

Lancaster School District

Executive Summary

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Local Control & Accountability Plan 2018-2020



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LCAP EXECUTIVE SUMMARY

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

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

We believe...

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

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

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

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

The following provides a summary of the LANCASTER ELEMENTARY's Local Control and Accountability Plan (LCAP), as well as a summary of the fiscal analysis and stakeholder engagement that supported its development.

LCAP

California's new Local Control Funding Formula (LCFF) shifts the state away from a system of rule compliance, measured by audits and enforced through penalties, to a system of accountability based upon local needs, measured by progress toward annual goals, and explicitly linked to an agency's budget. Public schools are no longer implementing the state's plan for their neediest students—they must develop a plan locally that achieves better results than were achieved under the old system of revenue limits and categorical programs. The new system requires that local educational agencies (LEA) think and plan differently. The LCFF provides public schools with the opportunity to think first about student outcomes. Planning and decision making under the LCFF focuses on what students will do and/or be able to accomplish.

The cornerstone of the state's accountability system is the LCAP, which provides a strategic roadmap for decision making by school districts and charter schools. The LCAP is built upon the guiding principles of local control and transparency. It requires school districts and charter schools to develop goals, actions, and services that improve educational outcomes for students, and that these goals, actions, and services be based on data—both local, through the implementation of a robust needs assessment, and more broadly, through the incorporation of research, experience, and educational theory. The LCAP further requires that parents, school personnel, and the community be engaged in setting the goals and identifying metrics for measuring results.

As the LCAP is a three-year plan that is meant to provide transparency at the local level and encourage input from key stakeholders in the community, LANCASTER ELEMENTARY engaged stakeholders (see the Stakeholder Engagement section for more detail) to develop a robust, three-year plan in accordance with the State Board of Education (SBE)-approved template. LANCASTER ELEMENTARY's LCAP should not be viewed in the short term, but in the long term with goals based on progress over three years, and includes the following components:

- 1) Most significant goals from the prior, current, and subsequent two years including its identified metrics;
- 2) Progress based on the established metrics, including those in the California School Dashboard;
- 3) Estimated expenditures for each prior-year goal; and
- 4) Explanation of changes, if applicable, based on the progress measured.

California School Dashboard

The California School Dashboard is intended to be a tool that allows for continuous monitoring and adjustment with the goal of improving systems for the benefit of student learning and achievement. The California School Dashboard will provide a holistic and multidimensional assessment of a school district or charter school and their school sites in the context of the LCFF's eight state priorities with three enumerated purposes:

- To assist in the evaluation of its strengths, weaknesses, and areas that require improvement
- To assist a county superintendent of school or authorizing agency in the identification of school districts or charter schools in need of technical assistance, and how to target such assistance
- To assist the SSPI in identification of school districts or charter schools in need of intervention.

State Indicators

	N/A	BLUE	GREEN	YELLOW	ORANGE	RED
ELA Indicator					X	
Math Indicator					X	
English Learner Progress			X			
Graduation Rates (9-12)	X					
Chronic Absentee Rates	X					
Suspension Rates					X	
College and Career Readiness	X					

Local Performance Indicators

Basics (Teachers, Instructional Materials, Facilities)	N/A	Met	Did Not Meet	2-Years Not Met
Implementation of Academic Standards	N/A	Met	Did Not Meet	2-Years Not Met
Parental Engagement	N/A	Met	Did Not Meet	2-Years Not Met
School Climate	N/A	Met	Did Not Meet	2-Years Not Met

LANCASTER ELEMENTARY's dashboard identifies areas in which need improvement, and also documents growth and closure of the achievement gap in a number of areas.

The following student groups fell into the "RED" performance category in 2017-18:

- Foster - Suspension, ELA
- 2+Races - Suspension
- Students with Disabilities - ELA, Math
- African American - ELA, Math
- Homeless - Math
- Socio-Economically Disadvantaged - Math
- American Indian - Math

The following student groups fell into the "ORANGE" performance category in 2017-18:

- All students - Suspension, ELA, Math
- English Learners - Suspension, ELA, Math
- Homeless - Suspension, ELA
- Socio-Economically Disadvantaged - Suspension, ELA
- Students with Disabilities - Suspension
- African American - Suspension
- American Indian - Suspension
- Hispanic - Suspension, ELA, Math
- 2+Races - ELA, Math
- White - ELA, Math

However, the California School Dashboard shows that there is still work to be done. LANCASTER ELEMENTARY has overall performance in the "Red" or "Orange" performance categories and/or received a "Not Met" or "Not Met for Two or More Years" rating in the state and local performance indicators, respectively.

Lancaster School District is pleased with the following work that was done in the 17-18 school year:

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

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

- Know student subgroups and how to read the data, so that they can be properly serviced
- Literacy for Families
- CAASPP Academy
- ELPAC Academy
- Community Forums
- Accountable Talk
- Focus on Great First Instruction (BLD)

- ELD (designated and integrated)
- More focus on services for students - better identification of students
- Counselor/admin check in
- Coordinator of English Learners and Coordinator of Culture, Climate and Counselors to help coordinate efforts throughout the district
- Integration of TEAL training and designated EL that have a focus on SEL through the arts and language acquisition for personal expression to reduce acting out behaviors

Performance gaps, defined as any student group whose performance was two or more performance levels below the "all student" performance, still exist. LANCASTER ELEMENTARY has identified the following performance gaps and the related measures to address them.

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

Groups that scored below red in ELA were:

- Foster Youth
- Students with disabilities
- African American

Groups that scored red in Math were:

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

Groups that scored in red pertaining to suspension were:

- Foster Youth
- Two or More Races

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

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

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

The following text and figures summarize the most significant goals, and the associated metrics and expenditures as chosen by LANCASTER ELEMENTARY.

Goal

As a result of the actions/services in 2017-18, LANCASTER ELEMENTARY will do the following in 2018-19: The focus for this goal will be around creating an enhanced multi-tiered systems of support in order to reach all students. For specific actions, please see full plan.

Current-Year Goal and Metrics			
Goal - Goal 1: Academics - Options and Excellence			
Related State Priorities	1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> L <input type="checkbox"/>		
Metrics	2018-19 LCAP (Year 1)	2019-20 LCAP (Year 2)	2020-21 LCAP (Year 3)
Credentialing and Teacher Support (% appropriately assigned teachers)	100%	100%	100%
Appropriately assigned materials (appropriately assigned materials %)	100%	100%	100%
CAASPP Mathematics (Percentage increase in Met/Exceeded)	36% Mt/Exceeded	42% Mt/Exceeded	51% Mt/Exceeded
Intervention and Enrichment (based on Lexile): African American student reading gap	-5%	-5%	Maintain 0%
Intervention and Enrichment (based on Lexile): Low income student reading gap	- 4%	Maintain 0%	Maintain 0%
Intervention and Enrichment (based on Lexile): Foster student reading gap	-4%	-4%	Maintain 0%
Intervention and Enrichment (based on Lexile): Homeless student reading gap	- 4%	-4%	Maintain 0%
Intervention and Enrichment (based on Lexile): English Learner reading gap	-1%	Maintain 0%	Maintain 0%
CAASPP Mathematics (Distance from Level 3)	74.5 points below Level 3	61.5 points below Level 3	48.5 points below Level 30
CAASPP English Language Arts (percentage increase in Met/Exceeded)	48%	51%	54%
CAASPP English Language Arts (Distance from Level 3)	34.8 points below level 3	22.4 points below level 3	10 points below level 3

Goal

As a result of the actions/services in 2017-18, LANCASTER ELEMENTARY will do the following in 2018-19: 1. The LEA will work alongside the sites to provide for a professional development plan incorporating ELD for our students. 2. The LEA will be implementing Sentence Frames into our ELD training for both our integrated and designated instruction. 3. The LEA will provide a curricular focus in ELD in order to increase the efficacy of teachers with this population. 4. The LEA will implement PD for administration on ELD as we work to integrate a Common Core focused ELA program into the academic services we offer students.

Current-Year Goal and Metrics			
Goal - Goal 2: Culture - Supportive and Inclusive Learning Environments			
Related State Priorities	1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> L <input type="checkbox"/>		
Metrics	2018-19 LCAP (Year 1)	2019-20 LCAP (Year 2)	2020-21 LCAP (Year 3)
Disproportionality - African American students special education identification	6%	3%	Maintain 0%
Reclassification	23%	28%	33%
At-Risk Long Term English Learners	Decrease by 3%-5	Decrease by 3%-5	Decrease by 3%-5
Long Term English Learner Progress	3%-5increase in LTEL progress	3%-5 increase in LTEL progress	3%-5 increase in LTEL progress
Formative Assessment English Language Development	Establish Baseline	Growth model TBD	Growth model based on 2019-20
English Language Proficiency Assessment for California (ELPAC) %	Establish Baseline	Growth model TBD	Growth based on 2019-20

Goal

As a result of the actions/services in 2017-18, LANCASTER ELEMENTARY will do the following in 2018-19: The LEA will increase and focus our training in our use of our socio - emotional program, Second Step, as well as continue to monitor and train with follow-up the use of Capturing Kids Hearts strategies in order to create welcoming, and supportive environments for our students in Lancaster.

Current-Year Goal and Metrics			
Goal - Goal 3: Climate - Personal Integrity and Responsibility			
Related State Priorities	1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> L <input type="checkbox"/>		
Metrics	2018-19 LCAP (Year 1)	2019-20 LCAP (Year 2)	2020-21 LCAP (Year 3)
Disproportionality - African American Suspension	6%	3%	Maintain below 3%
Suspension Rates - Students with Disabilities	9.3%	6.3%	3.3%
Suspension Rates - African American Students	11.5	8.5%	5.5%
Suspension Rates - All Students	6%	4.3%	2.6%
Middle School Drop-Out Rate	0.10	.07%	.04%
Chronic Absenteeism	6.5%	Maintain below 6.5%	Maintain below 6.5%
Attendance Rates	94.69%	94.89%	95.09%
Truancy Rates - based on ADA	3%	Maintain below 3%	Maintain below 3%

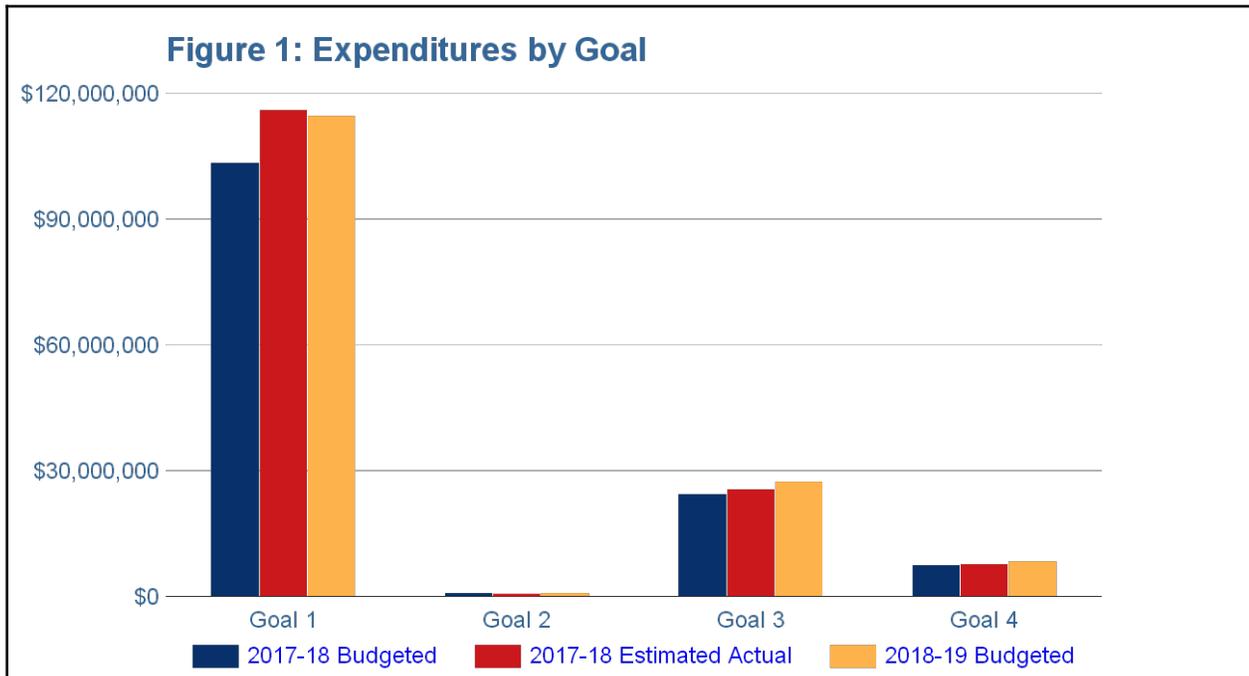
Goal

As a result of the actions/services in 2017-18, LANCASTER ELEMENTARY will do the following in 2018-19: The LEA will include the enhancement of staff training in terms of Family Engagement. We plan to begin the process of enhancing the capacity of both families and our teaching and administrative staff in order to better engage around academic outcomes for all sites.

Current-Year Goal and Metrics			
Goal - Goal 4: Engagement - Family and Community Partnerships			
Related State Priorities	1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> L <input type="checkbox"/>		
Metrics	2018-19 LCAP (Year 1)	2019-20 LCAP (Year 2)	2020-21 LCAP (Year 3)
Family satisfaction (district climate survey)	61%	66%	71%
Student satisfaction (district climate survey)	74%	77%	80%

Expenditures by Goal

Figure 1 provides an overview of resources allocated to each goal in LANCASTER ELEMENTARY's LCAP for 2017-18—both budgeted and estimated actuals—and LCAP Year 1 (2018-19), including but not limited to the goals highlighted within this summary. (Note: The cost of an action or service may be attributed to achieving more than one goal and, therefore, the cost reflected in Figure 1 may be duplicated.)



	Goal Name	2017-18 Budgeted	2017-18 Estimated Actual	2018-19 Budgeted
1	Goal 1: Academics - Options and Excellence <i>Related State Priorities 1, 2, 4, 5, 7 and 8</i>	\$103,408,000	\$115,999,000	\$114,727,000
2	Goal 2: Culture - Supportive and Inclusive Learning Environments <i>Related State Priorities 2, 4, 7 and 8</i>	\$844,854	\$794,697	\$985,734
3	Goal 3: Climate - Personal Integrity and Responsibility <i>Related State Priorities 1, 2, 5, 6, 7 and 8</i>	\$24,442,300	\$25,690,200	\$27,433,600
4	Goal 4: Engagement - Family and Community Partnerships <i>Related State Priorities 2, 3, 4, 5, 6, 7 and 8</i>	\$7,611,510	\$7,763,010	\$8,451,520

Proportionality

In addition to developing goals, actions, and services that improve educational outcomes for students, the LCFF requires that school districts and charter schools demonstrate increased or improved services for targeted students (i.e., also referred to as unduplicated pupils and defined as English learners [EL], foster youth, and those eligible for free and reduced-price meals) in proportion to the increase in the funds received for supplemental and concentration grants. The minimum proportionality percentage (MPP) defines the relationship of increased and improved services provided to targeted students to services provided to all students. To increase services means to grow services in quantity while to improve services means to grow services in quality. It is not, however, just about dollars spent, but about the proportionate increase or improvement in support of eligible students.

As further detailed in the LCFF section, LANCASTER ELEMENTARY received \$140,162,371 for the 2018-19 fiscal year in LCFF funding with \$34,434,590 designated as supplemental and concentration grant. This provides an MPP of 33%.

Increased or Improved Services

In order to accurately determine which services are increased or improved, a school district or charter school must be able to clearly define which services are being provided to all students—defining the core program. The school district or charter school must then identify analytics in order to quantify the improved or increased service. Figure 2 identifies the most significant ways in which LANCASTER ELEMENTARY proposes to increase and/or improve services for unduplicated pupils in the upcoming LCAP year.

Figure 2: Improved or Increased Services					
Service	Core Program	Increase or Improvement	Difference	% Increase/Improvement	Cost
Director of Alternative Learning Programs	Not in core program	Extra tutoring		100.0	\$183,000
Language Learning Academies	Not in core program	Language tutoring for students		100.0	\$21,000
Multi-Tiered Systems of Supports	Intervention	Increase	Training of Site Principals and SST Chairs	50.0	\$23,000
Increased Training in English Language Development	2 Principal and Teacher Trainings	4 Principal and Teacher Trainings	2 Principal and Teacher Trainings	50.0	\$0
AVID for targeted student population	Not in core program	14 Schools	14 Schools	0.0	\$90,000
AVID Excell for EL Student Population	Not in core program	2	0	100.0	\$27,363
Positive Behavior Incentives and Supports	Not in core program	21 School implementation	No difference	0.0	\$44,000
MTSS Coach	Intervention	Improvement		100.0	\$120,000

LCFF

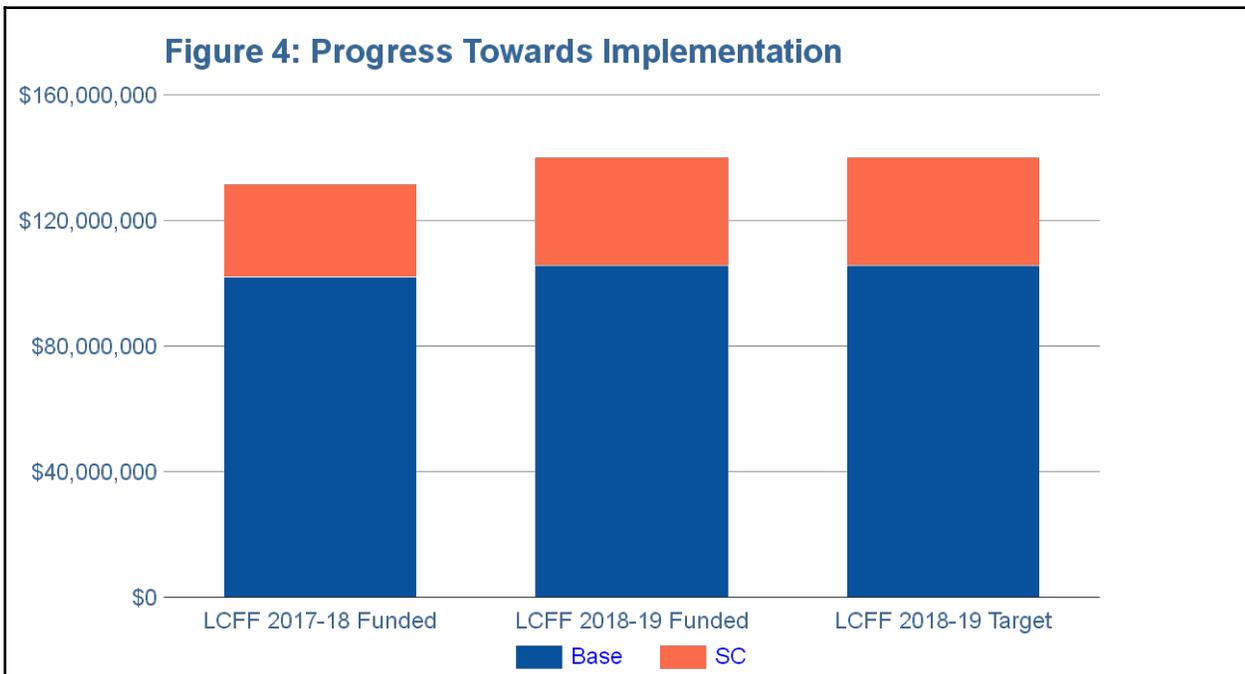
Under LCFF, the revenue limits and categorical programs under which public school finance functioned for 40 years, have been eliminated. Funding under LCFF targets students and provides public schools with the flexibility to provide services specific to their population that will improve student outcomes. To accomplish this, LCFF consists of grade specific base grants plus supplemental and concentration grants calculated based on student demographic factors.

- Base grants are adjusted by 10.4% for grades K-3 class sizes and 2.6% for grades 9-12
- Supplemental grants are equal to 20% of the adjusted base grants multiplied by a school district's or charter school's unduplicated percentage of ELs, students eligible for free and reduced-price meals, and foster youth unduplicated pupil percentage (UPP) Concentration
- grants are equal to 50% of the adjusted base grants multiplied by a school district's or charter school's percentage of unduplicated pupils above 55%

For the 2018-19 fiscal year, the target funding amounts are as follows (see Figure 3):

Factors	K-3	4-6	7-8	9-12
Base Grants	\$7,409	\$7,520	\$7,744	\$8,973
Grade Span Adjustments	\$771	-	-	\$233
Adjusted Base Grants	\$8,180	\$7,520	\$7,744	\$9,206

Intended to be phased in over an eight-year period (2013-14 through 2020-21), the LCFF is expected to reach full implementation in 2018-19 - two years ahead of schedule. During the phase-in years, the amount received by a school district or charter school is calculated based on the difference between its prior-year funding and its LCFF target amount—referred to as the gap. Each year, a school district or charter school receives a percentage of its gap based on how much is allocated in the State Budget—referred to as gap funding. The Governor's 2018-19 May Revision proposes a gap funding rate of 100%, which brings school districts and charters schools to the full implementation target. Figure 4 shows LANCASTER ELEMENTARY's progress towards full implementation.



LANCASTER ELEMENTARY is comprised of students of varying backgrounds and experiences. The LCFF has been structured to provide additional financial assistance to the students most in need. The Education Code requires LANCASTER ELEMENTARY to develop annual goals, via the LCAP, for all students, and specifically for the significant subgroups.

A significant subgroup is defined as one which consists of:

- 30 or more pupils

- 15 or more pupils for foster youth and homeless youth

In addition to subgroups defined by ethnicity, subgroups also include socio-economically disadvantaged, ELs, pupils with disabilities, foster youth, and homeless youth. Figures 5 and 6 provide a snapshot of LANCASTER ELEMENTARY for the 2017-18 fiscal year.

Figure 5: Ethnicity Distribution

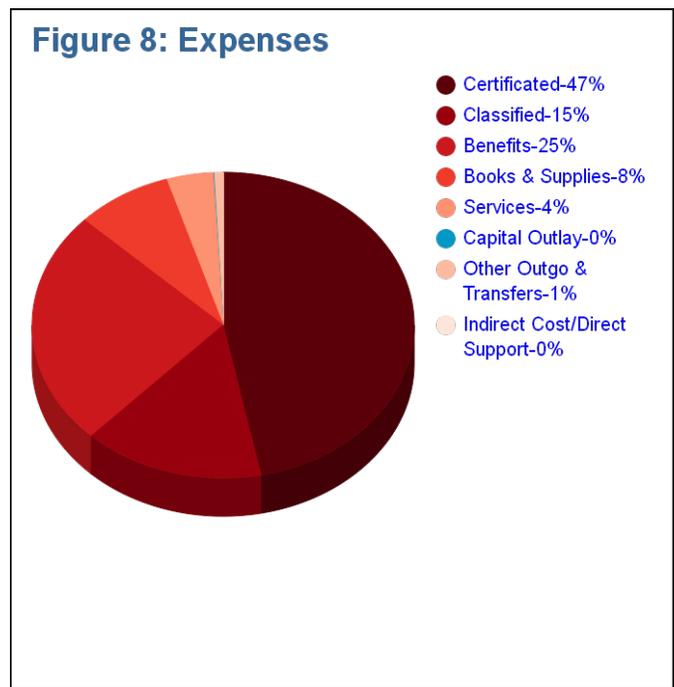
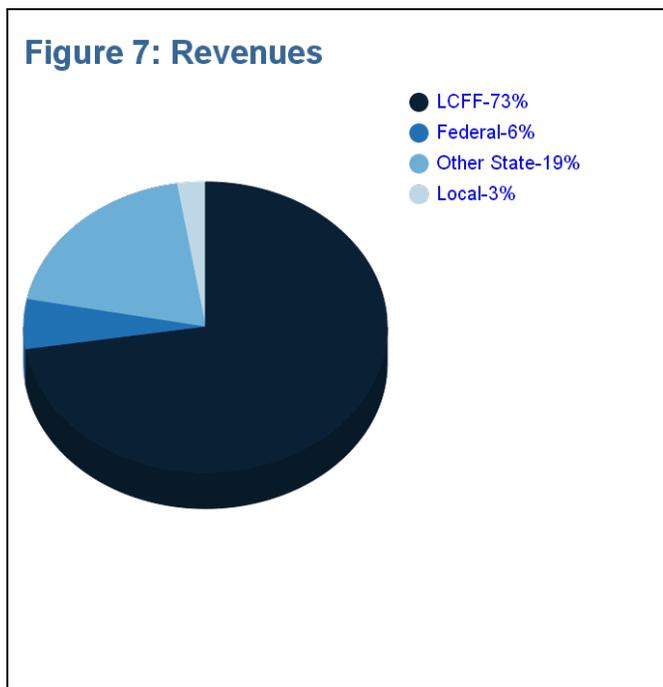
Hispanic or Latino	American Indian or Alaska Native	Asian	Pacific Islander	Filipino	African American	White	Two or more races	Not Reported	Total
7,381	110	189	49	255	4,723	2,258	203	24	15,192

Figure 6: Other Significant Subgroups¹

Socio-economically disadvantaged	English Learners	Foster Youth	Pupils With Disabilities	Homeless Youth
12,002	2,145	414	2,143	814

¹These students are also included in Figure 5: Ethnicity Distribution. Additionally, a single student may be reported in multiple categories.

The flexibility provided by the LCFF allows for local decision on how resources are allocated. In the 2018-19 fiscal year, 73% of LANCASTER ELEMENTARY's General Fund is derived from LCFF funds (see Figure 7).



Although there is flexibility in how LCFF dollars are spent, public schools are in the people business. Without people, public schools would not be able to perform their primary function—to serve and educate children. It comes as no surprise that 87% of LANCASTER ELEMENTARY's General Fund budget is spent on salaries and benefits, as illustrated in Figure 8, which support the goals, actions, and services outlined within the LCAP. Of LANCASTER ELEMENTARY's total General Fund expenditure of \$151,745,592, has been budgeted to support the planned actions and services to meet the goals as outlined in the operative budget year. The remaining General Fund budget expenditures, not included within the LCAP, were to pay for the day-to-day operations of the district (e.g., payroll and other services, maintenance and operations, etc.).

The interaction between the LCFF funds and the significant subgroups is important because a portion of LCFF funding must be spent to principally benefit the student subgroups in Figure 6, excluding pupils with disabilities and homeless youth. Each year, LANCASTER ELEMENTARY uses the UPP, projected to be 85% of enrollment for 2018-19, to calculate the share of new LCFF funds that are generated, and must be directed towards unduplicated pupils with the goal of closing the achievement gap. In fact,

LANCASTER ELEMENTARY has received more than \$34,434,590 in additional funds for this specific purpose. Figure 9 illustrates the breakdown of LCFF funds and the portion that must be directed towards unduplicated pupils.

Figure 9: 2018-19 Projected LCFF Funding¹				
LCFF Revenues	2015-16	2016-17	2017-18	2018-19
Base	\$97,120,203	\$99,729,445	\$102,093,543	\$105,727,781
Supplemental/Concentration	\$21,799,354	\$27,192,229	\$29,534,787	\$34,434,590
Total	\$118,919,557	\$126,921,674	\$131,628,330	\$140,162,371

¹This figure represent the state calculated LCFF entitlement and does not include excess property taxes or Education Protection Account funds received by basic aid school districts.

Stakeholder Engagement

Engaging stakeholders is a critical part of the LCFF and the LCAP process. A stakeholder is anyone with an interest in a project, initiative, or program an organization is implementing or anyone generally interested in what the organization is trying to achieve. They stand to win if the organization wins, or lose if the organization loses - essentially, stakeholders are anyone affected by the decisions made by the organization. Within the context of the LCAP, stakeholders are students, parents, employees, and the community at large whose collective well-being and prosperity depend upon the success or failure of public schools.

There are generally two stages of engagement within the context of the LCAP:

- Consultation—Public schools are required to consult teachers, principals, administrators, other school personnel, local bargaining units, parents, and students
- Review and Comment—Public schools are required to present the LCAP for review and comment to the public, parent advisory groups, and to hold a public hearing prior to the adoption of the LCAP to receive input

As illustrated in Figures 10 and 11, throughout the course of the LCAP development, LANCASTER ELEMENTARY engaged almost 5,900 stakeholders through surveys, community meetings, comments (online or written), bargaining unit meetings, student sessions, and stakeholder engagement committee meetings.

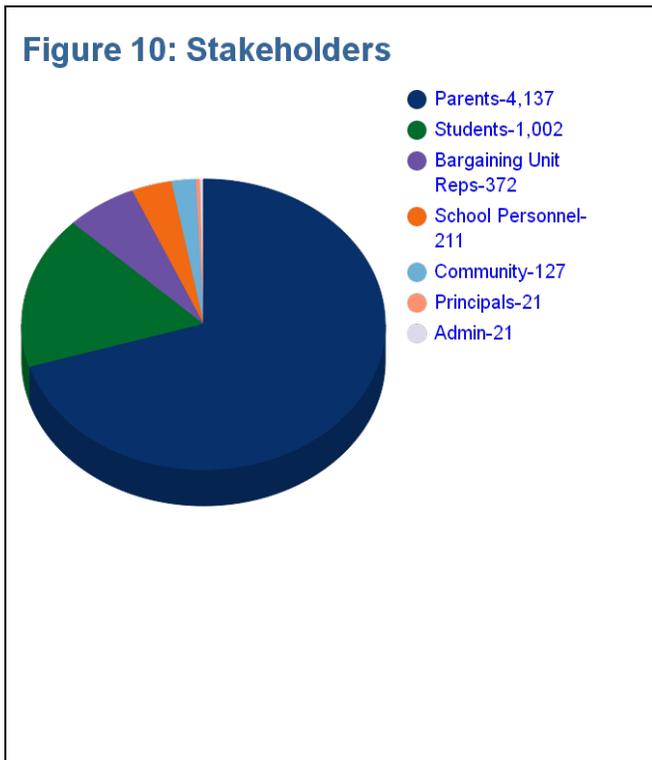
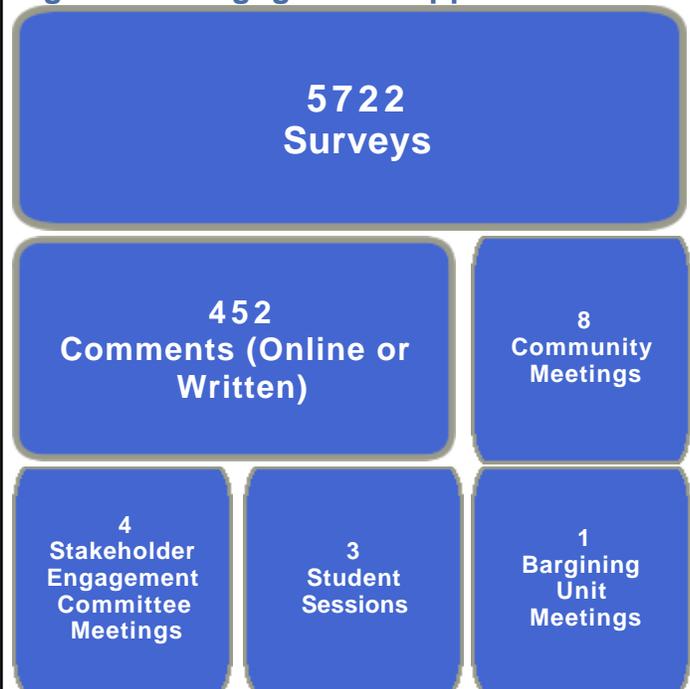


Figure 10: Engagement Opportunities



The data collected as part of the local needs assessment was utilized to inform presentations to the various stakeholders such as:

- DELAC - District English Language Advisory Committee
- SAC - Superintendents' Advisory Committee
- ELAC - English Language Advisory Committees
- AAAC - African American Advisory Council
- Lancaster's Listening: a dialog on District Planning
- Bargaining unit was allotted time in order to analyze data.
- District Site Leadership Team
- DBAC - District Budget Advisory Committee

- LCAP focus groups
- LCAP Steering Committee
- Families had an open opportunity throughout the year to provide for feedback by taking a family survey provided via Survey Monkey. At all community events we provided Chromebooks for parents to take the survey.
- Staff survey - Staff, both certificated and classified were provided a survey in order to provide feedback on district goals, and climate.
- Community Forums - 3 community forums on Foster Education, English Language Learners, and African American student groups were provided for at sites, immediately following board meetings.
- Regarding surveys for this year, we were able to secure 4,137 family surveys, 372 Certificated Staff surveys, 211 Classified surveys, and 1,002 student surveys.