, families, students, teachers, site administration, district office administration, and classified personnel.</p> <p>Teachers and representatives also sit on all school site councils and English language advisory councils throughout the district and provide feedback and input on the LCAP.</p>
Lancaster School District Personnel (Classified)	<p>The Lancaster School District used various surveying methods throughout the year to consult with classified staff on the Local Control and Accountability Plan moving into the 2025 -26 school year. This included Youth Truth, the use of ongoing and frequent Thought Exchanges, and an overall LCAP needs assessment survey.</p> <p>The Director of CICA collaborates with other departments such as the Department of Student and Family Services to secure various voices from educational partners. This group comprises community members, families, students, teachers, site administration, and district office administration, and classified personnel.</p> <p>Classified personnel and representatives also sit on all school site councils and English language advisory councils throughout the district and provide feedback and input on the LCAP.</p> <p>Classified Personnel are also offered the opportunity to meet with the Director of CICA during staff input meetings to provide input</p>

Educational Partner(s)	Process for Engagement
Lancaster School District Bargaining Unit (Teachers Association of Lancaster)	We engaged the Teachers Association of Lancaster utilizing survey methods, such as Thought Exchange, Youth Truth, and Hanover Research. We also provided opportunities to meet with our team in several after school meetings. We also have involved TAL in our strategic Leadership Team in order to support building and providing feedback on the LCAP moving forward.
Lancaster School District Bargaining Unit (CSEA)	We engaged the CSEA utilizing survey methods, such as Thought Exchange, Youth Truth, and Hanover Research. We also provided opportunities to meet with our team in several after school meetings. We also have involved CSEA in our strategic Leadership Team in order to support building and providing feedback on the LCAP moving forward.
Lancaster School District Site Administration	We engaged the Site Administration (Principals & Assistant Principals) unit utilizing survey methods, such as Thought Exchange, Youth Truth, and Hanover Research. We also provided opportunities to meet with our team in several after school meetings. We also have involved Principals and Assistant Principals in our strategic Leadership Team in order to support building and providing feedback on the LCAP moving forward.
Lancaster School District Local SELPA	We met with the SELPA Director for our district in order to support building actions into the LCAP.
Lancaster School District Students	<p>We were able to provide opportunities for Lancaster School District students to be engaged through our various surveying methods, i.e Thought Exchange, Hanover, and Youth Truth. Further we ran focus groups at various grade levels and supported received input during our ASB Leadership Symposium. It must be noted that focus groups were targeted toward students who were not in ASB, and focused on those students who are generally seen to be the most marginalized of student populations at the schools we visited based on displays of classroom discipline.</p> <p>We also visited and worked with our students in our continuation school to secure feedback and understanding of their lived experiences. We were able to secure significant student voice in this area.</p>

Educational Partner(s)	Process for Engagement
<p>Consultation with families at equity multiplier schools identified from the 23-24 fiscal year: (Desert View, El Dorado, Joshua, Lancaster Alternative Virtual Academies, New Vista Middle, Piute, The Promise Academy, RISE, Sierra, Sunnydale, The Leadership Academy)</p> <p>Consultation with families at Equity Multiplier schools identified from fiscal year 24-25: (El Dorado, Joshua, Lancaster Alternative Virtual Academies, Monte Vista, New Vista Middle, The Promise Academy, RISE, Sierra, The Leadership Academy)</p>	<p>Families from Equity Multiplier Schools were engaged via survey methods, we were able to disaggregate data from all regular district surveys to identify the needs of the families of the schools receiving equity multiplier funding.</p> <p>After meeting with Principals on the dollars and their intended usage we were also able to secure feedback from families from targeted conversations on Equity Multiplier dollars from school site councils.</p> <p>The Leadership Academy closed at the end of the 24-25 school year and therefore Equity Multiplier funds will be directed to Equity Multiplier schools.</p>
<p>Consultation with teachers at equity multiplier schools identified from the 23-24 fiscal year: (Desert View, El Dorado, Joshua, Lancaster Alternative Virtual Academies, New Vista Middle, Piute, The Promise Academy, RISE, Sierra, Sunnydale, The Leadership Academy)</p> <p>Consultation with teachers at Equity Multiplier schools identified from fiscal year 24-25: (El Dorado, Joshua, Lancaster Alternative Virtual Academies, Monte Vista, New Vista Middle, The Promise Academy, RISE, Sierra, The Leadership Academy)</p>	<p>Teachers from Equity Multiplier Schools were engaged via survey methods. The district supported site administration in securing feedback from their teachers in order to align goals and actions with both school plans and the LCAP utilizing equity multiplier funding. The district and site were able to disaggregate data from all regular district surveys to identify the needs of the teachers of the schools receiving equity multiplier funding.</p> <p>After meeting with Principals on the dollars and their intended usage, we also secured feedback from teachers at their normal staff meetings and through Instructional Leadership Meetings on Equity Multiplier dollars for school site councils.</p> <p>The Leadership Academy closed as of June 2025</p>
<p>Consultation with site administration at equity multiplier schools identified from the 23-24 fiscal year: (Desert View, El Dorado, Joshua, Lancaster Alternative Virtual Academies, New Vista Middle, Piute, The Promise Academy, RISE, Sierra, Sunnydale, The Leadership Academy)</p> <p>Consultation with site administration at Equity Multiplier schools identified from fiscal year 24-25: (El Dorado, Joshua, Lancaster</p>	<p>After identifying the schools that were receiving equity multiplier dollars, we were able to meet with Principals to discuss the impact, and provide them time for collaboration around needs to be met utilizing equity multiplier funds. At that time we also determined the needs and have included those needs in the LCAP for 24-27.</p> <p>We identified and will be modifying our actions and goals for equity multiplier schools moving into the 25-26 school year. We will be</p>

Educational Partner(s)	Process for Engagement
Alternative Virtual Academies, Monte Vista, New Vista Middle, The Promise Academy, RISE, Sierra, The Leadership Academy)	moving into supporting schools with mentorship programs targeting African American students, and Students with Disabilities.
<p>Consultation with students at equity multiplier schools identified from the 23-24 fiscal year: (Desert View, El Dorado, Joshua, Lancaster Alternative Virtual Academies, New Vista Middle, Piute, The Promise Academy, RISE, Sierra, Sunnydale, The Leadership Academy)</p> <p>Consultation with students at Equity Multiplier schools identified from fiscal year 24-25: (El Dorado, Joshua, Lancaster Alternative Virtual Academies, Monte Vista, New Vista Middle, The Promise Academy, RISE, Sierra, The Leadership Academy)</p>	<p>We were able to provide opportunities for Lancaster School District students to be engaged through our various surveying methods, i.e Thought Exchange, Hanover, and Youth Truth. Further we ran focus groups at various grade levels and supported received input during our ASB Leadership Symposium. It must be noted that focus groups were targeted toward students who were not in ASB, and focused on those students who are generally seen to be the most marginalized of student populations at the schools we visited based on displays of classroom discipline.</p> <p>We also visited and worked with our students in our continuation school to secure feedback and understanding of their lived experiences. We were able to secure significant student voice in this area.</p>
School Board	The School Board was engaged throughout the development of the LCAP. We have presented various times to the Lancaster Board of Trustees regarding data that has been provided by the state, and have provided the board with the Annual Update to date. We furthermore delivered the LCAP to the Board in it's entirety on June 3rd, and have had it approved on June 17, 2025.
Online Questions and Answers	In our presentations, we always take into account questions that might arise regarding the LCAP, we continue to monitor our online form for any question that might arise from parent, staff member, or community member.
District Administration/Principals and other Site Administrators	District administrators were engaged through our Strategic Leadership Team (SLT), cabinet, and through Youth Truth Surveys, Hanover LCAP Surveys, and Thought Exchanges.
Consultation with other school personnel at equity multiplier schools identified from the 23-24 fiscal year: (Desert View, El Dorado, Joshua, Lancaster Alternative Virtual Academies, New Vista Middle, Piute, The Promise Academy, RISE, Sierra, Sunnydale, The Leadership Academy)	Staff from Equity Multiplier Schools were engaged via survey methods. The district supported site administration in securing feedback from their staff in order to align goals and actions with both school plans and the LCAP utilizing equity multiplier funding. The district and site were able to disaggregate data from all regular district

Educational Partner(s)	Process for Engagement
<p>Consultation with other school personnel at Equity Multiplier schools identified from fiscal year 24-25: (El Dorado, Joshua, Lancaster Alternative Virtual Academies, Monte Vista, New Vista Middle, The Promise Academy, RISE, Sierra, The Leadership Academy)</p>	<p>surveys to identify the needs of school personnel and students of the schools receiving equity multiplier funding.</p> <p>After meeting with other school personnel on the dollars and their intended usage, we also secured feedback from other school personnel at their normal staff meetings and through Instructional Leadership Meetings on Equity Multiplier dollars for school site councils.</p> <p>The Leadership Academy closed as of June 2025.</p>

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

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

Work with our staff on differentiated forms of instruction.

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

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

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

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

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

*Staff determined there was a need to support families in acquiring the skills to work in the school; however, upon their reflection, they also determined the need to better understand of how to engage families.

Support teachers with data analysis and preparation for instruction.

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

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

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

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

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

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

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

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

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

Working to support special education students more fully.

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

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

Equity Multiplier School Consultation.

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

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

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The Lancaster School District has increased our formative assessment scores to 38% meeting or exceeding standards in mathematics on formative iReady assessments in reading from 34% in the previous year, and have increased our Math formative assessment scores to 28% on our iReady assessment. This has yet to translate into results on the actual California Assessment of Student Progress and Proficiency, where we remain in the Red in Math and Language Arts. Subsequently, our English language learners, Foster student group, and Low Income are all Red in achievement in English Language arts on the CAASPP, and our Foster and Low Income are also Red, while our English Learners are Orange. We continue to see a need to support students in academics in all ways, as the population of Lancaster School District has 90.5% of the student population living in poverty and 3.5% of the student population considered systems-involved youth. It has been determined by various educational partners that Lancaster school district will provide increased and improved services for targeted student groups, that will benefit all student groups, with increased access to culturally relevant teaching pedagogy, a focus on equity for all student groups, and a significant increase in the capacity of school sites to effectively implement a multi-tiered system of support, allowing for access to both enrichment and intervention where needed.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Dashboard Local Indicator LCFF Priority 1 - Percentage of students with standards	Standard Met 100% of Students have standards aligned material (23-24 SY)	Standard Met 100% of Students have standards		Standard Met 100% of Students have standards aligned material	No Difference from Baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	aligned instructional materials		aligned materials (24-25 SY)			
2	Dashboard Local Indicator LCFF Priority 1 - Appropriately Assigned Teachers	Teacher Assignment Monitoring Data 576.3 Teachers 78.4% Clear credentialed teachers (21-22 SY)	Teacher Assignment Monitoring Data 604.2 Teachers 77.7% Clear Credentialed teachers (22-23 SY)		Teacher Assignment Monitoring Data Number of Teachers based on enrollment & Contract 90% Clear credentialed teachers	-0.7% Clear credentialed teachers
3	Williams Materials Williams Materials Textbooks Sufficiency Survey	100% Sufficient as measured by Williams (23-24 SY)	100% Sufficient as measured by Williams (24-25 SY)		100% sufficient	No Difference from Baseline
4	Local Internal Surveys Teacher Efficacy Surveys	Baseline to be determined fall of 2024 (23-24 SY)	My work gives me a feeling of personal accomplishment Elementary school teachers - 85% Middle school teachers - 76% As measured by Youth Truth (Dec 2024)		Elementary and Middle School Teachers 90% feelings of personal accomplishment	Baseline established in 24- 25 SY
5	Dashboard CAASPP ELA (Overall)	-71 Below Standard (RED) (23 Dashboard)	-74.4 Below Standard (RED) (24 Dashboard)		-66 Below Standard (ORANGE)	-3.4

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6	Dashboard CAASPP ELA (African American)	-101.4 Below Standard (RED) (23 Dashboard)	-104.8 Below Standard (RED) (24 Dashboard)		-91 Below Standard (ORANGE)	-3.4
7	Dashboard CAASPP ELA (American Indian)	-108.9 Below Standard (RED) (23 Dashboard)	-85 Below Standard (ORANGE) (24 Dashboard)		-98 Below Standard (ORANGE)	23.9
8	Dashboard CAASPP ELA (Asian)	-1.8 Below Standard (YELLOW) (23 Dashboard)	-47.7 Below Standard (ORANGE) (24 Dashboard)		3 Above Standard (GREEN)	-45.9
9	Dashboard CAASPP ELA (English Learner)	-88.8 Below Standard (RED) (23 Dashboard)	-91.5 Below Standard (RED) (24 Dashboard)		-80 Below Standard (ORANGE)	-2.7
10	Dashboard CAASPP ELA (Filipino)	16.4 Above Standard (GREEN) (23 Dashboard)	-1.9 Below Standard (YELLOW) (24 Dashboard)		19.4 Above Standard (GREEN)	-14.5
11	Dashboard CAASPP ELA (Foster Youth)	-112.3 Below Standard (RED) (23 Dashboard)	-110.1 Below Standard (RED) (24 Dashboard)		-100 Below Standard (ORANGE)	2.2
12	Dashboard CAASPP ELA (Hispanic)	-64.8 Below Standard (ORANGE) (23 Dashboard)	-67.5 Below Standard (ORANGE) (24 Dashboard)		-61 Below Standard (YELLOW)	-2.7
13	Dashboard CAASPP ELA (Homeless)	-105.2 Below Standard (RED) (23 Dashboard)	-104.4 Below Standard (RED) (24 Dashboard)		-95 Below Standard (ORANGE)	0.8
14	Dashboard CAASPP ELA (Pacific Islander)	-94 Below Standard (No Performance Color) (23 Dashboard)	-79.2 Below Standard (No Performance)		-84 Below Standard (ORANGE)	14.8

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Color) (24 Dashboard)			
15	Dashboard CAASPP ELA (Socioeconomically Disadvantaged)	-77.1 Below Standard (RED) (23 Dashboard)	-79.8 Below Standard (RED) (24 Dashboard)		-68 Below Standard (ORANGE)	-2.7
16	Dashboard CAASPP ELA (Students with Disabilities)	-138.6 Below Standard (RED) (23 Dashboard)	-140.4 Below Standard (RED) (24 Dashboard)		-127 Below Standard (ORANGE)	-1.8
17	Dashboard CAASPP ELA (Two or More Races)	-63.1 Below Standard (ORANGE) (23 Dashboard)	-64 Below Standard (ORANGE) (24 Dashboard)		-60 Below Standard (ORANGE)	-0.9
18	Dashboard CAASPP ELA (White)	-39.4 Below Standard (ORANGE) (23 Dashboard)	-60.8 Below Standard (ORANGE) (24 Dashboard)		-36 Below Standard (ORANGE)	-21.4
19	Dashboard CAASPP Math (Overall)	-107 Below Standard (RED) (23 Dashboard)	-109.4 Below Standard (RED) (24 Dashboard)		-100 Below Standard (ORANGE)	-2.4
20	Dashboard CAASPP Math (African American)	-141.5 Below Standard (RED) (23 Dashboard)	-142.5 Below Standard (RED) (24 Dashboard)		-131 Below Standard (ORANGE)	-1
21	Dashboard CAASPP Math (American Indian)	-125.5 Below Standard (ORANGE) (23 Dashboard)	-114.2 Below Standard (ORANGE) (24 Dashboard)		-115 Below Standard (ORANGE)	11.3
22	Dashboard CAASPP Math (Asian)	-25.7 Below Standard (YELLOW) (23 Dashboard)	-68.8 Below Standard (ORANGE) (24 Dashboard)		-20 Below Standard (GREEN)	-43.1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
23	Dashboard CAASPP Math (English Learner)	-118.3 Below Standard (ORANGE) (23 Dashboard)	-118.9 Below Standard (RED) (24 Dashboard)		-108 Below Standard (ORANGE)	-0.6
24	Dashboard CAASPP Math (Filipino)	-17.4 Below Standard (GREEN) (23 Dashboard)	-36.8 Below Standard (ORANGE) (24 Dashboard)		-14 Below Standard (GREEN)	-19.4
25	Dashboard CAASPP Math (Foster Youth)	-137.2 Below Standard (RED) (23 Dashboard)	-138.7 Below Standard (RED) (24 Dashboard)		-127 Below Standard (ORANGE)	-1.5
26	Dashboard CAASPP Math (Hispanic)	-99.4 Below Standard (RED) (23 Dashboard)	-108 Below Standard (RED) (24 Dashboard)		-95 Below Standard (ORANGE)	-8.6
27	Dashboard CAASPP Math (Homeless)	-132.6 Below Standard (ORANGE) (23 Dashboard)	-131.2 Below Standard (RED) (24 Dashboard)		-122 Below Standard (ORANGE)	1.4
28	Dashboard CAASPP Math (Pacific Islander)	-134.6 Below Standard (No Performance Color) (23 Dashboard)	-108.5 Below Standard (No Performance Color) (24 Dashboard)		-124 Below Standard (ORANGE)	26.1
29	Dashboard CAASPP Math (Socioeconomically Disadvantaged)	-112.5 Below Standard (RED) (23 Dashboard)	-115.2 Below Standard (RED) (24 Dashboard)		-110 Below Standard (ORANGE)	-2.7
30	Dashboard CAASPP Math (Students with Disabilities)	-164.8 Below Standard (ORANGE) (23 Dashboard)	-167.4 Below Standard (RED) (24 Dashboard)		-154 Below Standard (ORANGE)	-2.6

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
31	Dashboard CAASPP Math (Two or More Races)	-96.9 Below Standard (RED) (23 Dashboard)	-91.3 Below Standard (YELLOW) (24 Dashboard)		-90 Below Standard (ORANGE)	5.6
32	Dashboard CAASPP Math (White)	-75.6 Below Standard (ORANGE) (23 Dashboard)	-93.5 Below Standard (ORANGE) (24 Dashboard)		-65 Below Standard (ORANGE)	-17.9
33	End of Year (EOY): iReady Reading (Overall)	38% At or Above Grade Level (23-24 SY; iReady)	35% At or Above Grade Level (24-25 SY iReady)		45% At or Above Grade Level	-3%
34	EOY: iReady Reading (African American)	29% At or Above Grade Level (23-24 SY; iReady)	27% At or Above Grade Level (24-25 SY; iReady)		36% At or Above Grade Level	-2%
35	EOY: iReady Reading (American Indian)	33% At or Above Grade Level (23-24 SY; iReady))	33% At or Above Grade Level (24-25 SY; iReady)		40% At or Above Grade Level	No difference from Baseline
36	EOY: iReady Reading (English Learner)	26% At or Above Grade Level(23-24 SY; iReady)	18% At or Above Grade Level (24-25 SY; iReady)		31% At or Above Grade Level	-8%
37	EOY: iReady Reading (Foster Youth)	33% At or Above Grade Level(23-24 SY; iReady)	27% At or Above Grade Level (24-25 SY; iReady)		40% At or Above Grade Level	-6%
38	EOY: iReady Reading (Hispanic)	38% At or Above Grade Level(23-24 SY; iReady)	36% At or Above Grade Level (24-25 SY; iReady)		45% At or Above Grade Level	-2%
39	EOY: iReady Reading (Low Income)	36% At or Above Grade Level (23-24 SY; iReady)	33% At or Above Grade Level (24-25 SY; iReady)		43% At or Above Grade Level	-3%
40	EOY: iReady Reading (Students with Disabilities)	14% At or Above Grade Level (23-24 SY; iReady)	15% At or Above Grade Level (24-25 SY; iReady)		22% At or Above Grade Level	1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
41	EOY: iReady Reading (White)	41% At or Above Grade Level(23-24 SY; iReady)	37% At or Above Grade Level (24-25 SY; iReady)		48% At or Above Grade Level	-4%
42	EOY: iReady Math (Overall)	27% At or Above Grade Level(23-24 SY; iReady)	26% At or Above Grade Level (24-25 SY; iReady)		34% At or Above Grade Level	-1%
43	EOY: iReady Math (African American)	18% At or Above Grade Level (23-24 SY; iReady)	18% At or Above Grade Level (24-25 SY; iReady)		28% At or Above Grade Level	No difference from Baseline
44	EOY: iReady Math (American Indian)	22% At or Above Grade Level (23-24 SY; iReady)	27% At or Above Grade Level (24-25 SY; iReady)		30% At or Above Grade Level	5%
45	EOY: iReady Math (English Learner)	21% At or Above Grade Level(23-24 SY; iReady)	15% At or Above Grade Level (24-25 SY; iReady)		29% At or Above Grade Level	-6%
46	EOY: iReady Math (Foster Youth)	23% At or Above Grade Level(23-24 SY; iReady)	17% At or Above Grade Level (24-25 SY; iReady)		31% At or Above Grade Level	-6%
47	EOY: iReady Math (Hispanic)	28% At or Above Grade Level(23-24 SY; iReady)	27% At or Above Grade Level (24-25 SY; iReady)		35% At or Above Grade Level	-1%
48	EOY: iReady Math (Low Income)	26% At or Above Grade Level(23-24 SY; iReady)	24% At or Above Grade Level (24-25 SY; iReady)		33% At or Above Grade Level	-2%
49	EOY: iReady Math (Students with Disabilities)	13% At or Above Grade Level(23-24 SY; iReady)	13% At or Above Grade Level (24-25 SY; iReady)		21% At or Above Grade Level	No difference from Baseline
50	EOY: iReady Math (White)	31% At or Above Grade Level (23-24 SY; iReady)	28% At or Above Grade Level (24-25 SY; iReady)		36% At or Above Grade Level	-3%
51	Renzulli Learning Usage	To be determined (Coming in 24-25)	Not Measured		To be determined after identifying baseline	Not Measured

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
52	EOY: iReady Reading - Above Grade Level	75% At or Above Grade Level (23-24 SY; iReady)	18% At or Above Grade Level (24-25 SY; iReady)		80% At or Above Grade Level	-57%
53	EOY: iReady Math - Above Grade Level	75% At or Above Grade Level (23-24 SY; iReady)	12% At or Above Grade Level (24-25 SY; iReady)		80% At or Above Grade Level	-63%
54	Local Indicator Priority 2 - Implementation of State Academic Standards	Standard Met in 23-24; 1,669 observations conducted in digital walkthrough tool of Standards Based Instruction in classrooms(23 Dashboard)	Standard Met in 24-25; 3,507 observations conducted in digital walkthrough tool of Standards based instruction in classrooms (24 Dashboard)		Standard Met 4,600 Observations conducted throughout the district via digital walkthrough tool	Standard Met +1,838 observations conducted throughout the district via digital Walkthrough tool
55	Youth Truth: Professional Development (Elementary Staff) "My professional development over the last year has provided me with content support."	Youth Truth (2023) 75% Positive Response	Youth Truth (2024) 77% Positive Response		80% positive Response	2%
56	Youth Truth: Professional Development (Middle Staff) "My professional development over the	Youth Truth (2023) 53% Positive Response	Youth Truth (2024) 53% Positive Response		80% Positive Response	0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	last year has provided me with content support."					
57	EOY: iReady Reading (K-2) Overall	K (Overall) - 67% At or Above 1st (Overall) - 38% At or Above 2nd (Overall) - 38% At or Above (23-24 SY; iReady)	K (Overall) - 70% At or Above 1st (Overall) - 35% At or Above 2nd (Overall) - 37% At or Above (24-25 SY; iReady)		K (Overall) - 72% At or Above 1st (Overall) - 43%% At or Above 2nd (Overall) - 43% At or Above	(K) 3% (1) -3% (2) -1%
58	EOY: iReady Reading (K-2) - Low Income	K (Low Income) - 65% At or Above 1st (Low Income) - 35% At or Above 2nd (Low Income) - 36% At or Above (23-24 SY; iReady)	K (Low Income) - 67% At or Above 1st (Low Income) - 35% At or Above 2nd (Low Income) - 35% At or Above (24-25 SY; iReady)		K (Low Income) - 71%% At or Above 1st (Low Income) - 41% At or Above 2nd (Low Income) - 42%% At or Above	(K) 2% (1) No difference from Baseline (2) -1%
59	Teacher PLC Inventory	To Be Determined in Fall (Coming in Fall of 24)	This was not completed in 2024, and will be completed in the fall of 2025		To Be Determined in Fall for 2027	This has not been conducted as of yet
60	CAASPP Reading (3rd Grade) - Overall	22.43% Met or Exceeded Standard (23-24 SY)	23.75% Met or Exceeded Standard (24-25 SY)		28% Met or Exceeded	1.32%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
61	CAASPP Reading (3rd Grade) - English Learner	14.82% Met or Exceeded Standard (23-24 SY)	5.59% Met or Exceeded Standard (24-25 SY)		20% Met or Exceeded	-9.23%
62	CAASPP Reading (3rd Grade) - Foster	15.38% Met or Exceeded Standard (23-24 SY)	15.79% Met or Exceeded Standard (24-25 SY)		21% Met or Exceeded	0.41%
63	CAASPP Reading (3rd Grade) - Low Income	20.82% Met or Exceeded Standard (23-24 SY)	21.82% Met or Exceeded Standard (24-25 SY)		27% Met or Exceeded	1%
64	EOY: iReady Reading (3rd Grade) - Overall	43% At or Above (23-24 SY; iReady)	44% At or Above (24-25 SY; iReady)		50% At or Above	1%
65	EOY: iReady Reading (3rd Grade) - English Learner	33% At or Above(23-24 SY; iReady)	25% At or Above (24-25 SY; iReady)		40% At or Above	-8%
66	EOY: iReady Reading (3rd Grade) - Foster	35% At or Above(23-24 SY; iReady)	45% At or Above (24-25 SY; iReady)		42% At or Above	10%
67	EOY: iReady Reading (3rd Grade) - Low Income	42% At or Above(23-24 SY; iReady)	43% At or Above (24-25 SY; iReady)		49% At or Above	1%
68	EOY: iReady Reading (3rd Grade) - Phonics - Overall	52% At or Above (23-24 SY; iReady)	55% At or Above (24-25 SY; iReady)		60% At or Above	3%
69	EOY: iReady Reading (3rd Grade) - Phonics - English Learner	42% At or Above (23-24 SY; iReady)	41% At or Above (24-25 SY; iReady)		50% At or Above	-1%
70	EOY: iReady Reading (3rd Grade) - Phonics - Foster	45% At or Above(23-24 SY; iReady)	55% At or Above (24-25 SY; iReady)		53% At or Above	10%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
71	EOY: iReady Reading (3rd Grade) - Phonics - Low Income	50% At or Above(23-24 SY; iReady)	54% At or Above (24-25 SY; iReady)		58% At or Above	4%
72	Leadership Capacity Survey	To Be Determined in the Fall (Coming in Fall of 24)	"My Schools Policies are administered fairly and consistently" Elementary School Staff - 67% Positive Response Middle School Staff - 51% positive response		90% Positive response rate for both Elementary and Middle	Baseline set in 24-25 SY
73	Youth Truth Culture (Elementary Staff) "My school runs smoothly."	Youth Truth (2023) 52% Positive Response	Youth Truth (2024) 63% Positive Response		80% Positive Response	11%
74	Youth Truth: Culture (Middle School Staff) "My school runs smoothly."	Youth Truth (2023) 41% Positive Response	Youth Truth (2024) 46% Positive Response		80% Positive Response	5%
75	Youth Truth: Culture (Elementary Staff and Middle School Staff) "My school's employees are committed to the success of my school."	Youth Truth (2023) Elementary: 79% Positive Response Middle: 73% Positive Response	Youth Truth (2024) Elementary: 81% Positive Response Middle: 69% Positive Response		Expected All Schools: 80% Positive Response	Youth Truth Elementary: 2% Middle: 4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
76	English Learner Progress Indicator	46.2% Making Progress (Dashboard 2023)	48% Making Progress (Dashboard 2024)		56.2% Making Progress	+1.8% Making Progress
77	English Learner Reclassification Rate	8% Reclassification Rate (23-24 SY; Local Data)	8.4% Reclassification Rate (24-25 SY; Local Data)		13.8% Reclassification Rate	+ .4% increase
78	iReady Reading Long Term English Learners	To Be Determined (not currently identified) (23-24 SY)	Still to be Determined (not yet identified in iReady)		To Be Determined (not currently identified)	TBD
79	ELA CAASPP Long Term English Learners	To Be Determined (not currently identified) (TBD Fall of 24)	2.11% Met or Exceeded Standard in ELA		10% Met or Exceeded Standard in ELA	N/A
80	Youth Truth: Relationship (Elementary Students) "Does your teacher give you extra help if you need it?"	76% Positive Response (Youth Truth Dec 2023)	43% Positive Response (Youth Truth Dec 2024)		2.75	-33%
81	Youth Truth: Relationship (Middle School Students) "is at least one adult at school who would be willing to help them with a personal problem"	Youth Truth (2023) 46% Positive Response	Youth Truth (2024) 44% Positive Response		80% Positive Response	-2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
82	Youth Truth: Engagement (Elementary Families) "I feel empowered to play a meaningful role in decision-making at my school."	Youth Truth (2023) 53% Positive Response	Youth Truth (2024) 54% Positive Response		80% Positive Response	1%
83	Youth Truth: Engagement (Middle School Families) "I feel empowered to play a meaningful role in decision-making at my school."	Youth Truth (2023) 50% Positive Response	Youth Truth (2024) 44% Positive Response		80% Positive Response	-6%
84	California Science Test (CAST) Assessment	12.79% Met or Exceeded (CAST Assessment - Dataquest 2023)	12.24% Met or Exceeded (CAST Assessment - Dataquest 2024)		21% Met or Exceeded	-.55% difference from baseline
85	Local Indicator Priority 3 - Parent and Family Engagement: Building Partnerships for Student Outcomes	Conducted training of 8 schools regarding dual capacity framework (2023 Dashboard)	We have conducted a total of 10 trainings pertaining to the Dual Capacity Framework at this time. (2024-25 SY Data)		22 Schools Trained in Dual Capacity Framework (2026 Dashboard)	2 more schools from our Baseline Year
86	EOY: Dibels Percentage of Kinder Students at or above benchmark	52% At or Above Benchmark			80% At or Above Benchmark	N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
87	EOY: Dibels Percentage of First Grade Students at or above benchmark	41% At or Above Benchmark			80% At or Above Benchmark	N/A
88	EOY: Dibels Percentage of Second Grade Students at or above benchmark	41% At or Above Benchmark			80% At or Above Benchmark	N/A

Goal Analysis [2024-25]

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

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

Lancaster School District Local Control and Accountability Plan (LCAP) – Goal 1: Academics

Goal 1 of the Lancaster School District's LCAP focuses on academics and includes 17 actions aimed at promoting student success and optimizing resources. In the 2024–2025 school year, the District successfully implemented 13 of the 17 actions as intended. Four (4) of the 17 actions were partially implemented.

Below is a summary of the partially implemented actions, including the differences between the planned and actual implementation:

Action 1.2 – Equitable Distribution of Staffing: This goal was not fully implemented. The district is in the process of developing systems to ensure a more equitable distribution of teachers based on experience. Current teacher assignment data show disparities in placement, with eight high-need schools having less than 80% of their teaching staff fully credentialed. These disparities contribute to persistent achievement gaps, evidenced by low-income students scoring in the red performance band in ELA (79.8 points below standard) and Math (115.2 points below standard). Foster Youth scored in the lowest performance category for Math (138.7 points below standard) and ELA (110.2 points below standard).

Action 1.8 – Professional Development for Increased Needs

This action was only partially implemented. While professional development opportunities were provided, the integration of Universal Design for Learning (UDL) into these sessions was not completed. Time constraints were a key barrier, as most professional development occurred through after-school sessions such as the Lancaster Learning Institute. As a result, there was insufficient time to incorporate UDL training during the 2024–2025 school year.

Action 1.14 – Access to Language Development

Action 1.15 – Support for Long-Term English Learners

These two actions were not fully implemented due to limited time for teacher training. The District is in the early stages of reintroducing support for multilingual learners, particularly through the AVID Excel program. Looking ahead, the District plans to implement AVID Emerge in the 2025–2026 school year to further support English Learners. Time remains a major challenge in scheduling training outside of the instructional day. Nevertheless, prioritizing English Language Development will be a key focus for 2025–2026.

Successes:

During the 2024–25 school year, several successes were realized in relation to this goal. Notably, we made significant progress in early literacy, leadership development, and inclusive practices. Our work with school principals and leadership teams supported a strong foundation for instructional leadership across sites. Additionally, we continued to fund and strengthen our Multi-Tiered System of Supports (MTSS) paraeducator program, which has proven instrumental in addressing behavioral needs and facilitating small-group instruction within general education classrooms.

Inclusion efforts were another area of strength, as we successfully transitioned to a fully inclusive model for students with disabilities, ensuring access to the general education setting for all students. Furthermore, the development of a structured physical education program at the elementary level provided a consistent schedule that enabled elementary teachers to engage meaningfully in professional learning communities (PLCs), enhancing collaboration and instructional planning.

Challenges:

A key challenge within this goal area continues to be the creation of sufficient time and space for staff development. While we are committed to meeting the professional learning needs of all educators, scheduling and delivering training in ways that are responsive to staff availability and differentiated needs remains an area for growth. We continue to explore innovative strategies to provide ongoing, accessible, and impactful professional development that supports all student groups system-wide.

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

The following actions experienced material differences that contributed to adjustments in resource allocation and implementation across the Lancaster School District:

Action 1.1: (Teacher Credentialing) There is a material difference for this action. Teacher hiring was not stabilized until later in the school year. Permanent positions were filled for part of the year with substitute teachers therefore expenses were less than budgeted.

Action 1.2: (Equitable Distribution of Teachers) There is a material difference for this action. The expenses were greater than budgeted due to increased in negotiated salaries and benefits.

Action 1.3: (Instructional Coaching) There is a material difference for this action. Expenses were less than the budgeted amount. Less funds were used to provide support for the instructional coaches. Professional development expenses for coaches were included in other professional development actions.

Action 1.4: (Basic Instructional Supplies and Services) There is a material difference in this action. The expenses are higher than budgeted. This increase is due to the replacement costs for core materials was greater than anticipated. There was also a scale up of the SEL materials that were provided. Additionally the budgeted amount did not include all anticipated expenses.

Action 1.5: (Supplemental Material, Supplies and Services - Intervention) There is a material difference in this action. There was less expended than budgeted. Some intervention materials that were purchased were purchased at the school site level use site funding.

Action 1.6: (Supplemental Materials, Supplies and Services - Enrichment) There is a material difference in this action. There was an increase in the expenditures from the budgeted amount. This increase is due to the addition of supplemental materials in both English language arts and math that were purchased. All students in grades K-8 received supplemental materials in language arts and approximately 50% of classes were provided with supplemental math programs as part of a pilot.

Action 1.7: (Professional Development Core Teaching Strategies) There is a material difference in this action. There was an increase in the expenditures from the budgeted amount. The District expanded training related to standards-based grading. This included additional hours of support for teachers through our Standards-Based Grading Committee.

Action 1.8: (Professional Development for Increased Needs) There is a material difference in this action. There was less expended than budgeted. Some of the professional development expenses were charged to one time funds or contracts were executed in the previous fiscal year.

Action 1.9: (MTSS Para Program) There is a material difference in this action. There was less expended than budgeted. This action does not include the personnel costs for this program however related to training for our MTSS paraprofessionals is included in this action. The costs associated with providing the professional developments were not as great as planned.

Action 1.10 (Professional Learning Communities): There is a material difference in this action. The expenses were greater than budgeted due to increases for teacher stipends and increases for extra duty salary based on contract agreements.

Action 1.11: (Early Literacy) There is a material difference in this action. There were greater expenditures than budgeted. Professional development exceeded the budget.

Action 1.13 (Leadership Support and Professional Development): There is a material difference in this action. There were less expenditures than budgeted. This year the District focused the support in this area on our CSI and Equity Multiplier schools. As such, funding for leadership development was allocated from those specific program resources.

Action 1.14: (Access to Language Development): There is a material difference in this action. There were greater expenditures than budgeted. Funds that were expended also included federal Title 3 funds which increased the overall expenses.

Action 1.15: (Language Development and LTEL Support): There is a material difference in this action. There were less expended than budgeted. Funds that were expended included federal Title funds.

Action 1.17: (Increased Family Engagement in Academics) There is a material difference for this action. There was less expended than budgeted. Resources from our Community Schools Grant were used to support activities and outreach this year.

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

Action 1.1 – Teacher Credentialing

The Lancaster School District successfully secured a majority of teachers who met credentialing requirements. Teacher assignment monitoring confirmed that most staff were appropriately credentialed, with 77.7% of teachers holding clear credentials. Maintaining the percentage of teachers who meet credentialing requirements has been effective especially with the implementation of district wide initiatives including, the implementation of inclusive practices, using and understanding data, implementing the elements of teacher clarity and implementing new instructional materials that are better aligned to grade level standards. Schools with a higher percentage of teachers who are not credentialed are experiencing more challenges with consistent implementation of these activities.

Action 1.2 – Equitable Distribution of Teachers

Although all schools were fully staffed, not all positions were filled with fully credentialed teachers making this a partially effective action. Additionally, disparities were observed in the distribution of teacher experience, with some schools having significantly more veteran educators than others. This resulted in an inequitable distribution of staff. The primary challenge lies in staffing volatility within the District's geographic boundaries, making consistent and equitable staffing difficult. Related school culture, it the impact was on being able to continuously move the staff toward a common vision for student success. Student achievement was impacted because teachers were not always ready for the level of professional development that was offered and needed to focus primarily on classroom management, reducing the level of rigor in some of these classrooms. This pattern was more profound at some schools in the District and therefore adjustments for school planning and professional development needed to be adjusted to address teacher needs. This impact of the effectiveness of this action was particularly noted for our socioeconomically students and our foster youth. In math, foster youth made no gains comparing the baseline to year 1 CAASPP data. For socioeconomically disadvantaged the impact in math was significant with students in this group performing lower in math from the baseline to year 1. In the area of English language arts, the impact was not as great with foster youth demonstrating some growth from the baseline to year 1, however they remain in the "red" performance area. Socioeconomically disadvantaged students demonstrated a decline in English language arts. Data indicates that the District has improved over the past two years in the percent of fully credentialed teachers

Teacher Assignment Monitoring Data (Metric - Goal 1, Metric 2) - 86% of teachers hold clear credential (22-23 school year)

Local Indicator LCFF Priority 1 - Appropriately Assigned Teachers (Goal 1 Metric 2) - 78.4% of teachers are appropriately assigned (22-23)

CAASPP ELA - Foster Youth & Low-Income Students - (foster - 112 Points below standard(2023) - 110 points below standard (2024).

(Low income students 77 points below standard (2023) 80 points below standard (2024)

Action 1.3 – Instructional Coaching Support

This action was partially effective. Instructional coaching supported the implementation of key instructional initiatives throughout the year. Schools that effectively used coaching support have teachers who are more ready to implement standards based report cards, and use newly purchased standards aligned instructional materials. Coaching support has been effective in schools where key initiatives have been clearly defined as expectations for teaching. Initiatives such as the implementation of Teacher Clarity have mixed results with the level of effectiveness due in part to some schools having a large number of new teachers that required more coaching support than was always available. Staff feedback from the YouthTruth professional development survey confirmed the positive impact of coaching. Schools that had developed, implemented and monitored a coaching plan to effectively use the coaching resources saw increases in the effective implementation of the initiatives that was the focus for the school. Data indicates that district-wide, students made limited or no growth, although some school level data where coaching was systematically implemented, students demonstrated modest growth.

iReady: At or Above Grade Level

iReady Reading - Overall (2023 -38 %/ 2024 - 25 %)
iReady Reading - African American (2024- 29%/ 2025 -27%)
iReady Reading - American Indian (2024 -33%/ 2025 -33%)
iReady Reading - English Learner (2024 -26%/ 2025 -18%)
iReady Reading - Foster (2024 -33%/ 2025 -27%)
iReady Reading - Hispanic (2024 -38%/ 2025 -36%)
iReady Reading - Low Income (2024 -36%/ 2025 -33%)
iReady Reading - SWD (2024 -14%/ 2025 -15%)
iReady Reading - White (2024 -41%/ 2025 -37%)
iReady Math - African American (2024- 18%/ 2025 - 18%)
iReady Math - English Learner (2024- 21%/ 2025 - 15%)
iReady Math - Foster (2024- 23%/ 2025 - 17%)
iReady Math - Low income (2024- 26%/ 2025 - 24%)

Action 1.4 – Basic Instructional Supplies and Services

This action was effective. All students received rigorous, standards-aligned, and culturally relevant instructional materials. Williams Review findings confirmed full compliance in this area.

Action 1.5 – Supplemental Materials, Supplies, and Services – Intervention: Using supplemental materials in addition to having dedicated time to provide intervention support has begun to show a positive impact on student achievement, making this a partially effective action, although student groups did not show growth on iReady. The achievement gap and the lack of growth was consistent with both the CAASSP and iReady metrics. Since the pandemic, the gaps in achievement, especially with students who are in grades 5-8, have increased. Another factor effecting the closing of the achievement gap and academic growth is the continuing problem of chronic absenteeism. Students who are not consistently attending school are not only not able to take advantage of intervention support are also not consistently receiving daily core instruction which continues to cause further gaps in learning. Some schools had a very effective model for implementing intervention support especially in English language arts at the elementary level. Schools that implemented a structured program based on a well developed master schedule that supported the intervention saw growth. However the effectiveness of this action was dependent of the principals' understanding of developing a master schedule focused on student data, teachers at each grade level understanding how to provide targeted

standards aligned intervention and understanding how to use common formative assessment data. At the middle school level this year, schools with the support of the District made adjustments to the way tiered intervention was provided. There was greater intention on using data and evidence based programs than in the past, however the challenge of ensuring a well qualified teacher to provide instruction in the "tiered" classes continued to impact the effectiveness. There was a more systematic effort at both the elementary and middle school levels to provide more systematic intervention in English language arts.

CAASPP ELA - African American. (2023 - 101 points below standard. 2024 -- 104 points below standard)

CAASPP ELA - English Learner (2023 - 88 points below standard. 2024 --91 points below standard)

CAASPP ELA - Foster (2023 - 112 points below standard. 2024 --110 points below standard)

CAASPP ELA - Low Income (2023 - 77 points below standard. 2024 -- 79 points below standard)

CAASPP Math - African American (2023 -141 points below standard. 2024 --142 points below standard)

CAASPP Math - English Learner (2023 - 118 points below standard. 2024 --119 points below standard)

CAASPP Math - Foster (2023 -137 points below standard. 2024 -- 139 points below standard)

CAASPP Math - Low Income (2023 - 112 points below standard. 2024 -- 115 points below standard)

iReady: At or Above Grade Level

iReady Reading - African American (2024- 29%/ 2025 - 27%)

iReady Reading - English Learners (2024- 26%/ 2025 - 18%)

iReady Reading - Foster (2024- 33%/ 2025 - 27%)

iReady Reading - Low Income (2024- 36%/ 2025 - 31%)

iReady Math - African American (2024- 29%/2025 - 27%)

iReady Math - English Learner (2024- 21%/ 2025 - 15%)

iReady Math - Foster (2024- 23%/ 2025 - 17%)

iReady Math - Low income (2024- 26%/ 2025 - 24%)

Action 1.6 – Supplemental Materials, Supplies, and Services – Enrichment

This action was minimally effective. Students accessed music, project-based learning, and enrichment activities during and beyond the school day. While student engagement improved, as evidenced by performances and other performance based assessments, i-Ready data showed limited growth. Educational partners including parents and students indicated that the District providing these types of enrichment activities and classes had a positive impact on students.

iReady Reading - Foster (2024- 33%/ 2025 - 27%)

iReady Reading (Low Income) - At or Above Grade Level (2024 - 36% / 2025 - 33%)

iReady Math - Foster (2024- 23%/ 2025 - 17%)

iReady Math (Low Income)- At or Above Grade Level (2024 - 26% / 2025 - 24%)

Action 1.7 – Professional Development for Core Teaching Strategies

This initiative supported standards-based instruction and the transition to standards-based grading. Although full implementation varied, all sites received training. Currently, four schools have fully adopted standards-based grading. According to the YouthTruth Survey, 54% of students agreed that their schoolwork "makes them really think," suggesting increased academic rigor. This effectiveness of this action varied among school. Classroom walkthroughs conducted throughout the year by district staff, school staff and external consultants demonstrated that schools and specific grade/department levels that focused on the implementation of the professional development training provided showed a higher level of academic rigor.

Action 1.8 – Professional Development for Increased Student Needs

This action has demonstrated limited systemwide effectiveness. Some progress was noted among students performing two or more years below grade level, who improved to one year below. Although students performing in the lowest bands of achievement on both CAASPP and iReady are improving, the District is still not observing growth with students moving to meeting grade level expectations. It has been observed that in general ensuring students know and understand the high expectations required to show that level of growth is still consistently challenging. Professional development around new more rigorous standards based materials is often met with staff indicating that the materials are "too challenging" for the students. Based on students' responses on the Youth Truth Survey (relationships), to increase the effectiveness of this action a greater emphasis on providing scaffolded, culturally relevant support is critical.

CAASPP ELA - African American. (2023 - 101 points below standard. 2024 -- 104 points below standard)

CAASPP ELA - English Learner (2023 - 88 points below standard. 2024 --91 points below standard)

CAASPP ELA - Foster (2023 - 112 points below standard. 2024 --110 points below standard)

CAASPP ELA - Low Income (2023 - 77 points below standard. 2024 -- 79 points below standard)

CAASPP Math - African American (2023 -141 points below standard. 2024 --142 points below standard)

CAASPP Math - English Learner (2023 - 118 points below standard. 2024 --119 points below standard)

CAASPP Math - Foster (2023 -137 points below standard. 2024 -- 139 points below standard)

CAASPP Math - Low Income (2023 - 112 points below standard. 2024 -- 115 points below standard)

Youth Truth Student Relationships - Elementary - 76% positive response (2023) 43% positive response (2024)

Youth Truth Student Relationships - Middle - 46% positive response (2023) 44% positive response (2024)

Action 1.9 – MTSS Para Program. - This action was effective in supporting an increase small group instruction being delivered on a consistent basis. As a result of increased small group instruction the District has observed students increasing achievement using specific programs to support reading achievement such as SIPPS. Based on walkthrough data the MTSS para educators have been effective in supporting the needs of students who are dis-regulated, which not only support these particular students but also allows for the instruction of the class to continue by limiting the disruptions. Suspensions have been reduced in part because the MTSS para educators are able to intervene with students before the students' behaviors escalate to a level for suspension. The District has been consistent in requiring that K-2 classroom teachers and the MTSS para-educators receive regularly scheduled professional development as a team. Administrators have effectively monitored the use of these para-educators to ensure that they maximize their services to ensure K-2 students are receiving access and daily feedback in core instructional expectations.

iReady Reading: At or Above Grade Level

2024

K (Overall) - 67% At or Above
1st (Overall) - 38% At or Above
2nd (Overall) - 38% At or Above

2025

K (Overall) - 70% At or Above
1st (Overall) - 35% At or Above
2nd (Overall) - 37% At or Above

2024

iReady Reading (K-2) Low Income
K (Low Income) - 65% At or Above
1st (Low Income) - 35% At or Above
2nd (Low Income) - 36% At or Above

2025

K (Low Income) - 67% At or Above
1st (Low Income) - 35% At or Above
2nd (Low Income) - 35% At or Above

Action 1.10 – Professional Learning Communities (PLCs)

This action was effective at schools and grade levels where PLCs were implemented with fidelity. Principals all received training in a PLC model with an expectation that the model would be implemented consistently. The District, based on walkthroughs and meetings with Instructional Leadership Team members have identified schools and grade level/department levels where this is not occurring on a regular basis. A barrier for effective implementation is providing adequate time for administrators to meet and monitor PLC work. In some cases the lack of experienced teacher leaders to facilitate the PLCs has been a barrier. To increase the effectiveness more structures for implementing PLCs need to be defined and implemented. Since the District has a high percentage of new teachers, these teachers do not have a complete understanding of how to use data to inform their instructional practices. Therefore the discussions at the PLC meetings are not consistently making the connections from teaching practices to the data. Although teachers report that they overwhelmingly believe that PLCs improve their professional growth, the impact on student achievement is not evident to date.

CAASPP ELA - African American. (2023 - 101 points below standard. 2024 -- 104 points below standard)

CAASPP ELA - English Learner (2023 - 88 points below standard. 2024 --91 points below standard)

CAASPP ELA - Foster (2023 - 112 points below standard. 2024 --110 points below standard)

CAASPP ELA - Low Income (2023 - 77 points below standard. 2024 -- 79 points below standard)

CAASPP Math - African American (2023 -141 points below standard. 2024 --142 points below standard)

CAASPP Math - English Learner (2023 - 118 points below standard. 2024 --119 points below standard)

CAASPP Math - Foster (2023 -137 points below standard. 2024 -- 139 points below standard)

CAASPP Math - Low Income (2023 - 112 points below standard. 2024 -- 115 points below standard)

iReady: At or Above Grade Level

iReady Reading - African American African American (2024- 29%/ 2025 -27%)
iReady Reading - English Learners. (2024- 26%/ 2025 - 18%)
iReady Reading - Foster (2024- 33%/ 2025 - 27%)
iReady Reading - Low Income (2024- 36%/ 2025 -33%)

iReady Math - African American (2024- 18%/ 2025 -18%)
iReady Math - English Learner (2024- 21%/ 2025 -15%)
iReady Math - Foster (2024- 23%/ 2025 - 17%)
iReady Math - Low income (2024- 26%/ 2025 - 24%)

83% of teachers reported PLCs supported their professional growth.

Action 1.11 – Early Literacy

This action was effective. Based on classroom walkthrough data at all schools, the focus on the early literacy initiative was evident. The majority of teachers are using SIPPS and Heggerty (phonics and phonemic awareness programs) to support students learning of foundational reading skills. For some new teachers, the implementation of these programs at a high level was not as consistent as with other teachers. The District's expectation that SIPPS is used on a regular basis was understood by observing the small group instruction that was provided daily. Teachers were provided coaching support specifically with implementing small group instruction, and with the use of SIPPS and Heggerty. Where coaching was provided, effective use of these programs and small group instruction was evident. Comparing CAASPP scores for the 22-23 school year to the 23-24 school year, showed minimum growth at third grade. However these scores reflect a grade level group of students who did not receive prior years of instruction consistently using SIPPS or Heggerty and small group instruction was not a consistent expectation for all teachers in grades K-3. We anticipate that the 2025 CAASPP scores will show greater improvement.

CAASPP Reading (3rd Grade) - Overall 2023 - 22.43% met or exceeded standards. 2024 - 23.75% met or exceeded standards
CAASPP Reading (3rd Grade) - English Learners - 2023 - 14.82% met or exceeded standards. 2024 - 5.59% met or exceeded standards
CAASPP Reading (3rd Grade) - Foster - 2023 - 15.38% met or exceeded standards. 2024 - 15.79% met or exceeded standards
CAASPP Reading (3rd Grade) - Low Income - 2023 - 20.82% met or exceeded standards. 2024 - 21.82% met or exceeded standards

At or above grade level

iReady Reading (3rd Grade) - Overall. 2025 - 44% at or above grade level 2024 - 43% at or above grade level
iReady Reading (3rd Grade) - English Learners - 2025 - 25%. 2024 - 33%
iReady Reading (3rd Grade) - Foster 2025 - 45%. 2024 - 35%
iReady Reading (3rd Grade) - Low Income. 2025 - 43%. 2024 - 42%

iReady Reading (3rd Grade) - Overall - Phonics 2025 - 55%. 2024 -- 52%
iReady Reading (3rd Grade) - English Learners - Phonics. 2025 - 41% 2024 - 42%
iReady Reading (3rd Grade) - Foster - Phonics 2025 - 55%. 2024 - 45%
iReady Reading (3rd Grade) - Low Income - Phonics 2025 - 54%. 2024 - 50%

Low-income students: 69% in phonological awareness, 66% in phonics, and 65% in vocabulary.

Action 1.12 – Special Education and Inclusive Practices

The District has been effective in increasing the percentage of students receiving instruction in the least restrictive environment. Students with disabilities with mild to moderate disabilities spend the majority of their day in general education settings. Some schools have implemented a learning center model that allows schools to coordinate intervention support with special education services. This trend has begun to reduce the referrals to for special education assessment in schools that are operating a learning center. Currently available CAASPP scores (2023 and 2024) indicate no change. However schools report that the greatest impact that has been observed in social/emotional and behavior. Other classroom data also indicates some growth for this student group. According to the 2024 CA Dashboard, students with disabilities decreased Chronic Absenteeism by 4.2%.

Action 1.13 – Leadership Support and Professional Development

This action was more effective with some leaders than others. Overall principals improved in instructional and operational leadership, as confirmed through district walkthroughs. Throughout the year, leaders received monthly professional development. The focus of this work was on understanding the "continuous cycle" of improvement and the use of common formative assessments. Other professional development provided focused on the calibration of administrators on the expectations for each of the District initiatives and the training and support for Instructional Leadership Teams with a focus on "shared leadership". The level of effectiveness at each school could be observed during Instructional Leadership meetings that were regularly attended by District staff and an external consultant. Some of these ILTs have become highly effective with the principal, assistant principal and teacher leaders committed to a common vision and the actions to support the vision. Other schools, leaders are continuing to understand how to genuinely share leadership responsibility as well clearly defining how to effectively use the "cycle of improvement" in a consistent manner. District student data does not yet reflect the impact of this action, however at specific school sites, student data does reflect both a higher level of implementation of both "shared leadership" and the "continuous cycle of improvement". Youth Truth data on "culture" indicated growth at both the elementary and middle school levels. When teachers and other staff feel like they are part of the decision making process, improvement in culture indicators improve.

CAASPP ELA - African American. (2023 - 101 points below standard. 2024 -- 104 points below standard)

CAASPP ELA - English Learner (2023 - 88 points below standard. 2024 --91 points below standard)

CAASPP ELA - Foster (2023 - 112 points below standard. 2024 --110 points below standard)

CAASPP ELA - Low Income (2023 - 77 points below standard. 2024 -- 79 points below standard)

CAASPP Math - African American (2023 -141 points below standard. 2024 --142 points below standard)

CAASPP Math - English Learner (2023 - 118 points below standard. 2024 --119 points below standard)

CAASPP Math - Foster (2023 -137 points below standard. 2024 -- 139 points below standard)

CAASPP Math - Low Income (2023 - 112 points below standard. 2024 -- 115 points below standard)

iReady: At or Above Grade Level

iReady Reading - African American African American (2024- 29%/ 2025 -27%)

iReady Reading - English Learners. (2024- 26%/ 2025 - 18%)

iReady Reading - Foster (2024- 33%/ 2025 - 27%)

iReady Reading - Low Income (2024- 36%/ 2025 -33%)

iReady Math - African American (2024- 18%/ 2025 -18%)

iReady Math - English Learner (2024- 21%/ 2025 -15%)

iReady Math - Foster (2024- 23%/ 2025 - 17%)

iReady Math - Low income (2024- 26%/ 2025 - 24%)

Leader Capacity Survey (Baseline Determined in the Fall)

Youth Truth Elementary - Culture. (2023 - 52% positive response / 2024 - 63% positive response)

Youth Truth Middle - Culture (2023 - 41% positive response / 2024 - 46% positive response)

Suspensions among low-income students decreased by 3%.

Actions 1.14 and 1.15 – Language Development and LTEL Support

These actions were partially effective. Enhanced monitoring and targeted interventions led to a slight increase in reclassification rates, from 8% to 8.4%, however English learner achievement in reading on iReady showed a decline. There are multiple factors that impact the effectiveness of programs and supports for English learners and long-term English learners. With the number of new administrators and new teachers, this year there has been a focus on ensuring that students are receiving adequate time for English language development and that teachers consistently used instructional programs provided. Master schedule reviews as well as classroom walkthroughs to monitor implementation showed inconsistent implementation of designated ELD at the elementary level. During the 2024-25 school year, there has been a focus on providing language proficiency leveled designated ELD classes at the middle school. Master schedules reflected that this has been accomplished however in some cases inexperienced teachers were assigned to these classes impacting the overall effectiveness. New instructional materials were not fully available due to purchasing and publisher challenges until mid-year. Therefore the full effectiveness of these new programs was not fully realized. Classrooms that did use the materials for the full year did see positive growth in language acquisition. Some schools implemented a model where English learners were grouped during intervention and provided reading intervention by the intervention teachers with lessons designed specifically for English learners. Preliminary data (6 months, iReady) show positive results. The District also carefully monitored how schools used the bilingual para-educators, ensuring that English learners who were the least English proficient received more support during core instruction in English language arts, math, history and science. Staff reports that this focused use of the bilingual aides has made an impact on students participating more successfully in the core classes. Developing a clearer understanding of why students become long term English learners has been another focus. The District has made some progress supporting staff's understanding of specific barriers for these students to be reclassified. The staff is at the beginning level of developing this understanding and targeting instruction aligned to the specific student needs.

English Language Progress Indicator

iReady Reading: At or Above Grade Level - English Learners (2024 - 26% / 2025 - 18%)

English Learner Reclassification rate (2024 - 8% / 2025 - 8.5%)

Action 1.16 – Additional Classified Support

This action was partially effective. Based on classroom walkthroughs, additional classified staff supported small-group instruction. Students were able to receive immediate feedback on their learning with corrections being implemented immediately. The biggest challenge to effective implementation was consistent staffing. Throughout the year, there were vacancies which caused problems for consistent implementation in some classrooms. Although students and teachers report that they believe this support has made a difference with student/adult relationships, the District has not observed growth in reading among the majority of student groups. Another factor effecting this

action is the high chronic absentee rate that still exists in many of our schools. Some schools, however, have seen growth at specific grade levels where an experienced teacher, a consistent para-educators and students who attend school on a regular basis are positively impacted by having increased adults in classroom.

CAASPP ELA - Low Income (2023 - 77 points below standard / 2024 - 79.8 points below standard)
CAASPP Math - Low Income (2023 - 112 points below standard / 2024 - 115 points below standard)
iReady Reading - Low Income (2024 - 36% at or above grade level / 2025 - 33% at or above grade level)
iReady Math - Low Income. (2024 - 26% at or above grade level / 2025 - 24% at or above grade level)
Youth Truth Relationship - Elementary Student (2023 - 76% positive response / 2024 - 43% positive response)
Youth Truth Relationship - Middle Student. (2023 - 46% positive response / 2024 - 44% positive response)

Action 1.17 – Increased Family Engagement for Academics

This action was effective.

Elementary level:

67% of families reported engagement
70% of low-income families felt engaged.

Middle school level:

58% overall,
55% among low-income families.

Focus groups indicated a need for targeted engagement efforts at the middle school level, which will be addressed in the 2025–26 school year.

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

At this time, there are no anticipated changes to the goal or to the specific actions outlined within this goal. However, we do plan to enhance our ability to monitor progress by introducing two separate metrics aligned to our early literacy and foundational learning efforts. These metrics will specifically support Action 1.7 – Professional Development on Core Teaching Strategies – and Action 1.11 – Early Literacy. We do plan on maintain action 1.8, however will work to identify a more cohesive strategy towards implementation.

Other changes in Metrics - we will be discontinuing measuring the useage of Renzulli learning (Metric 51)

New metrics will be added to the system to track early literacy for grades K-3. This will be seen in metrics 1.86 (Dibles K), 1.87 (Dibles Grade 1), and 1.88 (Dibles Grade 2). This will support the district in identifying progress of early literacy instruction.

In metric 1.4 we have set the baseline based on the question "My work gives me a feeling of personal accomplishment," with a 90% positive response rate.

The current positive response rate was the following:

Elementary school teachers - 85%

Middle school teachers - 76%

In metric 1.72 we have set the baseline based on the question ""My Schools Policies are administered fairly and consistently" as a 90% positive response rate.

The current positive response rate was the following:

Elementary School Staff - 67% Positive Response

Middle School Staff - 51% positive response

Additionally, we remain committed to promoting equity in staffing and will continue to explore avenues to support students through the equitable distribution of qualified teachers. This ongoing effort will involve thoughtful dialogue, collaboration, and engagement with the teachers' bargaining unit through structured conversations, discussions, and meetings.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Teacher Credentialing	The district will support all students with qualified and appropriately assigned teachers.	\$88,962,942.00	No
1.2	Equitable Distribution of Teachers	The District will ensure equitable distribution of teachers to target support towards low-income students and Foster youth. In so doing the district will be provide additional teachers, and certificated support to assist students in small groups. Further, the district will provide differentiated training and support to ensure continuity at the school sites most heavily effected by teacher transiency.	\$15,654,162.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.3	Instructional Coaching Support	The district will support and provide instructional coaches to school sites to increase teacher efficacy. This supports teachers towards supporting Foster Youth, Low Income and English Learners. This action will also supporting schools and student groups that received the lowest performance level for English Language Arts and Mathematics on the Dashboard.	\$3,179,274.00	Yes
1.4	Basic Instructional Supplies and Services	The district will ensure all students have access to rigorous standards-aligned, culturally relevant instructional materials to support standards-based instruction and learning.	\$1,683,761.00	No
1.5	Supplemental Materials, Supplies, and Services - Intervention	The district will provide supplemental materials, services and supports to students in need of intervention such as but not limited to reading programs to support literacy, and implementation of learning centers throughout the school district. Software, literature, and licenses for supplemental applications will be provided to support small group to provide targeted support Foster Youth, English learners, and Low-Income student groups.	\$52,568,511.00	Yes
1.6	Supplemental Materials, Services and Supports - Enrichment	The district will provide supplemental materials, services, and support to students in need of enrichment such as but not limited to visual and performing arts programs, elementary and secondary music programs, project-based learning curriculum and teaching, and other enhanced learning experiences during the school day. This action is principally directed toward foster youth and low-income students.	\$881,688.00	Yes
1.7	Professional Development Core Teaching Strategies	The district will provide professional development to support the advancement of topics such as standards-based instruction, curriculum, and grading practices, and where appropriate in the implementation of a play-based curriculum (UTK).	\$439,979.00	No

Action #	Title	Description	Total Funds	Contributing
1.8	Professional Development for Increased Needs	The district will provide professional development to support the increased needs of our English learners and low income student population to provide for inclusive practices, Strategies towards language development, Universal Design for Learning, Dual Language and Arts Training. This action is supporting schools and student groups that received the lowest performance level for English Language Arts and Mathematics on the Dashboard.	\$58,597.00	Yes
1.9	MTSS Para Program	The district will support school sites with Multi-Tiered Systems of Support para-educators to support early learning in grades K-2. This action is principally supporting low income students, and will also support schools and student groups that received the lowest performance level for English Language Arts on the Dashboard.	\$104,576.00	Yes
1.10	Professional Learning Communities	The district will support schools with time to collaborate, plan, and analyze social emotional, behavioral, and academic data through professional learning communities. This will support our English learners, foster youth, and low income student groups (This work comes as a result of our needs analysis through Differentiated Assistance).	\$2,000,000.00	Yes
1.11	Early Literacy	Early Literacy & Foundational Reading - The district will provide materials, training, and support to teachers, administrators, and paraeducators for the implementation of structured literacy through the science of reading. This action is supporting our English learners, foster youth, and low-income students. This action will also support schools and student groups that received the lowest performance level for English Language Arts on the Dashboard.	\$2,000,000.00	Yes
1.12	Special Education & Inclusive Practices	The district will provide special education services for students who are identified as eligible for the district's special education program.	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
1.13	Leadership Support and Professional Development	The district will provide differentiated (MTSS Framework) coaching to site leadership to increase effectiveness and build their capacity to support teachers and improve student outcomes. Support from the district office will directly support the implementation of goals and strategies in the site's school plan. Capacity will continue to be built to support leadership at all grade levels toward appropriate educational settings (This work comes as a result of our needs analysis through Differentiated Assistance). This is action is targeted towards supporting our English learners, foster youth, and low-income students. This action will also support schools and student groups that received the lowest performance level for English Language Arts and Mathematics on the California Dashboard.	\$0.00	No
1.14	Access to Language Development: Multi-Language Learners	The district will support English language learners to support the acquisition of the English language. EL students will be provided increased access to language development support via programs developed at school sites such as but not limited to Ellevations strategies, and AVID Emerge. Student progress will be monitored using an EL monitoring system. This action is supporting schools and and specifically English Learners that received the lowest performance level for English Language Arts on the Dashboard.	\$0.00	No
1.15	Support for Long-Term English Learners	Long-Term English Learners (L-TELEs) will be provided increased access to language development support via programs developed at school sites, such as but not limited to AVID Excel and extended work in literacy. School sites will provide targeted training, professional development, and support for teachers that will result in frequent monitoring using our EL monitoring system. This action is supporting schools and specifically Long Term English Learners who received the lowest performance level for English Language Arts on the Dashboard.	\$0.00	No
1.16	Additional Classified Support for Academics	The district will provide additional support for classified personnel to support small group instruction. This action will support our low-income student group, as well as our student groups that received the lowest	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		performance level for English Language Arts and Mathematics on the Dashboard.		
1.17	Increased Family Engagement for Academics	The district will support family engagement with programs and support targeting the family's role in the school. This action will support our low-income student group.	\$0.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

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

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	"I really feel like a part of my school's community."					
2	Suspensions (Overall)	2023 Dashboard 6.5% (RED)	2024 Dashboard 6.6% (RED)		4% (YELLOW)	0.1%
3	Suspensions (African American)	2023 Dashboard 13% (RED)	2024 Dashboard 13.5% (RED)		7% (YELLOW)	0.5%
4	Suspensions (American Indian)	2023 Dashboard 8% (RED)	2024 Dashboard 4.4% (YELLOW)		4.6% (YELLOW)	-3.6%
5	Suspensions (Asian)	2023 Dashboard 1.5% (YELLOW)	2024 Dashboard 2% (ORANGE)		.9% (GREEN)	0.5%
6	Suspensions (English Learner)	2023 Dashboard 2.7% (GREEN)	2024 Dashboard 2.6% (YELLOW)		1.8% (GREEN)	-0.1%
7	Suspensions (Filipino)	2023 Dashboard 0% (BLUE)	2024 Dashboard 0.6% (YELLOW)		0% (BLUE)	0.6%
8	Suspensions (Foster)	2023 Dashboard 12.5% (RED)	2024 Dashboard 10.2% (YELLOW)		6.5% YELLOW	-2.3%
9	Suspensions (Hispanic)	2023 Dashboard 3.6% (ORANGE)	2024 Dashboard 3.6% (ORANGE)		2.7% YELLOW	0%
10	Suspensions (Homeless)	2023 Dashboard 6.3% (RED)	2024 Dashboard 6.9% (RED)		4% YELLOW	0.6%
11	Suspensions (Pacific Islander)	2023 Dashboard 0% (BLUE)	2024 Dashboard 4.4% (ORANGE)		0% (BLUE)	4.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
12	Suspensions (Socioeconomically Disadvantaged)	2023 Dashboard 6.8% (RED)	2024 Dashboard 6.9% (RED)		4.2% YELLOW	0.1%
13	Suspensions (Students with Disability)	2023 Dashboard 8.9% (RED)	2024 Dashboard 9.7% (RED)		4.6% YELLOW	0.8%
14	Suspensions (Two or More Races)	2023 Dashboard 7.3% (RED)	2024 Dashboard 6% (YELLOW)		4.7% YELLOW	-1.3%
15	Suspensions (White)	2023 Dashboard 5.9% (ORANGE)	2024 Dashboard 3.5% (YELLOW)		5.0% YELLOW	-2.4%
16	Chronic Absenteeism (Overall)	2023 Dashboard 41.9% Chronically Absent (YELLOW)	2024 Dashboard 36.2% Chronically Absent (YELLOW)		29.9% Chronically Absent (YELLOW)	-5.7%
17	Chronic Absenteeism (African American)	2023 Dashboard 48.8% Chronically Absent (YELLOW)	2024 Dashboard 46.5% Chronically Absent (ORANGE)		36.8% Chronically Absent (YELLOW)	-2.3%
18	Chronic Absenteeism (American Indian)	2023 Dashboard 57.7% Chronically Absent (RED)	2024 Dashboard 39.8% Chronically Absent (YELLOW)		42.5% Chronically Absent (YELLOW)	-17.9%
19	Chronic Absenteeism (Asian)	2023 Dashboard 19.5% Chronically Absent (YELLOW)	2024 Dashboard 21.6% Chronically Absent (RED)		13.5% Chronically Absent (YELLOW)	2.1%
20	Chronic Absenteeism (English Learner)	2023 Dashboard 34.8% Chronically Absent (YELLOW)	2024 Dashboard 27.1% Chronically Absent (YELLOW)		22.8% Chronically Absent (YELLOW)	-7.7%
21	Chronic Absenteeism (Filipino)	2023 Dashboard 10.6% Chronically Absent (YELLOW)	2024 Dashboard 16.7% Chronically Absent (RED)		9.1% Chronically Absent (GREEN)	6.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
22	Chronic Absenteeism (Foster)	2023 Dashboard 36.4% Chronically Absent (YELLOW)	2024 Dashboard 32.7% Chronically Absent (YELLOW)		24.4% Chronically Absent (YELLOW)	-3.7%
23	Chronic Absenteeism (Hispanic)	2023 Dashboard 39.7% Chronically Absent (YELLOW)	2024 Dashboard 37% Chronically Absent (ORANGE)		27.7% Chronically Absent (YELLOW)	-2.7%
24	Chronic Absenteeism (Homeless)	2023 Dashboard 58.1% Chronically Absent (YELLOW)	2024 Dashboard 54.5% Chronically Absent (YELLOW)		43.1% Chronically Absent (YELLOW)	-3.6%
25	Chronic Absenteeism (Pacific Islander)	2023 Dashboard 45.2% Chronically Absent (ORANGE)	2024 Dashboard 33.1% Chronically Absent		30.2% Chronically Absent (YELLOW)	-12.1%
26	Chronic Absenteeism (Socioeconomically Disadvantaged)	2023 Dashboard 43.5% Chronically Absent (YELLOW)	2024 Dashboard 37.9% Chronically Absent (YELLOW)		28.5% Chronically Absent (YELLOW)	-5.6%
27	Chronic Absenteeism (Students with Disabilities)	2023 Dashboard 47.3% Chronically Absent (YELLOW)	2024 Dashboard 43.1% Chronically Absent (YELLOW)		32.3% Chronically Absent (YELLOW)	-4.2%
28	Chronic Absenteeism (Two or More Races)	2023 Dashboard 46.9% Chronically Absent (YELLOW)	2024 Dashboard 36.8% Chronically Absent (YELLOW)		31.9% Chronically Absent (YELLOW)	-10.1%
29	Chronic Absenteeism (White)	2023 Dashboard 36.2% Chronically Absent (YELLOW)	2024 Dashboard 27.7% Chronically Absent		24.2% Chronically Absent (YELLOW)	-8.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
30	Youth: Truth Resource (Elementary and Middle School Students) "My school has the resources necessary to achieve learning goals."	Youth Truth Dec 2023 Elementary: 69% Positive Response Middle: 63% Positive Response	Youth Truth Dec 2024 Elementary: 71% Positive Response Resources Middle: 75% Positive Response		Expected 80% Positive Response	Youth Truth Elementary: 2% Middle: 12%
31	Youth Truth: Emotional and Mental Health (Middle School Students) "When I'm feeling upset, stressed, or having problems, my school has programs or services that can help me."	Youth Truth Dec 2023 Middle: 38% Positive Response	Youth Truth Dec 2024 Middle: 43% Positive Response - Middle		Expected 80% Positive Response	Youth Truth Middle: 5%
32	Youth Truth: Emotional and Mental Health (Middle School Students) "When I'm feeling upset, stressed, or having problems, there is an adult from school who I can talk to about it."	Youth Truth Dec 2023 Middle 40% Positive Response	Youth Truth Dec 2024 Middle: 44% Positive Response		Expected 80% Positive Response	Youth Truth Middle: 4%
33	Youth Truth: Relationships (Elementary Students) "Is your teacher fair to you?" Youth Truth Relationships (Middle School Students)	Youth Truth Dec 2023 Elementary: 70% Positive Response Middle: 51% Positive Response	Youth Truth Dec 2024 Elementary: 69% Positive Response Middle: 56% Positive Response		Expected All Schools: 80% Positive Response	Youth Truth Elementary: -1% Middle: 5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	"Do you think your teacher cares about you?"					
34	Dashboard: Suspensions (RISE)	2023 Dashboard RISE: 40% (RED)	2024 Dashboard RISE: 58.2% (RED)		Expected RISE: 80.9% (YELLOW)	Youth Truth RISE: 18.2%
35	Youth Truth: Engagement (Elementary and Middle School Families) "Parent/family members are included in planning school activities."	Youth Truth Dec 2023 Elementary: 53% Positive Middle: 43% Positive	Youth Truth Dec 2024 Elementary: 66% Positive Middle: 52% Positive Response		Expected All Schools: 80% Positive	Youth Truth Elementary: 13% Middle: 9%
36	Youth Truth: Culture (Elementary Students) "Do students behave in class?" Youth Truth Culture - Middle Students "Adults from my school treat students with respect."	Youth Truth Dec 2023 Elementary: 14% Positive Response Middle: 50% Positive Response	Youth Truth Dec 2024 Elementary: 15% Positive Response Middle: 55% Positive Response		Expected All Schools: 80% Positive Response	Youth Truth Elementary: 1% Middle: 5%
37	Youth Truth: Safety (Elementary and Middle School Families) "My child's learning environment is safe."	Youth Truth Dec 2023 Elementary: 69% Positive Response Middle: 55% Positive Response	Youth Truth Dec 2024 Elementary: 71% Positive Response Middle: 63% Positive Response		Expected All Schools: 80% Positive Response	Youth Truth Elementary: 2% Middle: 8%
38	Youth Truth: Culture (Elementary and Middle School Families)	Youth Truth Dec 2023 Elementary: 76% Positive Response	Youth Truth Dec 2024		Expected Elementary: 80% Positive Response	Youth Truth Elementary: 0% Middle: 10%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	"My school creates a friendly environment."	Middle: 57% Positive Response	Elementary: 76% Positive Response Middle: 67% Positive Response		Middle: 65% Positive Response	
39	Youth Truth: Relationships (Elementary and Middle School Families) "I feel comfortable approaching teachers about my child's progress."	Youth Truth Dec 2023 Elementary: 88% Positive Response Middle: 79% Positive Response	Youth Truth Dec 2024 Elementary: 90% Positive Response Middle: 78% Positive Response		Expected All Schools: 90% Positive Response	Youth Truth Elementary: 2% Middle: -1%
40	Youth Truth: Communication and Feedback (Elementary and Middle School Families) "Teachers clearly communicate expectations for my child's progress."	Youth Truth Dec 2023 Elementary: 76% Positive Response Middle: 64% Positive Response	Youth Truth 2024 Elementary: 79% Positive Response Middle: 64% Positive Response		Expected All Schools: 80% Positive Response	Youth Truth Elementary: 3% Middle: 0%
41	Local Indicator Parent and Family Engagement - Building Relationships with Parents	2023 Dashboard 15 Schools with active Parenting Partner Programs	2024 Dashboard 22 Schools with active Parenting Partners Programs		22 Schools with active Parenting Partner Programs	7 Schools
42	Parent participation as measured by number of parents attending district wide family events	Local Data - School Sites Baseline to be determined in 24-25 this metric was not obtainable	Community Schools had a difficult time in ensuring an accurate count. We will discontinue this metric and		Discontinued	Discontinued

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			hold it locally at the school site.			
43	Expulsion Rate - From Local SIS	Local SIS (Currently PowerSchool) 2023-24 SY .01%	Local SIS (Powerschool) 2024-25 SY • .01%		.01%	No Difference
44	Local Indicator priority 7: Access to Broad course of Study	Site Master Schedules Review of Master Schedules provides that AVID is offered at 3 of 5 middle school sites.	Site Master Schedules Review of Master Schedules provides that AVID is offered at 3 of 5 middle school sites. We are preparing for AVID to be implemented at the 4th in the Fall of 26-27		4 Middle schools with access to AVID	No Difference from Baseline Year
45	Youth Truth: Resource (Elementary and Middle School Families of English Learners)	Youth Truth Dec 2023 Elementary: 75% Positive Response Middle: 85% Positive Response	Youth Truth 2024 Elementary: 74% Positive Response Middle: 61% Positive Response		Youth Truth Elementary: 80% Positive Response Middle: 90% Positive Response	Youth Truth Elementary: -1% Middle: -24%

Goal Analysis [2024-25]

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

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

Goal 2: Equitable Learning Practices and Positive Learning Environments

Overview:

Goal 2 of the Lancaster School District LCAP focuses on meeting students' social-emotional needs to foster positive, supportive learning environments. Thirteen actions were identified to promote student success, particularly in their ability to build healthy relationships with peers and adults. During the 2024–25 school year, the district successfully implemented 10 of the 13 actions as intended, while 3 actions were partially implemented. Below is a summary of those partially implemented actions, including differences between planned and actual implementation, along with the successes and challenges encountered.

Partially Implemented Actions:

Action 2.6 – Culturally Responsive Positive Behavioral Interventions and Supports (PBIS):

While PBIS continues to be implemented districtwide, walkthroughs and site observations indicate that fidelity and consistency vary across schools. PBIS was not consistently observed at the expected levels, contributing to a noticeable increase in office-managed behaviors. The primary challenge lies in the inconsistency of site-level monitoring and accountability to ensure proper implementation. Addressing this gap in oversight will be a key focus area for 2025–26, with a renewed emphasis on coaching, data review, and administrative support.

Action 2.8 – Multi-Tiered System of Supports (MTSS):

Our district is in the early stages of developing a comprehensive MTSS framework. While foundational work has begun, there remains a need to deepen site-level implementation and ensure systems are in place to address the needs of all students—academically, behaviorally, and socially-emotionally. A significant challenge has been staff turnover, which has disrupted the continuity and momentum of MTSS training and implementation. Moving forward, the district will prioritize reestablishing a culture aligned with MTSS principles and providing targeted professional development to support staff at all levels.

Action 2.11 – Dual Capacity Training (Family Engagement):

Initial implementation of the Dual Capacity Framework began with a small group of sites using CSI funds in collaboration with Scholastic. This year, three additional schools joined the initiative, and efforts are underway to scale implementation across the district. Early challenges included limited parent participation; however, family engagement has since increased significantly. Looking ahead, the district will transition toward equipping families with academic resources to support student learning at home, thereby strengthening the home-school connection.

Successes in Goal 2:

The 2024–25 school year saw several notable successes related to Goal 2. Family engagement improved, particularly in support of social-emotional learning initiatives. The district also experienced a significant increase in participation in the Expanded Learning Opportunities (ELO) Program, with families increasingly relying on these services for after-school enrichment and academic support.

Additionally, the Capturing Kids' Hearts (CKH) program continues to flourish, with several school sites receiving national recognition as CKH Showcase Schools. This recognition reflects the district's strong commitment to building relational capacity and fostering a positive school climate.

Challenges in Goal 2:

Despite these successes, challenges remain. The district has seen an uptick in maladaptive student behaviors, especially during unstructured times (e.g., recess, transitions). To address this, we plan to expand student mentorship programs aimed at building stronger connections and reinforcing positive behavior.

Although fully implemented, our social-emotional learning (SEL) curriculum has not yet yielded the desired impact. This is primarily due to inconsistencies in site-level accountability and a need for stronger administrative support in ensuring effective SEL implementation in classrooms. Enhancing monitoring and coaching around SEL practices will be a priority moving into the 2025–26 school year.

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

Action 2.2 (Student Mental Health Supports): There is a material difference in this action. Less funds were expended than budgeted. Funds to support mental health services were provided through grants and one time funding.

Action 2.3 (Trauma Informed Practices): There is a material difference in this action. There was more expended than budgeted. The additional costs can be attributed to contracts with mental health service providers to address the increased mental health needs of our students. The establishment of a behavior team with staff who are able to address trauma on a more immediate basis.

Action 2.4 (Alternative Education Classrooms): There is a material difference in this action. Less funds were expended than budgeted. Expenses associated with this action were addressed through one time funding sources.

Action 2.5 (Alternative Education Programs): There is a material difference in this action. There was less expended than budgeted. Resources to support some of the activities in this action were funded through one time funds.

Action 2.7 (Capturing Kids Hearts): There is a material difference in this action. There was less expended than budgeted. Contract costs were lower than expected. Some expenses associated with Capturing Kids Hearts were site based.

Action 2.8 (MTSS): There was a material difference for this action. There was more expended than budgeted. This action was miscoded. The expenses for this action were charged to Title 1.

Action 2.9 (Expanded Learning Opportunities): There is a material difference in this action. The majority of the activities associated with this action was not charged to supplemental/concentration funding but charged to Expanded Learning Opportunities funds. Each site has an Expanded Learning Plan which also saw higher-than-anticipated spending.

Action 2.10 (Increase Family Engagement for Social Emotional Development): There is a material difference in this action. No expenses were attributed to this action; all family engagement expenses are reflected in Goal 1, Action 17.

For Actions 2.10 (Increased Family Engagement for SEL), 2.11 (Dual Capacity Training), 2.12 (Family Translation Services), and 2.13 (School-Sponsored Family Events), the district utilized Community Schools grant funds that had not been previously allocated earlier in the school year. As a result, there are no Local Control Funding Formula (LCFF) expenditures reported for these actions in the 2024–25 LCAP, as they were fully supported through alternative funding sources.

Summary of Action Effectiveness

Action 2.1 – Social-Emotional Learning (SEL):

This action was implemented districtwide. The level of effectiveness varied from school to school. Although staff and curriculum for SEL support were provided district wide the effectiveness was impacted by the amount of time established in each school's master schedule to address Tier 1 SEL implementation. Schools that established a daily schedule saw students who shared a common SEL language as well as a common process for addressing emotions. Schools that scheduled a weekly SEL blocks did not consistently see the same positive outcomes. Schools with well established teams including counselors and administrators were more effective in implementing tiered support for students needing more intensive services. The Dashboard for suspension are not current so therefore are not fully reflective of the work done in this area during the 24-25 school year. Office discipline referrals declined at schools that used this data to address root causes of the behavior and provided the appropriate level of SEL. Several of our schools piloted an SEL Center model where counselors, school psychologist and assistant principal worked together to provide a variety of services and more intense support for students needing that level of support. Initial data from schools using this model indicate that this systematic way of providing SEL services has a positive impact in addressing students' needs in a more timely manner. This year the most challenging group of students have been our kindergarten and first graders. These young students continue to demonstrate challenges with regulating their emotions. Teams continue to develop strategies and interventions to address this increased need.

Action 2.2 – Student Mental Health Supports:

Although the current metrics chosen to monitor this action do not indicated great impact, the district has other data that indicate effectiveness. All students in K-8 participate in weekly Sown to Grow check ins. Students report that students' emotions grew in a positive direction. Responses to the weekly prompts showed that students were increasingly willing to share more personal information. Throughout the year, teachers have indicated a greater awareness and understanding of student's social and emotional needs. Counseling data collected from each school indicate that 4,488 classroom lessons were implemented with a focus on social/emotional learning by the counseling. In many schools the counselor provided a model for teachers on how to successfully interact with students dealing with social/emotional topics. Since the counselors work with all students, a common language and curriculum was implemented throughout each school. Counselors' visibility in the classroom made students needing extra support more willing to seek out counselor support. Through this action approximately 140 students were referred to a third party mental health support provide. These students received more intensive mental health support that was personalized based on their referrals. Clinical outcomes reported by the mental health provider indicated a significant decrease in the severity of depression and anxiety from initial intake.

Youth Truth Resource Measure : (2023) 69% positive response (elementary) (2024) 71% positive response (2023) 63% positive response (middle school). (2024) 75% positive response (middle school)

Youth Truth Emotional& Mental Health - Middle School (2023) 45% positive response, (2024) 44% positive response

Dashboard - Suspensions (Overall) - (2023) 6.5% "red", (2024) 6.6% "red"

Dashboard - Suspension (Foster) - (2023) 12.5% "red", (2024) 10.2% "yellow"

Dashboard - Suspension (Low-Income) - (2023) 6.8% "red", (2024) 6.9% "red"

Action 2.3 – Trauma-Informed Practices:

This year the focus for training trauma informed practices has been with the counselors. Counselors worked with teachers to help them develop a greater understanding of trauma informed practice and the impact on students. Counselors used this training to effectively develop and support plans for students experiencing trauma. The use of trauma informed practices are a part of a more systemic program to support the social and emotional needs of our students therefore determining the effectiveness of this action is difficult to measure in isolation. The District will be reviewing metrics and determining if there are other sources that would be more appropriate in measuring effectiveness.

Youth Truth Relationships - Elementary - (2023) 70% positive response, (2024) 69% positive response
Youth Truth Belonging - Elementary - (2023) 31% positive response (2024) 33% positive response
Youth Truth Belonging and Peer Collaboration - Middle (2023)35% positive response, (2024) 39% positive response
Youth Truth Relationships - Middle - (2023) 51% positive response, (2024) 56% positive response
Dashboard - Suspensions (Overall) - (2023) 6.5% "red", (2024) 6.6% "red"
Dashboard - Suspensions (Foster Youth) - (2023) 12.5% "red", (2024) 10.2% "yellow"
Dashboard - Suspensions (Low-Income) - (2023) 6.8% "red", (2024) 6.9% "red"
Dashboard Chronic Absenteeism (Overall) - (2023) 41.9% "yellow", (2024) 36.2% "yellow"
Dashboard Chronic Absenteeism (Foster Youth) - (2023) 36.4% "yellow", (2024) 32.7% "yellow"
Dashboard Chronic Absenteeism (Low-Income) - (2023) 43.2% "yellow", (2024) 37.9% "yellow"

Action 2.4 – Alternative Education Classes:

The District provides several alternative classes to serve elementary students needing a greater level of structure and support at the elementary level. At the middle schools, each school has an alternative class available for students who need greater structure and accountability. These classes were moderately effective in providing SEL and behavior support, resulting in a 2.1% reduction in suspensions for low-income students at middle schools. Some students served through these programs have been successfully reintegrated to the general education program, however, some students continue to have higher discipline referrals and suspensions than desired. To increase the effectiveness of this action, there is a need for a consistent structured approach across the district with regards to students participating in these classes.

Districtwide Suspension rates (Low-Income) -(2023) 6.8% "red", (2024) 6.9% "red"

Action 2.5 – Alternative Education Programs (RISE and Leadership Academy):

Suspension rates remained unacceptably high at both alternative education sites, exceeding 50%. As a result, Leadership Academy will close in 2025–26 and transition into a redesigned program at comprehensive school sites. At RISE, low-income students experienced a suspension rate of 58%, underscoring the need for targeted redesign and support. In the 2024-25 school year the suspension, there were 37 out of school suspensions as compared to 76 out of school suspension in 23-24 school. This was in part due to smaller class sizes and the implementation of morning meetings.

RISE:

Suspension - Low-income (2023) 90.9% "red" , (2024) 58.2% "red"
The Leadership Academy (this school has been closed as of June 2025)

Action 2.6 – Culturally Responsive PBIS:

This strategy was inconsistently implemented across school sites, impacting consistent effectiveness. The District has one school designated "platinum" level and other schools that are still beginning to put the PBIS structures in place. YouthTruth data reflected low student perceptions of belonging: only 39% of middle school students and 28% of elementary students felt like an important part of their school community. Suspension rates reflect disparities, with 11.4% of foster youth and 5.12% of low-income students suspended at least once. Implementation fidelity and site accountability will be priorities for improvement. Effective practices that were implemented included, moving away from extrinsic rewards to activities that would physically and socially engage students, providing a systematic check in an check out program, providing mentors, intentionally reaching out to parents (positive phone calls, etc), public acknowledgement of both individual and groups of students and regularly involving parents and other school staff. Schools that implemented these practices saw positive impact on office discipline referrals and suspensions. The frequent use of data allowed effective schools to modify the program based on students' needs. The barrier for successful, effective implementation is the consistency of practices and in some schools in part due to the number of new staff who annually need to be trained.

Youth Truth Belonging - Elementary (2023) 31% positive response, (2024) 33% positive response
Youth Truth Relationships - Elementary (2023) 70% positive response, (2024) 69% positive response
Youth Truth Belonging and Peer Collaboration - Middle (2023) 35% positive response, (2024) 39% positive response
Youth Truth Relationships - Middle - (2023) 51% positive response, (2024) 69% positive response
Dashboard - Suspensions (Low Income) (2023) 6.8% "red", (2024) 6.9% "red"
Dashboard- Suspensions (Foster) (2023) 12.5% "red", (2024) 10.2% "yellow"

Action 2.7 – Capturing Kids’ Hearts (CKH):

CKH continues to be a district wide expectation. It is a highly effective program at several of our schools who consistently implement the strategies that are included in CKH implementation. These schools have demonstrated an increase in student connectedness and belonging as evidenced by fewer office discipline referrals. At these schools staff has made connections between SEL and behavior best practices which has positive impact on school culture and supports classroom management and positive student to student and adult to student relationships. Schools who were less effective did not consistently implement CKH strategies. There appears to be a lack of understanding on the part of staff to see the connections between social and emotional learning and behavior. At some school sites the effectiveness is impacted by inconsistent accountability. Based on walkthrough data and CKH Survey data, the effectiveness of this program can be increased with more consistency of implementation and providing staff with greater understanding of the connections between SEL, behavior and academics.

YouthTruth survey data shows improved school climate and decreased chronic absenteeism among foster youth, low-income, and African American students. Multiple sites received CKH Showcase School recognition. Overall chronic absenteeism dropped from 37.9% to 31% for low-income students and from 32.7% to 29% for foster youth. The districtwide average currently stands at 29%, reflecting a 5% drop from the previous year.

Youth Truth Data is not available for student groups as originally planned
Youth Truth Culture (elementary) (2023) 14% positive response (2024) 15% positive response
Youth Truth Culture (middle school) (2023) 50% positive response, (2024) 55% positive response
Dashboard Chronic Absenteeism - Foster Youth (2023) 36.4% "yellow", (2024) 32.7% "yellow"
Dashboard Chronic Absenteeism- Low Income (2023) 43.5% "yellow", (2024) 37.9% "yellow"

Dashboard Chronic Absenteeism- African American (2023) 48.8% "yellow" , (2024) 46.5% "

Action 2.8 – Multi-Tiered Systems of Support (MTSS):

This year MTSS implementation was more effective this year as a result of increased and stable staff who provided support to students with behavioral and social/emotional as well as academic needs. Staff is more aware and effectively uses data to make decisions about students and the services they receive. The District staff has implemented increased accountability to monitor the use of data so that resources can be used more effectively. Many schools have established clear structures for implementing MTSS which has begun to show a positive impact on student behavior and school culture. Although suspension data reported on the Dashboard does not indicate growth, this data is not current. The District has consistently monitored suspensions during the 24-25 school year and preliminary data indicate a decrease in suspension.

Youth Truth Engagement - Elementary (2023) 53% positive response, (2024) 66% positive response

Youth Truth Engagement - Middle (2023) 43% positive response, (2024) 52% positive response

Dashboard suspensions - Low income (2023) 6.8% "red", (2024) 6.9% "red"

Dashboard suspensions - Foster Youth (2023) 12.5% "red", (2024) 10.2% "red"

Action 2.9 – Expanded Learning Opportunities (ELO):

The ELO program was highly effective in improving student engagement and family involvement. Youth Truth data shows improved student relationships and access to support, especially for English learners, foster youth, and low-income students. This program is centrally managed and planned by District staff. The District's ELO Plan and funding was implemented effectively however when this LCAP was initially developed, LCFF funds were planned to support the activities. Currently all ELO activities are funded through other funds.

Youth Truth Resources - Families Middle (2023) 85% positive response, (2024) 74% positive response

Youth Truth Resources - Families Elementary (2023) 75% positive response, (2024) 74% positive response

Youth Truth Relationships - Elementary (2023) 70% positive response, (2024) 69% positive response

Youth Truth Relationships - Middle (2023) 51% positive response, (2024) 56% positive response

Chronic Absenteeism - English Learners (2023) 34.8% "yellow", (2024) 27.1% "yellow"

Chronic Absenteeism - Foster Youth (2023) 36.4% "yellow", (2024) 32.7% "yellow"

Chronic Absenteeism - Low Income (2023) 43.5% "yellow", (2024) 37.9% "yellow"

Action 2.10 – Increased Family Engagement for Social-Emotional Development:

This action empowered families to support their children's SEL at home. The parent Ambassadors and community liaisons provided Parenting Partner Workshops which addressed supporting students with social/emotional challenges. Parent attendance varied from site to site. Among the 77 parents who completed the post-survey, 99% reported having more effective discipline strategies, and 99% said they argue less with their children. Additionally, 90% indicated their children are more consistently completing homework, and 84% reported having more meaningful conversations with their children about college or career goals. These outcomes suggest the workshops fostered stronger home-school connections and enhanced family capacity to support student success. The identified metrics established for this action showed minimal change for low-income students, making this action partially effective as our low-income suspension rate has not decreased.

Youth Truth Resources - Elementary (2023) 70% positive response, (2024) 69% positive response
Youth Truth School Safety - Elementary (2023) 69% positive response, (2024) 71% positive response
Youth Truth Resources - Middle (2023) 51% positive response, (2024) 56% positive response
Youth Truth School Safety - Middle (2023) 55% positive response, (2024) 63% positive response
Dashboard Suspensions (Low-Income) (2023) 6.8% "red", (2024) 6.9% "red"

Action 2.11 – Dual Capacity Training (Family Engagement Framework):

The action was implemented at three pilot sites; this action yielded mixed results and was partially effective. Families reported better communication, stronger relationships with school staff, and an increased sense of inclusion. At the pilot sites, 93% and 87% of families reported feeling comfortable discussing grades with teachers. Additionally, 80% of low-income families responded positively to the statement: “Families and teachers care about each other.” Districtwide expansion is planned. At specific sites as a result of this training, parents were included in their family engagement training. The school used the families representing the African American Council to support the inclusion and increase the capacity of other families. More families were included in the literacy efforts, including the identification of cultural connections to literature.

Youth Truth Culture - Families (2023) elementary -76%, middle - 57% positive response, (2024) elementary 76%, middle 67% positive response

Youth Truth Relationships - Families (2023) elementary - 88%, middle - 79% positive response, (2024) elementary 90%, middle 78% positive response

Youth Truth Communication and Feedback - Families - (2023) elementary 76%, middle 64%, (2024) elementary 79%, middle 64% positive response

CAASPP ELA - Low Income - (2023) 77 points below standard, (2024) 79.8 points below standard

CAASPP Math - Low Income - (2023) 112.5 points below standard, (2024) 115 points below standard

Action 2.12 – Family Translation Services:

This action was highly effective in improving access and engagement for English learner families. Youth Truth data shows EL families scored in the 54th percentile for access to resources—compared to 49th percentile for all students—reflecting improved communication and inclusion during events, meetings, and forums

Youth Truth student group data is not available

Youth Truth Family Resources (2023) elementary - 69%, middle 63% positive response, (2024) elementary 71%, Middle 75% positive responses

Action 2.13 – School-Sponsored Family Events:

These events experienced record-high attendance and contributed to stronger school-home partnerships, making it highly effective. This action strengthened school-community partnerships and increased access to essential resources for families through large-scale, family-centered events hosted and co-hosted with school sites. These included various seasonal and themed resource fairs such as backpack giveaways, cultural celebrations, literacy events, coat distributions, and holiday toy drives. On average, each event drew 1,500 participants, distributed 2,000 backpacks with school supplies, provided 100 pairs of glasses per event, and gave out over 950 coats. These events played a key role in reducing chronic absenteeism and supporting consistent student attendance.

Youth Truth data confirmed positive gains in family relationships and resource access. Chronic absenteeism decreased by 6%, with group-specific drops as follows:

Student group data on Youth Truth Survey unavailable

Youth Truth Relationship (elementary) (2023) 70% positive response, (2024) 69% positive response

Youth Truth Relationship (middle) (2023) 51% positive response, (2024) 56% positive response

Youth Truth Resources (elementary families) (2023) 69% positive response, (2024) 71% positive response

Youth Truth Resources (middle school families) (2023) 63% positive response, (2024) 75% positive response

CA Dashboard: Chronic Absenteeism (English Learner) 34.8% in (2023), 27.1% (2024)

CA Dashboard: Chronic Absenteeism (Low Income) 43.5% in (2023), 37.9% (2024)

CA Dashboard: Chronic Absenteeism (Foster Youth) 36.4% in (2023), 32.7% (2024)

Parent participation as measured by the number of parents attending district-wide family events
this metric will be discontinued; difficult to obtain accurate data

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

As part of our ongoing commitment to improving equitable learning practices and fostering positive learning environments, the following adjustments are anticipated for the 2025–26 school year:

Closure of Leadership Academy (Action 2.5):

The Leadership Academy will be formally closed due to its limited effectiveness in meeting student behavioral and social-emotional needs. This change will be reflected in the LCAP by removing references to the Leadership Academy under Action 2.5. However, the RISE program will continue as an alternative education option and will remain part of the goal's implementation plan.

Enhanced District-Level Monitoring:

A key priority for 2025–26 will be the strengthening of district-level monitoring and accountability structures for social-emotional learning (SEL) initiatives. This includes establishing clearer expectations for site implementation, increasing data-informed check-ins, and aligning professional development to SEL fidelity indicators.

Refinement of Culturally Relevant PBIS Implementation:

In response to inconsistent implementation and varying student experiences with school culture, the district will renew its focus on culturally responsive Positive Behavioral Interventions and Supports (PBIS). This includes providing site-specific coaching, increasing leadership oversight, and incorporating student feedback to ensure the system is inclusive, equitable, and consistently applied.

We did shift the year 3 outcome for metric 2.35 from 43% to 80%. We found this to be a typo in the previous LCAP year.

We will be discontinuing the metric regarding the individual count of parents at school-wide events.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Social Emotional Learning	The district will provide all schools with access to social emotional learning supports to address all students social emotional needs.	\$2,210,525.00	No
2.2	Student Mental Health Supports	The district will provide mental health support, and trauma-informed practices at all school sites to support social-emotional development for unduplicated pupil groups student groups utilizing evidence-based social-emotional and trauma-informed learning strategies. This action will support our foster youth, and low-income student groups as well as our student groups that received the lowest performance level for the chronic absenteeism indicator on the Dashboard.	\$427,491.00	Yes
2.3	Trauma Informed Practices	The Lancaster School District will provide targeted efforts through district counselors, social workers, and other resources to provide trauma support for foster, homeless, and low-income students. his action is supporting the schools and student groups that received the lowest performance level for the suspension indicator on the Dashboard.	\$1,523,450.00	Yes
2.4	Alternative Education: Classes	Students identified with externalized/internalized behaviors will be provided alternative methods of instructional delivery focused on social-emotional learning curriculum at comprehensive school sites. This action will support our low-income student group as well as our schools and student groups that received the lowest performance level for the suspension indicator on the Dashboard.	\$147,467.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.5	Alternate Education: Site	Students identified as most at-risk will be provided alternative methods of instructional delivery focused on social-emotional learning at comprehensive school sites. This action is principally directed towards our low-income student group. This action is also supporting The Leadership Academy and RISE who have both received the lowest performance level with regards to suspension on the Dashboard.	\$1,051,608.00	
2.6	Culturally Responsive Positive Behaviors Interventions and Supports	The district will support sites in refining, implementing, and monitoring a positive behavior and intervention system. This action will support our low-income and foster youth student groups as well as our schools and student groups that received the lowest performance level for the suspension indicator on the Dashboard.	\$2,648,522.00	Yes
2.7	Capturing Kids Hearts	Under the umbrella of Positive Behaviors, Intervention, and Support, the district will provide low-income and foster students with access to a school culture-building program such as Capturing Kids Hearts to build a positive culture. This action will support our low-income and foster student groups as well as our schools and student groups that received the lowest performance level for the suspension indicator on the Dashboard.	\$3,018,933.00	Yes
2.8	Multi-Tiered Systems of Support	The district will support sites in developing, implementing, and monitoring multi-tiered systems of support for both academic, behavioral, and social-emotional development and mental health of our low-income students and Foster youth.	\$1,355.00	Yes
2.9	Expanded Learning Opportunities	The district will support sites in developing programs to enhance onsite learning to include before and after school programs, as well as weekend and intercession programs to support low-income, foster, and English language learners.	\$15,365,280.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.10	Increased Family Engagement for Social Emotional Learning	The district will support families' increased capacity to meet the social-emotional needs of low-income students through programs and supports targeting the family's role in social-emotional development through training, and enhanced opportunities for engagement.	\$0.00	No
2.11	Dual Capacity Training	The district will support sites in building a dual capacity framework providing training to parents in supporting students in the home, and school staff supporting in providing family engagement opportunities that support student growth. This action is principally directed towards our low-income student groups.	\$0.00	No
2.12	Family Translation Services	The district will improve upon the required translation services for our English learner families, providing translation services, interpretation, and/or translation devices for parents and community members whose first language is not English at all school site events. This action is principally directed towards our English learner student group and their families.	\$0.00	No
2.13	School Sponsored Family Events	The district will support schools in providing events such as, but not limited to cultural events, and family leadership events, that focus on the families access to programs to increase and improve services to our low-income, foster, and English language learner student groups.	\$0.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Local Indicator 1 - Access to Safe Clean Facilities (FIT Tool)	FIT Tool 2023 100% facilities in "good repair"	FIT Tool 2024 100% of facilities in "good repair"		100% facilities in "good repair"	No Difference
2	Chronic Absenteeism (Overall)	2023 Dashboard 41.9% Chronically Absent (YELLOW)	2024 Dashboard 36.2% Chronically Absent (YELLOW)		29.9% Chronically Absent (YELLOW)	-5.7%
3	Chronic Absenteeism (American Indian)	2023 Dashboard	2024 Dashboard		42.5% Chronically Absent (YELLOW)	-17.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		57.7% Chronically Absent (RED)	39.8% Chronically Absent (YELLOW)			
4	Chronic Absenteeism (African American)	2023 Dashboard 48.8% Chronically Absent (YELLOW)	2024 Dashboard 46.5% Chronically Absent (ORANGE)		36.8% Chronically Absent (YELLOW)	-2.3%
5	Chronic Absenteeism (Asian)	2023 Dashboard 19.5% Chronically Absent (YELLOW)	2024 Dashboard 21.6% Chronically Absent (RED)		13.5% Chronically Absent (YELLOW)	2.1%
6	Chronic Absenteeism (English Learners)	2023 Dashboard 34.8% Chronically Absent (YELLOW)	2024 Dashboard 27.1% Chronically Absent (YELLOW)		22.8% Chronically Absent (YELLOW)	-7.7%
7	Chronic Absenteeism (Filipino)	2023 Dashboard 10.6% Chronically Absent (YELLOW)	2024 Dashboard 16.7% Chronically Absent (RED)		9.1% Chronically Absent (GREEN)	6.1%
8	Chronic Absenteeism (Foster Youth)	2023 Dashboard 36.4% Chronically Absent (YELLOW)	2024 Dashboard 32.7% Chronically Absent (YELLOW)		24.4% Chronically Absent (YELLOW)	-3.7%
9	Chronic Absenteeism (Hispanic)	2023 Dashboard 39.7% Chronically Absent (YELLOW)	2024 Dashboard 37% Chronically Absent (ORANGE)		27.7% Chronically Absent (YELLOW)	-2.7%
10	Chronic Absenteeism (Homeless)	2023 Dashboard 58.1% Chronically Absent (YELLOW)	2024 Dashboard 54.5% Chronically Absent (YELLOW)		43.1% Chronically Absent (YELLOW)	-3.6%
11	Chronic Absenteeism (Socioeconomically Disadvantaged)	2023 Dashboard 43.5% Chronically Absent (YELLOW)	2024 Dashboard 37.9% Chronically Absent (YELLOW)		28.5% Chronically Absent (YELLOW)	-5.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
12	Chronic Absenteeism (Students with Disabilities)	2023 Dashboard 47.3% Chronically Absent (YELLOW)	2024 Dashboard 43.1% Chronically Absent (YELLOW)		32.3% Chronically Absent (YELLOW)	-4.2%
13	Chronic Absenteeism (Two or More Races)	2023 Dashboard 46.9% Chronically Absent (YELLOW)	2024 Dashboard 36.8% Chronically Absent (YELLOW)		31.9% Chronically Absent (YELLOW)	-10.1%
14	Chronic Absenteeism (White)	2023 Dashboard 36.2% Chronically Absent (YELLOW)	2024 Dashboard 27.7% Chronically Absent (YELLOW)		24.2% Chronically Absent (YELLOW)	-8.5%
15	Attendance Rate (Overall)	2023 - 24 Local SIS - Data Source = PowerSchool 90.81%	2024-25 Local SIS - Data Source = PowerSchool 91.38%		94%	0.57%
16	Attendance Rate (Socioeconomically Disadvantaged)	2023 - 24 Local SIS - Data Source = PowerSchool 90.40%	2024-25 Local SIS - Data Source = PowerSchool 91.17%		94%	0.77%
17	Attendance Rate (Foster)	2023 - 24 Local SIS - Data Source = PowerSchool 91.62%	2024-25 Local SIS - Data Source = PowerSchool 91.86%		94%	0.24%
18	Attendance Rate (English Learner)	2023 - 24 Local SIS - Data Source = PowerSchool 92.21%	2024-25 Local SIS - Data Source = PowerSchool 92.97%		95%	0.76%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
19	Youth Truth Safety - Elementary Families "My child's learning environment is safe."	Youth Truth Dec 2023 69% Positive Response	Youth Truth Dec 2024 71% Positive Response		80% Positive Response	2%
20	Youth Truth Safety - Middle Families "My child's learning environment is safe."	Youth Truth Dec 2023 55% Positive Response	Youth Truth Dec 2024 63% Positive Response		80% Positive Response	8%
21	Youth Truth Safety - Elementary Staff "Do you feel safe going to school?"	Youth Truth Dec 2023 63% Positive Response	Youth Truth Dec 2024 75% Positive Response		80% Positive Response	12%
22	Youth Truth Safety - Middle Staff "I feel safe from harm while at my school."	Youth Truth Dec 2023 46% Positive Response	Youth Truth Dec 2024 51% Positive Response		80% Positive Response	5%
23	Middle School Drop Out Rate	Local SIS Data Source = PowerSchool 2023-24 0%	Local SIS Data Source = PowerSchool 2024-25- 0%		0%	No Change
24	Local Indicator Priority 3 - Parents seeking input on decision-making Youth Truth Engagement - Elementary Families "I feel empowered to play a meaningful role in decision-making at my school."	Youth Truth Dec 2023 53% Positive Response	Youth Truth Dec 2024 54% Positive Response		80% Positive Response	1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
25	Local Indicator Priority 3 - Parents seeking input on decision-making Youth Truth Engagement - Middle Families "I feel empowered to play a meaningful role in decision-making at my school."	YouthTruth Dec 2023 50% Positive Response	Youth Truth Dec 2024 44% Positive Response		80% Positive Response	-6%
26	Youth Truth Resources - Elementary Families "My school has the resources necessary to achieve learning goals."	YouthTruth Dec 2023 69% Positive Response	Youth Truth Dec 2024 71% Positive Response		80% Positive Response	2%
27	Youth Truth Resources - Middle Families "My school has the resources necessary to achieve learning goals."	YouthTruth Dec 2023 63% Positive Response	Youth Truth Dec 2024 75% Positive Response		80% Positive Response	12%
28	Local Indicator (Priority 6): Local Climate Survey	2023 Dashboard Administered Youth Truth Survey - 9,350 Survey's complete	2024 Dashboard Administered Youth Truth Survey - 8,728 Survey's completed		Administer Youth Truth Survey - 11,000 survey's complete	-622 Surveys

Goal Analysis [2024-25]

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

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

Goal 3 of the Lancaster School District's Local Control and Accountability Plan (LCAP) focuses on creating safe, supportive, and operationally efficient environments where students can thrive.

This goal emphasizes both the physical safety of school facilities and the emotional well-being of students, staff, and community members.

All actions identified under Goal 3 were fully implemented as planned, with no substantive differences between the proposed actions and their execution. The district made considerable progress in enhancing both physical and emotional safety across school campuses.

Key Successes:

Increased Family Engagement in School Governance (Action 3.9):

A notable success this year was the increased participation of families in site governance and leadership activities. This was evidenced by stronger turnout at school site council meetings, parent advisory groups, and other stakeholder engagement opportunities. Families reported feeling more welcomed and empowered to contribute to school decision-making processes.

Enhanced Campus Safety and Technology Infrastructure:

The district successfully upgraded technological systems to improve safety across all campuses. This included enhanced surveillance, updated communication systems, and safety alert mechanisms. These improvements contributed to a greater sense of security among students, staff, and visitors.

Access to Educational Technology:

The district also made significant strides in expanding access to educational technology, ensuring that students are equipped with the tools necessary for 21st-century learning in safe and structured environments.

Increased Support Staff Presence:

The addition of support personnel on campuses—including campus aides, supervision staff, and safety officers—helped foster a more connected and inclusive school culture. According to YouthTruth survey data, students reported a stronger sense of belonging and safety at school.

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

Action 3.1 (Safe Facilities): There is a material difference in this action. There was increased expenditures than budgeted. There were increased expenditures as the district invested in significant safety upgrades. This included the purchase of object detectors at select school entrances and Yonder pouches to support controlled cell phone use during the instructional day.

Action 3.2 (Attendance Monitoring): There is a material difference in this action. There was more expended than budgeted. There was a greater focus on monitoring attendance both at the district and site levels. School staff engaged in extended hours and conducted after-hours home visits to support improved student attendance.

Action 3.3 (Attendance Incentives): There is a material difference in this action. There was less expended than budgeted. The district emphasis with incentives has been moving from extrinsic rewards to increase intrinsic rewards and social activities that encourage positive social interactions and school culture.

Action 3.4 (Additional Classified Support - Safety): There is a material difference in this action. There was less expended than budgeted due to unfilled vacancy and filled subs on a day to day basis for campus supervision.

Action 3.5 (Additional support staff): There is a material difference in this action. There was less expended than budgeted. Some of the activities supported with this action were funded through site level Title 1 funds.

Action 3.6 (Alternative Educational Settings): There is a material difference in this action. There was less expended than budgeted. In January 2025, the district began the process of phasing out one of its alternative education campuses, which reduced the need for materials and services at that site.

Action 3.7 (District Safety Communication System): There is a material difference in this action. There was more expended than budgeted. The district piloted a new safety system at several school sites; therefore, there was an increased cost associated with that pilot.

Action 3.8 (Technology Systems): There is a material difference in this action. There was an increase in expenses than budgeted. There was no budget for this action in the approved LCAP. While some limited refurbishments and system upgrades occurred, many technology purchases were coded to other funding sources and not attributed to this goal.

Actions 3.9 (Increased Family Engagement for Leadership): There is a material difference in this action. There was more expended than budgeted. In the district's Community Schools Grant there were several actions related to this LCAP action. The increase in expenses is due to the reporting both the LCAP action 3.9 as well as actions in the Community Schools Grant.

Actions 3.11 (Family Ambassadors), and 3.12 (Community Partnerships) were fully supported through the Community Schools initiative. As such, these actions were not funded through general fund or LCFF resources, resulting in no LCFF expenditures being reported for the 2024–25 LCAP under these actions.

Action 3.10: (Family and Community Schools) There is a material difference in this action. There was less expended than budgeted. The Community Schools Grant covered the anticipated expenses related to this action.

Action 3.1 – Safe Facilities

Districtwide modernization efforts led to positive outcomes as evidenced by the district's ability to maintain scores of 100% compliance for all schools as evidenced by the Williams Facilities Inspection Tool (FIT). These improvements enhanced the physical learning environment across schools.

Action 3.2 – Attendance Monitoring

This action was highly effective for foster youth and low-income student groups. Chronic absenteeism decreased from 37.9% to 31% for low-income students, and from 32.7% to 29% for foster youth. Monitoring systems provided timely interventions and improved student outcomes. The District required each school to implement an attendance team. This team's primary purpose was to monitor attendance including students who were identified as chronically absent. These teams regularly reviewed data and the actions and activities that were being effective and modified activities that were not effective. The team composition varied among school sites, however membership consistently included counselors and the assistant principal. Other staff were included depending on the school's needs. The teams' efforts were monitored and supported by District staff who regularly met or consulted with members of the school's attendance team.

Attendance (Foster Youth) (2024), 91.62%, (2025) 91.86%

Attendance (Socioeconomically Disadvantaged) (2024) 90.4%, (2025) 91.38%

Chronic Absenteeism (Foster Youth) (2023) 36.4% "yellow", (2024) 32.7% "yellow"

Chronic Absenteeism (Socioeconomically Disadvantaged) (2023) 43.5% "yellow", (2024) 37.9% "yellow"

Action 3.3 – Attendance Incentives

This action was moderately effective. The attendance rates for all students are continuing to slowly increase. Foster youth benefited significantly, achieving a 92.17% attendance rate—6.7% above the all-student average. However, the impact was less substantial for low-income students, whose attendance rate of 91.31% was 1.2% below the district average. Chronic absenteeism continues to be a concern for the District especially for low income students. In general attendance incentives have been more effective in supporting increased daily attendance. Each school has designed a plan to improve attendance. These plans include incentives for students with improved attendance, celebration of improved attendance for individual students and classes as well as intentional parent outreach and communication. Attendance incentives have not been as impactful for students who are identified as chronically absent. For these students there is a greater need to understand the root causes for each student's poor attendance patterns. In some cases, the challenge for improving attendance for this group is a focus on the family where as with other students there are social/emotional and academic concerns that need to be addressed to change the attendance patterns established by these students.

Attendance Rates (Socioeconomically Disadvantaged) (2024) 90.4 %, (2025) 91.17%

Attendance Rates (Foster Youth) (2024) 91.62%, (2025) 91.86%

Chronic Absenteeism (Socioeconomically Disadvantaged) (2023) 43.5% "yellow", (2024) 37.9% "yellow"

Chronic Absenteeism (Foster Youth) (2023) 36.4% "yellow", (2024) 32.7% "yellow"

Actions 3.4 & 3.5 – Additional support staff classified (safety) and 3.5 (Additional Support Staff)

Action 3.4 positively influenced attendance, particularly among English Learners (93.16%) and foster youth (92.17%), both above the district average. While low-income students remained slightly below the average at 91.31%, their attendance still improved, reflecting the

effectiveness of added safety supports. The addition of support staff (Action 3.5) yielded mixed results. Youth Truth data showed that elementary school safety perceptions improved from the 20th to the 29th percentile. Among low-income elementary families, 71% reported that their child’s learning environment was safe—an increase of 1% from the previous year. In contrast, middle school safety perceptions declined from the 67th to the 59th percentile. Middle school low-income families reported a decline from 65% to 63% in perceived safety. While gains were noted at the elementary level, inconsistent results limited the overall impact. As with many actions, the goal of providing a safe school with a positive school culture conducive to learning is a result of multiple actions. Schools that received additional support staff or contracted services and had other levels of support for students, social/emotional, behavior and academic, demonstrated more positive results. One support that appears to have a positive impact is the inclusion of a behavior team and registered behavior technicians. These types of additional staff who are highly trained and are responsible for very specific actions related to the successful implementation of behavior plans have shown a positive impact. Additional staff alone did not necessarily show the same results at schools that did not have other systems in place.

Youth Truth Safety - Elementary Families (2023) 69% positive response, (2024) 71% positive response

Youth Truth Safety - Middle Families (2023) 55% positive response, (2024) 63% positive response

Youth Truth Safety - Elementary Staff (2023) 63% positive response, (2024) 75% positive response

Youth Truth Safety - Middle Staff (2023) 46% positive response, (2024) 51% positive response

Attendance Rate - Overall - (2024) 90.81%, (2025) 91.38%

Attendance Rate - Low-Income (2024) 90.4%, (2025) 91.38%

Attendance Rate - English learner (2024) 92.21%, (2025) 92.97%

Attendance Rate - Foster (2024) 91.62%, (2025) 91.86%

Action 3.6 – Alternative Educational Settings

This action produced mixed outcomes. Suspension rates among low-income students decreased from 6.9% to 5.12% in 2024–25.

Additionally, chronic absenteeism for this group declined from 32.7% to 29%, indicating stronger engagement and improved behavioral outcomes. The District has implemented several different models for implementing alternative settings to support students. Classes for students in grades K-2 who demonstrate severe behavior challenges have been somewhat effective in supporting these students so that they are able to remain in school and not disrupt the other students' learning. However similar classes at the middle school have mixed results in supporting these students successful participation in school. Middle school dropout has not been a concern in the district and it is possible that having alternative settings at the middle school has contributed to this. The District did not observe the positive outcomes that were anticipated for having a separate alternative school (in addition to the community day school) and therefore closed that school as of June 2025.

Middle School Dropout Rate (2024) 0%, (2025) 0%

Youth Truth Safety - Middle Families (2023) 55% positive response, (2024) 63% positive response

Action 3.7 – District Safety Communication System

This system significantly improved real-time response to safety concerns across school sites. Its implementation has become a cornerstone of the district’s safety infrastructure. 70% of low-income families reported that their child’s learning environment felt safe.

Action 3.8 – Technology Systems

This action was effective in ensuring equitable access to educational technology for all students. It supported academic consistency and engagement both at school and at home, particularly benefiting low-income and underserved student groups. This is evidenced by metrics 3.26 and 3.27. Data from the Youth Truth Survey show an increase of 2% of elementary families and an increase of 12% of middle school families believe that schools have the necessary resources to achieve learning goals.

Action 3.9 – Increased Family Engagement for Leadership

This action was effective. The PALs (Parent Ambassadors Leaders) program, a partnership with the Department of Public Health that trains parents to serve as health and wellness ambassadors at their school sites was a successful initiative to increase parents' leadership capacity. Across the district, 47 parents participated in PALs, with 29 completing the program across 17 school sites. Survey feedback highlighted strong teamwork, meaningful trainings, and supportive relationships with school staff. The program empowered families to lead efforts around key public health priorities, including vaccinations and routine child immunizations, student mental health, substance use prevention, and the importance of school attendance. Parents and guardians were also actively invited and encouraged to participate in various district-level committees and meetings, including the Community Schools District Advisory Council, the Superintendent's Advisory Council, and Town Hall meetings. These forums provide meaningful opportunities for families to engage in authentic dialogue, share input, and participate in decision-making processes that directly impact their children's education. The district is committed to fostering inclusive and collaborative spaces where family voices are valued as essential partners in shaping policies, programs, and initiatives. Youth Truth data showed that low-income middle school families ranked in the 81st percentile, and elementary families ranked in the 68th percentile—both above the district average. These results reflect growing success in engaging underrepresented families in school decision-making processes.

Action 3.10 – Family and Community Schools

This action was highly effective, this initiative helped improve low-income student attendance from 90.4% to 91.31% year over year. The integrated supports offered through community schools enhanced student engagement and reduced barriers to attendance. Last year marked our second year implementing the California Community Schools Partnership Program (CCSPP) across the district. The Community Schools Initiative aims to reduce barriers and improve student outcomes in academics, attendance, and behavior by fostering stronger partnerships among schools, families, and community organizations. Grounded in the Four Pillars of Community Schools - integrated student supports, expanded learning time, family and community engagement, and collaborative leadership- the initiative creates inclusive, resource-rich environments that address the whole child. As part of this effort, 2058 students (an increase of 288 students from the previous year) were enrolled in Expanded Learning Opportunities Program (ELOP) activities, including Saturday sessions, Winter and Spring Intersessions, and Summer program (over 1,000 students enrolled). By aligning services and promoting shared decision-making, the initiative ensures students receive the support they need to thrive both in and out of the classroom.

Youth Truth Resources - Elementary Families (low-income) (2023) 69% positive response, (2024) 71% positive response

Youth Truth Resources - Middle Families (low-income) (2023) 63% positive response, (2024) 75% positive response

Attendance (Low-Income) (2024) 90.4%, (2025) 91.38%

Action 3.11 – Family Ambassadors

This action was effective and resulted in a 7.9% decrease in chronic absenteeism among low-income students and a 3.7% decrease among foster youth. These improvements highlight the impact of relationship-building and consistent family outreach by trained ambassadors. To support improved attendance and family engagement, the district provides targeted training to our Family Ambassadors and Community

School Liaisons, equipping them with the skills and tools needed to work directly with families in identifying the root causes of chronic absenteeism. Through a relationship-based approach, they engage in outreach and one-on-one conversations to identify barriers, such as transportation challenges, housing instability, health concerns, or a lack of basic needs. When appropriate, families are referred to our Welcome & Wellness Center, which offers access to essential support, including transportation assistance, clothing, food, hygiene supplies, and mental health resources (Hazel Telehealth, BrightLife Kids, and Soluna). Additionally, to address health-related exclusions, we established our own Vaccine Clinic, which administered 453 required immunizations during the school year, significantly reducing the number of students excluded due to missing vaccinations. These coordinated efforts ensure that families receive timely, comprehensive support, allowing more students to stay in school and engage in learning.

Attendance (Low-Income) - (2024) 90.4%, (2025) 91.38%

Chronic Absenteeism (Low-Income). - (2023) 43.5% "yellow", (2024) 37.9% "yellow"

Action 3.12 – Community Partnerships in Schools

This action has been effective. Strong collaboration with community partners contributed to a 4% reduction in chronic absenteeism among foster youth and a 7.9% reduction among low-income students. This action underscores the power of wraparound community support in improving student engagement and outcomes. Community partnerships have played a vital role in reducing chronic absenteeism by addressing students' physical and mental health needs. Vision to Learn provided 1,389 pairs of glasses, while Hazel Health completed 2,013 physical health visits for 941 students, resulting in 5,082 instructional hours saved and a 93% return-to-class rate. Additional services included 262 Heart Health (mental health) referrals, 453 vaccines administered, 130 AV CPR participants, 722 students served by BigSmiles dental care, 160 flu shots through Kaiser, and 25 students supported by the Breathmobile. Throughout the year, departments collaborated with community organizations to host events that offered free resources and support to students and families. These efforts aimed to reduce attendance barriers, strengthen family-school connections, and link families to vital services. These community partnerships contributed to increased instructional access and student engagement, helping drive down absenteeism rates across the district.

Youth Truth Resources - Elementary Families (low-income) (2023) 69% positive response, (2024) 71% positive response

Youth Truth Resources - Middle Families (low-income) (2023) 63% positive response, (2024) 75% positive response

Attendance (Low Income) - (2024) 90.4%, (2025) 91.38%

Attendance (Foster) - (2024) 91.62%, (2025) 91.86%

Chronic Absenteeism (Low Income). - (2023) 43.5% "yellow", (2024) 37.9% "yellow"

Chronic Absenteeism (Foster). -(2023) 36.4% "yellow", (2024) 32.7% "yellow"

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

As part of our ongoing commitment to improving learning conditions and fostering a supportive and safe environment for all students, the Lancaster School District anticipates the following change in the 2025–26 LCAP:

While the majority of actions outlined in this year's LCAP will remain unchanged, we will modify the setting associated with Action 3.6. Specifically, students currently served in alternative settings will be transitioned to comprehensive school sites, where they will continue to receive targeted supports within a more inclusive environment.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Safe Facilities	The school district will ensure that all facilities are clean, safe, up-to-date, and secure spaces conducive to learning/work for all grade levels, students and teachers.	\$23,762,071.00	No
3.2	Attendance Monitoring	The district is committed to addressing issues surrounding chronic absenteeism and will ensure a rapid response to chronic absenteeism through a monitoring system to support the identification of chronically absent students. Extra hours and identified services for attendance teams will further support students who are found to be chronically absent. This action is principally directed toward our foster youth and low-income student groups.	\$311,218.00	Yes
3.3	Attendance Incentives	The district will work with school sites to determine adequate attendance incentives for students to ensure students are present. This action is principally directed toward our foster youth and low-income student groups.	\$6,932,639.00	Yes
3.4	Additional Classified Support - Safety	The district will provide additional support from trained classified personnel to support behavior while providing extended support for low-income students and will provide subject matter experts to train classified personnel to provide additional support.	\$10,437,437.00	Yes
3.5	Additional Support Staff	The district will support school sites with additional certificated counselors, certificated staff, and administrative support to ensure increased safety in	\$81,891.00	Yes

Action #	Title	Description	Total Funds	Contributing
		all schools. This action is principally directed toward our low-income student group.		
3.6	Alternative Educational Settings	The district will support alternative instructional programs focused on social-emotional learning such as but not limited to social-emotional learning centers, to support the specific needs of our low-income students in need of social-emotional intervention.	\$0.00	No
3.7	District Safety Communication System	The district will sustain a communication system that supports communication throughout the district to secure responses to emergencies. This action is principally directed toward our English learner, foster youth and low-income student groups.	\$147,313.00	No
3.8	Technology Systems	The district will support students with appropriate educational technology to increase access to learning both at school and in the home.	\$18,900.00	No
3.9	Increased Family Engagement for Leadership	The district will support family engagement with programs and support targeting the family's role in their student's education. Schools will complete family engagement audits, to identify the site's engagement practices. Using that data, schools will support communication and training to provide more targeted practices for parents to become leaders on their site. This action is principally directed toward our low-income student groups.	\$106,512.00	Yes
3.10	Family and Community Schools	The district will support families in streamlining access to resources through the district's community school program by securing partnerships with various public and private entities. This action is principally directed toward low-income student groups.	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
3.11	Family Ambassadors	The district will provide family ambassadors to serve as liaisons between the school and low income & families of Foster youth to provide resources and support towards student attendance.	\$0.00	No
3.12	Community Partnerships and Schools	The district will provide for community partnerships to support community schools at all sites to support low-income families. Services for families and the community will include but not be limited to telemedical health services, and immunization clinics.	\$0.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

With regards to the districts identified Equity Multiplier Schools (Desert View, El Dorado, Joshua, Lancaster Alternative Virtual Academy, New Vista Middle, Piute Middle, Promise Academy, RISE, Sierra, Sunnydale, and The Leadership Academy in 23-24 & El Dorado, Joshua, Lancaster Alternative Virtual Academies, Lincoln, Monte Vista, New Vista, Promise Academy, Rise, Sierra and the Leadership Academy 24-25) it was determined that all schools needed to be supported in sustaining a consistent teaching workforce to ensure and support academic and climate goals in the Local Control and Accountability Plan. As a result of reviews of Teacher Monitoring data, as well as various staff engagement and survey data, it was determined by site leadership, instructional leadership, and school site councils that there would be a focus on building in access to support site leaders in building in accountability measures, and supporting equitable leadership to enhance learning environments.
 *The Leadership Academy closed 2025.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	TAMO - Desert View Fiscal Year: 23-24	Teacher Assignment Monitoring - 2021-22 4% Ineffective Teachers	Teacher Assignment Monitoring - 2022-23 5.2% Ineffective Teachers		1% Ineffective Teachers	1.2% Difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2	TAMO - El Dorado Fiscal Year: 23-24 and 24-25	Teacher Assignment Monitoring - 2021-22 0% Ineffective Teachers	Teacher Assignment Monitoring - 2022-23 9.9% Ineffective Teachers		0% Ineffective Teachers	9.9% Difference
3	TAMO - Joshua Fiscal Year: 23-24 and 24-25	Teacher Assignment Monitoring - 2021-22 14.3% Ineffective Teachers	Teacher Assignment Monitoring - 2022-23 16.7% Ineffective Teachers		10% Ineffective Teachers	2.4% Difference
4	TAMO - LAVA Fiscal Year: 23-24 and 24-25	Teacher Assignment Monitoring - 2021-22 36.5% Ineffective Teachers	Teacher Assignment Monitoring - 2022-23 0% Ineffective Teachers		20% Ineffective Teachers	-36.5% Difference
5	TAMO - New Vista Fiscal Year: 23-24 and 24-25	Teacher Assignment Monitoring - 2021-22 9.5% Ineffective Teachers	Teacher Assignment Monitoring - 2022-23 21.8% Ineffective Teachers		6% Ineffective Teachers	12.3% Difference
6	TAMO - Piute Fiscal Year: 23-24	Teacher Assignment Monitoring - 2021-22 6.2% Ineffective Teachers	Teacher Assignment Monitoring - 2022-23 20.9% Ineffective Teachers		3% Ineffective Teachers	14.7% Difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
7	TAMO - The Promise Academy Fiscal Year: 23-24 and 24-25	Teacher Assignment Monitoring - 2021-22 22.7% Ineffective Teachers	Teacher Assignment Monitoring - 2022-23 34.7% Ineffective Teachers		15% Ineffective Teachers	12% Difference
8	TAMO - RISE Fiscal Year: 23-24 and 24-25	Teacher Assignment Monitoring - 2021-22 0% Ineffective Teachers	Teacher Assignment Monitoring - 2022-23 0% Ineffective Teachers		0% Ineffective Teachers	0% Difference
9	TAMO - Sierra Fiscal Year: 23-24 and 24-25	Teacher Assignment Monitoring - 2021-22 3.9% Ineffective Teachers	Teacher Assignment Monitoring - 2022-23 6.6% Ineffective Teachers		.9% Ineffective Teachers	2.7% Difference
10	TAMO - Sunnydale Fiscal Year: 23-24	Teacher Assignment Monitoring - 2021-22 10.7% Ineffective Teachers	Teacher Assignment Monitoring - 2022-23 4.5% Ineffective Teachers		5% Ineffective Teachers	-6.2% Difference
11	TAMO - The Leadership Academy Fiscal Year: 23-24 and 24-25	Teacher Assignment Monitoring - 2021-22 0% Ineffective Teachers	Teacher Assignment Monitoring - 2022-23 19.5% Ineffective Teachers		0% Ineffective Teachers	19.5% Difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
12	TAMO - Lincoln Fiscal Year: 24-25	Teacher Assignment Monitoring - 2022-23 12.1% Ineffective Teachers	N/A		8% Ineffective Teachers	N/A
13	TAMO - Monte Vista Fiscal Year: 24-25	Teacher Assignment Monitoring - 2022-23 3.2% Ineffective Teachers	N/A		1% Ineffective Teachers	N/A
14	Youth Truth Staff Culture "My school's employees are committed to the success of my school."	Youth Truth Dec 2023 DV: 71% Positive Response ED: 80% Positive Response JO: 74% Positive Response LAVA: 92% Positive Response NVMS: 68% Positive Response PIMS: 63% Positive Response TPA: 80% Positive Response RISE: Not Enough Students (Community Day) SI: 84% Positive Response SU: 74% Positive Response TLA: Not Enough Students (Small School) LI: 89% Positive Response	Youth Truth Dec 2024 DV: 83% Positive Response ED: 71% Positive Response JO: 76% Positive Response LAVA: 65% Positive Response NVMS: 59% Positive Response PIMS: 54% Positive Response TPA: 93% Positive Response RISE: 55% Positive Response SI: 78% Positive Response SU: 94% Positive Response TLA: 55% Positive Response LI: 79% Positive Response		DV: 80% Positive Response ED: 85% Positive Responses JO: 80% Positive Response LAVA: 95% Positive Response NVMS: 80% Positive Response PIMS: 80% Positive Response TPA: 85% Positive Response RISE: No Baseline to Assess SI: 90% Positive Response SU: 80% Positive Response TLA: No Baseline to Assess LI: 80% Positive Response MV: 80% Positive Response	DV:12% ED: -9% JO: 2% LAVA: -27% NVMS: -9% PIMS: -9% TPA: 13% RISE: 55% SI: -6% SU: 20% TLA: N/A LI: -10% MV: 8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		MV: 66% Positive Response	MV: 74% Positive Response			
15	Youth Truth (African American) "Do students in your class treat the teacher with respect?"	Youth Truth Dec 2023 DV: 34% Positive Response ED: 44% Positive Response JO: 17% Positive Response SI: 29% Positive Response SU: 36% Positive Response LI: 28% Positive Response MV: No Data RISE: No Data (Minimal Number of Students)	Youth Truth Dec 2024 DV: 29% Positive Response ED: 38% Positive Response JO: 20% Positive Response SI: 28% Positive Response SU: 47% Positive Response LI: 27% Positive Response MV: 38% Positive Response RISE: No Data (Minimal Number of Student)		All Schools: 80% Positive Response	DV: -5% ED: -6% JO: 3% SI: -1% SU: 11% LI: -1% MV: N/A RISE: No Comparison
16	Youth Truth "Students from my school treat adults with respect."	Youth Truth Dec 2023 NVMS: 13% Positive Response PIMS: 20% Positive Response RISE: 67% Positive Response LAVA: 75% Positive Response DV: No Data	Youth Truth Dec 2024 NVMS: 14% Positive Response PIMS: 15% Positive Response RISE: 36% Positive Response LAVA: 67% Positive Response DV: 29% Positive Response		All Schools: 80% Positive Response	NVMS: 1% PIMS: -5% RISE: -31% LAVA: -8% DV: N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
17	Youth Truth: Professional Development Measure - Elementary Staff "My professional development over the last year has provided me with content support."	Youth Truth Dec 2023 DV: 83% Positive Response ED: 100 Positive Response JO: 91% Positive Response SI: 77% Positive Response SU: 83% Positive Response TPA: 55% Positive Response LAVA: Too few responses LI: 79% Positive Response MV: 77% Positive Response	Youth Truth Dec 2024 DV: 76% Positive Response ED: 79% Positive Response JO: 78% Positive Response SI: 90% Positive Response SU: 86% Positive Response TPA: 78% Positive Response LAVA: 78% Positive Response LI: 78% Positive Response MV: 80% Positive Response		All Schools: 80% Positive Response	DV: -7% ED: -21% JO: -13% SI: 13% SU: 3% TPA: 23% LAVA: N/A LI: -1% MV: 3%
18	Youth Truth Professional Development Measure - Middle Staff "My professional development over the last year has provided me with content support."	Youth Truth Dec 2023 NVMS: 51% Positive Response PIMS: 33% Positive Response	Youth Truth Dec 2024 NVMS: 50% Positive Response PIMS: 54% Positive Response		All Schools: 80% Positive Response	NVMS: 21% PIMS: -1%

Goal Analysis [2024-25]

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

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

Lancaster School District Local Control and Accountability Plan (LCAP) – Goal 4: Increasing Teacher Effectiveness and Equity at Multiplier Schools

Goal 4 of the Lancaster School District's Local Control and Accountability Plan (LCAP) is centered on increasing teacher effectiveness and equity by enhancing site leadership capacity through increased accountability and strategic support. This goal specifically targets Multiplier Schools and focuses on building the skills and capacity of site administrators to lead effective instructional practices and schoolwide systems. During the 2024–25 school year, all four planned actions under Goal 4 were implemented as scheduled. There were no substantive differences between the planned and actual implementation of these actions. Notably, the goal saw significant success in supporting site leaders with external support providers who helped strengthen their leadership in several key areas:

- Facilitating and sustaining Professional Learning Communities (PLCs)
- Leading effective Instructional Leadership Teams (ILTs)
- Fostering a positive school culture and climate
- Providing relevant and targeted resources to support site-based initiatives

Despite these successes, the district also encountered ongoing challenges aligned with broader district-wide concerns. One of the primary needs identified was to allocate more time and structured opportunities for site administrators to collaborate meaningfully. Survey data from site leaders indicated a desire for deeper engagement in instructional rounds and increased peer collaboration across and within school sites.

Moving forward, the district remains committed to supporting site leaders in practical and efficient ways, with a focus on cultivating positive and effective learning environments for students, teachers, and staff.

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

Action 4.1 -- Enhanced Leadership for Culture and Climate: A material difference occurred in this action due to increased contracts with external support providers at Equity Multiplier schools. The providers delivered mentorship-based services aimed at strengthening school culture and climate, leading to higher than anticipated expenditures.

Action 4.2 – Enhanced Support for Leadership for Equity: The material difference in this action stemmed from challenges in scheduling and capacity. While funding was allocated to bring in outside consultants to train site leadership on equity-focused practices, time constraints and the immediate need to stabilize culture and climate at school sites limited the district's ability to fully implement this component.

Action 4.3 – Enhanced Support for Collaboration: This action saw a material difference due to a reduced need for direct, frequent support at Equity Multiplier schools around professional learning communities (PLCs). As schools began implementing collaborative structures more independently, district-level involvement lessened. However, we recognize the need to reassess and explore more efficient, targeted support models—especially at the middle school.

Action 4.4 -- Leadership Support for Accountability: This action saw a material difference. Throughout the year, this action became a districtwide focus and other funds were used to cover the expenditures in the action.

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

Both Actions 4.1, Enhanced Leadership for Culture and Climate and Action 4.2, Enhanced Support for Leadership for Equity These two actions were moderately effective, contributing to a maintained district-wide student suspension rate of 3.6% at this point in the school year. The stability in this metric suggests that school leaders are fostering sustained positive and inclusive school environments. Some Equity Multiplier schools decreased rates of suspension. The schools represented are El Dorado, Desert View, Piute, New Vista, Sierra, Sunnydale, and RISE. Across all schools the average rate of decrease was 3.4%. The Youth Truth Survey showed mixed results in the category of professional development. Many were near an 80% positive response with some schools increasing and some decreasing their positivity rate.

Action 4.3 – Enhanced Support for Collaboration

This action showed limited effectiveness during the 2024–25 school year as it was in a year of re-implementation within the district. Instructional rounds were implemented in a cohort of schools targeting equity multiplier sites: El Dorado, Desert View, Joshua, New Vista, Piute, Sierra, Sunnydale, the Leadership Academy and RISE. As we saw initial success with this implementation, the district plans to expand the instructional rounds model in the 2025–26 school year to include all principals. This expansion aims to deepen collaborative leadership practices and strengthen the feedback loop among site leaders around the implementation of district-wide initiatives. As of the last Youth Truth Survey, showed mixed results in the category of professional development. Many were near an 80% positive response with some schools increasing and some decreasing their positivity rate. This action was moderately effective.

Action 4.4 – Leadership Support for Accountability

This action was moderately effective, evidenced by the completion of over 5,000 classroom walkthroughs conducted by site leaders at Equity Multiplier sites. This was documented via Digi-coach and other walkthrough tools provided by the sites. Looking ahead, the district intends to refine the focus of these walkthroughs to better support instructional quality and ensure consistent accountability for teaching and learning across all campuses. The Youth Truth Survey showed mixed results in the category of professional development. Many were near an 80% positive response with some schools increasing and some decreasing their positivity rate.

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

As part of our ongoing commitment to improving learning conditions and fostering equitable learning environments across the Lancaster School District, it is imperative that our schools are led by administrators who receive high-quality training, guidance, and support from the district office. School leadership plays a critical role in shaping the instructional culture, climate, and outcomes of a campus.

To that end, we will continue to strengthen our partnership with school sites by providing targeted actions and services outlined in Goal 4 of our Local Control and Accountability Plan (LCAP). These supports are designed to build leadership capacity, promote equity, and enhance collaboration and accountability. Moving forward, our focus will remain on equipping site leaders with the tools and knowledge necessary to create inclusive, student-centered learning environments where all students—regardless of background—can thrive. By investing in leadership development, we are laying the foundation for sustained academic success and school improvement districtwide.

We observed significant changes in the sites in terms of accountability towards implementation, as noted by the responses, including decreased suspensions and increased attendance.

Of the initial site, two sites dropped off our Equity Multiplier list. Those schools were Desert View and Piute. We are also closing The Leadership Academy.

Two additional schools were identified as Equity Multiplier sites; Lincoln and Monte Vista. The goal description was updated to only include two measures: Youth Truth and professional development measures, and we streamlined the measuring and reporting results section by including the Suspension metrics in Goal 5.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Enhanced Leadership for Culture and Climate	The District will support Equity Multiplier School sites with external leadership consultants to support site leaders with an increase in accountability to increase culture and climate for students and teachers.	\$5,342,947.00	No
4.2	Enhance Support for Leadership for Equity	Specific site consultation through external leadership consultants will be provided to site leadership to enhance their capacity towards leading for equity.	\$519,294.00	No

Action #	Title	Description	Total Funds	Contributing
4.3	Enhance Support for Collaboration	The district will support Equity Multiplier schools in providing for targeted collaborative teaming within schools in the form of Professional Learning Communities focused around data.	\$0.00	No
4.4	Leadership Support for Accountability	Leadership Development and support to increase the instances of monitoring and accountability. Administrators, and teacher leaders will be provided with training to support equitable leadership, with a focus on working with a diverse student population.	\$1,253,974.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	<p>Equity Multiplier Schools will support students in increased academic achievement and engagement as measured by chronic absenteeism, suspension, ELA, and mathematics indicators on the CA Dashboard by 2027 by enhancing culturally relevant practice among teachers and staff at identified schools, as well as supporting climate and culture through access to social-emotional learning environments.</p> <p>CAASPP ELA will measure this goal for the following student groups: African American, Hispanic, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, and White; Mathematics indicator for the following student groups: African American, Hispanic, Students with Disabilities, English Learners, Socioeconomically Disadvantaged, and White; Chronic Absenteeism indicator for the following student groups: African American, English Learners, Hispanic, Students with Disabilities, Homeless, Two or More Races, and Socioeconomically Disadvantaged; Suspension Indicator for the following student groups: African American, Students with Disabilities, White, Homeless, Socioeconomically Disadvantaged, Two or More Races, and Foster Youth. School sites that have been identified for this resource in this goal are El Dorado, Joshua, Lancaster Alternative Virtual Academies, New Vista, Sierra, Promise Academy, Lincoln, Monte Vista and RISE.</p>	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

It was identified that targeted equity multiplier schools (El Dorado, Lancaster Alternative and Virtual Academies, Joshua Elementary, Desert View Elementary, New Vista Middle, Piute Middle, Sierra Elementary The Promise Academy, The Leadership Academy, RISE, and Sunnydale in 2024-25; and El Dorado, Joshua, New Vista, Lancaster Alternative Virtual Academies, Lincoln, Monte Vista, Sierra, Promise Academy, and RISE in 2025-26) had significant gaps in terms of their achievement in both math and English language arts. Partners remarked that this provides a need for a substantial amount of services to support differentiated teaching strategies while eliminating barriers to learning. Partners noted that students consistently receiving exclusionary discipline are those who are not successful in academic settings. This goal and action provide for a need to support students from a social-emotional perspective, as well as an academic perspective for an enhanced rate of differentiated support.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Dashboard: CAASPP ELA (ALL) Distance from Standard	2023 Dashboard ED: -84.3 (RED) JO: -110 (RED) MV: -81.2 (RED) NVMS: -98.2 (RED) SI: -79.2 (RED)	2024 Dashboard ED: -88.8 (RED) JO: -112.9 (RED) MV: -80.4 (RED) NVMS: -102.2 (RED) SI: -87.1 (RED)		ED: -73.8 (ORANGE) JO: -97.9 (ORANGE) MV: -65.4 (ORANGE) NVMS: -87.2 (ORANGE) SI: -72.1 (ORANGE)	ED: -4.4 JO: -2.9 MV: 0.8 NVMS: 4.0 SI: 7.9
2	Dashboard: CAASPP ELA (African American) Distance from Standard	2023 Dashboard DV: -112.9 (RED) ED: -110.2 (RED) NVMS: -117.8 (RED) PIMS: -141.9 (RED) LI: -91.9 (ORANGE) MV: -108.1 (RED) JO: 129.5 (ORANGE) LAVA: 77.3 (ORANGE) SI: 104.5 (ORANGE)	2024 Dashboard DV: -113.4 (RED) ED: -107.5 (RED) NVMS: -126.1 (RED) PIMS: -143.6 (RED) LI: -90.9 (RED) MV: -109.8 (RED) JO: 129.3 (RED) LAVA: 97.5 (RED) SI: 119.4 (RED)		DV: -103 (ORANGE) ED: -100 (ORANGE) NVMS: -108 (ORANGE) PIMS: -120 (ORANGE) LI: -85 (ORANGE) MV: -100 (ORANGE) JO: 114.3 (ORANGE) LAVA: 82.5 (ORANGE) SI: 104.4 (ORANGE)	DV: -0.5 ED: 2.7 NVMS: -8.3 PIMS: -1.7 LI: 1.0 MV: -1.7 JO: 0.2 LAVA: 20.2 SI: 14.9
3	Dashboard: CAASPP ELA (English Learners) Distance from Standard	2023 Dashboard DV: -107.3 (RED) ED: -79.3 (RED) JO: -105 (RED) NVMS: -116.5 (RED)	2024 Dashboard DV: -94.3 (ORANGE) ED: -96 (RED) JO: -126.4 (RED)		DV: -98 (ORANGE) ED: -70 (ORANGE)	DV: 13 ED: -16.7 JO: -21.4 NVMS: 6.5 PIMS: 7.5

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		PIMS: -141.9 (RED) SI: -73.1 (RED) MV: -77.1 (RED)	NVMS: -110 (ORANGE) PIMS: -134.4 (ORANGE) SI: -74.4 (RED) MV: -79.8(RED)		JO: -96 (ORANGE) NVMS: -105 (ORANGE) PIMS: -120 (ORANGE) SI: -64 (ORANGE) MV: -74 (ORANGE)	SI: -1.3 MV: -2.7
4	Dashboard: CAASPP ELA (Hispanic) Distance from Standard	2023 Dashboard DV: -84.2 (RED) ED: -71.3 (RED) JO: -93.1 (RED) NVMS: -87.1 (RED) PIMS: -147.9 (RED) SI: -73.6 (RED) MV: -75.5 (RED)	2024 Dashboard DV: -86.6 (RED) ED: -74.8 (RED) JO: -87.7 (ORANGE) NVMS: -95.8 (RED) PIMS: -105.1 (ORANGE) SI: -50.8 (YELLOW) MV: -88.8 (RED)		DV: -75 (ORANGE) ED: -62 (ORANGE) JO: -82.3 (ORANGE) NVMS: -88 (ORANGE) PIMS: -125 (ORANGE) SI: -62 (ORANGE) MV: -80.8 (ORANGE)	DV: -2.4 ED: -3.5 JO: +5.4 NVMS: -8.7 PIMS: 42.8 SI: +22.8 MV: -13.3
5	Dashboard: CAASPP ELA (Socioeconomically Disadvantaged) Distance from Standard	2023 Dashboard DV: -90.6 (RED) ED: -86.6 (RED) JO: -110.8 (RED) NVMS: -100.6 (RED) PIMS: -126.1 (RED) SI: -81.8 (RED) MV: -87.2 (RED)	2024 Dashboard DV: -93.9 (RED) ED: -90.3 (RED) JO: -112.8 (RED) NVMS: -103.1 (RED) PIMS: -123.5 (RED) SI: -90.6 (RED) MV: -86.2 (RED)		DV: -80.6 (ORANGE) ED: -76 (ORANGE) JO: -96 (ORANGE) NVMS: -90 (ORANGE) PIMS: -115 (ORANGE) SI: -69 (ORANGE) MV: -80.2 (ORANGE)	DV: -3.3 ED: -3.7 JO: -2 NVMS: -2.5 PIMS: 2.6 SI: -8.8 MV: 1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6	Dashboard: CAASPP ELA (Students with Disabilities) Distance from Standard	2023 Dashboard DV: -156.1 (RED) ED: -153.6 (RED) NVMS: -159.2 (RED) PIMS: -182.7 (RED) SI: -139 (RED) LI: -122 (ORANGE)	2024 Dashboard DV: -162.4 (RED) ED: -153.7 (RED) NVMS: -156.4 (RED) PIMS: -180.4 (RED) SI: -157.2 (RED) LI: -128.4 (RED)		DV: -146 (ORANGE) ED: -143 (ORANGE) NVMS: -149 (ORANGE) PIMS: -172 (ORANGE) SI: -129 (ORANGE) LI: -118.4 (ORANGE)	DV: -6.3 ED: -0.1 NVMS: 2.8 PIMS: 2.3 SI: -18.2 LI: -6.4
7	Dashboard: CAASPP Math (African American) Distance from Standard	2023 Dashboard DV: -129 (RED) JO: -156.4 (RED) NVMS: -181.6 (RED) PIMS: -183.9 (RED) MV: -108.1 (RED) LI: -100.1 (ORANGE)	2024 Dashboard DV: -132.7 (RED) JO: -159.7 (RED) NVMS: -173 (ORANGE) PIMS: -191.4 (RED) MV: -133.7 (RED) LI: -97.7 (RED)		DV: -115 (ORANGE) JO: -143 (ORANGE) NVMS: -172 (ORANGE) PIMS: -175 (ORANGE) MV: -120 (ORANGE) LI: -90.7 (ORANGE)	DV: -3.7 JO: -3.3 NVMS: +8.6 PIMS: -7.5 MV: -25.6 LI: 2.4
8	Dashboard: CAASPP Math (Hispanic) Distance from Standard	2023 Dashboard LAVA: 104.7 (ORANGE) SI: 85.5 (YELLOW) DV: -107.6 (RED) JO: -112.6 (RED) NVMS: -145.3 (RED) PIMS: -147.2 (RED)	2024 Dashboard LAVA: 108.6 (RED) SI: 79.7 (YELLOW) DV: -106 (RED) JO: -112.1 (RED) NVMS: -149 (RED) PIMS: -152.4 (RED)		LAVA: 93.6 (ORANGE) SI: 64.7 (ORANGE) DV: -97 (ORANGE) JO: -100 (ORANGE) NVMS: -138 (ORANGE)	LAVA: -3.9 SI: 5.8 DV: 1.6 JO: 0.5 NVMS: -3.7 PIMS: -5.2

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					PIMS: -136 (ORANGE)	
9	Dashboard CAASPP Math (Students with Disabilities) Distance from Standard	2023 Dashboard SI: 139.5 (ORANGE) DV: -173.2 (RED) ED: -160.2 (RED) NVMS: -201.5 (RED) PIMS: -225 (RED) MV: -104.6 (ORANGE) LI: -118.9 (ORANGE)	2024 Dashboard SI: 151.1 (RED) DV: -175.1 (RED) ED: -166.5 (RED) NVMS: -199.2 (RED) PIMS: -218 (ORANGE) MV: -133 (RED) LI: -123.2 (RED)		SI: 136.1 (ORANGE) DV: -161 (ORANGE) ED: -150 (ORANGE) NVMS: -191 (ORANGE) PIMS: -210 (ORANGE) MV: -128 (ORANGE) LI: -118 (ORANGE)	SI: -11.6 DV: -1.9 ED: -6.3 NVMS: 2.3 PIMS: 7 MV: -28.4 LI: -4.3
10	Dashboard CAASPP Math (English Learners) Distance from Standard	2023 Dashboard ED: -77.5 (RED) JO: -117.2 (RED) PIMS: -175.1 (RED)	2024 Dashboard ED: -104.7 (RED) JO: -141.6 (RED) PIMS: -176.1 (RED)		ED: -89.7 (ORANGE) JO: -107 (ORANGE) PIMS: -165 (ORANGE)	ED: 27.1 JO: -24.4 PIMS: -1
11	Dashboard CAASPP Math (Socioeconomically Disadvantaged) Distance from Standard	2023 Dashboard JO: -130.6 (RED) NVMS: -159.8 (RED) PIMS: -158.3 (RED) SI: -99 (RED) MV: -94.5 (YELLOW) LAVA: 112.4 (ORANGE)	2024 Dashboard JO: -137.3 (RED) NVMS: -153.4 (ORANGE) PIMS: -169.4 (RED) SI: -101.6 (RED) MV: -101.7 (RED) LAVA: 111.1 (RED)		JO: -120 (ORANGE) NVMS: -149 (ORANGE) PIMS: -148 (ORANGE) SI: -89 (ORANGE) MV: -91.7 (ORANGE) LAVA: 96.1 (ORANGE)	JO: -6.7 NVMS: +6.4 PIMS: -11.1 SI: -2.6 MV: -7.2 LAVA: 1.3

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
12	Dashboard: CAASPP Math (White) Distance from Standard	2023 Dashboard NVMS: -149.3 (RED)	2024 Dashboard NVMS: -126.4 (ORANGE)		NVMS: -130 (ORANGE)	NVMS: 22.9
13	Dashboard: CAASPP ELA (White) Distance from Standard	2023 Dashboard NVMS: -96 (RED)	2024 Dashboard NVMS: -76 (ORANGE)		NVMS: -85 (ORANGE)	NVMS: +20
14	Dashboard: Chronic Absenteeism (African American)	2023 Dashboard LAVA: 48.9% (RED) LI: 42.9 % (YELLOW) NVMS: 41.4% (YELLOW)	2024 Dashboard LAVA: 4.5% (GREEN) LI: 50.5% (RED) NVMS: 50.8% (RED)		LAVA: 30% (YELLOW) LI: 40% (YELLOW) NVMS: 47.8% (YELLOW)	LAVA: -44.4% LI: 7.6% NVMS: 9.4%
15	Dashboard: Chronic Absenteeism (English Learners)	2023 Dashboard LAVA: 30.9% (RED) MV: 30.8% (ORANGE) LI: 19.8%(YELLOW)	2024 Dashboard LAVA: 3.6% (No Performance Color) MV: 30.8% (RED) LI: 22.2% (RED)		LAVA: 20% (YELLOW) MV: 20% (YELLOW) LI: 12% (YELLOW)	LAVA: -27.3% MV: 0% LI: 2.4%
16	Dashboard: Chronic Absenteeism (Hispanic)	2023 Dashboard JO: 52.2% (YELLOW) LAVA: 34.3% (RED) LI: 37.3% (ORANGE) NVMS: 40.4% (YELLOW)	2024 Dashboard JO: 55.3% (RED) LAVA: 3.1% (GREEN) LI: 45.9% (RED) NVMS: 47.7% (RED)		JO: 52.3% (YELLOW) LAVA: 24% (YELLOW) LI: 20% (YELLOW) NVMS: 44.7% (YELLOW)	JO: 3% LAVA: -31.2% LI: 8.6% NVMS: 7.2%
17	Dashboard: Chronic Absenteeism (Homeless)	2023 Dashboard LAVA: 59.7% (RED) MV: 46.2% (ORANGE)	2024 Dashboard LAVA: 22.2% (No Performance Color) MV: 61.9% (RED)		LAVA: 49% (YELLOW) MV: 50% (YELLOW)	LAVA: -37.5% MV: 15.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
18	Dashboard: Chronic Absenteeism (Two or More Races)	2023 Dashboard LAVA: 46.5% (RED) SI: 38.8% (ORANGE)	2024 Dashboard LAVA: 15% (No Performance Color) SI: 42.9% (RED)		LAVA: 36% (YELLOW) SI: 39.9% (YELLOW)	LAVA: -31.5% SI: 4.1%
19	Dashboard: Chronic Absenteeism (Socioeconomically Disadvantaged)	2023 Dashboard LAVA: 39.4% (RED) RISE: 90.9% (RED)	2024 Dashboard LAVA: 4% (BLUE) RISE: 77.3% (ORANGE)		LAVA: 29% (YELLOW) RISE: 80% (YELLOW)	LAVA: -35.4% RISE: -13.6%
20	Dashboard: Suspension (Socioeconomically Disadvantaged)	2023 Dashboard RISE: 40% (RED) TLA: 44.2% (RED)	2024 Dashboard RISE: 60.4% (RED) TLA: 63.2% (RED)		RISE: 30% (YELLOW) TLA: 34% (YELLOW)	RISE: 20.4% TLA: 19%
21	Dashboard: Suspension (African American)	2023 Dashboard TLA: 49.1% (RED)	2024 Dashboard TLA: 75.9% (RED)		TLA: 44% (YELLOW)	TLA: 26.8%
22	Dashboard: Suspension (Students with Disabilities)	2023 Dashboard TLA: 31.8% (RED)	2024 Dashboard TLA: 60.5% (RED)		TLA: 28 % (YELLOW)	TLA: 29.7%
23	Dashboard: Chronic Absenteeism (Foster Youth)	2023 Dashboard ED: 48.9% (RED) SI: 54.1% (RED) LI: 23.5% (ORANGE)	2024 Dashboard ED: 35% (ORANGE) SI: 25.7% (ORANGE) LI: 41.3% (RED)		ED: 40% (YELLOW) SI: 50 % (YELLOW) LI: 30% (YELLOW)	ED: -13.9% SI: -28.4% LI: 17.8%
24	Dashboard: Chronic Absenteeism (Two or More Races)	2023 Dashboard ED: 57.1% (RED)	2024 Dashboard ED: 52.7% (ORANGE)		ED: 47% (YELLOW)	ED: -4.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
25	Dashboard: Chronic Absenteeism (Homeless)	2023 Dashboard JO: 68.7% (RED) MV: 46.2% (ORANGE) NVMS: 64.8% (ORANGE)	2024 Dashboard JO: 71.2% (RED) MV: 61.9% (RED) NVMS: 65.5% (RED)		JO: 58% (YELLOW) MV: 50% (YELLOW) NVMS: 62.5% (YELLOW)	JO: +2.5% MV: 15.7% NVMS: 0.6%
26	Dashboard: Chronic Absenteeism (Socioeconomically Disadvantaged)	2023 Dashboard RISE: 90.9% (RED) LI: 39.9% (ORANGE) NVMS: 42.1% (YELLOW) PA: 78.8% (ORANGE)	2024 Dashboard RISE: 77.3% (ORANGE) LI: 42.5% (RED) NVMS: 47.3% (RED) PA: 63.4% (ORANGE)		RISE: 80% (YELLOW) LI: -32% (YELLOW) NVMS: 44.3% (YELLOW) PA: 60.4% (YELLOW)	RISE: -13.6% LI: 2.6% NVMS: 5.2% PA: 15.4%
27	Dashboard: Chronic Absenteeism (White)	2023 Dashboard SI: 47.5% (RED)	2024 Dashboard SI: 30.6% (YELLOW)		SI: 37.5% (YELLOW)	SI: -16.9%
28	Dashboard: Chronic Absenteeism (Students with Disabilities)	2023 Dashboard SU: 56.6% (RED) LI: 37.9% (ORANGE) PA: 74.6% (ORANGE)	2024 Dashboard SU: 38.6% (ORANGE) LI: 45% (RED) PA: 60.8% (ORANGE)		SU: 46.6% (YELLOW) LI: 42% (YELLOW) PA: 57.8% (YELLOW)	SU: -18% LI: 7% PA: 13.8%
29	Dashboard: Suspension (African American)	2023 Dashboard SU: 4.7% (RED) PIMS: 27.1% (RED) NVMS: 31.6% (RED) JO: 7% (RED) DV: 10.7% (RED) MV: 4.2% (YELLOW) LI: 5.1% (YELLOW) RISE: 45.5% (NPC)	2024 Dashboard SU: 9.4% (RED) PIMS: 27.1% (RED) NVMS: 22.4% (YELLOW) JO: 11% (RED) DV: 7.2% (YELLOW)		SU: 3.7% (YELLOW) PIMS: 21% (YELLOW) NVMS: 26% (YELLOW) JO: 4% (YELLOW) DV: 7.7% (YELLOW)	SU: +4.7% PIMS: 0% NVMS: -9.2% JO: +4% DV: -3.5% MV: 3% LI: 3.8% RISE: 15.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			MV: 7.2% (RED) LI: 8.9% (RED) RISE: 61% (RED)		MV: 6.2% (YELLOW) LI: 6% (YELLOW) RISE: 59% (YELLOW)	
30	Dashboard: Suspension (Foster)	2023 Dashboard PIMS: 32.1% (RED) NVMS: 21.9% (RED) DV: 9.5% (RED) JO: 8.1% (ORANGE)	2024 Dashboard PIMS: 28.3% (ORANGE) NVMS: 22.2% (RED) DV: 0% (BLUE) JO: 18.4% (RED)		PIMS: 29.1% (YELLOW) NVMS: 17% (YELLOW) DV: 6.5% (YELLOW) JO: 16.4% (YELLOW)	PIMS: -3.8% NVMS: +0.3% DV: -9.5% JO: 10.4%
31	Dashboard: Suspension (Two or More Races)	2023 Dashboard JO: 6.7% (RED)	2024 Dashboard JO: 15.8% (RED)		JO: 3.7% (YELLOW)	JO: +9.1%
32	Dashboard: Suspension (White)	2023 Dashboard NVMS: 17% (RED)	2024 Dashboard NVMS: 7.5% (GREEN)		NVMS: 14% (YELLOW)	NVMS: -9.5%
33	Dashboard: Suspension (Homeless)	2023 Dashboard PIMS: 13.8% (RED) NVMS: 20.8% (RED)	2024 Dashboard PIMS: 14.8% (RED) NVMS: 15.7% (ORANGE)		PIMS: 10.8% (YELLOW) NVMS: 16% (YELLOW)	PIMS: +1% NVMS: -5.1%
34	Dashboard: Suspension (Socioeconomically Disadvantaged)	2023 Dashboard PIMS: 16% (RED) NVMS: 19.4% (RED) DV: 4.7% (RED) TLA: 44.2% (RED) JO: 4.1% (ORANGE)	2024 Dashboard PIMS: 15.5% (ORANGE) NVMS: 14.2% (YELLOW) DV: 3.2% (YELLOW) TLA: 63.2% (RED)		PIMS: 13 % (YELLOW) NVMS: 16.4% (YELLOW) DV: 1.7% (YELLOW) TLA: 40% (YELLOW)	PIMS: -0.5% NVMS: -5.2% DV: -1.5% TLA: +19% JO: 2.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			JO: 7% (RED)		JO: 5% (YELLOW)	
35	Dashboard: Suspension (Students with Disabilities)	2023 Dashboard PIMS: 18.5% (RED) NVMS: 23.1% (RED) DV: 9.7% (RED) MV: 1.5% (YELLOW) JO: 3% (GREEN) SI: 5.6% (ORANGE)	2024 Dashboard PIMS: 25% (RED) NVMS: 16.5% (YELLOW) DV: 7.3% (YELLOW) MV: 5.6% (RED) JO: 6.7% (RED) SI: 6.6% (RED)		PIMS: 15% (YELLOW) NVMS: 19% (YELLOW) DV: 6.3% (YELLOW) MV: 6.7% (YELLOW) JO: 4.7% (YELLOW) SI: 4.6% (YELLOW)	PIMS: +6.5% NVMS: -6.6% DV: -2.4% MV: -4.1% JO: 3.7% SI: 1%
36	Dashboard: Suspension (ALL)	2023 Dashboard JO: 3.9% (ORANGE) RISE: 40% (RED) TLA: 43.2% (RED)	2023 Dashboard JO: 6.7% (RED) RISE: 58.2% (RED) TLA: 64.1% (RED)		JO: 4.7% (YELLOW) RISE: 56.2% (YELLOW) TLA: 62.1% (YELLOW)	JO: 2.8% RISE: 18.2% TLA: 20.9%
37	Dashboard: CAASPP Math (ALL)	2023 Dashboard JO: 131 (RED) MV: 89.1 (YELLOW) SI: 96.1 (RED)	2024 Dashboard JO: 138 (RED) MV: 96.5 (RED) SI: 98.8 (RED)		JO: 123 (ORANGE) MV: 81.5 (ORANGE) SI: 83.8 (ORANGE)	JO: 7 MV: 7.4 SI: -2.7
38	Dashboard: CAASPP Chronic Absenteeism (ALL)	2023 Dashboard: LI: 39.8% (ORANGE) NVMS: 41.4% (YELLOW) PA: 74.6% (ORANGE)	2024 Dashboard: LI: 41.7% (RED) NVMS: 46.3% (RED) PA: 60.8% (ORANGE)		LI: 38.7% (YELLOW) NVMS: 43.3% (YELLOW) PA: 57.8% (YELLOW)	LI: 1.9% NVMS: 4.8% PA: 13.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
39	Dashboard: CAASPP ELA (Homeless)	NVMS: 126.6 (NPC)	NVMS: 144.2 (RED)		NVMS: 129.2 (ORANGE)	NVMS: 17.6

Goal Analysis [2024-25]

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

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

Fully or Successfully Initiated Actions:

We experienced meaningful progress in several areas under Goal 5. Key successes included:
Laying the groundwork for Social-Emotional Learning (SEL) Centers at Equity Multiplier Schools

Launching Walk to Learn structures and Learning Centers designed to deliver targeted academic support at several sites

These initiatives are critical in providing direct support to students in need, and represent foundational work that will grow in impact in subsequent years. We remain committed to ensuring that students at these schools receive the services necessary to support their academic engagement and overall well-being.

Partially Implemented Actions:

Action 5.2 – Targeted Intervention

The Learning Center model has been implemented at many school sites but is not yet universal across all Equity Multiplier Schools. These centers offer personalized academic support in English Language Arts and Mathematics. Full implementation is planned for the 2025–26 school year, with a differentiated focus tailored to the specific academic needs of each school.

Action 5.6 – Social-Emotional Learning (SEL) Centers

While restorative practices training has been delivered to all sites, the establishment of fully functioning SEL Centers at Equity Multiplier Schools is still underway. These centers will provide essential support for students experiencing social-emotional challenges that affect academic performance. Full implementation is expected by the end of the current LCAP cycle, with a goal of reducing discipline incidents and chronic absenteeism as support structures become operational.

Successes:

We experienced notable success with the implementation of Goal 5 initiatives this year. Key accomplishments included laying the groundwork for Social-Emotional Learning (SEL) Centers at Equity Multiplier Schools, as well as launching Walk to Learn structures and Learning Centers at these sites. These efforts represent critical steps toward building supportive, academically engaging environments. We remain committed to ensuring that students at our Equity Multiplier Schools have access to the services they need to support their well-being, foster engagement, and accelerate academic growth.

Challenges and Ongoing Work:

One of the most significant challenges under Goal 5 has been securing reliable transportation support for students experiencing chronic absenteeism. The district continues to collaborate with local transportation partners to explore solutions, although limited routes remain a constraint.

Additionally, we have observed increased office discipline referrals among students performing in the lowest bands of academic achievement, many of whom also face challenges with suspension and chronic absenteeism. These patterns underscore the urgency of establishing SEL Centers and fully implementing all components of Goal 5. As these centers become operational, we anticipate improvements in student behavior, engagement, and achievement.

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

With respect to Goal 5, several actions experienced material differences in spending due to evolving site-level needs and shifts in districtwide priorities aimed at supporting student engagement, inclusion, and instructional clarity.

Action 5.1 – Teacher Clarity:

The district invested in professional development around Teacher Clarity. This effort established a strong foundational baseline, enabling us to assess and understand the ongoing needs of each site. We continued to focus more intensively on enhancing services for Equity Multiplier schools. As part of this work, we have reset expectations to ensure that staff at Equity Multiplier sites—particularly teachers and instructional leaders—are certified in Teacher Clarity practices to support the long-term sustainability and internal capacity of these initiatives. We expended less than budgeted because we were able to use other funds.

Action 5.2 – Targeted Intervention:

Material differences in this action was largely driven by an increased need for targeted behavioral and academic supports. In response, the district allocated additional resources to support targeted intervention at Equity Multiplier schools. This included contracting with external providers to deliver small group academic instruction and Tier 2 behavioral interventions. These efforts were designed to ensure students remained engaged in core instruction and were not excluded from learning environments due to behavioral challenges.

Action 5.4 – Enhanced Inclusive Practices:

Material differences in this action was largely driven by an increased need for inclusive practices and academic supports. In response, the district allocated additional resources to support inclusive practices at Equity Multiplier schools. This included contracting with external providers to deliver small group academic instruction and Tier 2 behavioral interventions. These efforts were designed to ensure students remained engaged in core instruction and were not excluded from least restrictive learning environments.

Action 5.5 - Transportation Support:

Material differences in this action was driven by a need to provide transportation to school for students of Equity Multiplier schools. Although the District has successfully provided students transportation for summer school for students of Equity Multiplier schools, there continues to be a need to provide transportation during the school year.

Action 5.6 - SEL Center:

Material differences in this action was largely driven by an increased need for targeted behavioral and social emotional supports. In response, the district allocated additional resources to support behavioral and social emotional needs at Equity Multiplier schools. This included contracting with external providers to deliver Tier 2 behavioral interventions. These efforts were designed to ensure students remained engaged in core instruction and were not excluded from learning environments due to behavioral and social emotional challenges.

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

Action 5.1 Teacher Clarity

This activity proved to be an effective strategy during the year. Teachers reported feeling supported by outside consultants, who were available for additional days. As a result, students demonstrated a deeper understanding of learning progressions and success criteria, which enabled them to more effectively address academic standards. This was evidenced via increased scores on local professional development surveys following trainings with Corwin. 88% of teacher stated they felt well equipped to support learning intentions, success criteria in their classrooms.

Action 5.2 Targeted Intervention

This action was highly effective, as evidenced by data showing that students with Tier 2 needs made significant progress in closing achievement gaps in specific standards. The fluid movement of students in and out of the Learning Center on a regular basis further demonstrated the responsiveness of the model. Due to its success, we are expanding this model to our equity multiplier middle schools—Piute and New Vista—as well as to additional schools identified in the fall. Elementary equity multiplier school sites (Desert View, El Dorado, Joshua, Sierra, and Sunnydale) saw decreases on their students who were 3 or more years below standard, and movement to 1 year below by a minimum of 10% across those school sites as based on iReady reading scores (EOY)

Action 5.3 Walk to Learn

This program served as a precursor to the Learning Centers by fostering a school culture that supports students receiving multiple layers of academic support beyond their teacher of record. Implemented at the elementary level, this strategy was highly effective. It increased access to small-group instruction, and its impact was validated by mid-year i-Ready data.

El Dorado increased by 2% students scoring proficient from the previous year in Reading as evidenced on i-Ready
Desert View increased by 1% students scoring proficient from the previous year in Reading as evidenced on i-Ready
Joshua increased by 1% students scoring proficient from the previous year in Reading as evidenced on i-Ready
Sierra increased by 1% of students scoring proficient from the previous year in Reading as evidenced on iReady
Sunnydale increased by 6% students scoring proficient from the previous year in Reading, as evidenced on iReady

Action 5.4 Enhanced Inclusive Practices

This action was seen to be effective in Equity Multiplier school sites. Post-training, we observed increased implementation fidelity as measured by improved scores on our DigiCoach walkthrough tool specific to Equity Multiplier school sites. Although i-Ready scores did not significantly differ from non-equity multiplier schools on outcome data, we anticipate more measurable gains in the end-of-year data.

Action 5.5 Transportation Support

This action was not implemented during the 2024–25 school year; however, it was implemented for summer school and we are hopeful that data provided through the Dashboard will provide us that data in the future.

Action 5.6 SEL Center

We began foundational work with our equity multiplier schools to develop SEL Centers. This included contracting with a third-party provider to support restorative practices and introducing student mentors to assist peers in general education settings. These initial efforts were effective, contributing to reduced suspension rates in all of our equity multiplier schools. Moving forward, we will identify and allocate dedicated physical spaces on campuses to fully establish SEL Centers as we found this to be the difference in the effective nature of this action. Please note the information regarding decreased suspension comes a result of local data for each of the school sites as recognized on the district's internal dashboard.

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

We will be implementing the following adjustments to the planned actions under Goal 5 for Equity Multiplier schools:

Action 5.1 – Teacher Clarity: This action will be modified to ensure certified Teacher Clarity support is available at school sites. This support will be aligned with the training provided through our third-party contractor to strengthen implementation and instructional impact.

Actions 5.2 – Targeted Intervention, 5.3 – Walk to Learn, and 5.4 – Enhanced Inclusive Practices:

No changes will be made to these actions. They have shown strong effectiveness and will continue as planned.

Action 5.5 – Transportation Support:

We are maintaining this action to allow the district flexibility in exploring transportation solutions to help students access school more consistently.

Action 5.6 – SEL Center:

There is no change in the direction of this action. We are continuing to explore how to establish physical locations for SEL Centers at school sites. However, we acknowledge the challenge of limited space due to current enrollment and facility constraints. We will conduct a deeper analysis to identify viable options.

As a whole to the metrics we added two schools (Monte Vista & Lincoln). Two schools are no longer equity multiplier school sites. Those schools are Piute, and Desert View, and we have closed one of our schools that was an equity multiplier site (The Leadership Academy)

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

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Teacher Clarity	A third party consultant will support all aspects of teacher clarity at the equity multiplier school sites. Teacher Clarity is an evidence based visible learning strategy that support students in have understanding their learning targets, how they are learning, as well as driving teacher behavior in terms of formative assessment, monitoring, and feedback.	\$100,000.00	No
5.2	Targeted Intervention	Math and ELA Intervention Teachers working in conjunction with Special Education in a Learning Center Model (at sites impacted in space, push-in learning center will be utilized to support student needs)	\$1,084,046.00	No
5.3	Walk to Learn	Site administration and Leadership Teams will institute a Walk to Learn model provided to support students with tier two academic needs, with the remainder of the class doing small group extended core. Walk to learn is a model of instruction that provides for teachers and grade levels sharing students in targeted small groups to support individualized learning.	\$100,000.00	No
5.4	Enhanced Inclusive Practices	Teachers will provided students with inclusive practices such as differentiated scaffolding and small-group instruction that include the presence of Project Based Learning.	\$1,200,656.00	No
5.5	Transportation Support	The district will seek out opportunities to increase transportation to support student attendance in regular day and extended day learning activities.	\$100,000.00	No
5.6	SEL Center	SEL Center to support social-emotional development - Focus on Restorative Practices	\$73,151.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$51,502,683	\$6,347,093.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
36.123%	0.000%	\$0.00	36.123%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	<p>Action: Equitable Distribution of Teachers</p> <p>Need: In the 22-23 school year on the ELA CAASPP, Lancaster School Districts' foster youth scored 112.3 below standard, and the low-income student group scored 77.1 below standard whereas the ALL STUDENT group scored 71 below standard. All groups were in the RED performance band. Showing a gap of 41.3</p>	As a result of the above-mentioned need for both our Foster Youth and Low-Income students, this action will allow the district to continuously monitor its hiring practices to align with the needs of sites, as well as differentiate training opportunities while supporting staff with adequate compensation for specializing in school sites that have the highest concentrations of Low-Income and Foster Students. This action will ultimately provide qualified teachers as defined by teacher data to unduplicated pupil populations to maintain stability	Teacher Assignment Monitoring Data (Metric - Goal 1, Metric 2) Local Indicator LCFF Priority 1 - Appropriately Assigned Teachers (Goal 1 Metric 1) CAASPP ELA - Foster Youth & Low-Income Students

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>points for foster youth, and a 6.1-point gap for low-income students in English language arts.</p> <p>In mathematics in the 22-23 school year foster youth scored 137.2 below standard, while low-income students scored 112.5 below standard. The ALL STUDENT group scored 107 below standard. Providing a gap for foster youth of 30.2 points, and a gap for low-income students of 5.5.</p> <p>Schools with the highest needs often have the highest frequency of inexperienced, uncredentialed, or long-term substitute teachers. Based on a review of data throughout Lancaster School District that was taken as a result of a Federal Program Monitoring cycle in 2023, we have identified the schools with the highest propensity of maladaptive behaviors, as well as low student achievement. As a result of analysis of both TAMO and our internal dashboard data that suggests that more experienced teachers relocate to the west side of the district, our most at-risk student groups are taught by teachers who have less experience. The students who see this disparity most, are our foster, and low-income student groups. Principals and leadership teams at high-needs schools stated that they have problems keeping more experienced teachers in high-needs sites</p> <p>The need identified is to first identify the schools with the highest needs, and with the highest propensity of inexperienced teachers</p>	<p>at sites serving both Foster and Low-Income students. The action provides that there will be a constant monitoring of teachers' new teacher placement, and targeted efforts to support teachers who are found to be effective in targeted schools that have high demographics of students who are at risk.</p> <p>We are providing this action on an LEA-wide basis to allow for consistency in teacher experience that will impact and benefit all of our students throughout the district.</p>	<p>CAASPP Math - Foster Youth & Low-Income Students</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>based on federal definitions, and then to provide differentiated support to enhance teacher quality and preparedness to those sites, or to identify proper supports in keeping well-trained teachers at sites that are deemed to have higher needs, serving our targeted student groups of Foster and/or low-income students. Unduplicated students need teachers who are stable and well-trained at school sites.</p> <p>Scope: LEA-wide</p>		
<p>1.3</p>	<p>Action: Instructional Coaching Support</p> <p>Need: In the 22-23 school year on the ELA CAASPP, Lancaster School District's foster youth scored 112.3 below standard, and the low-income student group scored 77.1 below standard. The English learner student group scored 88.8 below standard whereas the ALL STUDENT group scored 71 below standard. All groups were in the RED performance band. Foster youth subsequently have a gap of 41.3 points, low-income students have a gap of 6.1 points, and we experienced a 17.8 gap for English language learners in English language arts.</p> <p>In mathematics, in the 22-23 school year foster youth scored 137.2 below standard English learners scored 118.3 points below standard, while low-income students scored</p>	<p>By providing for both site and district instructional coaches the Lancaster School District will provide more consistent and targeted teaching strategies to support our low-income, foster, and English learner students. Coaches will also provide increased focus on EL, Foster, and Low-income student data in Professional Learning Communities. The action provides for both site and district coaches to support teachers through model lessons, and specific support in the classroom, training, and professional learning communities/collaborative teaming while focusing on the needs of low-income, Foster, and English Learners, targeting their identified needs in collaborative teaming meetings.</p> <p>This action is being provided on a district-wide basis because of the benefit and enhanced teaching capabilities that it will provide, as well as the instructional support it will give to benefit all Lancaster students.</p>	<p>Teacher Efficacy Surveys (Goal 1 Metric 3) iReady Reading - Overall (Goal 1 Metric 32) iReady Reading - African American iReady Reading - American Indian iReady Reading - English Learner iReady Reading - Foster iReady Reading - Hispanic iReady Reading - Low Income iReady Reading - SWD iReady Reading - White iReady Math - Overall iReady Math - African American iReady Math- American Indian</p>

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

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Need: In the 23-24 school year, it was observed that 75% of our foster and low-income student groups identified for enrichment scored at or above grade level on the district's formative iReady reading assessment compared to 34% of the all-student group scoring at or above grade level. 70% of students in enrichment scored at or above grade level in mathematics whereas 24% of the all-student group scored at or above grade level in mathematics.</p> <p>Based on feedback from our families, and teaching staff and an analysis of the data, it was observed that the district needs to ensure that we maintain and even increase support for our students in enrichment. We determined a need to identify supports that supplement the core curriculum to ensure low-income and foster students receive engaging rigorous instruction.</p> <p>Scope: LEA-wide</p>	<p>and Low-Income students receive supplemental materials, and services such as project-based learning to extend the core instruction, individualized learning programs such as but not limited to Renzulli Learning, and differentiated support from teachers trained to support extensions to learning.</p> <p>This action is being provided on an LEA-wide basis as it supports engaging instruction for all students throughout the district, maintaining an interest in their education, and supporting extensions to learning.</p>	<p>iReady Reading (Low Income) - At or Above Grade Level iReady Math (Low Income)- At or Above Grade Level</p>
1.8	<p>Action: Professional Development for Increased Needs</p> <p>Need: In the 22-23 school year on the ELA CAASPP, Lancaster School District's low-income student group scored 77.1 below standard. The English learner student group scored 88.8</p>	<p>This action provides our low-income students with access to engaging learning strategies that support learning and development and engage them in the academic program at an increased rate. Further, this action provides for increased belonging for unduplicated pupils, as the nature of the training is based in differentiation. This action improves services for EL and Low-income students via a focus on intervening and supporting</p>	<p>CAASPP ELA - English Learners CAASPP ELA - Foster CAASPP ELA - Low Income CAASPP Math - English Learners CAASPP Math - Foster</p>

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Based on a review of data and information received from our educational partner groups consisting of teachers, site administration, and parent groups consisting of our District English Advisory Council, and our Superintendents Advisory Council we concluded that there is an increased need to support students in academic strategies that provide access to educational programs.</p> <p>Scope: LEA-wide</p>		
<p>1.9</p>	<p>Action: MTSS Para Program</p> <p>Need: 65% of Kindergarten students in the Lancaster School District are scoring at or above grade level in reading, whereas 65% of low-income students score in the same band based on iReady reading results. By first grade, 36% of are scoring at or above grade level in reading, whereas 31% of low-income students score at or below grade level. In second grade the number percentage of students scoring at or above grade level in the overall student group is 38%, whereas 35% of their low-income peers are scoring at or above grade level.</p> <p>Based on a review of data with our parent groups, elementary Principals, and early education teachers, we determined there to be a need to support low-income students with</p>	<p>The acquisition and support of Multi-Tiered Systems of Support paraeducators in the K-2 classroom will provide low-income students in those classes with access to trained adult support in the areas of early reading instruction, including an emphasis on both phonics, phonemic awareness, and vocabulary development. The district will train paraeducators in the Science of Reading, to support students in acquiring literacy skills towards comprehension. This action will service low-income students in providing for an intensive small-group instructional experience in the K-2 classroom.</p> <p>This action is being provided on an LEA-wide basis because there is a positive effect both academically and socially when students have access to positive adult relationships throughout our district, therefore we find it beneficial to provide the district as a whole with access to the MTSS Para resources.</p>	<p>iReady Reading (K-2) Overall iReady Reading (K-2) Low Income</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>more access to adults to support small group instruction, while supporting reading strategies with a whole child approach. Partners suggested that underperformance in reading causes our schools to consistently be in a position of having to provide intervention in later grade levels, keeping our students from being able to access more rigorous content.</p> <p>Scope: LEA-wide</p>		
<p>1.10</p>	<p>Action: Professional Learning Communities</p> <p>Need: In the 22-23 school year on the ELA CAASPP, Lancaster School District's foster youth scored 112.3 below standard, and the low-income student group scored 77.1 below standard. The English learner student group scored 88.8 below standard whereas the ALL STUDENT group scored 71 below standard. All groups were in the RED performance band. Foster youth subsequently have a gap of 41.3 points, low-income students have a gap of 6.1 points, and we experienced a 17.8 gap for English language learners in English language arts.</p> <p>In mathematics in the 22-23 school year foster youth scored 137.2 below standard, English learners scored 118.3 points below standard, while low-income students scored 112.5 below standard. The ALL STUDENT group scored 107 below standard. There is a gap for foster</p>	<p>1) at the elementary level, we will be able to support teachers with time during the day by supporting a pullout PE program provided by credentialed PE teachers. This will allow for up to two days a week for teachers at the elementary level to collaborate around student achievement and monitoring cycles.</p> <p>2) At the middle school level, this will support unduplicated pupils by providing teachers with extra time after school on top of their prep periods to provide for collaboration around planning, data analysis, and support with intervention.</p> <p>3) This action will support unduplicated pupils through support to teachers in terms of materials, data, and supplies to support professional learning communities.</p> <p>4) Finally, training will be supported for teachers in how to conduct time efficient, and productive PLCs through one of two PLC models (PLC+, or Solution Tree).</p>	<p>CAASPP ELA - English Learners CAASPP ELA - Foster CAASPP ELA - Low Income CAASPP Math - English Learners CAASPP Math - Foster CAASPP Math - Low Income iReady Reading - English Learners iReady Reading - Foster iReady Reading - Low Income iReady Math - English Learners iReady Math - Foster iReady Math - Low Income Teacher PLC Inventory - Youth Truth Teacher PD - Elementary</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>youth of 30.2 points, English learners had 11.3 points, and a gap for low-income students of 5.5 points.</p> <p>Based on educational partner feedback directly from teachers, Principals, and classified instructional staff, we identified a need for collaborative structures that need to be supported for teachers during the school day, allowing them time to plan, create assessments, analyze those assessments, and monitor Foster, low-income, and English learner student progress. Research shows that a rigorous monitoring cycle will provide early intervention for students. Based on feedback from partners, this is also true in Lancaster, as parents and families, state that students are better prepared for academic success when teachers are working together collaboratively. It was also concluded that teachers felt they needed more time in targeted collaboration to build collective efficacy, and a team environment at the school sites in order to better support English learners, Foster youth and low-income students.</p> <p>Scope: LEA-wide</p>	<p>This action identifies and supports teachers with time in and outside of the school day to provide for Collaborative Teams via the PLC process. PLC's will increase and improve services to unduplicated pupil groups as it provide for increased monitoring of these student groups. PLCs promote equity and inclusion by ensuring that every student receives the support they need to succeed, regardless of their background or abilities. Our teachers will have the opportunity to work together to identify and address disparities in achievement, helping to create a more equitable learning environment for Lancaster school district students throughout the district, while targeting EL, Foster, and Low-Income student groups.</p> <p>This action will be provided throughout the Lancaster School District as it supports unduplicated pupils and through that collaboration, all students will be provided the benefit of that work.</p>	Youth Truth Teacher PD - Middle
1.11	<p>Action: Early Literacy</p> <p>Need: In the 22-23 school year on the ELA CAASPP, Lancaster School District's foster youth scored</p>	This action will support unduplicated students in the area of early literacy by implementing the following:	CAASPP Reading (3rd Grade) - Overall CAASPP Reading (3rd Grade) - English Learners CAASPP Reading (3rd Grade) - Foster

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

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

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

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Educational Partners consisting of staff, parents, and site administrators remarked on surveys and in focus groups that there was a need to ensure that the district secured and ensured access to train staff that could support both trauma-informed practices and student mental health.</p> <p>Scope: LEA-wide</p>	<p>throughout the district and support their social emotional and mental health needs.</p>	
<p>2.4</p>	<p>Action: Alternative Education: Classes</p> <p>Need: Based on the California dashboard, low-income students in the Lancaster School District were suspended at a rate of 6.8% based on the California dashboard. The overall student group was suspended at a rate of 6.5%. Although the rate was not significantly higher based on the CA dashboard, we found that that student group was still scoring in the RED band regarding suspension, and above the state average by 2% for low-income students.</p> <p>Based on the feedback from educational partners to consist of parents, teachers, and students who are currently exhibiting dysregulated behaviors. As a result of this expressed behavior, it was determined that there was a need to support low-income students with courses, and classes within the regular school day that would serve in place of</p>	<p>This action will increase services by providing a space for low-income students experiencing trauma to regulate their behaviors. This action will provide a space for students to regulate behaviors when they experience times of maladaptive behavior. Low-income students will be serviced by being provided;</p> <ol style="list-style-type: none"> 1) Intensive, at the moment trauma informed lessons 2) Intense social-emotional learning supports from trained personnel to include the school counselor, and/or psychologist. <p>This action will be provided on an LEA-wide basis, as all students will benefit during times of dysregulation from access to supports that help them to regulate behaviors. Furthermore, it will provide adult assistance to students who experience the effects of maladaptive behaviors.</p>	<p>Suspension rates (Low-Income)</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>suspension to offer social emotional, and behavioral support, and get students to return to class to continue academic learning.</p> <p>Scope: LEA-wide</p>		
<p>2.5</p>	<p>Action: Alternate Education: Site</p> <p>Need: Students at The Leadership Academy in Lancaster School District experienced suspension at a rate of 43.2%, while students at RISE experienced suspension at a rate of 40%. The school district as a whole had a suspension rate of 6%, and students at both schools were in the RED band for performance. Low Income suspension rate at The Leadership Academy was 63.2% on the 2024 Dashboard, an increase of 19% from the previous year. Low Income suspension rate at Rise was 60.4% on the 2024 Dashboard, an increase of 20.4% from the previous year.</p> <p>Educational partners at both schools consisting of parents, and teachers identified a need for some of our most at-risk students to be provided opportunities for learning in our RISE program with extended efforts towards social-emotional learning and trauma-informed practices as a result of adverse childhood experiences. This program is geared towards supporting the emotional</p>	<p>This action will support low-income students at RISE with:</p> <ol style="list-style-type: none"> 1) Full-day access to trained counselors. 2) A focus on social-emotional learning programs such as habits of mind, and capturing kids hearts. 3) A focus on academics that supports project-based learning <p>This action will increase access to social-emotional support for low-income students to help them regulate behaviors. Alternative methods of instructional delivery are provided to support students' social-emotional health. This action will be applied at RISE and The Leadership Academy to support students experiencing a need for support. This action will support students at RISE and TLA to support their social-emotional needs while integrating academics into their academic programming.</p> <p>This action will be provided to all students at both RISE and The Leadership Academy as they will focus on both lower grade (The Leadership Academy) and upper grade (RISE) supports for low-income students. All students at these schools will be provided access to supports when necessary to ensure access to an academic curriculum.</p>	<p>RISE: Suspension - Low-income The Leadership Academy Suspension - Low-income</p>

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>need for our educational system to routinely teach behaviors in school, as many of our low-income and foster students struggle to learn the habits to successfully navigate the social institution of school.</p> <p>Scope: LEA-wide</p>		
2.7	<p>Action: Capturing Kids Hearts</p> <p>Need: Foster youth and low income students in Lancaster School District in both middle and elementary school reported feeling disengaged from school as they felt limited access to relationships with adults as a result of our Youth Truth Survey. This was evident in or chronic absenteeism indicator for foster youth who scored at a rate of 36.4% and low-income students who at the rate of 37.9% Students identified as Foster youth had a suspension rate of 12.5% on the 2023 Dashboard. Low-income students had a suspension rate of 6.8% on the 2023 Dashboard.</p> <p>Families and staff identified a need via survey research and focus groups targeted work with students and staff around creating a positive school climate for unduplicated pupil groups. Educational partners further reported that there is a need to ensure that we are creating</p>	<p>As a result of the above-identified need the district, along with the support of educational partners has determined the following:</p> <ol style="list-style-type: none"> 1) This action will increase services to foster students by supporting the school climate via training of teachers to work cohesively with students identified, targeting foster students. 2) Capturing Kids Hearts will be trained among the district. CKH is a program instituted by the Lancaster school district that supports schools in building a culture of mutual respect, and honor among both students and staff. 3) Classified staff will be trained in CKH strategies 4) Families will be supported with CKH strategies in the home. <p>Capturing Kids' Hearts emphasizes the importance of building positive relationships between students and educators. By focusing on relational capacity, the program helps create a supportive and inclusive school environment where students feel valued, respected, and connected to their teachers and peers. The program focuses on engaging students in the learning process by making connections between academic content and their</p>	<p>Youth Truth Culture - Elementary (Foster) Youth Truth Engagement - Elementary (Foster) Youth Truth Relationships - Elementary (Foster) Youth Truth Culture - Middle (Foster) Youth Truth Engagement - Middle(Foster) Youth Truth Relationship - Middle (Foster) Dashboard Chronic Absenteeism - Foster Youth Dashboard Chronic Absenteeism- Low Income Dashboard Chronic Absenteeism- African American</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>safe environments while increasing positive relationships among adults and students.</p> <p>Scope: LEA-wide</p>	<p>interests, experiences, and goals. By fostering a sense of ownership and relevance, Capturing Kids' Hearts helps increase student motivation, participation, and achievement. This action will support our unduplicated pupil groups however, will benefit students district-wide.</p> <p>This is an LEA-wide action, as supporting students with a positive climate will increase and support all students with attending school at a more regular basis.</p>	
<p>2.8</p>	<p>Action: Multi-Tiered Systems of Support</p> <p>Need: Foster students in the Lancaster School District were suspended at a rate of 12.5% based on the CA Dashboard. Low-income students in the Lancaster School District were suspended at a rate of 6.8% based on the CA Dashboard. The Overall student group was suspended at a rate of 6.5% based on the CA Dashboard. Data suggests that foster students were suspended at a rate 6% higher than the overall student group, whereas low-income students were suspended at a rate of .3% more than their peers.</p> <p>Low-socioeconomic students and Foster youth in Lancaster have exhibited a want and need for support as is evidenced by Youth Truth Academi engagement measure as well as family meetings. There is a documented need for support in the area of both academics and SEL, thus we need to support in such a way</p>	<p>As a result of this identified need, the Lancaster School District will support unduplicated students through a Multi-Tiered System of Support. This action will consist of the following:</p> <ol style="list-style-type: none"> 1) Support for students in a Multi-tiered system of support that allows students to be provided resources before exhibiting problematic behaviors. 2) A proactive approach to discipline. MTSS can support low-income and Foster students in the Lancaster School District by providing early intervention, personalized support, equitable access to resources, data-driven decision-making, collaborative problem-solving, tiered interventions, and a positive school climate. By addressing the unique needs of low-income students within a comprehensive and integrated framework, MTSS can help ensure that all students have the opportunity to succeed academically and thrive socially and emotionally. 3) Provide training for teachers with a focus on MTSS, as well as support for families in the home. 	<p>Youth Truth Engagement - Elementary Youth Truth Engagement - Middle Dashboard suspensions - Low income</p>

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Educational partners consisting of families and students have provided this information to us based on Thought Exchange open-ended surveys throughout the year, that indicated the need to create reasons for students to want to be engaged in through interest-based expanded learning opportunities.</p> <p>Scope: LEA-wide</p>	<p>and should have access to support after school to support the acquisition of learning topics they feel relevant while increasing interest in the educational process.</p> <p>By providing this action to targeted student groups through the Lancaster system, we will provide targeted academic tutoring, language development, and homework assistance to support academics. We will be providing social-emotional support with safe and supportive environments, and mental health support. We will further provide for engagement through enrichment activities, and programs that incorporate culturally relevant materials and activities that can make learning more meaningful and engaging for diverse student populations.</p>	
<p>3.2</p>	<p>Action: Attendance Monitoring</p> <p>Need: Foster students in the Lancaster School District were chronically absent in 22-23 at 36.4%, and low-income students were chronically absent at 43.5%. The overall rate of chronic absenteeism in Lancaster School District was 41.9%. Although we saw drops in chronic absenteeism, we still acknowledge that there is a significant amount of work regarding monitoring our Foster, and low-income student populations.</p> <p>After considerable meetings with educational partners including our families, and staff, we determined the need to ensure that we can</p>	<p>As a result of the abovementioned need, the following action is being put into place to support both our Foster and low-income student groups to intervene early in terms of chronic absenteeism.</p> <ol style="list-style-type: none"> 1) The district will provide a Lancaster Interactive Dashboard that will ensure that we monitor our unduplicated student groups to ensure regular attendance. 2) When we observe groups or students trending chronically absent, we will provide interventions to include work with our families, and family ambassadors to support families that are struggling with attendance. 3) We will provide extra hours to support staff in maintaining attendance teams that support student attendance. 	<p>Attendance (Foster Youth) Attendance (Socioeconomically Disadvantaged) Chronic Absenteeism (Foster Youth) Chronic Absenteeism (Socioeconomically Disadvantaged)</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>identify and mitigate rates of chronic absenteeism when we see those rates begin to rise. Our partners determined that monitoring student attendance, and identifying headwinds that keep students from attending school regularly is vitally important. It was therefore determined that the district needs to consistently be in a position to accurately analyze our chronic absenteeism to intervene early for our unduplicated student group.</p> <p>Scope: LEA-wide</p>	<p>This action will support the district in monitoring chronic absenteeism for low-income and Foster youth and will allow LESD to support and identify headwinds and issues that may be symptomatic of greater, more serious issues that our students are experiencing. This action is targeted to support foster and low-income student groups as they are generally the most impacted by adverse childhood experiences that result in chronic absenteeism in Lancaster, however, all schools will receive access to this action.</p> <p>This action will be implemented LEA-wide to ensure that all students are being monitored for attendance. All students will benefit from the interventions that will be provided as a result of the monitoring cycles, and attendance teams being supported through this action.</p>	
3.3	<p>Action: Attendance Incentives</p> <p>Need: Foster students in the Lancaster School District were chronically absent in 22-23 at 36.4%, and low-income students were chronically absent at 43.5%. The overall rate of chronic absenteeism in Lancaster School District was 41.9%. Although we saw drops in chronic absenteeism, we still acknowledge that there is a significant amount of work regarding monitoring our Foster, and low-income student populations.</p> <p>During focus groups with our educational partners consisting of families and staff, they</p>	<p>This action will address the needs of our students in supporting attendance by providing an engaging and healthy school environment while providing for incentives for attending regularly. This action is in support of our PBIS program, and will further provide students with academically based activities to support their learning and attendance in schools.</p> <p>This action will be applied on a district-wide basis to ensure that all schools and student are given support in their attendance in schools. All students will benefit from the opportunity and incentive to be present in school, although the action will be targeting both foster and low-income student groups.</p>	<p>Attendance Rates (Socioeconomically Disadvantaged) Attendance Rates (Foster Youth) Chronic Absenteeism (Socioeconomically Disadvantaged) Chronic Absenteeism (Foster Youth)</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>identified the need to support attendance in schools through the use of school-based incentives. Identifying and supporting attendance in schools will increase academic achievement, and support students in strong behavioral programs. Incentives will support student attendance and support engagement for low-income students. The need for this action was determined through observance of both our Attendance rates of low-income students and Foster Youth, as well as follow-up meetings with family groups and staff.</p> <p>Scope: LEA-wide</p>		
3.4	<p>Action: Additional Classified Support - Safety</p> <p>Need: We identified that the overall attendance in the district for 23-24 was 90.80%. Attendance for low-income was 90.41%. This provides a gap in attendance of .41%.</p> <p>69% of low-income families at the elementary level responded positively to the question "My child's learning environment is safe." 55% of low-income middle school families responded positively to the same question. Although a majority of families report a safe environment, this information is far from where Lancaster School District and our partners feel we should be in terms of student safety.</p>	<p>As a result of the above need, the district and educational partners collaborated to identify the need for additional classified support personnel to maintain safety on our school campuses. This action specifically will support unduplicated students in the following ways:</p> <ol style="list-style-type: none"> 1) Students will have access to additional safety support personnel during the school day. 2) Safety personnel will be trained to identify safety concerns. 3) Safety personnel will be trained to support the social and emotional needs of students experiencing trauma. <p>This action allows for additional Personnel to be placed throughout the schools that are impacted most by neighborhood instances of violence. This action will take place on a district-wide basis as all</p>	<p>Youth Truth Safety - Elementary Families Youth Truth Safety - Middle Families Youth Truth Safety - Elementary Staff Youth Truth Safety - Middle Staff Attendance Rate - Overall Attendance Rate - Low-Income Attendance Rate - English learner Attendance Rate - Foster</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>After consulting with our educational partners, consisting of families and teachers, the team stated directly that there have been high instances of violence in the neighborhoods in which our schools exist. Educational partners determined that there is a need to support student safety through the use of additional classified personnel, thus increasing attendance. It was also determined that these Personnel should be trained to support students' social and emotional well-being. As these personnel will be supporting students' social-emotional well-being, they will be first responders when acts of violence occur, therefore these individuals will act as a first line of defense. This was reiterated through various Thought Exchanges sent to the community. Families further remarked that their neighborhoods surrounding our schools were not always safe.</p> <p>Scope: LEA-wide</p>	<p>students will benefit from the support of additional classified personnel about safety on our campuses.</p>	
<p>3.5</p>	<p>Action: Additional Support Staff</p> <p>Need: 69% of low-income families at the elementary level responded positively to the question "My child's learning environment is safe." 55% of low-income middle school families responded positively to the same question. Although a majority of families report a safe environment, this information is far from where Lancaster</p>	<p>As a result of the above need to support low-income students with increased administrative support, in providing restorative practices, mediation, and intervention, the district will support low-income learners with this action which will provide the following specifically:</p> <p>1) Additional Assistant Principals who are trained in restorative practice to mediate issues that arise among students.</p>	<p>Youth Truth Safety - Elementary Families Youth Truth Safety - Middle Families</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>School District and our partners feel we should be in terms of student safety.</p> <p>Our educational partners, consisting of families, identified a need for additional administrative support to work with our low-income students in the moment when elevated using restorative practices. These resources were requested by families via our youth truth safety measure to support low-income students with additional adult support that would be available in the schools as we previously stated it was determined through our youth truth safety measure, that many communities in and around Lancaster schools are residing in neighborhoods with a history of violence as reported by our educational partners.</p> <p>Scope: LEA-wide</p>	<p>2) Train Assistant Principals in restorative practices.</p> <p>3) Support restorative practices with monitoring and time for collaboration among teams in building access to restorative practices.</p> <p>This action supports the Lancaster School District in providing for assistant principles throughout the system as well as other designations of administration to support student well-being and safety.</p> <p>This action will be provided on an LEA-wide basis to support certificated personnel to support students in schools, while also providing them with additional adult possibilities for positive relationships. This action, although targeted at low-income students, will support all students throughout the district with the ability to create positive adult-to-student relationships, subsequently creating a positive learning environment for all.</p>	
3.9	<p>Action: Increased Family Engagement for Leadership</p> <p>Need: Families of low-income in elementary schools scored Lancaster School District at a 3.33 on a scale from 1-5 on our local climate survey whereas the overall family score for elementary schools was a 3.66.in engagement In our middle school family survey families of low-income students scored Lancaster School District at a 3.0 on a scale from 1-5, whereas families representing all middle school</p>	<p>To help low-income families support their children in their education through supporting and being a part of the leadership of their campuses while enhancing their engagement in academic processes, the district will implement this action with a target of:</p> <p>1) Providing family engagement opportunities that support working with parents on strategies to support their child in the home.</p> <p>2) Providing staff training on how to effectively support parents in building their efficacy towards supporting the school in decision-making.</p>	<p>Youth Truth Engagement - Elementary Families (low-income)</p> <p>Youth Truth Engagement - Middle Families (low-income)</p> <p>Chronic absenteeism (Low Income)</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>students scored the district at a 3.66 with regards to engagement.</p> <p>We collaborated with our educational partners to identify possible root causes and were informed by families that there was a need to support them with materials that could support their decision-making and leadership practices toward being engaged in their students' schools. In essence, our low-income families shared that they needed support, and training to better engage in supporting and leading in decision-making in the school. They identified that they felt that there was a lack of decision-making capacity on the part of parents and community and that they did not feel engaged in the process for the students in the community. Lancaster School District partners determined that engaging families in academics would empower families to be advocates for their children's education. Lancaster families determined that when they are knowledgeable about educational policies, practices, and resources, they can effectively advocate for their child's needs and contribute to positive changes within the school and community.</p> <p>Scope: LEA-wide</p>	<p>3) Train parents through our Parenting Partners program to support appropriate engagement with the school and home.</p> <p>This action supports the above need by providing for training and support of families to be involved in the decision-making processes and governance of school structures. This will further bring families to the table to be a part of the decision-making process and promote their understanding of the system as a whole. This is being provided on a district-wide basis to support families in their knowledge of the academic system while supporting their students with their voice in governance.</p> <p>This action will be provided on an LEA-wide basis, as all students will benefit from having families and communities more firmly involved in the educational program for students. Involving the community and families builds a continuity between the home and school.</p>	

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
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For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

Not Applicable

Additional Concentration Grant Funding

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

In the 2025–26 school year, Lancaster School District will utilize increased state grant funding—allocated for schools with over 55% low-income student populations—to expand staffing across all schools. This funding will support the addition of personnel dedicated to providing direct services to foster youth, English learners, and low-income students, as appropriate. Additionally, K–2 classrooms will have the opportunity to receive extra classified support as outlined in Goal 3, Action 4. Staffing ratios will be provided for each school site. Criteria used to determine classroom staffing include current teacher assignments and the goal of reducing the student-to-teacher ratio without disrupting existing class placements.

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

2025-26 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	\$142,577,426	\$51,502,683	36.123%	0.000%	36.123%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$149,168,533.00	\$71,250,995.00	\$11,201,150.00	\$13,879,492.00	\$245,500,170.00	\$191,596,025.00	\$53,904,145.00

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

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.11	Early Literacy	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$2,000,000.00	\$0.00	\$2,000,000.00	\$0.00	\$0.00	\$0.00	\$2,000,000.00	0%
1	1.12	Special Education & Inclusive Practices	Students with Disabilities	No			All Schools	2024-2027	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0%
1	1.13	Leadership Support and Professional Development	English Learners, Foster Youth, Low Income	No			All Schools	2024-2027	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0%
1	1.14	Access to Language Development: Multi-Language Learners	English Learners	No				2024-2027	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
1	1.15	Support for Long-Term English Learners	Long Term English Learners	No				2024-2027	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
1	1.16	Additional Classified Support for Academics	Low-income	No				2024-2027	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
1	1.17	Increased Family Engagement for Academics	Low Income	No			All Schools	2024-2027	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
2	2.1	Social Emotional Learning	All	No			All Schools	2024-2027	\$2,142,779.00	\$67,746.00	\$2,198,615.00	\$840.00	\$0.00	\$11,070.00	\$2,210,525.00	0%
2	2.2	Student Mental Health Supports	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	2024-2027	\$53,423.00	\$374,068.00	\$53,423.00	\$359,950.00	\$0.00	\$14,118.00	\$427,491.00	0%
2	2.3	Trauma Informed Practices	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	2024-2027	\$1,226,903.00	\$296,547.00	\$486,120.00	\$40,138.00	\$0.00	\$997,192.00	\$1,523,450.00	0%
2	2.4	Alternative Education: Classes	Low Income	Yes	LEA-wide	Low Income	All Schools	2024-2027	\$141,484.00	\$5,983.00	\$147,467.00	\$0.00	\$0.00	\$0.00	\$147,467.00	0%
2	2.5	Alternate Education: Site						2024-27	\$1,040,756.00	\$10,852.00	\$0.00	\$1,051,247.00	\$0.00	\$361.00	\$1,051,608.00	
2	2.6	Culturally Responsive Positive Behaviors Interventions and Supports	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	2024-2027	\$487,908.00	\$2,160,614.00	\$2,608,823.00	\$0.00	\$0.00	\$39,699.00	\$2,648,522.00	0%
2	2.7	Capturing Kids Hearts	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	2024-2027	\$0.00	\$3,018,933.00	\$3,018,150.00	\$0.00	\$0.00	\$783.00	\$3,018,933.00	0%
2	2.8	Multi-Tiered Systems of Support	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	2024-2027	\$0.00	\$1,355.00	\$1,355.00	\$0.00	\$0.00	\$0.00	\$1,355.00	0%

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.9	Expanded Learning Opportunities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$4,444,871.00	\$10,920,409.00	\$0.00	\$15,365,280.00	\$0.00	\$0.00	\$15,365,280.00	0%
2	2.10	Increased Family Engagement for Social Emotional Learning	Low-income	No			All Schools	2024-2027	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
2	2.11	Dual Capacity Training	Low-income	No			Specific Schools: Mariposa, Jack Northrop, Discover y	2024-2027	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0%
2	2.12	Family Translation Services	English Learners	No			All Schools	2024-2027	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
2	2.13	School Sponsored Family Events	English Learners, Foster Youth, Low Income	No			All Schools	2024-2027	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0%
3	3.1	Safe Facilities	All	No				2024-2027	\$17,571,329.00	\$6,190,742.00	\$6,411,937.00	\$7,055,744.00	\$10,017,837.00	\$276,553.00	\$23,762,071.00	0%
3	3.2	Attendance Monitoring	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	2024-2027	\$0.00	\$311,218.00	\$311,218.00	\$0.00	\$0.00	\$0.00	\$311,218.00	0%
3	3.3	Attendance Incentives	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	2024-2027	\$1,892,524.00	\$5,040,115.00	\$5,072,420.00	\$1,855,816.00	\$0.00	\$4,403.00	\$6,932,639.00	0%
3	3.4	Additional Classified Support - Safety	Low Income	Yes	LEA-wide	Low Income	All Schools	2024-2027	\$7,541,888.00	\$2,895,549.00	\$8,446,969.00	\$1,979,401.00	\$0.00	\$11,067.00	\$10,437,437.00	0%
3	3.5	Additional Support Staff	Low Income	Yes	LEA-wide	Low Income	All Schools	2024-2027	\$30,391.00	\$51,500.00	\$30,391.00	\$51,500.00	\$0.00	\$0.00	\$81,891.00	0%
3	3.6	Alternative Educational Settings	Low income	No			Specific Schools: The Leadership Academy, RISE, and Lancaster Alternative Virtual Academy	2024-2027	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0%

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.7	District Safety Communication System	All	No			All Schools	2024-2027	\$147,313.00	\$0.00	\$147,313.00	\$0.00	\$0.00	\$0.00	\$147,313.00	0%
3	3.8	Technology Systems	All	No				2024-2027	\$0.00	\$18,900.00	\$18,900.00	\$0.00	\$0.00	\$0.00	\$18,900.00	0%
3	3.9	Increased Family Engagement for Leadership	Low Income	Yes	LEA-wide	Low Income	All Schools	2024-2027	\$0.00	\$106,512.00	\$105,439.00	\$0.00	\$0.00	\$1,073.00	\$106,512.00	0%
3	3.10	Family and Community Schools	Low income	No			All Schools	2024-2027	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0%
3	3.11	Family Ambassadors	Foster Youth Low Income	No			All Schools	2024-2027	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0%
3	3.12	Community Partnerships and Schools	Low Income Foster Youth	No				2024-2027	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0%
4	4.1	Enhanced Leadership for Culture and Climate	African American, Hispanic, English Learners, Low-Income	No			Specific Schools: Desert View; El Dorado; Joshua; LAVA; New Vista; Piute; Promise; Sierra; Sunnysdale; The Leadership Academy; RISE; Lincoln, Monte Vista	2024-2027	\$5,164,522.00	\$178,425.00	\$158,087.00	\$4,476,415.00	\$361,708.00	\$346,737.00	\$5,342,947.00	0%
4	4.2	Enhance Support for Leadership for Equity	African American	No			Specific Schools: Desert View; El Dorado; Joshua; LAVA; New Vista; Piute; Promise; Sierra; Sunnysdale; The	2024-2027	\$519,294.00	\$0.00	\$298,675.00	\$0.00	\$0.00	\$220,619.00	\$519,294.00	0%

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							Leadership Academy ; RISE; Lincoln, Monte Vista									
4	4.3	Enhance Support for Collaboration	African American, Hispanic, English Learners, Low-Income	No			Specific Schools: Desert View; El Dorado; Joshua; LAVA; New Vista; Piute; Promise; Sierra; Sunnydale; The Leadership Academy ; RISE; Lincoln, Monte Vista	2024-2027	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0%
4	4.4	Leadership Support for Accountability	All	No			All Schools Specific Schools: Desert View; El Dorado; Joshua; LAVA; New Vista; Piute; Promise; Sierra; Sunnydale; The Leadership Academy ; RISE; Lincoln, Monte Vista	2024-2027	\$1,253,974.00	\$0.00	\$1,115,368.00	\$138,606.00	\$0.00	\$0.00	\$1,253,974.00	0%

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
5	5.1	Teacher Clarity	African American, Two or More Races; Students with Disabilities, Hispanic, Socioeconomically Disadvantaged, English Learners	No			Specific Schools: Desert View; El Dorado; Joshua; New Vista; Piute; Sierra; Sunnydale; Monte Vista; Lincoln	2024-2027	\$0.00	\$100,000.00	\$0.00	\$100,000.00	\$0.00	\$0.00	\$100,000.00	0%
5	5.2	Targeted Intervention	African American, Two or More Races; Students with Disabilities, Hispanic, Socioeconomically Disadvantaged, English Learners	No			Specific Schools: Desert View; El Dorado; Joshua; New Vista; Piute; Sierra; Sunnydale; Monte Vista; Lincoln	2024-2027	\$45,744.00	\$1,038,302.00	\$0.00	\$1,084,046.00	\$0.00	\$0.00	\$1,084,046.00	0%
5	5.3	Walk to Learn	African American, Two or More Races; Students with Disabilities, Hispanic, Socioeconomically Disadvantaged, English Learners	No			Specific Schools: Desert View; El Dorado; Joshua; New Vista; Piute; Sierra; Sunnydale; Monte Vista; Lincoln	2024-2027	\$0.00	\$100,000.00	\$0.00	\$100,000.00	\$0.00	\$0.00	\$100,000.00	0%
5	5.4	Enhanced Inclusive Practices	All African American, Two or More Races; Students with Disabilities, Hispanic, Socioeconomically Disadvantaged, English Learners	No			Specific Schools: Desert View; El Dorado; Joshua; New Vista; Piute; Sierra; Sunnydale; The	2024-2027	\$0.00	\$1,200,656.00	\$0.00	\$1,200,656.00	\$0.00	\$0.00	\$1,200,656.00	0%

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services	
							Leadership Academy, RISE, Lancaster Virtual Academy; Monte Vista; Lincoln										
5	5.5	Transportation Support	Socioeconomically Disadvantaged; White; Foster Youth	No			Specific Schools: El Dorado, Sierra, Joshua, RISE, Sunnydale	2024-2027	\$0.00	\$100,000.00	\$0.00	\$100,000.00	\$0.00	\$0.00	\$100,000.00	0%	
5	5.6	SEL Center	Homeless; African American; Two or More Races, White, Homeless; Socioeconomically Disadvantaged; Students with Disabilities	No			Specific Schools: Sunnydale, Piute, New Vista, Joshua, Desert View, The Leadership Academy; Monte Vista; Lincoln	2024-2027	\$0.00	\$73,151.00	\$0.00	\$73,151.00	\$0.00	\$0.00	\$73,151.00	0%	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$142,577,426	\$51,502,683	36.123%	0.000%	36.123%	\$66,336,012.00	0.000%	46.526 %	Total:	\$66,336,012.00
								LEA-wide Total:	\$66,336,012.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	Equitable Distribution of Teachers	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$12,107,005.00	0%
1	1.3	Instructional Coaching Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,170,471.00	0%
1	1.5	Supplemental Materials, Supplies, and Services - Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$26,337,837.00	0%
1	1.6	Supplemental Materials, Services and Supports - Enrichment	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$333,136.00	0%
1	1.8	Professional Development for Increased Needs	Yes	LEA-wide	English Learners Low Income	All Schools	\$1,788.00	0%
1	1.9	MTSS Para Program	Yes	LEA-wide	Low Income	All Schools	\$104,000.00	0%
1	1.10	Professional Learning Communities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,000,000.00	0%

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

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$272,733,606.00	\$209,859,737.60

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Teacher Credentialing	No	\$102,424,016.00	\$87,312,205.08
1	1.2	Equitable Distribution of Teachers	Yes	\$13,709,844.00	\$15,194,423.64
1	1.3	Instructional Coaching Support	Yes	\$40,247.00	\$12,741.49
1	1.4	Basic Instructional Supplies and Services	No	\$822,440.00	\$3,317,698.30
1	1.5	Supplemental Materials, Supplies, and Services - Intervention	Yes	\$78,492,323.00	\$11,841,534.97
1	1.6	Supplemental Materials, Services and Supports - Enrichment	Yes	\$209,782.00	\$1,760,801.31
1	1.7	Professional Development Core Teaching Strategies	No	\$0.00	\$128,685.97
1	1.8	Professional Development for Increased Needs	Yes	\$250,000.00	\$10,523.84
1	1.9	MTSS Para Program	Yes	\$250,000.00	\$30,001.38
1	1.10	Professional Learning Communities	Yes	\$100,000.00	\$193,436.85
1	1.11	Early Literacy	Yes	\$150,000.00	\$174,087.39

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.12	Special Education & Inclusive Practices	No	\$0.00	\$0.00
1	1.13	Leadership Support and Professional Development	Yes	\$500,000.00	\$360,411.56
1	1.14	Access to Language Development	Yes	\$100,000.00	\$200,000.00
1	1.15	Support for Long-Term English Learners	Yes	\$75,000.00	\$65,635.00
1	1.16	Additional Classified Support	Yes	\$500,000.00	\$471,527.65
1	1.17	Increased Family Engagement for Academics	Yes	\$250,000.00	\$53,191.31
2	2.1	Social Emotional Learning	No	\$4,901,574.00	\$5,037,904.71
2	2.2	Student Mental Health Supports	Yes	\$129,031.00	\$24,149.88
2	2.3	Trauma Informed Practices	Yes	\$696,713.00	\$960,070.11
2	2.4	Alternative Education Classes	Yes	\$182,403.00	\$10,749.42
2	2.5	Alternative Education	Yes	\$13,506,934.00	\$233.47
2	2.6	Culturally Responsive Positive Behaviors Interventions and Supports	Yes	\$565,604.00	\$564,174.89
2	2.7	Capturing Kids Hearts	Yes	\$250,000.00	\$142,187.94

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.8	Multi-Tiered Systems of Support	Yes	\$500,000.00	\$839.62
2	2.9	Expanded Learning Opportunities	Yes	\$75,000.00	\$11,765,675.57
2	2.10	Increased Family Engagement for Social-Emotional Development	Yes	\$100,000.00	\$0.00
2	2.11	Dual Capacity Training	Yes	\$150,000.00	\$0.00
2	2.12	Family translation Services	Yes	\$100,000.00	\$0.00
2	2.13	School Sponsored Family Events	Yes	\$100,000.00	\$0.00
3	3.1	Safe Facilities	No	\$18,504,905.00	\$31,587,343.72
3	3.2	Attendance Monitoring	Yes	\$100,000.00	\$217,745.82
3	3.3	Attendance Incentives	Yes	\$7,915,671.00	\$3,852,159.04
3	3.4	Additional Classified Support - Safety	Yes	\$8,789,344.00	\$7,460,828.69
3	3.5	Additional Support Staff	Yes	\$200,000.00	\$54,935.19
3	3.6	Alternative Educational Settings	Yes	\$50,000.00	\$0.00
3	3.7	District Safety Communication System	No	\$100,000.00	\$143,904.92
3	3.8	Technology Systems	No	\$0.00	\$2,573.28

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.9	Increased Family Engagement for Leadership	Yes	\$100,000.00	\$113,551.40
3	3.10	Family and Community Schools	Yes	\$50,000.00	\$0.00
3	3.11	Family Ambassadors	Yes	\$25,000.00	\$0.00
3	3.12	Community Partnerships and Schools	Yes	\$25,000.00	\$0.00
4	4.1	Enhanced Leadership for Culture and Climate	No	\$7,879,478.00	\$12,453,185.86
4	4.2	Enhance Support for Leadership for Equity	No	\$1,278,668.00	\$911,846.27
4	4.3	Enhance Support for Collaboration	No	\$111,761.00	\$9,675.33
4	4.4	Leadership Support for Accountability	No	\$1,372,868.00	\$1,030,561.10
5	5.1	Teacher Clarity	No	\$7,100,000.00	\$15,595.70
5	5.2	Targeted Intervention	No	\$0.00	\$2,121,571.69

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
5	5.3	Walk to Learn	No	\$0.00	\$0.00
5	5.4	Enhanced Inclusive Practices	No	\$0.00	\$1,156,491.55
5	5.5	Transportation Support	No	\$0.00	\$9,065,730.64
5	5.6	SEL Center	No	\$0.00	\$29,146.05

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$52,374,086	\$75,648,662.00	\$61,364,107.01	\$14,284,554.99	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Equitable Distribution of Teachers	Yes	\$9,803,397.00	\$7,514,729.10	0%	0%
1	1.3	Instructional Coaching Support	Yes	\$35,093.00	\$36,393.35	0%	0%
1	1.5	Supplemental Materials, Supplies, and Services - Intervention	Yes	\$46,937,077.00	\$34,474,854.63	0%	0%
1	1.6	Supplemental Materials, Services and Supports - Enrichment	Yes	\$209,782.00	\$533,549.76	0%	0%
1	1.8	Professional Development for Increased Needs	Yes	\$250,000.00	\$4,809.89	0%	0%
1	1.9	MTSS Para Program	Yes	\$250,000.00	\$59,376.16	0%	0%
1	1.10	Professional Learning Communities	Yes	\$100,000.00	\$0	0%	0%
1	1.11	Early Literacy	Yes	\$150,000.00	\$0	0%	0%
1	1.13	Leadership Support and Professional Development	Yes	\$500,000.00	\$0	0%	0%
1	1.14	Access to Language Development	Yes	\$100,000.00	\$0	0%	0%
1	1.15	Support for Long-Term English Learners	Yes	\$75,000.00	\$0	0%	0%
1	1.16	Additional Classified Support	Yes	\$500,000.00	\$0	0%	0%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.17	Increased Family Engagement for Academics	Yes	\$250,000.00	\$0	0%	0%
2	2.2	Student Mental Health Supports	Yes	\$44,902.00	\$107,546.10	0%	0%
2	2.3	Trauma Informed Practices	Yes	\$488,586.00	\$794,088.48	0%	0%
2	2.4	Alternative Education Classes	Yes	\$182,403.00	\$10,762.90	0%	0%
2	2.5	Alternative Education	Yes	\$14,000.00	\$2,612.94	0%	0%
2	2.6	Culturally Responsive Positive Behaviors Interventions and Supports	Yes	\$548,221.00	\$598,436.49	0%	0%
2	2.7	Capturing Kids Hearts	Yes	\$250,000.00	\$142,050.00	0%	0%
2	2.8	Multi-Tiered Systems of Support	Yes	\$500,000.00	\$0	0%	0%
2	2.9	Expanded Learning Opportunities	Yes	\$75,000.00	\$4,500.00	0%	0%
2	2.10	Increased Family Engagement for Social-Emotional Development	Yes	\$100,000.00	\$0	0%	0%
2	2.11	Dual Capacity Training	Yes	\$150,000.00	\$0	0%	0%
2	2.12	Family translation Services	Yes	\$100,000.00	\$0	0%	0%
2	2.13	School Sponsored Family Events	Yes	\$100,000.00	\$0	0%	0%
3	3.2	Attendance Monitoring	Yes	\$100,000.00	\$464,043.30	0%	0%
3	3.3	Attendance Incentives	Yes	\$4,595,857.00	\$3,568,320.52	0%	0%
3	3.4	Additional Classified Support - Safety	Yes	\$8,789,344.00	\$12,876,909.06	0%	0%
3	3.5	Additional Support Staff	Yes	\$200,000.00	\$56,564.79	0%	0%
3	3.6	Alternative Educational Settings	Yes	\$50,000.00	0	0%	0%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.9	Increased Family Engagement for Leadership	Yes	\$100,000.00	\$114,559.54	0%	0%
3	3.10	Family and Community Schools	Yes	\$50,000.00	\$0	0%	0%
3	3.11	Family Ambassadors	Yes	\$25,000.00	\$0	0%	0%
3	3.12	Community Partnerships and Schools	Yes	\$25,000.00	\$0	0%	0%

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$139,369,586	\$52,374,086	0%	37.579%	\$61,364,107.01	0.000%	44.030%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of EC Section 52064.4, all LEAs must do the following:

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

- For school districts, see [Education Code Section 52062](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068](#); and
- For charter schools, see [Education Code Section 47606.5](#).

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds:** To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
 - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #
<ul style="list-style-type: none">• Enter the metric number.
Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

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

Action

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.
 - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
 - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to [EC Section 32526\(d\)](#). For information related to the required needs assessment please see the Program Information tab on the [LREBG](#)

[Program Information](#) web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the [California Statewide System of Support LREBG Resources](#) web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in [EC Section 32526\(c\)\(2\)](#).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
 - Identify the action as an LREBG action;
 - Include an explanation of how research supports the selected action;
 - Identify the metric(s) being used to monitor the impact of the action; and
 - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 CCR Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

Complete the table as follows:

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

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

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

Total Planned Expenditures Table

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

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

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

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

LCFF Carryover Table

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

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

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

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

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

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